



## Board of Governors of the City of London School

**Date:** WEDNESDAY, 17 OCTOBER 2018

**Time:** 11.00 am

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

**Members:**

Deputy James Thomson (Chairman)	Alderman & Sheriff Vincent Keaveny
Tim Levene (Deputy Chairman)	Ronel Lehmann (External Member)
Alexander Barr	Lord Levene of Portsoken (External Member)
Deputy Keith Bottomley	Deputy Edward Lord
Deputy Roger Chadwick (Ex- Officio Member)	Paul Madden (External Member)
Dominic Christian	Christopher Martin (External Member)
Marianne Fredericks	Sylvia Moys
Rosie Gill (External Member)	Ian Seaton
Caroline Haines	Paul Stein (External Member)
Deputy Clare James (Ex-Officio Member)	

**Enquiries:** Alistair MacLellan / [alistair.maclellan@cityoflondon.gov.uk](mailto:alistair.maclellan@cityoflondon.gov.uk)

**N.B. there will be a Safeguarding training session for Governors from 10.30am.**

**Part of the meeting may be subject to audio-visual recording.**

**Lunch will be served at the conclusion of the meeting.**

**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. **MINUTES**  
To agree the public minutes and summary of the meeting held on 14 June 2018.  
**For Decision**  
(Pages 1 - 6)
4. **MINUTES - ACADEMIC AND EDUCATION COMMITTEE**  
To receive the draft public minutes and non-public summary of the Academic and Education Committee meeting held on 20 September 2018.  
**For Information**  
(Pages 7 - 8)
5. **MINUTES - FINANCE AND ESTATES COMMITTEE**  
To receive the draft public minutes and non-public summary of the Finance and Estates Committee held on 26 September 2018.  
**For Information**  
(Pages 9 - 12)
6. **SAFEGUARDING POLICY**  
Report of the Head.  
**For Decision**  
(Pages 13 - 66)
7. **RISK REGISTER 2017 -18 FOR: THE CITY OF LONDON SCHOOL BURSARY FUND INCORPORATING THE CITY OF LONDON SCHOOL SCHOLARSHIPS AND PRIZES FUND AND THE CITY OF LONDON SCHOOL EDUCATION TRUST**  
Joint Report of the Chamberlain and the Bursar.  
*N.B. this report was considered by your Finance and Estates Committee on 26 September 2018.*  
**For Decision**  
(Pages 67 - 76)

8. **THE CITY OF LONDON SCHOOL BURSARY FUND INCORPORATING THE CITY OF LONDON SCHOOL SCHOLARSHIPS & PRIZES FUND - ANNUAL REPORT AND FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2018**  
Report of the Chamberlain.  
*N.B. this report was considered by your Finance and Estates Committee on 26 September 2018.*
- For Information**  
(Pages 77 - 100)
9. **CITY OF LONDON SCHOOL EDUCATION TRUST - DRAFT 2017/18 ANNUAL REPORT AND FINANCIAL STATEMENTS**  
Report of the Chamberlain.  
*N.B. this report was considered by your Finance and Estates Committee on 26 September 2018.*
- For Information**  
(Pages 101 - 118)
10. **REVENUE OUTTURN 2017/18**  
Joint Report of the Chamberlain and the Head.  
*N.B. this report was considered by your Finance and Estates Committee on 26 September 2018.*
- For Information**  
(Pages 119 - 128)
11. **EDUCATIONAL VISITS**  
Report of the Head.
- For Information**  
(Pages 129 - 132)
12. **SCHOOL UPDATE**  
Report of the Head.
- For Information**  
(Pages 133 - 140)
13. **GUIDANCE FOR EXTRA DUTIES FOR TEACHING STAFF**  
Report of the Director of Human Resources.
- For Information**  
(Pages 141 - 148)
14. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
15. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

16. **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**

17. **NON-PUBLIC MINUTES**  
To agree the non-public minutes of the meeting held on 14 June 2018.

**For Decision**  
(Pages 149 - 156)

18. **ACTIONS**  
Report of the Town Clerk.

**For Information**  
(Pages 157 - 158)

19. **NON-PUBLIC MINUTES - ACADEMIC AND EDUCATION COMMITTEE**  
To receive the draft non-public minutes of the Academic and Education Committee meeting held on 20 September 2018.

**For Information**

20. **NON-PUBLIC MINUTES - FINANCE AND ESTATES COMMITTEE**  
To receive the draft non-public minutes of the Finance and Estates Committee meeting held on 26 September 2018.

**For Information**  
(Pages 159 - 162)

21. **HEAD'S NON-PUBLIC REPORT**  
Report of the Head.

**For Information**  
(Pages 163 - 170)

- a) Appendix 1 - Parental Consultation Summary Feedback (Pages 171 - 176)
- b) Appendix 2 - GCSE Results (Pages 177 - 180)
- c) Appendix 3 - A-Level Results (Pages 181 - 190)

22. **COMPLIANCE COMMITTEE**  
Report of the Head.
- For Decision**  
(Pages 191 - 198)
23. **DEVELOPMENT AND ALUMNI RELATIONS OFFICE UPDATE**  
Report of the Head.
- For Decision**  
(Pages 199 - 206)
24. **HEALTH & SAFETY AND WELFARE**  
Report of the Head.
- For Information**  
(Pages 207 - 214)
25. **SAFEGUARDING REPORT**  
Report of the Head.
- For Information**  
(Pages 215 - 218)
26. **TEACHER'S PENSION SCHEME CHANGES**  
Report of the Bursar.
- For Information**  
(Pages 219 - 222)
27. **MANAGEMENT INFORMATION DASHBOARD**  
Joint Report of the Chamberlain and the Bursar.
- For Information**  
(Pages 223 - 238)
28. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
29. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

### **Part 3 - Confidential Agenda**

30. **CONFIDENTIAL MINUTES – CIRCULATED SEPERATELY**  
To approve the confidential minutes of the meeting held on 14 June 2018.

**For Decision**

31. **CONFIDENTIAL REPORT – TO BE TABLED AT THE MEETING**  
Report of the Head.

**For Decision**

## **BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL** **Thursday, 14 June 2018**

Minutes of the meeting of the Board of Governors of the City of London School held at City of London School, Queen Victoria Street, EC4V 3AL on Thursday, 14 June 2018 at 11.00 am

### **Present**

#### **Members:**

Ian Seaton (Chairman)  
Deputy James Thomson (Deputy  
Chairman)  
Alexander Barr  
Deputy Keith Bottomley  
Dominic Christian  
Marianne Fredericks

Caroline Haines  
Alderman Vincent Keaveny  
Tim Levene  
Deputy Edward Lord  
Christopher Martin (External Member)  
Sylvia Moys

#### **Officers:**

Alan Bird  
Dr Richard Brookes  
Charles Griffiths  
Coco Stevenson  
Alistair MacLellan  
Tracey Jansen  
Steven Reynolds

- Head
- Senior Deputy Head
- Bursar
- Deputy Head (Pastoral)
- Town Clerk's Department
- Town Clerk's Department
- Chamberlain's Department

### **1. APOLOGIES**

*Alderman Vincent Keaveny was in the Chair.*

Apologies were received from Deputy Roger Chadwick, Deputy Clare James, Ronel Lehmann and Lord Levene of Portsoken.

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

### **3. ORDER OF THE COURT OF COMMON COUNCIL**

Governors considered an Order of the Court of Common Council dated 19 April 2018 appointing the Board and setting out its terms of reference.

**RESOLVED**, that the Order of the Court of Common Council be received.

### **4. ELECTION OF CHAIRMAN**

An election for Chairman was held in line with Standing Order 29. Deputy James Thomson, being the only Governor willing to serve, was elected Chairman for the ensuing year.

A Vote of Thanks, moved by Deputy Edward Lord and seconded by Sylvia Moys, was read.

**RESOLVED UNANIMOUSLY:** That, at the conclusion of his three-year term of office as their Chairman, the Board of Governors of the City of London School wish to extend to:

**IAN SEATON**

their sincere thanks and appreciation for the way in which he has presided over the work of the Board, and the detailed care and interest he has shown in all aspects of the life at the City of London School.

During Ian's Chairmanship, the School has continued to exemplify academic excellence – City of London Boys continue to achieve strong examination results and progress to leading universities around the globe. In 2016/17 the School secured a record number of offers from the universities of Oxford and Cambridge.

In his role he has handled the numerous and complex issues surrounding the School with great skill, determination and tact, and he had the courage to make difficult decisions when necessary. He has ensured that the School remains in a healthy financial position and appropriate investments in new facilities have been made, including the creation of the Levene Learning Centre which provides Boys with a state-of-the-art library and learning centre.

Ian has been committed to a School which reflects the diversity of the whole of London – both the City and beyond. He has overseen a transition from scholarships awarded on merit alone to a more inclusive focus on means-tested awards of financial support. In the coming years, this new approach will transform the educational opportunities of Boys who would otherwise not have the opportunity to join the School.

As Chairman, Ian has provided significant support to successive Heads in particular the former head, Sarah Fletcher, and helped her navigate a significant number of challenges. Ian was instrumental in recruiting Alan Bird as Head in 2017, Charles Griffiths as Bursar in 2016 and Dr Richard Brookes as Senior Deputy Head in 2015. He has supported the strengthening of the Development Office including the current recruitment of a Director of Development. Ian has been constant in providing a relentless focus on safeguarding and pupil welfare, which has involved not just a significant modernisation in the School's policies and procedures, but also substantial investment in security improvements, and a challenging works programme to undertake important works to the School's estate reflecting the evolving needs for a prestigious school in the heart of the City of London. During Ian's time the governance structure has also been significantly strengthened with the formation of the Academic & Governance, Finance & Estates and Governance Sub-Committees. Ian's commitment was recognised when the School secured a successful Independent Schools Inspectorate Regulatory Compliance Inspection in May 2017.

Ian has supported the continued development of musical life within the School, most obviously through the institution of a new arrangement with Buckingham



Palace through which the School has taken on the operation of the Choir of the Chapel Royal, St James's Palace, and through the use of the School as the new home for the London Youth Choir.

In closing, the Governors wish to thank him for his dedication to supporting the School through a transformational period, one that has required a very significant time commitment and also for generous hospitality during his years in office and to convey to him, their good wishes for his future health and happiness.

5. **ELECTION OF DEPUTY CHAIRMAN**

On being advised that Ian Seaton did not wish to exercise his right, as immediate past Chairman, to serve as Deputy Chairman for the ensuing year, the Town Clerk conducted an election in line with Standing Order 30. Tim Levene, being the only Governor willing to serve, was elected as Deputy Chairman for the ensuing year.

6. **MINUTES**

**RESOLVED**, that the minutes and non-public summary of the meeting held on 20 March 2018 be approved as a correct record.

7. **MINUTES - ACADEMIC AND EDUCATION SUB-COMMITTEE**

**RESOLVED**, that the draft public minutes of the Academic and Education Sub-Committee meeting held on 23 May 2018 be received.

8. **MINUTES - FINANCE AND ESTATES SUB-COMMITTEE**

**RESOLVED**, that the draft minutes of the Finance and Estates Sub-Committee meeting held on 23 May 2018 be received.

9. **MINUTES - GOVERNANCE SUB-COMMITTEE**

**RESOLVED**, that the draft public minutes of the Governance Sub-Committee meeting held on 23 May 2018 be received, and the following recommendations for the appointment of Co-Opted Governors be approved:

- Rosie Gill, for a four-year term concluding June 2022.
- Paul Stein, for a three-year term concluding June 2021.
- Paul Madden, for a two-year term concluding June 2020.

10. **APPOINTMENT OF SUB-COMMITTEES**

Governors considered a report of the Town Clerk regarding the Appointment of Sub-Committees. A Governor noted that the various bodies should properly be referred to as Committees of the Board.

**RESOLVED**, that

- The compositions and terms of reference of the Finance and Estates Committee, Academic and Education Committee, Governance Committee and Bursary Committee be approved, and those of the Teachers' Pay Panel be noted.

- Tim Levene (Chairman) Deputy James Thomson, Alex Barr, Deputy Edward Lord and Deputy Keith Bottomley be appointed to the Finance and Estates Committee (one vacancy carried over).
- Christopher Martin (Chairman) Deputy James Thomson, Tim Levene, Dominic Christian, Caroline Haines, Paul Madden and Rosie Gill be appointed to the Academic and Education Committee.
- Deputy James Thomson (Chairman) Tim Levene, Alderman Vincent Keaveny and Deputy Edward Lord be appointed to the Governance Committee (one vacancy carried over).
- Deputy James Thomson (Chairman) Tim Levene and Ian Seaton be appointed to the Bursary Committee (four vacancies carried over).
- Rosie Gill to be appointed Safeguarding and Compliance Governor.
- Paul Madden, subject to further confirmation by the Board in June 2019, to be Chairman of Academic and Education Committee from September 2019.

11. **APPOINTMENT OF AGBIS GOVERNOR**

**RESOLVED**, that Deputy Edward Lord be appointed AGBIS Governor for 2018/19.

12. **CASH AVAILABLE IN THE SCHOOL'S CHARITY: THE CITY OF LONDON SCHOOL BURSARY FUND INCORPORATING THE CITY OF LONDON SCHOOL SCHOLARSHIPS & PRIZES FUND**

Governors considered a report of the Chamberlain regarding cash available in the School's charity: *The City of London School Bursary Fund incorporating The City of London School Scholarships & Prizes Fund*. In response to a comment from a Governor, the Chamberlain agreed that the figure put forward as a recommendation in the report could be rounded up.

**RESOLVED**, that Governors agree to invest £44,000 in the City of London Charities Pool on 1 October 2018.

13. **HR UPDATE - GENDER PAY GAP, DATA PROTECTION POLICY (EMPLOYEES), PEOPLE SECURITY POLICY**

Governors considered an update report of the Director of Human Resources regarding the gender pay gap, Data Protection Policy (Employees) and People Security Policy.

**RESOLVED**, that the report be received.

14. **HEAD'S REPORT**

Governors considered the public Head's Report and the following points were made.

**Medical Conference**

- The Headmaster commended the work of the pupils of the Medical Society in organising the forthcoming Medical Conference on 30 June 2018. In response to suggestions from Governors, the Head agreed to contact relevant Livery Companies including Apothecaries' and Barber Surgeons' in order to establish if any additional support could be made available.

### **Staffing Update**

- The Chairman noted that the appointment of Joe Silvester (Deputy Head – Academic – Bancroft's School) and Ellis Whitcomb (Deputy Head – Strategic Development – St Paul's Girls' School) were now in the public domain and therefore placed his thanks on public record, on behalf of the Board, for their respective contributions to the City of London School. A Governor commented that it reflected favourably on the professional development opportunities available at the City of London School that two members of staff were able to secure Deputy Headships.

**RESOLVED**, that the report be received.

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

There were no questions.

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

There was no other business.

#### **17. EXCLUSION OF THE PUBLIC**

**RESOLVED**, 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.

#### **18. NON-PUBLIC MINUTES**

**RESOLVED**, that the non-public minutes of the meeting held on 20 March 2018 be approved as a correct record.

#### **19. OUTSTANDING ACTIONS**

Governors considered a report of the Town Clerk regarding Outstanding Actions.

#### **20. MINUTES - ACADEMIC AND EDUCATION SUB-COMMITTEE**

Governors considered the draft non-public minutes of the Academic and Education Sub-Committee meeting held on 23 May 2018 and the recommendation outlined therein.

#### **21. MINUTES - FINANCE AND ESTATES**

Governors considered the draft non-public minutes of the Finance and Estates Sub-Committee meeting held on 23 May 2018 and the recommendation outlined therein.

22. **MINUTES - GOVERNANCE SUB-COMMITTEE**  
Governors considered the draft non-public minutes of the Governance Sub-Committee meeting held on 23 May 2018 and the recommendations set out therein.
23. **HEAD'S REPORT**  
Governors considered the non-public Head's report.
24. **ADMISSIONS AT CITY OF LONDON SCHOOL AT 11+ AND 13+**  
Governors considered a report of the Head regarding Admissions at the City of London School at 11+ and 13+.
25. **HEALTH AND SAFETY**  
Governors considered a late report of the Head regarding Health and Safety.
26. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**  
There were no questions.
27. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**  
There were two items of other business.
28. **TEACHERS' PAY PANEL 2018/19**  
*All staff except for the Town Clerk, Head, Senior Deputy Head and Director of Human Resources left the room for the following items.*  
  
Governors considered a confidential report of the Director of Human Resources regarding the Teachers' Pay Panel 2018/19.
29. **ATL RECOGNITION AGREEMENT**  
Governors considered a confidential report of the Director of Human Resources regarding the ATL Recognition Agreement.

**The meeting ended at 1.00 pm**

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Chairman

**Contact Officer: Alistair MacLellan / [alistair.maclellan@cityoflondon.gov.uk](mailto:alistair.maclellan@cityoflondon.gov.uk)**

## **ACADEMIC & EDUCATION COMMITTEE OF THE BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL**

**Thursday, 20 September 2018**

**Minutes of the meeting of the Academic & Education Committee of the Board of Governors of the City of London School held at the City of London School at 11.00 am**

### **Present**

#### **Members:**

Christopher Martin (Chairman)  
Rosie Gill

Paul Madden

#### **Officers:**

Alan Bird	- Head
Alistair MacLellan	- Town Clerk's Department
Dr Richard Brookes	- Senior Deputy Head (from Item 10)
Coco Stevenson	- Deputy Head (Pastoral) (from Item 10)
Noleen Murphy	- Assistant Head (Academic)
Adam Zivanic	- Assistant Head (Teaching & Learning)
Chris Webb	- Director of University Applications (from Item 10)
Matt Kerr	- Teacher (Physical Education) (for Item 10 – Sabbatical Report)

#### **1. APOLOGIES**

Apologies were received from Dominic Christian, Tim Levene and Deputy James Thomson.

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

There were no declarations.

#### **3. TERMS OF REFERENCE**

**RESOLVED**, that the terms of reference appointing the Committee for 2018/19 be received.

#### **4. MINUTES**

**RESOLVED**, that the public minutes and non-public summary of the meeting held on 23 May 2018 be approved.

#### **5. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB COMMITTEE**

There were no questions.

#### **6. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

There was no other business.

7. **EXCLUSION OF THE PUBLIC**

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

8. **NON-PUBLIC MINUTES**

**RESOLVED**, that the non-public minutes of the meeting held on 23 May 2018 be approved.

9. **ACTIONS SHEET**

Governors considered a report of the Town Clerk regarding actions arising from previous meetings.

**RESOLVED**, that the report be received.

10. **HEAD'S ACADEMIC AND EDUCATION REPORT**

Governors considered an Academic and Education report of the Head.

10.1 **Appendix 1 - Public Examination Results 2018 Presentation**

Governors received an appendix detailing a presentation on Public Examination Results 2018.

10.2 **Appendix 2 - Sabbatical Report**

Governors received a Sabbatical report.

11. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB COMMITTEE**

There were no non-public questions.

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

There was no non-public other business.

**The meeting closed at 1.00 pm**

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Chairman

**Contact Officer: Alistair MacLellan / [alistair.maclellan@cityoflondon.gov.uk](mailto:alistair.maclellan@cityoflondon.gov.uk)**

## **FINANCE & ESTATES SUB-COMMITTEE OF THE BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL**

**Wednesday, 26 September 2018**

**Minutes of the meeting of the Finance & Estates Sub-Committee of the Board  
of Governors of the City of London School held at the City of London School at  
10.00 am**

### **Present**

#### **Members:**

Tim Levene (Chairman)  
Deputy James Thomson

Deputy Keith Bottomley

#### **In Attendance:**

Ian Seaton

#### **Officers:**

Alan Bird	- Head
Charles Griffiths	- Bursar
Alistair Maclellan	- Town Clerk's Department
Steven Reynolds	- Chamberlain's Department

#### **1. APOLOGIES**

Apologies were received from Alex Barr and Deputy Edward Lord.

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

There were no declarations.

#### **3. TERMS OF REFERENCE**

**RESOLVED**, that the terms of reference appointing the Committee for 2018/19 be received.

#### **4. MINUTES**

**RESOLVED**, that the public minutes and non-public summary of the meeting held on 23 May 2018 be approved as a correct record.

#### **5. RISK REGISTER 2017 -18 FOR: THE CITY OF LONDON SCHOOL BURSARY FUND INCORPORATING THE CITY OF LONDON SCHOOL SCHOLARSHIPS AND PRIZES FUND AND THE CITY OF LONDON SCHOOL EDUCATION TRUST**

Governors considered a joint report of the Chamberlain and the Bursar regarding the Risk Register 2017 -18 for The City of London School Bursary Fund incorporating The City of London School Scholarships and Prizes Fund and The City of London School Education Trust and the following points were made.

- In response to a question from a Governor, the Chamberlain confirmed that all risks across all three City of London independent schools were managed by the City of London Corporation.
- A Governor commented that he would welcome risk mitigation measures and alternative alternatives in future reporting.

**RESOLVED**, that Governors confirm the risk registers satisfactorily set out the risks facing the School's two charities and that appropriate measures are in place to mitigate those risks.

6. **THE CITY OF LONDON SCHOOL BURSARY FUND INCORPORATING THE CITY OF LONDON SCHOOL SCHOLARSHIPS & PRIZES FUND - ANNUAL REPORT AND FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2018**

Governors considered a report of the Chamberlain regarding The City of London School Bursary Fund incorporating The City of London School Scholarships & Prizes Fund - Annual Report and Financial Statements for the year ended 31 March 2018 and the following points were made.

- The Chairman noted that he would welcome the inclusion of benchmarks for fund performance in future reporting, and moreover the inclusion of analysis from Artemis fund managers.

**RESOLVED**, that the report be received.

7. **CITY OF LONDON SCHOOL EDUCATION TRUST - DRAFT 2017/18 ANNUAL REPORT AND FINANCIAL STATEMENTS**

Governors considered a report of the Chamberlain regarding the City of London School Education Trust – Draft 2017/18 Annual Report and Financial Statements and the following points were made.

- In response to comments from Governors, the Bursar agreed to consider the potential for the amalgamation of the Education Trust with other City of London School charities.

**RESOLVED**, that the report be received.

8. **REVENUE OUTTURN 2017/18**

Governors considered a joint report of the Chamberlain and the Head regarding Revenue Outturn for 2017/18 and the following points were made.

- In response to a question from a Governor regarding the increase in support to the School from the City Surveyor from £31,000 to £72,000, the Chamberlain and Bursar replied that this was due to a higher level of City Surveyor's charging to the school's revenue account for the Summer 2017 repairs and maintenance works, compared to the Summer 2016 works, the latter being charged as capital project costs.



- In response to a question from a Governor, the Bursar noted that energy costs remained a challenge that the School needed to be mindful of.

**RESOLVED**, that the report be received.

9. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB COMMITTEE**

There were no questions.

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

There was no other business.

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

11. **NON-PUBLIC MINUTES**

**RESOLVED**, that the non-public minutes of the meeting held on 23 May 2018 be approved as a correct record.

12. **OUTSTANDING ACTIONS**

Governors considered a report of the Town Clerk regarding outstanding actions.

13. **BURSARY REPORT**

Governors considered a report of the Bursar.

14. **ESTATES REPORT**

Governors considered a report of the Head regarding Estates.

15. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB COMMITTEE**

There were no non-public questions.

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

There was no other business.

**The meeting closed at 11.20 am**

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Chairman

**Contact Officer: Alistair MacLellan / [alistair.maclellan@cityoflondon.gov.uk](mailto:alistair.maclellan@cityoflondon.gov.uk)**

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<b>Committee(s):</b> Board of Governors of the City of London School	<b>Date(s):</b> 17 October 2018
<b>Subject:</b> Safeguarding Policy	<b>Public</b>
<b>Report of:</b> Alan Bird, Head, City of London School	<b>For Decision</b>
<b>Report author:</b> Coco Stevenson, Deputy Head (Pastoral) and Designated Safeguarding Lead	

## Summary

The purpose of the report is to provide the Board with the new CLS Safeguarding and Child Protection Policy, which has been updated to reflect Keeping Children Safe in Education (KCSIE) September 2018. The Policy is provided in Appendix 1.

## Recommendation(s)

The Policy is currently 'live' but requires sign off from the Board.

## Main Report

Amendments and additions to the Policy are included in the body of the policy in purple for ease of review.

Summary of the key changes in the Safeguarding and Child Protection Policy:

### 1. Expansion to Statement and Definition

**Statement:** Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

**Definition:** Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: • protecting children from maltreatment; • preventing impairment of children's health or development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes.

2. A new multi-agency safeguarding model will be introduced under the new "Working Together to Safeguard Children" (July 2018) before 29 September 2019, and that this is currently a period of transition. Once the new model is in

place 6 the School will ensure that this policy is revised promptly to reflect the changes and that Staff will be trained accordingly.

3. Clarification of terms - Section 17 (Child in Need) and Section 47 (Child Protection).
4. Necessity for all staff to act on any concern without delay.
5. Necessity for all safeguarding reporting to taken place using MyConcern software.
6. The Teaching Regulation Agency (TRA) has replaced the National College for Teaching and Leadership (NCTL)
7. Clarification concerning thresholds and different agencies (LSCBs, police, CAMHS)
8. Additions to categories of abuse – including Child Sexual Exploitation, Child Criminal Exploitation (including County Lines), Domestic Abuse and Homelessness.
9. The need for contextual safeguarding is emphasised
10. The Head will appoint an appropriately trained teacher to ensure that that educational achievement of looked after children or those who have recently left care is promoted.
11. Expansion of points relating to data sharing and data processing
12. Changes made to matters relating to allegations against staff - If such an allegation is made, the member of Staff receiving the allegation will immediately inform the Head. If an allegation is made against a person no longer employed as a member of staff, volunteer or governor or is an historical allegation it should be referred to the Police. The following definitions should be used when determining the outcome of allegation investigations: • substantiated (there is sufficient evidence to prove the allegation); • unsubstantiated (there is insufficient evidence to either prove or disprove the allegation. The term therefore does not imply guilt or innocence); • false (there is sufficient evidence to disprove the allegation); • malicious (there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive); • unfounded (to reflect cases where there is no evidence or proper basis which supports the allegation being made).
13. Expansion of matters relating to Peer on Peer Abuse. N.B. The School has produced a separate Peer on peer Abuse Policy.
14. Acknowledgment that a 'no contact' policy can leave staff unable to fully support and protect pupils.
15. Expansion of criteria for those requiring early help

16. Necessity for more than one emergency contact number
17. The IT Manager and Deputy Head Pastoral are responsible for all matters of e-safety, and keeps a log of incidents and report annually to the Governors.
18. The Role of the DSL is included
19. A flow chart of actions following a disclosure is included

## **Appendices**

- Appendix 1 – CLS Safeguarding and Child Protection Policy

**Coco Stevenson**

Deputy Head Pastoral

T: 020 3680 6408

E: [cbs@cityoflondonschool.org.uk](mailto:cbs@cityoflondonschool.org.uk)

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# City of London School Safeguarding and Child Protection Policy

## Safeguarding contact information

City of London School: safeguarding contact sheet	
Head	Alan Bird <a href="mailto:head@cityoflondonschool.org.uk">head@cityoflondonschool.org.uk</a> , 020 3680 6401
Designated Safeguarding Lead (DSL)	Coco Stevenson [Deputy Head Pastoral] <a href="mailto:cbs@cityoflondonschool.org.uk">cbs@cityoflondonschool.org.uk</a> , 020 3680 6408 / 0749 538 2629
Deputy Designated Safeguarding Lead (DDSL)	Ian Emerson [Assistant Head: Head of Sixth Form] <a href="mailto:ie@cityoflondonschool.org.uk">ie@cityoflondonschool.org.uk</a> , 020 3680 6466
Deputy Designated Safeguarding Lead (DDSL)	Matt Kerr [Head of Third Form] <a href="mailto:mpk@cityoflondonschool.org.uk">mpk@cityoflondonschool.org.uk</a> , 020 3680 6463
Deputy Designated Safeguarding Lead (DDSL)	Richard Brookes [Senior Deputy Head] <a href="mailto:rmb@cityoflondonschool.org.uk">rmb@cityoflondonschool.org.uk</a> , 020 3680 6402
Deputy Designated Safeguarding Lead (DDSL)	Andrew McBroom [Assistant Head Co-curricular and Staff Development] <a href="mailto:ajvm@cityoflondonschool.org.uk">ajvm@cityoflondonschool.org.uk</a> , 020 3680 6406
Governor with Safeguarding Responsibility	Rosie Gill <a href="mailto:rosie.gill@cityoflondonschool.org.uk">rosie.gill@cityoflondonschool.org.uk</a>
Chairman of Governors	James Thomson <a href="mailto:james.thomson@cityoflondon.gov.uk">james.thomson@cityoflondon.gov.uk</a>
DO	Pat Dixon (City of London) <a href="mailto:pat.dixon@cityoflondon.gov.uk">pat.dixon@cityoflondon.gov.uk</a> , 020 7332 1215
Prevent Co-ordinator	David Mackintosh (City of London) <a href="mailto:prevent@cityoflondongov.uk">prevent@cityoflondongov.uk</a> , 020 7332 3084
Local Police number	101 or 020 7601 2222

City and Hackney Safeguarding Children Board (CHSCB)	City of London: 020 7332 3621 Hackney: 020 8356 5500 <b>LSCB Independent Chair:</b> Jim Gamble, <a href="mailto:Jim@ineqe.com">Jim@ineqe.com</a> <b>Senior Professional Advisor to LSCB:</b> Rory McCallum, <a href="mailto:rory.mccallum@hackney.gov.uk">rory.mccallum@hackney.gov.uk</a>
City of London Children & Families Team (Social Care)	<a href="mailto:Dccsdutyf&amp;ypteam@cityoflondon.gov.uk">Dccsdutyf&amp;ypteam@cityoflondon.gov.uk</a> 020 7332 3621 / 020 8356 2710 (out of hours emergencies)
DfE Counter-extremism hotline	<a href="mailto:counter-extremism@education.gsi.gov.uk">counter-extremism@education.gsi.gov.uk</a> 020 7340 7264

**Statement:**

**We at City of London School ('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.**

**Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.**

**Definition:**

**Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:**

- **protecting children from maltreatment;**
- **preventing impairment of children's health or development;**
- **ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and**
- **taking action to enable all children to have the best outcomes.**



# 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 2014;
- 1.1.2 relevant guidance issued by HM Government, including “*Keeping Children Safe In Education*” September 2018. 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*”, July 2018
- “*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*”, September 2018
- *Sexual Violence and Sexual Harassment (SVSH) between Children in Schools and Colleges*, May 2018
- *Safeguarding Children and Young People*, July 2014 (Charity Commission)
- “*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)
- “*Channel Guidance*”, April 2015
- *Children Missing Education Statutory Guidance*, 2016

- 1.1.3 other relevant standards and guidance, including guidance issued by the Independent Schools Inspectorate *"Handbook for the Inspection of Schools, The Regulatory Requirements"*, September 2016.
- 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 four Deputy Designated Safeguarding Leads (DDSLs) 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 the Cover Sheet of the Safeguarding and Child Protection Policy for contact details, which may be updated from time-to-time as necessary to reflect changes in personnel.)
- 1.3 This policy has also been prepared in consultation with members of School staff who have had an opportunity to contribute to the formulation of the School's safeguarding arrangements and who have reviewed and commented on this policy.
- 1.4 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.
- 1.5 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. Staff should at all times consider what is in the best interests of the child. 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 2.1.19.
- 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 feel confident to approach adults if they are in difficulties believing they will be effectively listened to.
  - 1.7.3 To recognise that no child or group of children must be treated any less favourably than others in being able to access services which meet their particular needs.
  - 1.7.4 To recognise that all children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs.

- 1.7.5 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. N.B. although the usual procedure is for staff who have safeguarding concerns to alert the DSL or a DDSL of them, it is the responsibility of all staff to report any suspicions they have, bypassing the DSL / DDSL if necessary and going straight to the Designated Officer (DO).
- 1.7.6 To promote a culture of 'it could happen here' and to support staff who act as whistle-blowers in raising concerns about poor or unsafe practice and potential failures in the School safeguarding regime.
- 1.7.7 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.
- 1.7.8 To emphasise the need for good levels of communication between all members of Staff.
- 1.7.9 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.
- 1.7.10 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.
- 1.7.11 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.
- 1.7.12 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.
- 1.7.13 To ensure that all concerns, discussions, decisions and the reasons for those decisions are recorded in writing (Annexure 5 sets out the School's disclosure form).
- 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.
- 1.9 We recognise that a new multi-agency safeguarding model will be introduced under the new "*Working Together to Safeguard Children*" (July 2018) before 29 September 2019, and that this is currently a period of transition. Once the new model is in place

the School will ensure that this policy is revised promptly to reflect the changes and that Staff will be trained accordingly.

## 2. Procedures

- 2.1 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 on the cover page of the Safeguarding and Child Protection Policy. 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 female genital mutilation, child sexual exploitation or radicalisation, which will be referred to the Designated Officer or team of officers (hereafter known as the DO), who provide advice and will preside over any investigation of any allegation or suspicion of abuse directed at anyone working at the School. 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 give support and advice to children who require it, working with other agencies as necessary. The School is fully committed to making referrals under CAF (Common Assessment Framework) procedures when appropriate and to working with other agencies as part of the Team Around the Child (TAC) 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"*, September 2018, including Annex A, 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 on the Cover Page of the Safeguarding and Child Protection Policy. The City of London Corporation 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 LCSB representative and this training is

updated at least every two years. Details of the DSL are set out on the Cover Page of the Safeguarding and Child Protection Policy.

- 2.1.7 There will be **four** additional members of School Staff (the Deputy Designated Safeguarding Leads (DDSLs)) 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. The DSL 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 develop their understanding of the signs and indicators of abuse, along with individual responsibilities to respond to any child welfare concerns in accordance with the School's child protection procedures. As part of this, all Staff must read and understand Part 1 of the *"Keeping Children Safe in Education"*, September 2018 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 DO, or in the most serious cases, the police, so as not to jeopardise statutory investigations. The mechanisms in place for ensuring that staff understand Part 1 of *"Keeping Children Safe in Education"* are Teachmeet discussions, regular briefings at staff meetings, a set of FAQs, an 'open door policy' with regard to discussion, advice and guidance from the DSL and pastoral team and continued training.
- 2.1.9 All new members of Staff will be given a copy of our Safeguarding and 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 **Part One of "Keeping Children Safe in Education", September 2018 and Annex A**, with the DSL and DDSL names clearly displayed, as part of their induction into the School.
- 2.1.10 When children attend educational activities offsite, the School strives to ensure their safety by making sure that School 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.
- 2.1.11 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 (in accordance with the disclosure form at Annexure 5); and report the matter to the DSL or a DDSL. The DSL will report matters to the DO and to the Head, unless it is a matter that involves the Head, in which case the DSL will report the matter to the DO and to the Chairman of Governors.

- 2.1.12 All staff are also made aware that, while the normal referral route is through the DSL, they have a duty to report concerns directly to the DO if they feel that the School has made an inadequate response to their concerns. All staff are made aware that anyone may make a referral.
- 2.1.13 Staff are made aware of the difference between a **concern (section 17 – child in need)** about a child and a child **in immediate danger or at risk from harm (section 47 – child protection)**. In the former, staff should discuss their concern with the DSL although they may make a direct referral to Children’s Social care. They must inform the DSL as soon as possible that a referral has been made. In the case of a child being in immediate danger or at risk from harm, a member of staff should make a referral to Children’s Social Care or the Police immediately. The member of staff must inform the DSL that a referral has been made as soon as possible. *For further information, see Annexure 7.*
- 2.1.14 *Staff are made aware that if they have a concern they should act on it without delay. Wherever possible there should be a conversation with the DSL or a DDSL, who will help and support staff in deciding next steps. If the DSL or DDSLs are unavailable, this should not delay action being taken, and staff should seek support from Senior Management or the Head. Any action then taken should be shared with the DSL or DDSLs as soon as it is practically possible.*
- 2.1.15 *All staff are aware that concerns must be recorded on MyConcern in a timely manner. This does not replace a conversation with the DSL or a DDSL but serves as a tracking and monitoring of safeguarding concerns.*
- 2.1.16 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. 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 will always be a member of staff who has completed Safer Recruitment Training who will conduct an interview during the course of recruitment. There is a separate Safer Recruitment Policy and a separate City of London Corporation policy on Recruitment that provides further details.*
- 2.1.17 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 the **Teaching Regulation Agency (TRA)**, where a teacher has been dismissed for misconduct or would have been dismissed had they not resigned first, the reasons for such an order being unacceptable



professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence. 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 [TRA](#), following the advice in “*Teacher Misconduct: the prohibition of teachers*”, October 2015.

- 2.1.18 All parents/carers are made aware of the responsibilities of Staff with regard to child protection procedures through publication of the School's Safeguarding and Child Protection Policy on the School website, and reference to it in our induction pack. The Policy is also available upon request to the School. Summaries of safeguarding procedures are posted in classrooms for the information of pupils. In addition, all visitors are asked to read a summary of the Safeguarding and Child Protection Policy, in Reception, upon arrival.
- 2.1.19 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 that 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.
- 2.1.20 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.
- 2.1.21 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.
- 2.1.22 We are aware that we have an important role to play in multi-agency safeguarding arrangements. We should seek to work with social care, the police, health services and other relevant services to promote the welfare of children and protect them from harm.

- 2.1.23 The School is in the unique position of been located in a borough in which very few pupils reside. Pupils live in boroughs through London and the South East. We engage with a variety of different agencies, including police, LSCBs and health services, with different protocols and thresholds. We are aware of our responsibility, particularly the DSL and DDSLs, to have knowledge of and to take into account the varying procedures, practices and thresholds of the different agencies.
- 2.1.24 All community users are made aware of the School's Safeguarding and Child Protection Policy and those working with children understand the School's child protection guidelines and procedures.
- 2.1.25 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.
- 2.1.26 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 Annexure 4.
- 2.1.27 Annexure 2 to this document deals with the specific issues of Child Sexual Exploitation, Female Genital Mutilation, Forced Marriage, Child Criminal Exploitation, Domestic Abuse, Homelessness 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 names of the DSL and DDSLs 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 on the cover page of the Safeguarding and Child Protection Policy. 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's responsibilities have been amended to reflect those set out in Annex B to *"Keeping Children Safe In Education"*, September 2018. A copy of these responsibilities is set out in Annexure 6.
- 3.2 Broadly the DSL's responsibilities encompass:
  - 3.2.1 managing referrals;



- 3.2.2 working with other parties internally and externally in relation to child protection;
- 3.2.3 training;
- 3.2.4 raising awareness;
- 3.2.5 ensuring the transfer of the child protection file; and
- 3.2.6 being available to discuss child protection concerns.

## 4. Supporting Children

- 4.1 We recognise that 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 one another.
- 4.2 We recognise that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) may put children at risk.
- 4.3 We recognise that 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 institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- 4.4 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and may find it difficult to develop and maintain a sense of self-worth.
- 4.5 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.
- 4.6 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. Further details are set out in section 16 below.
- 4.7 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.
- 4.8 We understand that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These might include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and challenges with communication.
- 4.9 We recognise that safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between children outside the school. We recognise that we must consider the context within which such incidents and/or

behaviours occur. This is known as contextual safeguarding and means that assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

4.10 The School will support all pupils by:

4.10.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as in our relationships, whilst attempting to counteract aggression and bullying.

4.10.2 Promoting a caring, safe and positive environment within the school.

4.10.3 Liaising and working together with all other support services and those agencies involved in the safeguarding and social care of children. The first point of contact in such cases will be the City of London Corporation DO ([pat.dixon@cityoflondon.gov.uk](mailto:pat.dixon@cityoflondon.gov.uk) / 020 7332 1215).

4.10.4 Notifying the child's Local Authority as soon as there is a cause for significant concern.

4.10.5 Where appropriate, checking any concerns which do not appear to meet the threshold on an anonymous basis with the child's Local Authority and following their guidance and recommendations.

4.10.6 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.

4.11 Working with the Local Authority (or the Police as appropriate) where a child may have suffered significant harm, or there may be a criminal prosecution, to consider what support the child or children involved may need.

4.12 We realise 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 will be supported by inter-agency assessment using CAF, TAC approaches, and, in the case of children in the early stages of being drawn into extremism, Channel panel referrals.

4.13 We recognise that looked after children or those who have recently left care through adoption, special guardianship or child arrangement orders require particular support and care. The Head will appoint an appropriately trained teacher to ensure that that educational achievement of looked after children or those who have recently left care is promoted.

## 5. Confidentiality and Information Sharing

5.1 We recognise that all matters relating to child protection are confidential subject to overriding legal obligations to disclose information to ensure the safety and well-being

of a child. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

- 5.2 The Head or DSL will disclose any information about a pupil to other members of Staff on a need to know basis only consistent with legal requirements, and in accordance with the Pan London Child Protection Procedures. The Head or DSL, DO, 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 aware that data protection obligations to process information fairly and lawfully and to retain information securely should not be a barrier to sharing information where failure to do so would result in a child being placed at risk of harm.
- 5.5 When a pupil leaves the School it is the responsibility of the DSL to ensure that their Child Protection file is transferred to the new school as soon as possible, ensuring secure transit and confirmation of receipt should be obtained.
- 5.6 The DSL will consider if it would be appropriate to share information with a pupil's new school in advance of them leaving. This will enable the new school to provide continuity of care in supporting victims of abuse and have that support in place before arrival at the new school.
- 5.7 All Staff are made aware that they cannot promise a child to keep secrets that might compromise the child's safety or wellbeing.
- 5.8 We will always inform parents/carers of an allegation affecting their child as soon as possible (if they already do not know of it). However, where a Strategy Meeting is required, the DSL or Head will consult with the DO (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 4, September 2018, and the Pan London Child Protection Procedures 4<sup>th</sup> 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 the annexures to this policy.

- 6.3 We understand that a pupil may make an allegation against any member of Staff.
- 6.4 If such an allegation is made, the member of Staff receiving the allegation will immediately inform the Head. They will inform the DO and the Town Clerk within 24 hours of any allegation. The professional advice of the DO will be of particular importance in these circumstances. The Head on all such occasions will also discuss the allegation with the Chairman of Governors where appropriate. In the absence of the Head, the allegation should be passed directly to the Chairman of Governors. The School will not undertake its own investigation before receiving advice from the DO(s), or in the most serious cases, the Police, so as not to jeopardise statutory investigations.
- 6.5 If a professional allegation is made against the Head, the person receiving the allegation will immediately inform the Chairman of Governors who will consult as in 6.4 above, without first notifying the Head.
- 6.6 If an allegation is made against a person no longer employed as a member of staff, volunteer or governor or is an historical allegation it should be referred to the Police.
- 6.7 The purpose of the initial discussion (per 6.4 and 6.5 above) is to consider the nature, content and context of the allegation and to agree a course of action, including whether to obtain any additional relevant information. The Head or Chairman of Governors 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 Head/Chairman of Governors and the DO and agreement reached as to what information should be put in writing to the individual concerned and by whom. The Head/Chairman of Governors and the DO 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 TRA publish the information.
- 6.9 Any professional allegation will precipitate a strategy meeting, which will involve the Head, 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 DO 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 Corporation'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 Head, the decision to suspend will be made by the Chairman of Governors with advice as in 6.10 and 6.12 above.
- 6.14 The following definitions should be used when determining the outcome of allegation investigations:
- **substantiated** (there is sufficient evidence to prove the allegation);
  - **unsubstantiated** (there is insufficient evidence to either prove or disprove the allegation. The term therefore does not imply guilt or innocence);
  - **false** (there is sufficient evidence to disprove the allegation);
  - **malicious** (there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive);
  - **unfounded** (to reflect cases where there is no evidence or proper basis which supports the allegation being made).
- 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 The Peer-on-Peer Abuse Policy sets out how the School deals with allegations, as well as recognising and preventing peer-on-peer abuse in detail.
- 7.2 Allegations of abuse or attempts to radicalise by one or more pupil against another pupil are taken very seriously.
- 7.3 We recognise that peer-on-peer abuse can take many different forms: bullying and cyberbullying; physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; sexting (also known as youth produced sexual imagery), sexual violence and sexual harassment; initiation/'hazing' type violence and rituals. We recognise that some issues, such as initiation or 'hazing' may be more prevalent at the School as it is a boys' school. Staff and pupils are made aware through staff training, the PSHE programme and the general moral framework and

ethos of the School that abuse is abuse and must never be dismissed as 'banter' or 'just having a laugh' or 'part of growing up'.

- 7.4 We recognise that consent means 'freedom and capacity to choose'. Issues surrounding consent are covered in the PSHE programme and school curriculum.
- 7.5 If such an allegation is made, the member of Staff receiving the allegation will immediately inform the Head and the DSL. The Head on all such occasions will discuss the content of the allegation with the Town Clerk, any other relevant City Officer, and the Chairman of Governors where appropriate.
- 7.6 The DO and the City of London Children and Families Team (children's social care) will also be promptly informed of any allegation.
- 7.7 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 that may take place between the police, social care and education managers prior to the first meeting.
- 7.8 The child experiencing alleged peer-on-peer abuse will be supported by the pastoral mechanisms within the school. This includes form tutors, heads of year, the Deputy Head Pastoral, School Nurse and School Counsellors.
- 7.9 We would not normally send a child who is experiencing the alleged abuse home, pending such an investigation, unless this advice is given exceptionally as a result of a Strategy Meeting.
- 7.10 Suspension of the pupil, against whom an allegation has been made, needs careful consideration, and the Head will seek the advice from relevant agencies before deciding on the course of action to be taken.
- 7.11 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).
- 7.12 We are committed to engaging with specialist support for pupils involved as either experiencing abuse or engaging in abuse, even in cases where the Police choose to take no further action.
- 7.13 If there is a disclosure about pupil-on-pupil abuse, all children involved, whether abusing or experiencing abuse will be treated as being 'at risk'. We acknowledge that when a child abuses another child they may have themselves experienced abuse and require support themselves.
- 7.14 The School has a Behaviour Policy, a Peer-on-Peer Abuse Policy, an Anti-Bullying Policy and a School Standards, Rules and Regulations document. All pupils are required to read and sign that they have read the School Standards, Rules and Regulations.



## 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 and in a fair and consistent way.

## 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 of London Corporation'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. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (the line is available from 8.00am to 8.00pm, Monday to Friday) and email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- 9.3 Staff who raise concerns about safeguarding either with the School's senior management, or with the DO, will not suffer any negative consequences such as notes on their file or denial of promotion.
- 9.4 Where a member of staff is unhappy about the action taken by the School in relation to a particular concern raised by the staff member, the Head will facilitate a mediation meeting with the staff member and the DSL to explain the School's actions and the reasons for them as far as is possible to maintain a child's confidentiality. If this meeting does not satisfy the member of staff, they should feel able to contact the DO for more effective action.

## 10. Physical Intervention

- 10.1 The School's policy on physical intervention by staff is set out in the School's 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. It also acknowledges that a 'no contact' policy can leave staff unable to fully support and protect 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 We understand that when using reasonable force in response to risks presented by incidents involving pupils with SEN or disabilities or with medical conditions, we must recognise the additional vulnerability of these pupils. An individual behaviour plan, agreed with parents or carers and the pupil, may be appropriate to consider risk, reduce the occurrence of challenging behaviour and reduce the need to use considerable force.
- 10.4 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 that causes injury or distress to a child may need to be considered under child protection or disciplinary procedures.
- 10.5 We understand that force may never be used as a punishment.
- 10.6 All complaints about the use of force should be investigated thoroughly, speedily and appropriately. The School will follow the procedures outlined in Section 7 should a complaint be received.

## 11. Equalities and Bullying

- 11.1 The School adheres to the City of London Corporation'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 DO.

## 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 and those in its 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 and the Assembly programme, including PSHE (Personal, Social, Health, Citizenship Education), information and opportunities that 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 ICT lessons working with City of London Police, external speakers and through PSHE.
- 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 Annexure 4.
- 12.2.6 Ensure that no political indoctrination takes place in any of the School curricular or extra-curricular 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 set out in Annexure 4.
- 12.2.8 Ensure that appropriate filtering is in place to prevent children being exposed to inappropriate, illegal or exploitative material.

### **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 City of London Corporation.
- 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](http://www.chscb.org.uk).

## 14. Children Who Go Missing From Education

- 14.1 The School 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 We understand that we have an obligation to hold more than one emergency contact number for pupils where reasonably possible.
- 14.3 Unauthorised absences must be reported to the Head of Year and Deputy Head Pastoral immediately and followed up with the parents or guardians.
- 14.4 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.
- 14.5 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.
- 14.6 The DSL will inform their local authority of any pupil who is going to be deleted from the admission register where they:
- 14.6.1 have been taken out of school by their parents and are being educated outside the school system e.g. home education;
  - 14.6.2 have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
  - 14.6.3 have been certified by the School Nurse as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
  - 14.6.4 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;
  - 14.6.5 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 and Welfare, IT and Related School Policies & Procedures**

- 15.1 Our Health & Safety and Welfare 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.
- 15.2 The procedures for internet use are set out in other School policies, specifically the Acceptable Use Policy, and the Digital Safety Policy. For the avoidance of doubt, the School has adequate filtering systems to keep children safe when accessing the internet at school, is aware of the risks posed by the internet and technology for children, educates pupils, staff and parents / carers about the safe use of technology, and has mechanisms in place to enable staff to identify children who may be at risk of harm and to intervene appropriately or escalate such cases.
- 15.3 Other aspects, such as the procedures for school trips are set out in this and/or other School policies.

## **16. Early help**


- 16.1 The School recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life.
- 16.2 Effective early help relies on all members of staff at the School working together with local agencies to: identify children and families who would benefit from early help; assist in the assessment of need of any child who may be in need of early help; and to provide targeted early help in cooperation with local authorities in order to address the assessed needs of a child and their family in order to significantly improve the outcomes for that child.
- 16.3 All staff should be alert to children who may benefit from early help. Any child may benefit from early help but staff should be alert to the potential need for early help for a child who:
  - is disabled or has specific additional needs;
  - has special educational needs;
  - is a young carer;
  - is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
  - is frequently missing or goes missing from care or from home;
  - is misusing drugs or alcohol;
  - is at risk of modern slavery, trafficking or exploitation;

- is in a family circumstance presenting challenges to the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

- 16.4 If a member of staff identifies a child who would benefit from early help, they should notify the DSL. Staff may then be required to support other agencies and professionals in an early help assessment or, in some cases, act as the lead professional in undertaking an early help assessment.
- 16.5 The DSL will then alert the relevant local authority in order to share information with other professionals to support early identification and assessment and, in some cases, act as the lead professional (or support another member of staff who is acting as the lead professional) in undertaking an early help assessment.
- 16.6 If early help is appropriate, the case should be kept under constant review by the DSL and consideration be given to a referral to children's social care if the child's situation does not appear to be improving.
- 16.7 In order for an early help assessment to be effective:
- 16.7.1 the assessment should be undertaken with the agreement of the child and the parents or carers. It should involve the child and family as well as all the professionals who are working with them;
  - 16.7.2 the member of staff or DSL should be able to discuss concerns they may have about a child and family with a social worker in the local authority in accordance with the relevant local authority's processes;
  - 16.7.3 if the parents or child do not consent to an early help assessment the DSL as the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, referral into local authority children's social care may be necessary.

## 17. Review of Policy

This policy will be reviewed annually (or more regularly where required) prior to approval by the Board of Governors.

Policy last amended by:	CBS (as DSL)
Date last reviewed:	July 2018 (changes in purple)
Approved on behalf of Governors by:	
Date last approved:	October 2017
Date for next review:	June 2019

## **Annexure 1: TYPES OF ABUSE AND POSSIBLE SIGNS OF ABUSE**

The following information about types of abuse is taken from *“Keeping Children Safe in Education”*, September 2018 (DfE).

### **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 institutional or community setting by those known to them or, more rarely, by others (e.g. 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 caregivers); 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 caregiver at home.

Because of the cultural and social mix at the School, 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.



## **Annexure 2: AWARENESS OF FEMALE GENITAL MUTILATION (FGM), CHILD SEXUAL EXPLOITATION (CSE), FORCED MARRIAGE (FM), HONOUR BASED VIOLENCE (HBV), CHILD CRIMINAL EXPLOITATION: COUNTY LINES, DOMESTIC ABUSE and HOMELESSNESS**

### **FEMALE GENITAL MUTILATION (FGM)**

The following general statement about schools' responsibilities in relation to FGM is taken from "*Keeping Children Safe in Education*", September 2018 (DfE).

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 Female Genital Mutilation (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 pupil may be at risk of undergoing FGM or may have already undergone it. These include:

- Professionals overhearing pupils talking about FGM.
- Disclosure by a pupil or one of the pupil's 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 the School**

- Although the School is a boys' school, there could be situations where staff become aware of issues relating to FGM.
- A number of pupils at the School belong to communities in which FGM has traditionally been practised and have close family links with countries abroad where it is prevalent and so may know other children 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. The report should be made to the police force in the area in which the girl resides. 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.

The School will take proactive measures to raise pupils' awareness of the issue and to foster an atmosphere in which pupils will be able to voice concerns, by including FGM in PSHE and elsewhere in the curriculum where appropriate.

## **CHILD SEXUAL EXPLOITATION**

All young people, whatever their backgrounds, can be at risk of Child Sexual Exploitation (CSE) so Staff at the School 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](http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/cse-homepage_wda97456.html)

### **What is 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 that limits the victim's options.

It is a form of abuse that 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 phone) 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 pupils at the School 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 are 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 be 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](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 pupils at the School could be at risk of HBV.

### **CRIMINAL EXPLOITATION: COUNTY LINES**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious imbalance, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **DOMESTIC ABUSE**

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame itself for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

<http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

<http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

## **HOMELESSNESS**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties:

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation:

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheet>

## Annexure 3: SAFEGUARDING CODE OF CONDUCT

### A) General

This Code of Conduct has been introduced in the light of statutory regulations issued by the DfE entitled “*Keeping Children Safe in Education*”, September 2018: it is intended not only to protect children but also members of staff from any malicious allegation(s). It is provided to all School staff (teaching and support) and volunteers.

1. All School staff and volunteers accept responsibility for the welfare of children with whom they come into contact in the course of their work, and that they will report any concerns about a child or somebody else’s behaviour, using the procedures laid down in the School’s Safeguarding and Child Protection Policy.
2. **Coco Stevenson** is the School’s **Designated Safeguarding Lead (DSL)** who will take action following any expression of concern in accordance with the process laid out in the School’s Safeguarding and Child Protection Policy. **Ian Emerson, Matt Kerr, Richard Brookes and Andrew McBroom** are the Deputy Designated Safeguarding Leads (DDSLs).
3. The Head and, in his absence, the Senior Deputy Head know how to make appropriate referrals to statutory child protection agencies. **Pat Dixon (020 7332 1512)** is the City of London’s Safeguarding and Quality Assurance Service Manager and the Designated Office (DO) 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 if the School is experiencing difficulties liaising with another LA in respect of safeguarding issues. Please also consult with the School’s HR Business Partner (Nick Childs) for HR advice and technical support concerning the process.
4. All staff who come into contact with children in the course of their professional activities must adhere to the School’s Safeguarding and Child Protection Policy 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.
5. Information relating to any allegation or disclosure must be clearly recorded as soon as possible, and there is a procedure setting out who should record information and the time-scales for passing it on. See Annexure 5 (the Disclosure Form).
6. All safeguarding concerns must be recorded on MyConcern in a timely manner, in addition to discussion with the DSL. The Disclosure form can be attached to the relevant pupil record in MyConcern.
7. The *Children Act 1989* states that the ‘welfare of the child is paramount’. This means that considerations of confidentiality that 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.
8. The Safeguarding and Child Protection Policy will be referred to or included in recruitment, training and policy materials, where appropriate, and this policy will be



openly and widely made available to members of staff and volunteers and actively promoted within the organisation.

9. A culture of mutual respect between children and staff will be encouraged, with adults modelling good practice in this context.
10. It is part of the School's acceptance of its responsibility of duty of care towards children that staff, who encounter child protection concerns in the context of their work will be supported when they report their concerns in good faith.
11. All staff should be aware that it is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.

**B) Staff and volunteers must avoid:**

1. Inappropriate physical contact with children: physical contact is only appropriate in very limited circumstances. [Please see the School's policy on Physical Intervention and Restraint by Staff for more detailed advice, p.](#) A copy has been supplied to all Staff at their induction training along with this copy of the Safeguarding Code of Conduct, Safeguarding and Child Protection Policy and *Keeping Children Safe in Education (September 2018)*.
2. Being involved in a one-to-one discussion or lesson with a pupil, but if this is necessary it is essential that the door of the room is open or that the meeting is visible from the outside (i.e. there is a vision panel in the room facing out into the corridor or interior school space, or a vision panel in the door of the room which again faces out into the corridor or interior school space).
3. 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 line with the Safeguarding and Child Protection Policy.
4. Taking photographs of pupils: photographs or images of pupils should only be made when they are to be exclusively used in the School's promotional materials such as newsletters, prospectus, twitter feed and the website. Pupils' names should not be published with such images unless parents have given permission. Some parents may not wish their son's photograph or image to be used in this way and authorisation should be sought before any such image is published. Should staff use their own personal mobile or digital device to capture images of pupils for School promotional materials the following protocol must be adopted:
  - Imagery must be transferred from the device to the School network as soon as is practicable;
  - Imagery must be deleted permanently from the device as soon as is practicable.
5. Establishing or seeking to establish any social contact with a pupil or their parents / carers. Family friendships should be declared to the Senior Deputy Head (e.g. friendships already formed outside school or forged through social contact by staff with

children at the School). 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 (see note (i) below) or childcare arrangements with parents of pupils at the School without the permission of the Head. Staff should notify their line manager of any existing or previous family or social relationship with a pupil or their parents / carers.

- (i) Staff should not tutor boys who are preparing to take the School's entrance examinations.
6. 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.
  7. Other than in exceptional circumstances, communicating directly with pupils by email or text message on your private phone or mobile/digital device. If it is necessary to communicate with pupils via a personal device (in the case of emergency or exceptional circumstances), staff must either copy in the Senior Deputy Head/Deputy Head Pastoral or inform the Senior Deputy Head/Deputy Head Pastoral of the communication as soon as a practicable.
  8. Communicating personally with pupils via Twitter, Facebook, [Snapchat](#), [Instagram](#) or other social media [or sharing platforms](#), except via the School's internal network. For the avoidance of doubt, where the School uses, or sanctions the use of, social media, it should be for the appropriate dissemination of information and not for entering into discussion or dialogue on the internet (worldwide web). The facility for 'Comments' should, where possible, therefore, be disabled. The use of social media regarding School matters should be approved by the Head.
  9. Hosting sites external to the School network / intranet for the purpose of communicating with pupils without the express permission of the Head.
  10. Electronic communication with pupils without using a School staff login, or School email address: communications must be internally traceable using staff login credentials. To be clear: when pupils contact a member of staff using their personal email accounts, reasonable efforts should be made to ensure the identity of the pupil account; and further correspondence should be directed, to the pupil's School email account. Care must be taken when responding to non-School email addresses purporting to be a pupil and no information relating to School matters should be divulged to such accounts without seeking to confirm the identity of the sender. Vigilance must be exercised where information is requested from external email accounts.
  11. Engaging in behaviour that could be construed as 'grooming' a child (for example giving a pupil money, presents or favours, or talking or behaving in an inappropriate or unprofessional manner towards pupils).
  12. Communicating to the public, press, television or any outside agency, the contents of any documents relating to the School / City of London Corporation. This includes the proceedings of any safeguarding matters. In certain circumstances, it may be appropriate for staff to report any concerns to an outside organisation. If they do so, they should ensure they do not disclose any confidential information belonging to the School / City of London Corporation. Please refer to the City of London Corporation's Whistleblowing Policy.



**Please note also:**

13. It is not unusual for pupils or, sometimes, their parents to develop infatuations or “crushes” towards staff. Staff must take steps to try to defuse these situations. All such situations must be responded to sensitively to maintain the dignity of those concerned and any indications that this might be happening should be reported to the Head of Year and the Head. In addition, the object of the pupil or parent’s affections may not even be aware of this, in which case colleagues must bring this to the colleague’s attention and report this to the Head.
14. It is not permissible to take a pupil / pupils 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 Head.
15. Staff are responsible for their own personal online digital profile and, where social media or games are used, staff should take all reasonable precautions to ensure their own privacy. Current pupils (see note (ii) below) should not be accepted as “Friends” or “Followers”, for example, and, where adult school-leavers or family members are listed as Friends, care should be taken with privacy settings such that *Friends of Friends*, who may be current pupils, do not have access to personal staff information.
  - (ii) Pupils remain under our care and on the school roll until the end of the summer holidays after they have left school, and these pupils should not be accepted as “Friends” until they are no longer on the school roll.

Further guidance is available as follows:

*E-safety: Protecting School Staff (NUT Guidance and Model Policy)*

<http://www.teachers.org.uk/help-and-advice/health-and-safety/e/e-safety-protecting-school-staff>

*Electronic Communications: Guidance for School Staff (ATL)*

<https://www.atl.org.uk/Images/Electronic-Communications-guidance-for-school-staff-201030-95136.pdf>

*Social Networking – Guidelines for Members (NASUWT)*

[http://www.nasuwt.org.uk/InformationandAdvice/Professionalissues/SocialNetworking/NASUWT\\_007513](http://www.nasuwt.org.uk/InformationandAdvice/Professionalissues/SocialNetworking/NASUWT_007513)

16. Staff should report to the Head inappropriate or abusive communications appearing to be from pupils and/or their friends or family.

**C) Important Points to Note for Staff and volunteers**

1. Staff must maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
2. The School expects all staff to dress appropriately whilst at work so that confidence of employees, pupils, parents and other connected with the School is maintained. Whilst the School values diversity and is 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.
3. Do take a disclosure of abuse from a pupil seriously. It is important not to deter pupils 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 the School's Safeguarding and Child Protection Policy including Annexure 5 (The Disclosure Form). 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 oneself.

4. Staff may enter the boys' changing rooms for the purpose of respectful supervision. Before entering the changing room staff must announce their intention to enter by knocking loudly on the door and shouting at a decent volume that they are entering the changing room. Respectful supervision is defined by warning the boys of entry, averting eyes from boys in a state of undress, the intention of entry being to monitor standards of behaviour and remaining in the changing room for a maximum of five minutes.
5. Always report any concerns immediately to the School's Designated Safeguarding Lead regarding the conduct of another staff member in relation to pupils or vulnerable adults.
6. 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.
7. Good practice includes valuing and respecting children as individuals, and the adult modelling of appropriate conduct - which will always exclude bullying (including cyber-bullying), homophobia, racism, sectarianism or sexism.
8. Further advice and guidance on child protection and safeguarding issues is available via the relevant advice in the School's Safeguarding and Child Protection Policy, which can be found on the School's website and intranet.
9. Written permission from pupils and their parents/carers must be obtained before taking photographs or films. This is included in the Terms and Conditions of the contract that parents sign. All images and films must be stored appropriately and securely and 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.
10. Members of staff working in the building after 7.00pm must relocate to Level 2 Common Room and offices unless there is a school function such as a parents' evening or concert. If it is essential to be working elsewhere in the building after 7.00pm, please let the Duty School Keeper know and inform him when you are leaving. The building is usually locked and alarmed from 8.00pm.

#### **D) Guidance on responding to a child making an allegation of abuse**

1. Stay calm.
2. Listen carefully to what is said and show that you are taking it seriously.
3. 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.
4. Tell the child that the matter will only be disclosed to those who need to know about it.
5. Allow the child to continue at her/his own pace.

6. Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer.
7. Reassure the child that they have done the right thing in telling you.
8. Tell them what you will do next, and with whom the information will be shared (this is the School's DSL or Deputy DSL).
9. Make no judgement about what you have heard.
10. At the earliest opportunity record in writing what was said, using the child's own words as far as possible. Note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated. Use the Disclosure Form, found in the Safeguarding and Child Protection Policy Annexure 5.
11. 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 School's Designated Safeguarding Lead.

## Annexure 4: THE PREVENT DUTY

### 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 1<sup>st</sup> 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, to:

- 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. The School's relationship with parents is key to the School's Prevent approach and the School will engage effectively with parents in relation to Prevent.

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 annexure 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 a school's responsibility to teach e-safety.

## **HOW THE PREVENT DUTIES ARE DISCHARGED AT THE SCHOOL?**

### Risk Assessments

A significant proportion of the School's pupils come from London Boroughs that are 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 the School 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 Form tutors, who take into account all the factors and patterns of behaviour detailed in Annexure 1. 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

The School 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 receive 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 Head, the DSL (Prevent Lead) and the DDSLs have completed online Prevent Awareness training ('Prevent: learning to support the prevent strategy') available at: [www.cityoflondon.learningpool.com](http://www.cityoflondon.learningpool.com).

As WRAP training (workshop on raising awareness of Prevent) by the Local Authority becomes available, it will be completed by at least the DSL (Prevent Lead) and the DDSLs. The DSL (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 PSHE lessons. **The IT Manager and Deputy Head Pastoral are responsible for all matters of e-safety, and keeps a log of incidents and report annually to the Governors.** The Senior Deputy Head and the Deputy Head Pastoral have 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/PSHE 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 extra-curricular 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.

### DSL (Prevent Lead) Responsibilities

The DSL is the nominated Prevent Lead at the School and has responsibilities for the oversight of the discharge of the Prevent Duty at school. Details of the DSL are on the cover sheet of the Safeguarding and Child Protection Policy 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 pupils 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 School's Visiting Speakers Information Form (available on the School intranet) and submit it to the Assistant Head Co-curricular and Staff Development (a Deputy 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) 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 extra-curricular 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 PSHE information and skills to keep safe from harm of all types and to be aware of who to turn to for help. In addition, the PSHE curriculum will continue to challenge pupils 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 School's Religion and Philosophy department 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.

The School promotes critical thinking skills across all subjects as these remain 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 pupil 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 (Prevent Lead) or a DDSL in the first instance but are also entitled to contact the DO or the Prevent Coordinator at the Community Safety Team of the City of London Corporation directly. Details of how to contact the DO and the Prevent Coordinator are on the Cover Sheet of the Safeguarding and Child protection policy.

Records will be kept by the DSL of all concerns and the DSL 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 DO 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 DO 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 mailbox for non-emergency advice: 0207 340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk).

## Annexure 5: Disclosure Form

This form should be used when a pupil discloses to any member of staff or volunteer that they or another pupil is suffering or is at risk of abuse. The form should be completed immediately after the disclosure has been made and brought to the attention of the DSL or a DDSL straight away or no later than the end of the timetabled day on which the disclosure was made.

### 1. You

Your Name: ..... Date: .....

### 2. The Pupil

Name of Pupil: ..... DOB: .....

Parent/Carer: .....

### 3. The Alleged Perpetrator

If the pupil has named or described the alleged perpetrator, note the details here:

.....

### 4. The Disclosure

Record of conversation (use continuation sheet if necessary):

- Record what was said by the pupil and by you
- Use the exact words and phrases used by the pupil
- Clearly distinguish between fact, observation, allegation and opinion
- Note the non-verbal behaviour and the key words in the language used by the pupil.

.....  
.....  
.....  
.....

Did the pupil name witnesses? If so, note them here:

.....

.....

Was anyone else present during the disclosure? If so, note them here:

.....

.....

## 5. Consent to Share

Was the pupil able to provide informed consent? (please circle) Yes / No

If so, how did you seek consent?

- Specifically, what did you explain, what questions did you ask and what were the responses?

.....

.....

.....

Did the pupil provide consent to share? (please circle) Yes / No

If yes, what did the pupil say?

- Note the exact words used by the pupil

.....

.....

If no, did you explain that you would have to share this information with the DSL and who else might receive this information and why? (please circle) Yes / No

.....

.....

## 6. Additional Information

Any other comments

.....

.....

.....

.....

.....

Signed: .....

Time: .....

Date: .....

## Annexure 6: Annex B of “Keeping Children Safe in Education”, 2018

### Annex B: Role of the Designated Safeguarding Lead

Governing bodies, proprietors and management committees should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of Designated Safeguarding Lead (DSL). The DSL should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role holder’s job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

#### Deputy Designated Safeguarding Leads

It is a matter for individual schools and colleges as to whether they choose to have one or more Deputy Designated Safeguarding Leads (DDSLs). Any deputies should be trained to the same standard as the DSL and the role should be explicit in their job description.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the DSL, this **lead responsibility** should not be delegated.

#### Manage referrals

The DSL is expected to:

- refer cases of suspected abuse to the local authority children’s social care, as required;
- support staff who make referrals to local authority children’s social care;
- refer cases to the Channel programme where there is a radicalisation concern, as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service, as required; and
- refer cases where a crime may have been committed to the Police as required.

#### Work with others

The DSL is expected to:

- liaise with the headteacher or principal to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part Four<sup>1</sup>) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

---

<sup>1</sup> “Keeping Children Safe in Education” (2018), Part four: Allegations of abuse made against teachers and other staff.

## **Training**

The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The DSL should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins and meeting other DSLs, as required and at least annually, to allow them to understand and keep up with any developments relevant to their role) so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part-time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online (e.g. from online bullying, grooming and radicalisation) and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

## **Raise Awareness**

The DSL should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policies are reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the Local Safeguarding and Children's Board (LSCB) to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

## **Child protection file**

Where children leave the school or college, ensure 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 should be obtained.

Receiving schools and colleges should ensure key staff, such as DSLs and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

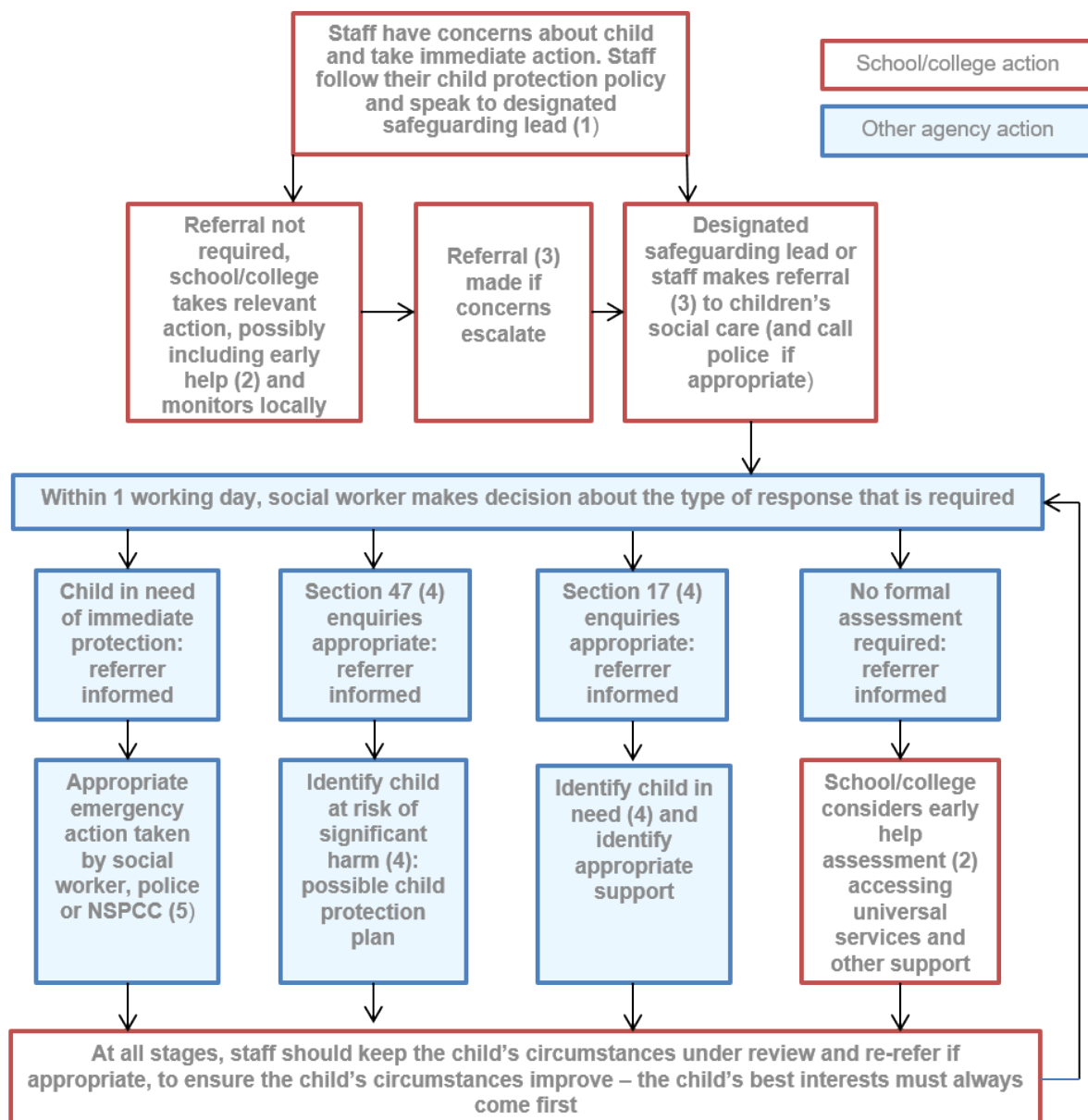
### **Availability**

During term time the DSL (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the DSL, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

## Annexure 7: Actions where there are concerns about a child with reference to referrals to Children's Services

### Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).



<b>Committee(s):</b>	<b>Date:</b>
Finance & Estates Sub-Committee of the Board of Governors of the City of London School	26 September 2018
Board of Governors of the City of London School	17 October 2018
<b>Subject:</b> Risk Register 2017 -18 for: The City of London School Bursary Fund incorporating The City of London School Scholarships and Prizes Fund and The City of London School Education Trust	<b>Public</b>
<b>Report of:</b> The Chamberlain and The Bursar of The City of London School	<b>For Decision</b>
<b>Report author:</b> Steven Reynolds, Chamberlain's Department.	

## Summary

This report provides a key risks register at Appendix 2 for The City of London School Bursary Fund incorporating The City of London School Scholarships and Prizes Fund and, at Appendix 3, a key risks register for The City of London School Education Trust, both 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 risk register for the Bursary Fund contains seven risks, of which six are assessed as 'green' with scores from 1 to 4 (on a risk scale from 1 to the highest risk score of 32) and one which is 'amber' with a score of 12. The register for the Education trust contains four risks, all of which are assessed as 'green' with scores from 1 to 4. Currently, there are no 'red' risks on either register. No new risks have been identified, and the risk scores remain unchanged to those presented to this Board last year.

## Recommendations

Members are asked to review the two risk registers to confirm that they satisfactorily sets out the risks facing the School's two charities and that 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 Bursary Fund incorporating The City of London School Scholarships and Prizes Fund and The City of London School Education Trust administered by the Board of Governors of the City of London School 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 The City of London School Bursary Fund incorporating The City of London School Scholarships and Prizes Fund is set out in Appendix 2. This contains seven 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. Charity lacks direction, strategy, and forward planning – overall green (4);
  6. Conflicts of interest – overall risk score of green (1); and
  7. 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.

6. The risk register to be reviewed by the Board of Governors of the City of London School for The City of London School Education Trust is set out in Appendix 2. This contains four risks as summarised below:

1. Awards may not comply with objectives – overall risk score of green (1);
  2. Charity lacks direction, strategy, and forward planning – overall green (4);
  3. Conflicts of interest – overall risk score of green (1); and
  4. Loss of staff – overall risk score of green (3).
- 
7. Each risk has been considered by the responsible officer within the Corporation who is referred to as the 'Risk Owner' in each register.
  8. No new risks have been identified, and the risk scores remain unchanged to those presented to this Board last year.

## **Conclusion**

9. The various risks faced by the two charities have been reviewed and Members are asked to confirm that the attached registers satisfactorily set 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 for The City of London School Bursary Fund incorporating The City of London School Scholarships and Prizes Fund
- Appendix 3 – Charity Risk Register for The City of London School Education Trust

## **Contacts:**

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

### (C) Risk scoring grid

Likelihood	Impact				
	X	Minor (1)	Serious (2)	Major (4)	Extreme (8)
	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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## The CoL School Bursary Fund Incorporating The CoL School Scholarships and Prizes Funds - Risk Register to be considered by the Board of Governors CLS

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 CLS	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	Head of CLS	Board of Governors of the CLS	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	Head of CLS	Board of Governors of the CLS	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	Head of CLS	Board of Governors of the CLS	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	The Charity lacks direction, strategy and forward planning	Head of CLS	Board of Governors of the CLS	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
6	Conflicts of interest	Head of CLS	Board of Governors of the CLS	Understanding of trust law. Protocol for disclosure of potential conflict of interest.	Rare	Minor	Green 1	↔	Continue existing controls	Rare	Minor	Green 1
7	Loss of staff	Head of CLS	Board of Governors of the CLS	Documentation of systems, plans and projects. Training programmes.	Possible	Minor	Green 3	↔	Continue existing controls	Possible	Minor	Green 3

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The City of London School Education Trust - Risk Register to be considered by the Board of Governors of the City of London School

Risk No.	Risk (Short description)	Risk Owner	Committee	Existing Controls	Current Risk				Planned Actions	Target Risk		
					Likelihood	Impact	Rating	Direction		Likelihood	Impact	Rating
1	Grants/awards/loans may be given for purposes not complying with charity's objectives	Head of CLS	Board of Governors of the CLS	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
2	The Charity lacks direction, strategy and forward planning	Head of CLS	Board of Governors of the CLS	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
3	Conflicts of interest	Head of CLS	Board of Governors of the CLS	Understanding of trust law. Protocol for disclosure of potential conflict of interest.	Rare	Minor	Green 1	↔	Continue existing controls	Rare	Minor	Green 1
4	Loss of staff	Head of CLS	Board of Governors of the CLS	Documentation of systems, plans and projects. Training programmes.	Possible	Minor	Green 3	↔	Continue existing controls	Possible	Minor	Green 3

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Committee(s):	Date(s):	Item no.
Finance & Estates Sub-Committee of the Board of Governors of the City of London School	26 September 2018	
Board of Governors of the City of London School	17 October 2018	
<b>Subject:</b> The City of London School Bursary Fund incorporating The City of London School Scholarships & Prizes Fund - Annual Report and Financial Statements for the year ended 31 March 2018	<b>Public</b>	
<b>Report of:</b> The Chamberlain	<b>For Information</b>	
<b>Annual Report and Financial Statements for the year ended 31 March 2018</b>  1. This report provides Governors with the Annual Report and Financial Statements for the year ended 31 March 2018 of The City of London School Bursary Fund (charity 1) incorporating The City of London School Scholarships & Prizes Fund (charity 2) for information.  2. The governing scheme approved by the Charity Commission for England and Wales on 1 December 2011 directs that The City of London School Scholarships & Prizes Fund (charity number: 276654-1) shall be treated as forming part of The City of London School Bursary Fund (charity number: 276654) solely for the purpose of Part II (registration) and Part VI (accounting) of the Charities Act 2011.  3. During the year ended 31 March 2018 total funds increased by £152,595 (2016/17: total funds increased by £416,171) to £4,023,277 (2016/17: £3,870,682). This increase comprised the following:-  i) a net gain on investments of £28,517 (2016/17: a net gain of £338,670);  ii) investment income of £126,621 (2016/17: £116,971) and donations and legacies of £20,590 (2016/17: £1,999); and  iii) expenditure on charitable activities of £23,133 (2016/17: £41,469) which was largely made up of three bursary awards and one prize (2016/17: two bursary awards and 217 scholarships & prizes).		

**Cash Available as at 31 March 2018**

4. Total cash held as at 31 March 2018 was £234,934 (2016/17: £704,317).
5. In addition, as agreed by Governors on 14 June 2018, a further investment of £44,000 was made in the City of London Charities Pool on 1 October 2018.

**Recommendations**

6. It is recommended that Governors receive the Annual Report and Financial Statements for the year ended 31 March 2018 for information.

Contact:

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***ANNUAL REPORT AND FINANCIAL STATEMENTS***  
***FOR THE YEAR ENDED 31 MARCH 2018***  
***of***  
***THE CITY OF LONDON SCHOOL BURSARY FUND***  
***(charity number: 276654)***  
***INCORPORATING***  
***THE CITY OF LONDON SCHOOL SCHOLARSHIPS AND PRIZES FUND***  
***(charity number: 276654-1)***

**THE CITY OF LONDON SCHOOL BURSARY FUND  
INCORPORATING  
THE CITY OF LONDON SCHOOL SCHOLARSHIPS & PRIZES FUND**

**Trustee's Annual Report and Financial Statements  
for the year ended 31 March 2018**

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**Trustee's Annual Report for the year ended to 31 March 2018**

**1. Reference and Administration Details**

Charity Names:	The City of London School Bursary Fund 'charity 1' incorporating:  The City of London School Scholarships & Prizes Fund 'charity 2'.
Registered Charity Numbers:	The City of London School Bursary Fund: 276654  The City of London School Scholarships & Prizes Fund: 276654-1
Principal Address:	Guildhall, London EC2P 2EJ
Trustee:	The City of London Corporation
Chief Executive:	The Town Clerk of the City of London Corporation
Treasurer:	The Chamberlain of London
Solicitor:	The Comptroller and City Solicitor
Banker:	Lloyds TSB Bank plc City Office, PO Box 72 Bailey Drive Gillingham, Kent ME8 0LS
Investment Fund Managers:	Artemis Investment Management LLP
Auditor:	Moore Stephens LLP Chartered Accountants and Statutory Auditor 150 Aldersgate Street London EC1A 4AB

**2. Structure, Governance and Management**

**The Governing Documents and constitution of the charity**

The administration of The City of London School Bursary Fund (charity registration: 276654 – “charity 1”), incorporating The City of London School Scholarships & Prizes Fund (charity registration: 276654-1 “charity 2”) is set out in the governing Scheme approved by The Charity Commission for England and Wales on 1 December 2011. This Scheme replaced the previous charitable trust deed dated 22 September 1978 for The City of London School Bursary Fund, and the various individual governing documents of The City of London School Scholarships & Prizes Fund.

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**Trustee's Annual Report (continued)**

**2. Structure, Governance and Management (continued)**

This scheme further directs that The City of London School Scholarships & Prizes Fund (charity number: 276654-1 "charity 2") shall be treated as forming part of The City of London School Bursary Fund (charity registration: 276654 "charity 1") solely for the purpose of Part II (registration) and Part VI (accounting) of the Charities Act 2011.

**Trustee**

The body corporate known as The City of London Corporation is the Trustee of The City of London School Bursary Fund (charity registration: 276654 "charity 1") and The City of London School Scholarships & Prizes Fund (charity number: 276654-1 "charity 2"), acting through the Board of Governors of the City of London School.

Individuals act as Trustees by virtue of positions that they hold in the City of London Corporation in accordance with the governing document. They act as Trustees during their tenure of these positions.

**Policies and Procedures for the Induction and Training of Trustees**

The City of London Corporation makes such seminars and briefings available to its Members as it considers are necessary to enable the Members to efficiently carry out their duties. Such events relate to various aspects of the City's activities, including those concerning The City of London School Bursary Fund incorporating The City of London School Scholarships & Prizes Fund.

**Organisational structure and decision making process**

The charity is administered in accordance with the charity's governing scheme and the City of London Corporation's own corporate governance and administration framework, including Committee Terms of Reference, Standing Orders, Financial Regulations and Officer Scheme of Delegations of the City of London Corporation. These governance documents are available from the Town Clerk of the City of London Corporation at the principal address. The Bursary Committee are also Members of the City of London Corporation.

Each elected Member by virtue of their membership of the Court of Common Council, its relevant committees and sub-committees, has a duty to support the City Corporation in the exercise of its duties as Trustee of the charity by faithfully acting in accordance with the Terms of Reference of the relevant committee or sub-committee, and the City Corporation's agreed corporate governance framework as noted above.

**Related Parties**

Details of any related party transactions are disclosed in note 10 to the Financial Statements.

**Risk identification**

The Trustee is committed to a programme of risk management as an element of the Trustee's strategy to preserve the charity's assets, enhance productivity for service users and members of the public.

In order to embed sound practice a Risk Management Group of employed officers has been established by the City of London Corporation to ensure that risk management policies are



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## **Trustee's Annual Report (continued)**

applied, that there is an ongoing review of risk management activity and that appropriate advice and support is provided to elected Members and officers.

The City of London Corporation has approved a strategic risk register for all of its activities. This register helps to formalise existing processes and procedures and enables the City of London Corporation to further embed risk management throughout the organisation in the exercise of all its functions, including when acting as charity trustee.

Consequently, a key risk register has been prepared for this charity and has been reviewed by the Trustee. It identifies the potential impact of key risks and the measures which are in place to mitigate such risks.

### **3. Objectives and Activities for the Public Benefit**

#### **Object of Charity 1 – The City of London School Bursary Fund (charity registration: 276654)**

The object of the charity is the promotion of education (including physical training) by the provision of bursaries and other forms of financial assistance for fees and/or other costs incurred through attendance at the School to enable pupils to further their education at the School by for example providing financial assistance to those who:-

- (1) would not be able to enter the School having been accepted; or
- (2) having commenced education at the School would not be able to continue their education at the School.

#### **Object of Charity 2 – The City of London School Scholarships and Prizes Fund (charity number: 276654-1)**

The object of the charity is to further the education (including physical training) of pupils attending the School, former pupils of the School or pupils of other schools with whom the School has cooperated under clause 7(11) of this Scheme, by the provision of scholarships, prizes or other suitable rewards or marks of distinction.

The charity has established its grant making policy to achieve its objects, as laid out above, for the public benefit. Applications are assessed via a robust process to ensure that proposed activities for funding will be supported by adequate and appropriate resources and will be used only for activities that match the charity's criteria.

The Trustee has due regard to the Charity Commission's public benefit guidance when setting objectives and planning activities.

### **4. Targets, Achievements and Performance for 2017/18**

The aim for the City of London School Bursary Fund (charity 1) during 2017/18 was to continue to contribute towards the fees payable to the School of pupils who but for financial assistance, having commenced at the School, would be unable to continue at, or to enter the School having been accepted. Three bursaries (2016/17: two bursaries) were awarded during the year amounting

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**Trustee's Annual Report (continued)**

to £22,309 (2016/17: £23,449). There were no contributions in the year towards the costs of uniforms or school trips for pupils who were in receipt of bursaries (2016/17: £0).

The aim for the City of London School Scholarships and Prizes Fund (charity 2) during 2017/18 was to continue to assist children to study various subjects at the School and to assist in further education. In line with this aim, the School allocated one prize in the year (2016/17: 217 prizes and scholarships) amounting to £530 (2016/17: £17,726) from this fund. For administrative purposes, the majority of Prizes awarded in 2017-18 were funded from other sources whilst the School reviews its Scholarships and Prizes funding.

## **5. Financial Review**

During the year ended 31 March 2018 total funds increased by £152,595 (2016/17: total funds increased by £416,171) to £4,023,277 (2016/17: £3,870,682). This movement comprised the following:-

- i) a net gain on investments of £28,517 (2016/17: a net gain of £338,670);
- ii) investment income of £126,621 (2016/17: £116,971) and donations of £20,590 (2016/17: £1,999); and
- iii) expenditure on charitable activities of £23,133 (2016/17: £41,469) which was largely made up of three bursary awards and one prize (2016/17: two bursary awards and 217 scholarships and prizes). Further prizes were awarded but were funded by the school's budget.

### **Going Concern**

The Trustee considers the Charity to be a going concern for the foreseeable future as detailed in the Accounting Policies note 1 (b).

### **Reserves Policy**

The Reserves Policy is to maintain the restricted and endowment funds of the charity in investments in the Charities Pool administered by the City of London Corporation and use the investment income in accordance with the objectives of the charity. The income arising from these investments is distributed in accordance with the objectives outlined in section 3.

### **Investment Policy**

The charity's investments are held in units of The City of London Charities Pool. The Charities Pool is a Common Investment Fund operating in a similar way to a unit trust. It enables the City of London Corporation to "pool" small charitable investments together and consequently obtain better returns than would be the case if investments were made individually. The investment policy of the Charities Pool is to provide a real increase in annual income in the long term whilst preserving the value of the capital base. The annual report and financial statements of the Charities Pool are available from the Chamberlain of London.

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**Trustee's Annual Report (continued)**

**6. Plans for Future Periods**

The aims for 2018/19 are:

- i) for The City of London School Bursary Fund (charity 1) to continue to contribute towards pupils' fees, in accordance with the School's means tested Bursary programme, and where financial hardship would cause the pupils to be unable to continue at the School, and to contribute to the cost of uniforms, school trips etc. for pupils from disadvantaged backgrounds; and
- ii) for The City of London School Scholarships and Prizes Fund (charity 2) to continue to assist children to study various subjects at the School, or to assist in further education. The School will continue to fund some of the larger annual prizes that it awards.

**7. Statement of Trustee's Responsibilities**

The Trustee is responsible for preparing the Trustee's Report and the financial statements in accordance with the Charities Act 2011 and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) effective from 1 January 2015.

The law applicable to charities in England & Wales requires the Trustee to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources of the charity for that period. In preparing these financial statements, the Trustee is required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgements and estimates that are reasonable and prudent;
- state whether applicable accounting standards have been followed; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business.

The Trustee is responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charity and enable the Trustee to ensure that the financial statements comply with the Charities Act 2011, the applicable Charities (Accounts and Reports) Regulations, and the provisions of the trust deed. The Trustee is also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

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**Trustee's Annual Report (continued)**

**8. Adopted and signed for on behalf of the Trustee on 13 November 2018.**

Jeremy Paul Mayhew MA MBA  
Chairman of Finance Committee  
Guildhall, London

Jamie Ingham Clark  
Deputy Chairman of  
Finance Committee

# **Independent Auditor's Report to the Trustees of The City of London School Bursary Fund incorporating The City of London School Scholarships and Prizes Fund**

## **Opinion**

We have audited the financial statements of The City of London School Bursary Fund incorporating The City of London School Scholarships and Prizes Fund (the 'charity') for the year ended 31 March 2018 which comprise the Statement of Financial Activities, Balance Sheet and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland" (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the charity's affairs as at 31 March 2018 and of its incoming resources and application of resources, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

## **Basis for opinion**

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

## **Conclusions relating to going concern**

We have nothing to report in respect of the following matters in which the ISAs (UK) require us to report to you where:

- the trustees' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate, or
- the trustees have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charity's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

## **Other information**

The trustees are responsible for the other information. The other information comprises the information included in the annual report, other than the financial statements and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and, except to

## **Independent Auditor's Report to the Trustees of The City of London School Bursary Fund incorporating The City of London School Scholarships and Prizes Fund (continued)**

the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### **Matters on which we are required to report by exception**

We have nothing to report in respect of the following matters where the Charities Act 2011 requires us to report to you if, in our opinion:

- the information given in the Trustees' Annual Report is inconsistent in any material respect with the financial statements; or
- sufficient accounting records have not been kept; or
- the financial statements are not in agreement with the accounting records and returns; or
- we have not received all the information and explanations we require for our audit.

### **Responsibilities of trustees**

As explained more fully in the Trustees' Responsibilities Statement set out on page 6, the trustees are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

## **Independent Auditor's Report to the Trustees of The City of London School Bursary Fund incorporating The City of London School Scholarships and Prizes Fund (continued)**

### **Auditor's responsibilities for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs(UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Councils website at: [www.frc.org.uk/auditorsresponsibilities](http://www.frc.org.uk/auditorsresponsibilities). This description forms part of our auditor's report.

### **Use of our report**

This report is made solely to the charity's trustees, as a body, in accordance with Chapter 3 of Part 8 of the Charities Act 2011 and regulations made under section 154 of that Act. Our audit work has been undertaken so that we might state to the charity's trustees those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charity and its trustees as a body, for our audit work, for this report, or for the opinions we have formed.

Nick Bennett, *Senior Statutory Auditor*

For and on behalf of Moore Stephens LLP, Statutory Auditor

150 Aldersgate Street

London

EC1A 4AB

Moore Stephens LLP is eligible to act as an auditor in terms of section 1212 of the Companies Act 2006

Date:

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**Statement of Financial Activities for the year ended 31 March 2018**

	Note	Unrestricted Fund	Restricted Fund	Endowment Fund	<b>Total Funds 2017/18</b>	Total Funds 2016/17
		£	£	£	£	£
<b>Income and endowments from:</b>						
<b>Donations</b>		-	-	20,590	<b>20,590</b>	1,999
<b>Income from investments</b>						
Managed investment income		3,050	2,939	119,490	<b>125,479</b>	113,078
Interest receivable		329	335	478	<b>1,142</b>	3,893
<b>Total income and endowments</b>	3	<u>3,379</u>	<u>3,274</u>	<u>140,558</u>	<b>147,211</b>	118,970
<b>Expenditure on:</b>						
<b>Charitable activities</b>						
Bursaries awarded		-	-	22,309	<b>22,309</b>	23,449
Prizes awarded		-	180	350	<b>530</b>	17,726
Support costs – bursaries	5	-	-	294	<b>294</b>	294
<b>Total expenditure</b>	4	<u>-</u>	<u>180</u>	<u>22,953</u>	<b>23,133</b>	41,469
Net gains/(losses) on investments	7	36	(63)	28,544	<b>28,517</b>	338,670
<b>Net income/(expenditure)</b>		<u>3,415</u>	<u>3,031</u>	<u>146,149</u>	<b>152,595</b>	416,171
Transfers between funds		-	-	-	-	-
Other recognised gains/(losses)		-	-	-	-	-
<b>Net movement in funds</b>		<u>3,415</u>	<u>3,031</u>	<u>146,149</u>	<b>152,595</b>	416,171
<b>Reconciliation of funds</b>						
Total funds brought forward	9	123,087	140,399	3,607,196	<b>3,870,682</b>	3,454,511
<b>Total funds carried forward</b>	9	<u>126,502</u>	<u>143,430</u>	<u>3,753,345</u>	<b>4,023,277</b>	3,870,682

There are no recognised gains or losses other than as shown in the statement of financial activities above.

All incoming resources and resources expended derive from continuing activities.



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**Balance Sheet as at 31 March 2018**

	Note	2018	2017
		£	£
<b>Fixed Assets</b>			
Managed Investments	7	<u>3,802,286</u>	<u>3,175,484</u>
<b>Current Assets</b>			
Cash at bank and in hand		234,934	704,317
<b>Creditors: amounts falling due within one year</b>	8	<u>(13,943)</u>	<u>(9,119)</u>
<b>Net Current Assets</b>		220,991	695,198
<b>Total Assets less Current Liabilities</b>	8	<u>4,023,277</u>	<u>3,870,682</u>
<b>The funds of the charity</b>			
Unrestricted Designated Fund		126,502	123,087
Restricted Fund		143,430	140,399
Expendable Endowment Fund		3,455,641	3,312,198
Permanent Endowment Fund		297,704	294,998
<b>Total funds</b>	9	<u>4,023,277</u>	<u>3,870,682</u>

Approved and signed for and on behalf of the Trustee.

The notes at pages 13 to 21 form part of these accounts.

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Dr Peter Kane  
Chamberlain of London  
13 November 2018

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**Notes to the Financial Statements for the year ended 31 March 2018**

**1. Accounting Policies**

The following accounting policies have been applied consistently throughout the year and in the preceding year in dealing with items which are considered material in relation to the charity's financial statements.

**(a) Basis of Preparation**

The financial statements have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant notes to these accounts. The financial statements have been prepared in accordance with the Statement of Recommended Practice (SORP) Accounting and Reporting by Charities, published in 2015, the Financial Reporting Standard 102 applicable in the UK and Republic of Ireland (FRS 102), and the Charities Act 2011.

The administration of The City of London School Bursary Fund (charity registration: 276654 – “charity 1”), incorporating The City of London School Scholarships & Prizes Fund (charity registration: 276654-1 “charity 2”) is set out in the governing Scheme approved by The Charity Commission for England & Wales on 1 December 2011. This scheme directs that The City of London School Scholarships & Prizes Fund (charity 2) shall be treated as forming part of The City of London School Bursary Fund (charity 1) solely for the purpose of Part II (registration) and Part VI (accounting) of the Charities Act 2011.

**(b) Going Concern**

The Trust is considered a going concern for the foreseeable future as the Trustee has due regard to maintaining the capital base and only the investment income is generally used in furtherance of the objectives of the Trust.

**(c) Cash Flow Statement**

The Trust has taken advantage of the exemption in FRS102 from the requirement to produce a statement of cash flows on the grounds that it is a small entity.

**(d) Income Recognition**

All income is recognised once the charity has entitlement to the income, it is probable that the income will be received and the amount of income receivable can be measured reliably in the charity's funds.

**(e) Investment income**

Investment income consists of distributions from the Charities Pool and interest receivable on cash balances. The Charities Pool is a Common Investment Fund operating in a similar way to a unit trust. It enables the City of London Corporation to “pool” small charitable investments together and consequently obtain better returns than would be the case if investments were made individually.

**(f) Expenditure Recognition**

Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, it is probable that settlement will be required and the amount of the obligation can be measured reliably.

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**Notes to the Financial Statements for the year ended 31 March 2018**

**1. Accounting Policies (continued)**

**(g) *Bursaries, Scholarships and Prizes awarded***

Bursaries are accounted for when the recipient has a reasonable expectation that they will receive the bursary and where any conditions attached to the bursary are outside the control of the Fund. Scholarships and Prizes are recognised as resources expended as soon as there is a legal or constructive obligation committing the Trust to the expenditure.

**(h) *Investments***

Investments are valued annually at the middle market price at the close of business on 31 March. Gains and losses for the year on investments held as fixed assets are included in the Statement of Financial Activities. The unrealised gains/(losses) on investments at the balance sheet date are included.

**(i) *Fund Accounting***

The funds of the charities consist of an Unrestricted Designated Fund, a Restricted Fund and an Endowment Fund which comprises permanent and expendable funds.

**2. Tax Status of the Charity**

The City of London School Bursary Fund is a registered charity and as such its income and gains are exempt from income tax to the extent that they are applied to its charitable purposes.

The City of London School for Boys Scholarships and Prize Funds is a registered charity and as such its income and gains are potentially exempt from income tax to the extent that they are applied to its charitable purposes.

**3. Incoming Resources from Generated Funds**

Incoming resources are analysed as follows for The City of London School Bursary Fund (*charity 1*) incorporating The City of London School Scholarships & Prizes Fund (*charity 2*):

	Charity 1 Bursary Fund	Charity 2 Scholarships & Prizes Fund	<b>Total 2017/18</b>	Total 2016/17
	£	£	£	£
<b>Donations</b>	20,390	200	<b>20,590</b>	1,999
<b>Investment Income</b>				
Managed investment income	91,201	34,278	<b>125,479</b>	113,078
Interest receivable	874	268	<b>1,142</b>	3,893
<b>Total Incoming Resources</b>	<b>112,465</b>	<b>34,746</b>	<b>147,211</b>	<b>118,970</b>

**Donations:**

Donations totalling £20,590 were received during the year (2016/17: £1,999) .

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**Notes to the Financial Statements for the year ended 31 March 2018**

**3. Incoming Resources from Generated Funds (continued)**

**Investment Income:**

Income for the year derived from the investments in The City of London Charities Pool amounting to £125,479 (2016/17: £113,078) noted in 1(e) and interest received on cash balances of £1,142 (2016/17: £3,893).

**4. Resources Expended**

Resources expended are analysed as follows, for The City of London School Bursary Fund (*charity 1*) incorporating The City of London School Scholarships & Prizes Fund (*charity 2*):

	Charity 1 Bursary Fund	Charity 2 Scholarships & Prizes Fund	<b>Total 2017/18</b>	Total 2016/17
	£	£	£	£
<b>Charitable Activities</b>				
Bursaries Awarded	19,520	2,789	<b>22,309</b>	23,449
Scholarships & Prizes Awarded	350	180	<b>530</b>	17,726
Support Costs – bursaries	294	-	<b>294</b>	294
<b>Total Resources Expended</b>	<b>20,164</b>	<b>2,969</b>	<b>23,133</b>	41,469

Charitable activities consist of:

- i) Three bursaries (2016/17: two bursaries) were awarded during the year amounting to £22,309 (2016/17: £23,449). The bursaries were awarded to individuals and therefore specific details cannot be disclosed;
- ii) One prize was awarded amounting to £530 (2016/17: 217 scholarships and prizes amounting to £17,726). The prize was awarded to an individual and therefore specific details cannot be disclosed;
- iii) support costs for bursary administration of £294 were charged by the City of London Corporation during the year (see note 5 below) (2016/17: £294).

**5. Support and Governance Costs**

**Staff numbers and costs**

The charity does not employ any staff. Officers of the City of London Corporation provide administrative assistance to the charity when required, but this is not considered material and is not separately calculated by the City of London Corporation. There are however some specific administration services concerned with Bursary Administration which are charged directly to the charities. The charge in 2017/18 amounted to £294 (2016/17: £294).

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**Notes to the Financial Statements for the year ended 31 March 2018**

**Auditor's remuneration and fees for external financial services**

The City of London's external auditor audits this charity as one of the numerous charities administered by the City of London Corporation. The City of London Corporation does not attempt to apportion the audit fee between all the different charities but prefers to treat it as part of the cost to its private funds. No other external financial services were provided for the Trust during the year or in the previous year.

**6. Other Items of Expenditure**

**Trustee's expenses**

Members of the City of London Corporation acting on behalf of the Trustee received no remuneration or reimbursement of expenses during the current or previous year.

**7. Investment Assets**

The value and cost of investments for The City of London School Bursary Fund (*charity 1*) incorporating The City of London Scholarships & Prizes Fund (*charity 2*) comprises:

	Endowment Fund	Total 2018	Total 2017
	£	£	£
<b><u>Charity1 – Bursary Fund</u></b>			
Market Value 1 April	2,312,396	<b>2,312,396</b>	2,065,760
Purchase of Charities Pool units (1)	428,772	<b>428,772</b>	-
Net Investment Gain	20,870	<b>20,870</b>	246,636
<b>Market Value 31 March</b>	<b>2,762,038</b>	<b>2,762,038</b>	2,312,396
<b>Units in Charities Pool</b>	<b>313,868</b>	<b>313,868</b>	265,183
<b><u>Charity 2 – Scholarships and Prizes Fund</u></b>			
Market Value 1 April	863,088	<b>863,088</b>	771,054
Purchase of Charities Pool units (1)	169,513	<b>169,513</b>	
Net Investment Gain	7,647	<b>7,647</b>	92,034
<b>Market Value 31 March</b>	<b>1,040,248</b>	<b>1,040,248</b>	863,088
<b>Units in Charities Pool</b>	<b>118,210</b>	<b>118,210</b>	98,768
<b>Total Market Value 31 March</b>	<b>3,802,286</b>	<b>3,802,286</b>	3,175,484
<b>Total Cost when purchased</b>	<b>2,385,166</b>	<b>2,385,166</b>	1,786,880
<b>Units in Charities Pool</b>	<b>432,078</b>	<b>432,078</b>	364,161

(1) The School's Board of Governors agreed at its meetings on 17 October 2016 and 15 June 2017 that cash of £502,746 and £95,526 respectively would be invested in The City of London Charities Pool. Accordingly, a total of 57,590 units were purchased at £8.73 per unit

**THE CITY OF LONDON SCHOOL BURSARY FUND  
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THE CITY OF LONDON SCHOOL SCHOLARSHIPS & PRIZES FUND**

**Notes to the Financial Statements for the year ended 31 March 2018**

on 1 April 2017 and a total of 10,327 units were purchased at £9.25 per unit on 1 October 2017.

The geographical spread of listed investments at 31 March was as follows:

	<b>2018</b> <b>£</b>	2017 £
Equities:		
UK	<b>2,967,292</b>	2,472,188
Overseas	<b>466,024</b>	446,721
Bonds: UK	<b>24,580</b>	17,460
Pooled Units: UK	<b>258,210</b>	157,340
Cash Held By Fund Manager	<b>86,180</b>	81,775
<b>Total Funds</b>	<b>3,802,286</b>	3,175,484

The majority of the charity's surplus funds are invested within the Charities Pool administered by the City of London Corporation and interest is received from the Chamberlain of London on cash balances held on behalf of the Trust. The investments are managed by Artemis Investment Management Limited and the performance of the fund is measured against the Fund manager benchmark (FTSE All Share Index).

As at 31 March 2018 the Fund achieved a return of +4.28% compared to the FTSE All Share Index return of +1.25%, an out-performance of 3.03%. Over three and five years the Fund has outperformed the index as follows:

	<b>3 Years</b>	<b>5 Years</b>
Fund	5.97%	7.96%
FTSE All Share	5.86%	6.59%
Out performance	0.11%	1.37%

**THE CITY OF LONDON SCHOOL BURSARY FUND  
INCORPORATING  
THE CITY OF LONDON SCHOOL SCHOLARSHIPS & PRIZES FUND**

**Notes to the Financial Statements for the year ended 31 March 2018**

**8. Analysis of Net Assets by Fund at 31 March 2018**

The net assets for The City of London School Bursary Fund (*charity 1*) incorporating The City of London School Scholarships & Prizes Fund (*charity 2*) comprises:

	Unrestricted Fund	Restricted Fund	Endowment Funds		Total 2018	Total 2017
			Permanent	Expendable		
<b><u>Charity 1 – Bursary Fund</u></b>	£	£	£	£	£	£
Investments - 31 March	99,037	-	297,704	2,371,556	<b>2,768,297</b>	2,312,396
<b>Fixed Assets</b>	99,037	-	297,704	2,371,556	<b>2,768,297</b>	2,312,396
Current Assets	27,679	-	-	148,082	<b>175,761</b>	513,668
Current Liabilities (1)	-	-	-	(13,943)	<b>(13,943)</b>	(9,119)
<b>Net Current Assets</b>	27,679	-	-	134,139	<b>161,818</b>	504,549
<b>Total Net Assets</b>	126,716	-	297,704	2,505,695	<b>2,930,115</b>	2,816,945
<b><u>Charity 2 – Scholarships &amp; Prizes Fund</u></b>						
Investments - 31 March	-	96,307	-	937,683	<b>1,033,990</b>	863,088
<b>Fixed Assets</b>	-	96,307	-	937,683	<b>1,033,990</b>	863,088
Current Assets	-	-	-	59,172	<b>59,172</b>	190,649
Current Liabilities (1)	-	-	-	-	<b>-</b>	-
<b>Net Current Assets</b>	-	-	-	59,172	<b>59,172</b>	190,649
<b>Total Net Assets</b>	-	96,307	-	996,855	<b>1,093,162</b>	1,053,737
<b>Total Net Assets (charity 1 and 2)</b>	126,716	96,307	297,704	3,502,550	<b>4,023,277</b>	3,870,682

(1) Current liabilities amount to £13,943 and represent bursaries awarded by the Trust for the Summer term 2018 (2016/17: £9,119).

**THE CITY OF LONDON SCHOOL BURSARY FUND  
INCORPORATING  
THE CITY OF LONDON SCHOOL SCHOLARSHIPS & PRIZES FUND**

**Notes to the Financial Statements for the year ended 31 March 2018**

**9. Analysis of Net Assets by Fund at 31 March 2018**

The total movement in funds is show below and separately for each charity:

**Total Movement in Funds**

	<b>Fund Balance Brought Forward</b>	Income	Expend- iture	Transfers	Gains and Losses	<b>Fund Balances Carried Forward</b>
	£	£	£	£	£	£
<b>Unrestricted:</b>						
Designated (1)	123,087	3,380	-	-	35	<b>126,502</b>
Restricted (2)	140,399	3,274	(180)	-	(63)	<b>143,430</b>
<b>Endowments:</b>						
Expendable (3)	3,312,198	140,557	(22,953)	-	25,839	<b>3,455,641</b>
Permanent (4)	294,998	-	-	-	2,706	<b>297,704</b>
<b>Total Funds</b>	<b>3,870,682</b>	<b>147,211</b>	<b>(23,133)</b>	<b>-</b>	<b>28,517</b>	<b>4,023,277</b>

**Movement in Funds of Charity 1 – The City of London School Bursary Fund**

	<b>Fund Balance Brought Forward</b>	Income	Expend- iture	Transfers	Gains and Losses	<b>Fund Balances Carried Forward</b>
	£	£	£	£	£	£
<b>Unrestricted:</b>						
Designated (1)	123,087	3,380	-	-	35	<b>126,502</b>
<b>Endowments:</b>						
Expendable (3)	2,398,860	109,084	(20,164)	-	18,129	<b>2,505,909</b>
Permanent (4)	294,998	-	-	-	2,706	<b>297,704</b>
<b>Total Funds</b>	<b>2,816,945</b>	<b>112,464</b>	<b>(20,164)</b>	<b>-</b>	<b>20,870</b>	<b>2,930,115</b>

**Movement in Funds of Charity 2 – The City of London School Scholarships & Prize Fund**

	<b>Fund Balance Brought Forward</b>	Income	Expend- iture	Transfers	Gains and Losses	<b>Fund Balances Carried Forward</b>
	£	£	£	£	£	£
<b>Restricted (2)</b>	<b>140,399</b>	<b>3,274</b>	<b>(180)</b>	<b>-</b>	<b>(63)</b>	<b>143,430</b>
<b>Endowment:</b>						
Expendable (3)	913,338	31,473	(2,789)	-	7,710	<b>949,732</b>
<b>Total Funds</b>	<b>1,053,737</b>	<b>34,747</b>	<b>(2,969)</b>	<b>-</b>	<b>7,647</b>	<b>1,093,162</b>



**THE CITY OF LONDON SCHOOL BURSARY FUND  
INCORPORATING  
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**Notes to the Financial Statements for the year ended 31 March 2018**

**9. Analysis of Net Assets by Fund at 31 March 2018 (continued)**

**Notes to the funds:**

**1. Unrestricted Designated Fund**

This relates to the bequest of from the estate of Rodney FitzGerald which is to be held as an unrestricted designated fund. The purpose of this fund is to provide support in the form of bursaries to students with sporting ability. Planned use comprises the distribution of bursary awards to students with sporting ability.

**2. Restricted Fund**

This relates to the bequest from the estate of Ronald Charles Sansom which is to be invested as a restricted fund. The purpose of this fund is to relieve poverty, of pupils who hold a scholarship or bursary, by funding the additional necessary costs associated with schooling. Planned use comprises the distribution of the income to relieve poverty of pupils who hold a scholarship or bursary, with the additional necessary costs associated with schooling.

**3. Endowment Fund - Expendable**

The Charity's governing Scheme identified that the property of all charities identified in Part 1 of Schedule 1 to the Scheme be held as expendable endowment by The City of London School Bursary Fund "charity 1", and the property of all charities identified in Schedule 2 to the Scheme be held as expendable endowment by The City of London School Scholarships and Prizes Fund "charity 2". The purpose of this fund is to provide support in the form of bursaries and other forms of financial assistance, and the provision of scholarships, prizes or other suitable rewards or marks of distinction in accordance with the objectives of the charity. Planned use comprises the award of bursaries and other forms of financial assistance, and the provision of scholarships, prizes or other suitable rewards or marks of distinction, with any surplus income carried forward to be used in subsequent years. Awards are funded by donations, legacies and any income generated from The City of London Charities Pool as a result of the investment of such donations.

**4. Endowment Fund - Permanent**

The Charity's governing Scheme identified that 11 scholarship and prize funds, as detailed in Part 2 of Schedule 1 to the Scheme, be held as permanent endowment by The City of London School Bursary Fund "charity 1". The permanent endowment of the 11 scholarship and prize funds comprises 33,830 Charities Pool units. The purpose of this fund is to maintain the capital base of the charity. Planned use comprises the investment of the original endowment to the charity in the City of London Charities Pool, and the recognition of any gains or losses on revaluation of the investments at their current market value.

**THE CITY OF LONDON SCHOOL BURSARY FUND  
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THE CITY OF LONDON SCHOOL SCHOLARSHIPS & PRIZES FUND**

**Notes to the Financial Statements for the year ended 31 March 2018**

**10. Details of related parties and wider networks**

The City of London Corporation is also the Trustee of a number of other Charitable Trusts. With the exception of the City of London Charities Pool, these Trusts do not undertake transactions with the City of London School Bursary Fund. A full list of these Trusts is available on application to the Chamberlain of London.

The Trust has investments in the City of London Charities Pool of which the City of London Corporation is also the Trustee. Investment income from the Charities Pool in 2017/18 amounted to £125,479 (2016/17: £113,078).

Committee(s):	Date(s):	Item no.
Finance & Estates Sub-Committee of the Board of Governors of the City of London School	26 September 2018	
Board of Governors of the City of London School	17 October 2018	
<b>Subject:</b> City of London School Education Trust – Draft 2017/18 Annual Report and Financial Statements		<b>Public</b>
<b>Report of:</b> The Chamberlain		<b>For Information</b>
<p style="text-align: center;"><b>Draft Annual Report and Financial Statements for the year ended 31 March 2018</b></p> <p>The draft 2017/18 Annual Report and Financial Statements for the City of London School Education Trust (charity number: 1118571) are attached.</p> <p>During the year ended 31 March 2018 total funds increased by £80 (2016/17: a decrease of £253) to £5,887 (2016/17: £5,807). This movement comprised a donation of £50, and investment income of £30.</p> <p>No expenditure was incurred during the year (2016/17: expenditure of £304,526 towards the purchase of furniture as part of the School's library refurbishment).</p> <p><b>Recommendation</b></p> <p>It is recommended that Governors receive this report for information.</p>		

Contact:  
 Steven Reynolds, Group Accountant  
 Tel: 020 7332 1382  
[steven.reynolds@cityoflondon.gov.uk](mailto:steven.reynolds@cityoflondon.gov.uk)

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***THE CITY OF LONDON SCHOOL  
EDUCATION TRUST  
REPORT AND FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 MARCH 2018***

***Charity Number: 1118571***

# **Trustee's Annual Report and Financial Statements**

## **For the year ended 31 March 2018**

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# THE CITY OF LONDON SCHOOL EDUCATION TRUST

## Trustee's Annual Report for the year ended 31 March 2018

### 1. Reference and Administrative Details

Charity Name:	The City of London School Education Trust
Registered Charity Number:	1118571
Principal Address:	Guildhall, London, EC2P 2EJ
Trustee:	The City of London Corporation
Chief Executive:	The Town Clerk of the City of London Corporation
Treasurer and Banker:	The Chamberlain of London
Solicitor:	The Comptroller and City Solicitor
Auditor:	Moore Stephens LLP Chartered Accountants and Statutory Auditor 150 Aldersgate Street London EC1A 4AB

### 2. Structure, Governance and Management

#### **The Governing Documents and constitution of the charity**

The constitution of this Trust is set out in the governing document dated 27 March 2007.

#### **Trustee**

The body corporate known as The City of London Corporation is the Trustee of The City of London School Education Trust, acting through the Board of Governors of The City of London School.

#### **Policies and Procedures for the Induction and Training of Trustees**

The City of London Corporation makes such seminars and briefings available to its Members as it considers are necessary to enable the Members to efficiently carry out their duties. Such events relate to various aspects of the City's activities, including those concerning The City of London School Education Trust.

#### **Organisational structure and decision making process**

The charity is administered in accordance with the charity's governing scheme and the City of London Corporation's own corporate governance and administration framework, including Committee Terms of Reference, Standing Orders, Financial Regulations and Officer Scheme of Delegations of the City of London Corporation. These governance documents are available from the Town Clerk of the City of London Corporation at the principal address.

# THE CITY OF LONDON SCHOOL EDUCATION TRUST

## Trustee's Annual Report (continued)

### 2. Structure, Governance and Management (continued)

#### Organisational structure and decision making process (continued)

Each elected Member by virtue of their membership of the Court of Common Council, its relevant committees and sub-committees, has a duty to support the City Corporation in the exercise of its duties as Trustee of the charity by faithfully acting in accordance with the Terms of Reference of the relevant committee or sub-committee, and the City Corporation's agreed corporate governance framework as noted above.

#### Related Parties

Details of any related party transactions are disclosed in note 9 to the Financial Statements.

#### Risk identification

The Trustee is committed to a programme of risk management as an element of the Trustee's strategy to preserve the charity's assets, enhance productivity for service users and members of the public.

In order to embed sound practice a Risk Management Group of employed officers has been established by the City of London Corporation to ensure that risk management policies are applied, that there is an ongoing review of risk management activity and that appropriate advice and support is provided to elected Members and officers.

The City of London Corporation has approved a strategic risk register for all of its activities. This register helps to formalise existing processes and procedures and enables the City of London Corporation to further embed risk management throughout the organisation in the exercise of all its functions, including when acting as charity trustee.

Consequently, a key risk register has been prepared for this charity and has been reviewed by the Trustee. It identifies the potential impact of key risks and the measures which are in place to mitigate such risks.

### 3. Objectives and Activities for the Public Benefit

The objects of the Trust are:

- (1) To advance the education of pupils of the City of London School (the School), children and young people who are not pupils of the School, in particular but not exclusively by providing or assisting in the provision of facilities for education, including social and physical education and education in music and arts; and
- (2) To provide or assist in the provision, in the interests of social welfare, of facilities for recreation and other leisure-time occupation for individuals who have the need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances, or for the public benefit at large, with the aim of improving their condition of life.

The Trustee has due regard to the Charity Commission's public benefit guidance when setting objectives and planning activities.



# THE CITY OF LONDON SCHOOL EDUCATION TRUST

## Trustee's Annual Report (continued)

### 4. Achievements and Performance

During the year there was no expenditure on charitable activities (2016/17: £304,256 on the purchase of furniture as part of the School's Library refurbishment).

### 5. Financial Review

During the year ended 31 March 2018 total funds increased by £80 (2016/17: a decrease of £253) to £5,887 (2016/17: £5,807). This was due to donations of £50 and investment income of £30 (2016/17: expenditure of £304,526 towards the library refurbishment, which was offset by voluntary income of £303,000 and investment income of £1,273).

#### Going Concern

The Trustees consider the Charity to be a going concern for the foreseeable future as detailed in the Accounting Policies note 1 (b).

#### Reserves Policy

The Trust currently only has a restricted fund which was initially set up with a donation in 2007 towards the refurbishment of the School's theatre. Since that time further donations have been received towards a variety of projects and activities in accordance with the objects of the Trust. Future expenditure will be dependent upon the nature of the income received by the Trust.

#### Investment Policy

The charity's funds are currently held in cash. Funds which are not required for immediate use (including those which will be required for use at a future date) are placed in interest earning deposits.

### 6. Plans for Future Periods

The aims for 2018/19 are:

- (1) To continue to advance the education of pupils of the City of London School (the School), children and young people who are not pupils of the School, in particular but not exclusively by providing or assisting in the provision of facilities for education, including social and physical education and education in music and arts; and
- (2) To continue to provide or assist in the provision, in the interests of social welfare, of facilities for recreation and other leisure-time occupation for individuals who have the need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances, or for the public benefit at large, with the aim of improving their condition of life.

# THE CITY OF LONDON SCHOOL EDUCATION TRUST

## Trustee's Annual Report (continued)

### 7. Statement of Trustee's Responsibilities

The Trustee is responsible for preparing the Trustee's Report and the financial statements in accordance with the Charities Act 2011 and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) effective from 1 January 2015.

The law applicable to charities in England & Wales requires the Trustee to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources of the charity for that period. In preparing these financial statements, the trustee is required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgements and estimates that are reasonable and prudent;
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business.

The Trustee is responsible for keeping proper accounting records that discloses with reasonable accuracy at any time the financial position of the charity and enable the Trustee to ensure that the financial statements comply with the Charities Act 2011, the applicable Charities (Accounts and Reports) Regulations, and the provisions of the trust deed. The Trustee is also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

### 8. Adopted and signed for on behalf of the Trustees on 13 November 2018.

Jeremy Paul Mayhew MA MBA  
Chairman of Finance Committee  
Guildhall, London

Jamie Ingham  
Deputy Chairman of  
Finance Committee

# **THE CITY OF LONDON SCHOOL EDUCATION TRUST**

## **Independent Auditor's Report to the Trustees of The City of London School Education Trust**

### **Opinion**

We have audited the financial statements of The City of London School Education Trust (the 'charity') for the year ended 31 March 2018 which comprise the Statement of Financial Activities, Balance Sheet and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland" (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the charity's affairs as at 31 March 2018 and of its incoming resources and application of resources, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

### **Basis for opinion**

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### **Conclusions relating to going concern**

We have nothing to report in respect of the following matters in which the ISAs (UK) require us to report to you where:

- the trustees' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate, or
- the trustees have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charity's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

### **Other information**

The trustees are responsible for the other information. The other information comprises the information included in the annual report, other than the financial statements and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.



# **THE CITY OF LONDON SCHOOL EDUCATION TRUST**

## **Independent Auditor's Report to the Trustees of The City of London School Education Trust (continued)**

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### **Matters on which we are required to report by exception**

We have nothing to report in respect of the following matters where the Charities Act 2011 requires us to report to you if, in our opinion:

- the information given in the Trustees' Annual Report is inconsistent in any material respect with the financial statements; or
- sufficient accounting records have not been kept; or
- the financial statements are not in agreement with the accounting records and returns; or
- we have not received all the information and explanations we require for our audit.

### **Responsibilities of trustees**

As explained more fully in the Trustees' Responsibilities Statement set out on page 5, the trustees are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

### **Auditor's responsibilities for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs(UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Councils website at: [www.frc.org.uk/auditorsresponsibilities](http://www.frc.org.uk/auditorsresponsibilities). This description forms part of our auditor's report.

# THE CITY OF LONDON SCHOOL EDUCATION TRUST

## **Independent Auditor's Report to the Trustees of The City of London School Education Trust (continued)**

### **Use of our report**

This report is made solely to the charity's trustees, as a body, in accordance with Chapter 3 of Part 8 of the Charities Act 2011 and regulations made under section 154 of that Act. Our audit work has been undertaken so that we might state to the charity's trustees those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charity and its trustees as a body, for our audit work, for this report, or for the opinions we have formed.

Nick Bennett, *Senior Statutory Auditor*

For and on behalf of Moore Stephens LLP, Statutory Auditor

150 Aldersgate Street

London

EC1A 4AB

Moore Stephens LLP is eligible to act as an auditor in terms of section 1212 of the Companies Act 2006

Date:

# THE CITY OF LONDON SCHOOL EDUCATION TRUST

## Statement of Financial Activities for the year ended 31 March 2018

	Note	Restricted Fund	Total Funds 2017/18	Total Funds 2016/17
		£	£	£
<b>Income and endowments from:</b>				
<b>Donations</b>		50	<b>50</b>	303,000
<b>Income from investments</b>				
Interest receivable		30	<b>30</b>	1,273
<b>Total income and endowments</b>	3	<u>80</u>	<u><b>80</b></u>	<u>304,273</u>
<b>Expenditure on:</b>				
<b>Charitable activities</b>	4	-	-	304,526
<b>Total expenditure</b>		<u>-</u>	<u>-</u>	<u>304,526</u>
<b>Net income/(expenditure)</b>		80	<b>80</b>	(253)
Transfers between funds		-	-	-
Other recognised gains/(losses)		-	-	-
<b>Net movement in funds</b>		<u>80</u>	<u><b>80</b></u>	<u>(253)</u>
<b>Reconciliation of funds</b>				
Total funds brought forward	8	5,807	<b>5,807</b>	6,060
<b>Total funds carried forward</b>	8	<u>5,887</u>	<u><b>5,887</b></u>	<u>5,807</u>

There are no recognised gains or losses other than as shown in the statement of financial activities above.

All incoming resources and resources expended derive from continuing activities.

# THE CITY OF LONDON SCHOOL EDUCATION TRUST

## Balance Sheet as at 31 March 2018

	Note	2018 £	2017 £
<b>Current Assets</b>			
Cash at bank and in hand		5,887	5,807
<b>Net current assets</b>	7	<u>5,887</u>	<u>5,807</u>
<b>The funds of the charity:</b>			
Restricted Fund		5,887	5,807
<b>Total funds carried forward</b>	8	<u>5,887</u>	<u>5,807</u>

Approved and signed for and on behalf of the Trustee

The notes at pages 11 to 13 form part of these financial statements.

---

Dr Peter Kane  
Chamberlain of London  
13 November 2018



# THE CITY OF LONDON SCHOOL EDUCATION TRUST

## Notes to the Financial Statements for the year ended 31 March 2018

### 1. Accounting Policies

The following accounting policies have been applied consistently in dealing with items which are considered material in relation to the charity's financial statements.

(a) ***Basis of Preparation***

The financial statements have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant notes to these accounts. The financial statements have been prepared in accordance with the Statement of Recommended Practice (SORP) Accounting and Reporting by Charities, published in 2015, the Financial Reporting Standard 102 applicable in the UK and Republic of Ireland (FRS 102), and the Charities Act 2011.

(b) ***Going Concern***

The Trust's future funding will arise from interest receivable on cash balances and donations. The Trust is considered a going concern for the foreseeable future because the Trustees have due regard to the level of cash balances invested and the infrequent nature of voluntary donations and plan activities accordingly.

(c) ***Cash Flow Statement***

The Trust has taken advantage of the exemption in FRS102 from the requirement to produce a statement of cash flows on the grounds that it is a small entity.

(d) ***Income Recognition***

All income is recognised once the charity has entitlement to the income, it is probable that the income will be received and the amount of income receivable can be measured reliably.

(e) ***Investment Income***

Investment income consists of interest on cash balances, which are invested by the City of London Corporation as set out in Section 5 of the Annual Report.

(f) ***Expenditure Recognition***

Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, it is probable that settlement will be required and the amount of the obligation can be measured reliably.

(g) ***Fund Accounting***

The funds of the charity consist of restricted donations and interest earned on the cash balance.

# **THE CITY OF LONDON SCHOOL EDUCATION TRUST**

## **Notes to the Financial Statements for the year ended 31 March 2018 (continued)**

### **2. Tax Status of the Charity**

The City of London School Education Trust is a registered charity and as such its income and gains are exempt from income tax to the extent that they are applied to its charitable purposes.

### **3. Incoming Resources**

Incoming resources consist of donations of £50 (2016/17: £303,000 received from one donor to fund the costs of the purchase of furniture as part of the School's Library refurbishment) and interest received on cash balances of £30 (2016/17: £1,273).

### **4. Resources Expended**

No expenditure was incurred during 2017/18 (2016/17: £304,526 on the purchase of furniture as part of the library refurbishment).

### **5. Support and Governance Costs**

#### **Staff numbers and costs**

The charity does not employ any staff. Officers of the City of London Corporation provide administrative assistance to the charity when required, but this is not considered material and is not separately calculated by the City of London Corporation. It is consequently not possible to quantify this assistance in the Statement of Financial Activities.

#### **Auditors' remuneration and fees for external financial services**

The City of London Corporation's external auditor audits this charity as one of the numerous charities administered by the City Corporation. The City Corporation does not attempt to apportion the audit fee between all the different charities but prefers to treat it as part of the cost to their private funds. No other external financial services were provided for the Trust during the year or in the previous year.

### **6. Other Items of Expenditure**

#### **Trustee's expenses**

Members of the City of London Corporation acting on behalf of the Trustees received no remuneration or reimbursement of expenses during the current or previous year.

# THE CITY OF LONDON SCHOOL EDUCATION TRUST

## Notes to the Financial Statements for the year ended 31 March 2018 (continued)

### 7. Analysis of Net Assets by Fund at 31 March 2018

	<b>Restricted Fund 2018</b>	Restricted Fund 2017
	<b>£</b>	<b>£</b>
Current Assets	<b>5,887</b>	5,807
<b>Total Net Current Assets</b>	<b>5,887</b>	5,807

### 8. Summary of Funds and Movements during the year to 31 March 2018

	<b>Fund balances brought forward</b>	Income	Expenditure	Gains and losses	<b>Fund balances carried forward</b>
	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>
<b>Restricted Fund</b>	5,807	80	-	-	<b>5,887</b>
<b>Total Funds</b>	5,807	80	-	-	<b>5,887</b>

#### Notes to the Funds:

#### Restricted Fund

The restricted fund was initially set up with a donation in 2007 towards the refurbishment of the School's theatre. The purpose of this fund is to receive further donations, and undertake works towards a variety of projects and activities, such as the works in relation to the refurbishment of the School's Library during 2015/16 and 2016/17. The fund will continue to support projects in the future.

### 9. Details of related parties and wider networks

The City of London Corporation is also the Trustee of a number of other Charitable Trusts. These Trusts do not undertake transactions with the City of London School Education Trust.

A full list of these Trusts is available on application to the Chamberlain of London.

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<b>Committee(s):</b>	<b>Date(s):</b>	<b>Item no.</b>
Finance & Estates Sub-Committee of the Board of Governors of the City of London School	26 September 2018	
Board of Governors of the City of London School	17 October 2018	
<b>Subject:</b> Revenue Outturn 2017/18		<b>Public</b>
<b>Report of:</b> The Chamberlain The Head		<b>For Information</b>

## Summary

The net income for 2017/18, before transfers to reserves, was £1,502,000 compared to a budgeted position of £1,542,000. This represents a reduction in net income of £40,000 (2.6%) as shown in the table below.

	<b>Budget</b>	<b>Actual</b>	<b>Variation</b>	<b>Para Ref</b>
	<b>2017/18</b>	<b>2017/18</b>	<b>Better/ (Worse)</b>	
	<b>£000</b>	<b>£000</b>	<b>2017/18</b>	
	<b>£000</b>	<b>£000</b>	<b>£000</b>	
Income	18,058	18,180	122	3.iv to 3.vii
Expenditure	(16,516)	(16,678)	(162)	3.i to 3.iii
<b>Total Net Income Before Transfers</b>	<b>1,542</b>	<b>1,502</b>	<b>(40)</b>	
<b><u>Transfers to reserves</u></b>				
Repairs, Maintenance & Improvements Fund	(991)	(991)	-	
Information Technology	(266)	(266)	-	
Retirement	(22)	(22)	-	
Organ Replacement	(10)	(10)	-	
Grove Park Sports Reserve	(10)	(10)	-	
Capital Reserve	(350)	(310)	40	
<b>Total Transfers</b>	<b>(1,649)</b>	<b>(1,609)</b>	<b>40</b>	
<b>Total Net Income After Transfers</b>	<b>(107)</b>	<b>(107)</b>	<b>-</b>	
General Reserve Balance brought forward 1 April	607	607	-	
<b>General Reserve Balance carried forward 31 March</b>	<b>500</b>	<b>500</b>	<b>-</b>	

The 2002 funding guidelines report recommended that the School's General Reserve Balance should not exceed 5% of the original estimate of fee income, equating to £754,000 for 2017/18, with any excess transferred to the Capital Reserve Fund. In light of recent capital works at the School and the aim of restoring the Capital Reserve Fund to its historic level of £1.5m, a transfer of £310,000 to the Capital Reserve Fund was actioned in 2017/18, thereby resulting in a General Reserve Balance of £500,000, which is £254,000 below the allowed maximum. Following this transfer, and after taking account of the planned expenditure funded from the reserve during the year, the balance in the Capital Reserve Fund as at 31 March 2018 was £641,349 (2016/17: £334,021).

Total School funds, including the General Reserve and Capital Reserve Funds, as at 31 March 2018 amounted to £2,725,255 as detailed in Annex B (£2,396,912 as at 31 March 2017), which represents an increase of £328,343 as detailed at paragraph 4 to this report.

### **Recommendations**

It is recommended that this revenue outturn report for 2017/18 is noted.

## **Main Report**

### **2017/18 Revenue Budget Position compared to Outturn**

1. Overall, net income before transfers for 2017/18 was £1,542,000 compared to the budgeted net income of £1,502,000, representing a reduction of £40,000. Table 1 provides a comparison between the budget and outturn. Figures in brackets represent expenditure, increases in expenditure, or reductions in income.

**TABLE 1**  
**CITY OF LONDON SCHOOL**

<b>Analysis of Service Expenditure</b>	<b>Budget</b>	<b>Actual</b>	<b>Variation Better/ (Worse)</b>
	<b>2017/18 £000</b>	<b>2017/18 £000</b>	<b>2017/18 £000</b>
<b>INCOME</b>			
School Tuition Fees	15,081	15,057	(24)
School & Staff Meals	457	475	18
Bookshop	145	172	27
Music Tuition Fees	194	205	11
Registration Fees	185	212	27
Examination Fees	122	126	4
Other (note i)	25	26	1
City Support (Annex A)	1,849	1,907	58
<b>Total Income</b>	<b>18,058</b>	<b>18,180</b>	<b>122</b>
<b>EXPENDITURE</b>			
Employees	(10,549)	(10,702)	(153)
Premises Related Expenses (note ii)	(1,153)	(1,086)	67
Transport Related Expenses	(217)	(219)	(2)
Supplies & Services (note iii)	(2,489)	(2,493)	(4)
Staff Subsidy & Prizes	(17)	(17)	0
Scholarship Subvention Awards	(786)	(786)	-
Match Funding Awards	(377)	(361)	16
Support Services (Annex A)	(634)	(720)	(86)
Capital Charges - Depreciation (Annex A)	(294)	(294)	-
<b>Total Expenditure before transfers</b>	<b>(16,516)</b>	<b>(16,678)</b>	<b>(162)</b>
<b>TOTAL NET INCOME BEFORE TRANSFERS</b>	<b>1,542</b>	<b>1,502</b>	<b>(40)</b>
<b>TRANSFERS TO RESERVES</b>			
Repairs, Maintenance & Improvements Fund	(991)	(991)	-
Information Technology	(266)	(266)	-
Retirement	(22)	(22)	-
Organ Replacement	(10)	(10)	-
Grove Park Sports Reserve	(10)	(10)	-
Capital Reserve	(350)	(310)	40
<b>Total Transfers</b>	<b>(1,649)</b>	<b>(1,609)</b>	<b>40</b>
<b>TOTAL NET INCOME AFTER TRANSFERS</b>	<b>(107)</b>	<b>(107)</b>	<b>-</b>
<b>General Reserve Balance b/forward 1 April</b>	<b>607</b>	<b>607</b>	<b>-</b>
<b>General Reserve Balance c/forward 31 March</b>	<b>500</b>	<b>500</b>	<b>-</b>

**Notes**

- (i) Other income – includes income from retained deposits; facilities hire and interest earned.
- (ii) Premises Related Expenses - includes energy costs, rates, water services, cleaning and domestic supplies.
- (iii) Supplies and Services - includes catering, equipment, furniture, materials, books, uniforms, printing, stationery, professional fees, grants & subscriptions, and advertising.

2. The 2002 funding guidelines report recommended that the General Reserve balance should not exceed 5% of the original estimate of fee income, equating to £754,000 for 2017/18, with any excess transferred to the Capital Reserve Fund. The balance reduced during 2017-18 from £607,000 to £500,000, partly as a result of a transfer of £310,000 to the School's Capital Reserve towards restoring Capital Reserve to the historic level of £1.5m by 2020/21. The budgeted transfer was higher at £350,000 but this was not possible due to the overall unfavourable variance of £40,000 on the other budget headings.
3. The main reasons for these variations, which are summarised in Table 1 and result in a reduction in net income of £40,000, were:

**Higher expenditure of £162,000 mainly due to:**

- i) An increase in employee costs of £153,000, of which £60,000 relates to an increase in teaching staff in the Mandarin department, £50,000 is for two additional members of security staff due to the increased risk of terrorism and £40,000 is for an increase in support staff for administration;
- ii) An uplift in Support Services costs of £86,000, largely offset by the additional City Support income noted below;

Partly offset by:

- iii) an underspend on premises related expenses of £67,000 due to a number of variations across premises budgets, but mainly due to a reduction in sport centre rental costs of £33,000 due to lower use.

**Additional income of £122,000, principally as a result of:**

- iv) An increase in City Support of £58,000;
- v) higher than anticipated registration fee income of £27,000 due to continued strong demand from prospective parents;
- vi) higher than budgeted bookshop income of £27,000 due to strong demand from departments;

Partly offset by:

- vii) a marginal reduction in tuition fee income of £24,000 due to a small number of pupils leaving the School early.

**Unrestricted, Designated and Restricted Funds**

4. A summary of unrestricted, designated and restricted funds showing the movements in 2017/18 is attached at Annex B. Total funds have increased by £328,343 from £2,396,912 to £2,725,255 at 31 March 2018. The main movements were as follows:
  - i) Unrestricted Fund net income, before transfers, of £1,502,096 as detailed in Annex B, which was used to partly offset expenditure charged to the designated and restricted funds as follows:



- ii) planned expenditure from the Repairs and Maintenance Fund of £1,022,778 in accordance with the agreed programme of works offset by interest of £2,643;
- iii) planned expenditure from the Information Technology (IT) Fund of £138,555;
- iv) expenditure from the Self Funded Bursary Fund of £103,308, partly offset by income of £66,658 and interest of £2,350;
- v) net income of £43,057 to the External Scholarships Fund;
- vi) net expenditure of £37,761 against the Bookshop Fund as a result of a transfer to reduce the deficit against the running of this facility;
- vii) net expenditure of £29,429 for early retirements;
- viii) donations of £21,164 against Other Match Funds; and
- ix) income of £19,662 against Grove Park Sports Reserve including £8,580 for the Go Mammoth Summer Term 2017 dinner and £7,200 for the hire of the facilities.

**Contacts:**

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**CITY SUPPORT**

<b><u>City Support</u></b>	<b>Budget</b>	<b>Actual</b>	<b>Variation Better/ (Worse)</b>
	<b>2017/18 £000</b>	<b>2017/18 £000</b>	<b>2017/18 £000</b>
<b>Scholarships</b>			
General (note i)	786	786	-
2.5% Match Funding (note ii)	377	361	16
<b>Total Scholarships</b>	<b>1,163</b>	<b>1,147</b>	<b>16</b>
<b>Support Services</b>			
Information Systems	52	60	(8)
Chamberlain	75	86	(11)
Comptroller & City Solicitor	2	9	(7)
Town Clerk	114	111	3
City Surveyor	31	72	(41)
Corporate & Democratic Core (CDC)	19	38	(19)
Staff Insurance	48	39	9
<b>Total Support Services</b>	<b>341</b>	<b>415</b>	<b>(74)</b>
<b>Capital Charges – Depreciation</b>	<b>294</b>	<b>294</b>	<b>-</b>
<b>Other support and adjustments</b>			
City Procurement savings/(costs) (note iii)	16	16	-
London Living Wage - Catering (note iv)	22	22	-
London Living Wage - Cleaning (note v)	71	71	-
Service Based Review Savings (note vi)	(109)	(109)	-
Printing Administration Reduction	(1)	(1)	-
Employers' Pension Fund 3.5% Increase (note vii)	52	52	-
<b>Total other support and adjustments</b>	<b>51</b>	<b>51</b>	<b>-</b>
<b>TOTAL CITY SUPPORT</b>	<b>1,849</b>	<b>1,907</b>	<b>(58)</b>

**Notes:**

- i) City's Cash finances the equivalent of 48 full fee scholarships per annum.
- ii) The funding guidelines, as agreed by Policy & Resources Committee on 19 September 2002, provided for the City to match fund external bursary funds raised from that date onwards up to a cap of 2.5% of tuition fee income.

## **Annex A**

- iii) As a result of new contracts procured by City Procurement, expenditure by City Schools should be reduced. However, such savings are intended to benefit the City Corporation centrally to help achieve balanced revenue budgets on City's Cash over the medium term. In order to move these savings from the Schools to the centre, an adjustment has been made to the City's support to the Schools. This will leave the Schools in a neutral resource position as the reduction in costs from the contract savings will be offset by a reduction in income through the City's support. Should a contract procured by the City Procurement Team result in an increase in a School's costs then a compensatory increase will be made to the City's support to retain the neutrality principle.
- iv) The City of London School catering contract was awarded to Holroyd Howe Ltd for three years from 1 September 2013. Excluding the London Living Wage (LLW), costs would have remained broadly in line with the previous contract. However, in accordance with the City of London Corporation's policy on the LLW, all tenderers also quoted prices inclusive of LLW, and this added £22,000 to the full annual cost. To ensure that the School is not financially disadvantaged, £22,000 has been added to the City's Support.
- v) The Corporate Cleaning Contract was awarded to MITIE from 1 September 2011, and further to iv) above, in accordance with the City of London Corporation's policy on the LLW, to ensure that the School is not financially disadvantaged, the City's Support has been increased.
- vi) The Service Based Review (SBR) aims to deliver significant and sustainable savings and/or increased income in order to balance City Fund and City's Cash over the medium term. The Policy and Resources Committee agreed savings proposals totalling £109,000, excluding additional income from increases in tuition fees, for the City of London School. These proposals were phased £87,000 in 2015/16 with an additional £22,000 in 2016/17.
- vii) Employer's Pension Fund contributions increased by 3.5% in 2017-18. The School has been reimbursed £52,000 for increased costs.

**SUPPORT SERVICES AND CAPITAL FINANCING CHARGES**

<b><u>Support Services and Capital Financing Charges</u></b>	<b>Budget</b>	<b>Actual</b>	<b>Variation Better/ (Worse)</b>
	<b>2017/18 £000</b>	<b>2017/18 £000</b>	<b>2017/18 £000</b>
<b>Support Services</b>			
Information Systems (IS)	(52)	(60)	(8)
Chamberlain	(75)	(86)	(11)
Comptroller & City Solicitor	(2)	(9)	(7)
Town Clerk	(114)	(111)	3
City Surveyor	(31)	(72)	(41)
Corporate & Democratic Core (CDC)	(19)	(38)	(19)
Staff Insurance	(48)	(39)	9
Other Insurance	(69)	(64)	5
City Surveyor's Employee Recharge	(158)	(146)	12
CLPS Staff	(66)	(95)	(29)
<b>Support Services Sub-Total</b>	<b>(634)</b>	<b>(720)</b>	<b>(86)</b>
<b>Capital Charges – Depreciation</b>	<b>(294)</b>	<b>(294)</b>	<b>-</b>
<b>TOTAL SUPPORT SERVICES AND CAPITAL FINANCING CHARGES</b>	<b>(928)</b>	<b>(1,014)</b>	<b>(86)</b>

**Annex B**

**City of London School**  
**2017/18 Movement of Funds**

**Unrestricted**

General Reserve  
Capital Reserve Fund  
Repairs, Maintenance &  
Improvements  
IT Replacement Fund  
Premature Retirement Fund  
Grove Park Sports Reserve  
Organ Repair Fund

Balance 31/03/17	Interest	Income	Expenditure	Transfer between funds	Balance 31/03/18
£ 606,914	£ 15,156	£ 17,870,578	£ (16,383,638)	£ (310,010)	£ 2,109,010
				(991,000)	(991,000)
				(266,000)	(266,000)
				(22,000)	(22,000)
				(10,000)	(10,000)
				(10,000)	(10,000)
606,914	15,156	17,870,578	(16,383,638)	(1,609,010)	500,000

**Designated**

Bookshop  
Capital Reserve Fund  
The Citizen  
Grove Park Sports Reserve  
IT Replacement Fund  
Other Match Funds  
Organ Repair Fund  
Premature Retirement Fund  
Repairs, Maintenance &  
Improvements  
Self Funded Bursary Fund  
Vehicle Replacement Fund

£ 27,423	£	£ 142	£ (37,903)	£	£ (10,338)
334,021		1,736	(4,418)	310,010	641,349
1,006		5			1,011
11,754		19,662		10,000	41,416
170,463			(138,555)	266,000	297,908
4,038		21,164			25,202
54,456		283		10,000	64,739
88,363		459	(29,898)	22,000	80,924
507,261	2,643		(1,022,778)	991,000	478,126
461,825	2,350	66,658	(103,308)		427,525
69,790		4,948			74,738
1,730,401	4,993	115,057	(1,336,860)	1,609,010	2,122,601

**Restricted**

External Scholarships

59,597		1,111,491	(1,068,434)		102,654
59,597	-	1,111,491	(1,068,434)	-	102,654

**Total Funds**

2,396,912	20,149	19,097,127	(18,788,932)	-	2,725,255
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<b>Committee(s):</b> Board of Governors of the City of London School	<b>Date(s):</b> 17 October 2018
<b>Subject:</b> Educational Visits	<b>Public</b>
<b>Report of:</b> Alan Bird, Head, City of London School	<b>For Information</b>
<b>Report author:</b> Andrew McBroom, Assistant Head (Co-Curricular)	

## Recommendation(s)

Members are asked to:

- Note the report.

## Main Report

### Background

The Governors have oversight of the Educational Visits policies, procedures and implementation as part of their overview of Health and Safety. Further information on the role of the Governors can be found at: <http://oeapng.info/downloads/all-documents/> (National Guidance 3.4f).

### Current Position

#### Educational Visits Policy and Handbook

The Educational Visits Policy and Handbook have been updated over the summer. The only substantive change to the policy was necessitated by GDPR. The following has been added:

*The Corporation of London and City of London School's data protection policies apply to all aspects relating to educational visits.*

*In light of the new GDPR legislation, which came into effect on 25 May 2018, staff are required, as part of the standard risk assessment process for educational visits, to evaluate the risks associated with the handling and sharing of data. The generic risk assessment should be used. Visit Leaders and staff are required to be familiar with the guidelines provided in the generic risk assessment and Educational Visits Handbook. Staff are responsible for ensuring that all data is safely disposed of following a trip (for example, shredding paperwork and removing files carrying pupil/parent/staff information relating to the trip from devices).*

*Visit Leaders are not required to complete an additional GDPR risk assessment for each individual trip. However, If the data/information requirement for a trip exceeds simple contact/medical information, then a separate Data Protection Risk Assessment is likely; for example if there is a contract with a 3<sup>rd</sup> party who processes data on the School's behalf, sharing*

*passport information with a travel agent et cetera. This can be found at:*  
<https://intranet.cityoflondonschool.org.uk/policies-and-procedures/data-protection--compliance-1/gdpr/records--logs/risk-assessment-form>

*Visit Leaders should consult the Educational Visits Coordinator and the Data Protection Coordinator for advice.*

### **Risk Assessments**

The standard Corporation General Risk Assessment Form format and risk assessment matrix has been adopted with success.

### **Health and Safety Audit**

The policies and procedures received a very favourable write-up in the British Safety Council Five Star Health and Safety Audit.

### **Training**

All staff continue to receive regular updates via email and on Staff Days. 'Teachmeets' focus on how to run effective educational visits and provide opportunities for staff to reflect on incidents on trips. New staff receive training as part of their drip-feed induction. Staff, particularly those running visits which involve adventurous training, regularly attend relevant INSET training. All staff who have not run a trip before have the process explained to them by the EVC. Visit Leaders are asked to complete post-visit reports which promote reflection and feed into future planning.

### **Incidents**

In 2017-8 there was one major incident on an educational visit. Two boys were hospitalised with head and back injuries having been struck by some loose roofing panels whilst on a CCF Trip in Bavaria (January 2018). The Commanding Officer of the CCF dealt extremely well with the situation, following the guide on how to respond to a critical incident. Decisions taken ensure the boys received swift medical attention and other participants on the trip were kept safe. Communications were excellent, with the EVC and parents informed within minutes. Fortunately, neither of the boys were seriously hurt..

### **Staff Commitment**

Staff at CLS continue to invest an enormous amount of time and effort in the planning, organisation of trips. It should be noted that this includes many weekends and holidays to provide what really is an extraordinary programme of educational visits.

## **Educational Visits for the Academic Year 2017-2018**

### ***A snapshot of the academic year***

A huge number of one-day educational visits take place during the school year.

The Third Form continued their rich diet of weekly trips to places of cultural and social interest. Trips included: the Supreme Court, the National Gallery, Dr Johnson's House, Europe House, the Tate Modern, Cabinet War Rooms, Shakespeare's Globe, the John Soane Museum and the City of London Police Museum.



In the October, the Classics Department took boys to Rome, the Biology Department were in Boston as part of the iGEM Competition and the French Department were in Lille.

In November, the Model United Nations Society competed in an international conference in Paris.

In February 2018 the History Department were in Berlin and the Modern Languages Department arranged trips to Valencia and Hamburg. The location for the annual Ski Trip was in New Hampshire, USA. A Water Polo team competed in fixtures in France

In March, the Classics Department took a group to the Bay of Naples

In June the History Department ran their annual Battlefields Trip to Ypres and the Somme.

The final week of the summer term saw all boys off timetable with a vast array of trips and visits on offer. In the UK this included the British Museum, Portsmouth Harbour, St Paul's Cathedral, Harry Potter Tour and Bletchley Park. An adventure visit to Pembrokeshire took place, run by the PE department, with boys experiencing surfing, climbing, canoeing and coasteering. Outside the UK, trips went Lille and Switzerland and the First Form were in Normandy visiting the D-Day landing beaches, Mont St-Michel and the Bayeux Tapestry in a joint French and History trip

In August, the PE Department ran a pre-season Football and Basketball trip to Rotterdam

CCF and DofE continue to run a significant number of residential trips.

### **Challenges**

The challenges remain similar to previous years (see reports); but demands on staff, costs and scheduling issues have not had a major impact.

A major concern is actually the high number of trips and the impact this might be having on pupil and staff attendance. This is something we are monitoring carefully in the year ahead.

**[AJV McBroom]**

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<b>Committee(s):</b> Board of Governors of City of London School	<b>Date(s):</b> 17/10/2018
<b>Subject:</b> School Update	<b>Public</b>
<b>Report of:</b> Alan Bird, Head, City of London School	<b>For Information</b>
<b>Report author:</b> Alan Bird, Head, City of London School	

## Summary

This report provides members of the Board of Governors with an update on news and pupil outcomes from City of London School since the last meeting in June 2018.

## Recommendation(s)

Members are asked to note the report.

## Main Report

### Academic Update

Since the last meeting of the Board, pupils at the School have received results in A-level/pre-U and GCSE examinations. These results were discussed in detail at the Academic and Education Committee meeting, and as part of the Governors' Strategy Day in September 2018. Headline information is provided below.

#### Results at A-Level and Pre-U

- 68.5% of all grades were at A\*-A (at A-level), or D1, D2 or D3 (Pre-U). Over 38% of grades were at A\*, D1 or D2.
- 47% of all Pre-U grades were at D1 or D2, suggesting that the move to Pre-U in a range of subjects has been a success.
- 24 pupils got three A\*s (or equivalent), or better. This is a school record.
- 71 pupils (from a cohort of 138) got nothing below an A grade (or equivalent).
- 104 pupils got ABB or better.
- Of 27 pupils (including three leavers from 2017) holding offers from Oxford and Cambridge, 25 had their place confirmed. This was a significant improvement on the conversion rate of 2017. The School is pursuing an appeal process in relation to the results of one of the other two boys.

The introduction of the Pre-U has been successful:

- Curriculum has content that permits in-class preparation for leading university courses.

- The development of resources has permitted excellent professional development for staff, with several benefiting from opportunities to become examiners.
- The School has high levels of confidence in the assessment and quality of the marking.
- There has been positive feedback from the pupils.
- Results have been strong.

The Extended Project Qualification (EPQ) has had its third set of results, and is enjoying considerable success, popularity and interest.

- Results have been excellent: 96.1% A\* - B over last two years
- From 76 entries, there have been 44A\*s and 23 As.
- The range of projects undertaken has been extensive and eclectic, from film, to hover board construction and essays on a huge range of subjects both linked to, and separate from, the curriculum.
- There has been positive feedback from pupils about the opportunity, with several receiving lower university offers as a result of offering the qualification.

#### Results at GCSE

Results at GCSE were strong, and in line with the School's performance across the last five years.

- 69% of grades awarded were at A\*, 9 or 8.
- 91% of grades awarded were at A\*, A, 9, 8 or 7.
- 60 pupils secured nine A\*s or better.
- Over 90 pupils secured no grade below an A (or a 7).

#### Competitions and Prizes

We have had outstanding success in the John Locke Institute Competition, and in academic competitions run by Robinson College, the New College of Arts and Humanities, Erasmus, Oriel College and Juvenes Translatores. One pupil won the Gamble and Hill (Cambridge) Short Film Prize. One boy represented the UK in the UK Linguistics Olympiad; he was one of 8 people selected to do this from 1500 competitors – he won a Bronze Medal in Prague.

#### **Universities Report**

The following report has been provided by Chris Webb, Director of University Applications, and was submitted for discussion by the Academic and Education Committee.

#### Headline Statistics

In total there were 163 applicants to UCAS (138 from the leaving cohort, and 25 students who had left the school in previous years).

111 of the leaving cohort have been placed at a UCAS institution, as were all 25 of the previous leavers, so in total 83% of all applicants were placed (87% including art foundation or courses abroad).

If we take the 2018 leaving cohort, 82 were placed at their first-choice institutions, 15 at their insurance places and 14 placed in clearing.

Of the 82 that were placed at their first-choice universities, 68 met their conditions of offer. There were 14 students who missed the conditions, yet still accepted (including a student for History at Cambridge).

15 students were placed at their insurance offers, from which 8 met the conditions of entry and 7 did not, but were accepted anyway.

14 students accepted offers from clearing, with many choosing to re-apply in the 2019 cycle instead.

This leaves 21 students who have not been placed this year, of whom four had already withdrawn prior to results. The remaining 17 missed offers, and so entered clearing but then made the decision to re-apply in the next cycle.

### Destinations

<b>Institution</b>	<b>Number</b>
Cambridge	17
Warwick	11
King's College, London	10
Bristol, UCL	9
Durham, Oxford	7
Edinburgh, Nottingham	6
Imperial, Leeds, York	5
Bath, Queen Mary, LSE	4
Newcastle, City	3
Birmingham, Lancaster, Manchester, Sussex	2
Bangor, Cardiff, Loughborough, Royal Holloway, Sheffield, SOAS, Southampton, St Andrew's, Swansea	1

We saw 24 students take up places at Oxford or Cambridge. Interestingly, we saw students take up places with post-results applications, in spite of needing to retake an A-level/Pre-U qualification.

We have also seen five students take up places in the US, and one has joined an Art Foundation course.

### Trends and Patterns

Many students missed the conditions for their first-choice institutions this year (64), and only a minority were still taken at these institutions (14) or at their insurance choices (15). This means that, for our cohort, if they miss their offers it is more likely than not (35 out of 64) that they will not be placed, and will be in clearing. This is

counter to a popular view amongst parents, students and the media that, due a current demographic dip in young adults, institutions are keen to take students anyway. This may be the case across the sector, but not for the courses and institutions that our students typically apply for.

Clearing continues to offer many excellent courses and, if students are willing to use it, can offer a route to Russell Group institutions in spite of missed grades. This year, for example, we have seen a student placed at Newcastle for Law, Nottingham for Philosophy and Warwick for Engineering; a highly competitive course. What we tend to find at CLS is that students are a little reticent to use clearing, and rather re-apply the next year. This is not necessarily problematic; many of the students are keen to be more considered in their choices, and often wish to see if they can improve their grades through resits. Nonetheless, some students are missing excellent courses by not embracing what is on offer in clearing.

In a similar pattern to last year, we saw many more students offered and taking places at Cambridge than Oxford (17 to 8). Two students missed offers. In both instances it was by one grade in one subject; again highlighting the lack of flexibility at the institutions our students apply to. Although it is always disappointing to see students miss these offers, it was heartening that the number of students in this position is much reduced from last year.

There was considerable success with medical applications. Of the eight students in the leaving cohort who applied, all were accepted onto Medicine courses at Russell Group institutions, including two Oxbridge medics.

In a similar pattern to last year, we saw considerable success by the students who applied post-results. This is especially pleasing as the majority this year were doing so on the basis of at least one subject having to be re-taken. Often there is a concern that universities will look poorly on the initial results of students, but that does not generally seem to be the case. All the students in this position bar one made their first choice institution, and that included three students that were accepted at Oxford or Cambridge who needed to improve either an A-level or a STEP maths qualification. Students in the same position were also placed at institutions such as Warwick, Bristol, KCL and UCL. Although the numbers are unknown at present, we are likely to see a number of students withdraw from these places over the coming weeks in order to re-apply, and many have already expressed an interest in doing so. There are many students who have two, three or even four A\* or equivalent grades who would like to reconsider their options, most likely in the hope of an Oxbridge offer. This is often a successful route, and these students are able to make a highly competitive application.

Overall, this is an excellent set of outcomes for this cohort, especially when we consider that many will make successful application post-results, especially those with exceptional results. The number of students who missed their first choice offers is an area to be addressed, through a combination of reviewing how we predict grades, continuing to offer advice regarding sensible choices and through increased mentoring by the 6<sup>th</sup> form teaching team to help the students make the grades they need.

## Co-Curricular Report

- **Charity:** The Charity Committee presented a cheque for £84,062.35 to Amref. This is the highest amount ever raised. The 48 Hour Sponsored Row and Magic Flute, both of which took place in the final week of the Summer Term, raised over £20,000.
- **CCF:** A boy in the S6th Form has been successful in gaining an Army Officer Scholarship after attending the Army Officer Selection Board at Westbury. In a September trip to Benson, 24 boys from the RAF Section all managed (under instruction) some flight-time. Over 50 boys from the 3<sup>rd</sup> Form have joined the CCF this year.
- **Duke of Edinburgh:** The Silver and Gold expeditions to the Brecon Beacons in June were a great success. Over 40 boys will achieve one of these awards before the year is out.
- **Sport:** The Senior Football and Basketball teams did their pre-season training in Rotterdam. The 1<sup>st</sup> XI Football team have made a strong start to the season defeating Westminster 3-0 and progressing to the last 32 of the ISFA Cup with a 8-0 victory over Bournemouth Collegiate College. The U18 Basketball side are undefeated, and thrashed Sevenoaks School 97-39 in their most recent fixture.
- **Music:** The music at the Lower School Concert in June was of the usual high standard. In the final week of the Summer Term the Great Hall played host to 3 performances of the Magic Flute. A J6th and 5<sup>th</sup> Former were entirely responsible for producing, directing and conducting this opera. An extraordinary achievement.
- **Drama:** The Lower School Production (joint with CLSG) of Seussical in June was superb. This term's production is Chess.
- **CLS London Week:** As has been the case in recent years, in the final week of the Summer Term, in place of the usual timetable, CLS London Week took place. Each year group followed a different programme of events, alongside numerous overseas and residential trips. OG spent a day focussed on Shakespeare in London (including a guided walk and workshops with the Young Shakespeare Company), created comics with Jim Meadway and went on the Harry Potter Studio Tour. The 1<sup>st</sup> Form visited Hampton Court, the British Museum and participated in day of varied Modern Languages activities. The 2<sup>nd</sup> Form took part in a Music Composition Workshop, visited Portsmouth, St Paul's Cathedral and hosted a large group of Buddhist monks for an afternoon! The 3<sup>rd</sup> Form were looked after by the Science Department, who laid on a range of extension activities and travelled to Epping Forest for fieldwork. The 4<sup>th</sup> Form spent a day focussing on Maths (including an Origami Challenge and talk from Matt Parker on Adventures in the 4<sup>th</sup> Dimension), participated in a Sports Festival at Grove Park, took part in workshops laid on by the 'Good Lad Initiative' and were introduced to the work of the Samaritans. The J6th Form made short films with the Young Film Academy, heard from leading experts on

a range of career-related issues and learned how to cook. Alongside the main programme, other options included coding with the IT Department and a focus on African art with the Art Department. There was also the CCF Central Camp, DofE Gold and Silver Expeditions, a 1<sup>st</sup> Form History and Modern Languages Trip to Normandy, a 2<sup>nd</sup> Form outward bounds Trip to Pembrokeshire, a Modern Languages Trip to Lille, a Physics Trip to the CERN and a Chess Trip to the National Finals at Oundle School.

- **Clubs and Societies:** These were launched at the annual Freshers' Fair – there are now over 70 in existence. New additions include the Magic Society, Birdwatching Society, Economics Discussion Group and the Chinese Culture Club.
- **Questionnaire:** In 2018 a survey of co-curricular was undertaken of boys in the 1<sup>st</sup>, 4<sup>th</sup> and J6<sup>th</sup> Forms. Below is a summary of results:

*1<sup>st</sup> Form* – 77% of boys have represented the School in a competitive fixture. 85% have competed in Inter-Form competitions. All have taken part in House Drama, and nearly 36% in a major production. 77% have received music lessons on a specific instrument, with over 54% taking part in a recital or concert. 95% of boys have taken part in the activities of a club/society. Over 64% have been on a residential trip. 29% have contributed an article to *The Citizen*. 86% have actively raised money for the School Charity. 79% of boys take part in a co-curricular activity on at least a weekly basis. 96% of boys rate co-curricular provision as good/very good/outstanding.

*4<sup>th</sup> Form* – 80% of boys have represented the School in a competitive fixture. 94% have competed in Inter-House competitions. 20 % have taken LAMDA exams at the School. 52% have performed in a recital or concert. 53% have been a member of the CCF and 43% have participated in Duke of Edinburgh. 90% have taken part in a Club or Society. 40% of boys have contributed an article to *The Citizen*. Nearly 92% have been on a residential trip, with over 46% between 4 and 7 trips. 8% have been on more than 8. Over 80% indicate that they take part in a co-curricular activity on weekly basis, 27% on a daily basis. 83% boys rate co-curricular provision as good/very good/outstanding.

*J6<sup>th</sup> Form* – 75% have represented the School in a competitive fixture. 79% have competed in Inter-House competitions. 95% of boys have taken part in the activities of a club/society. 42% have taken LAMDA exams. Nearly 53% of boys have performed in a recital/concert. 95% have been involved in club/society. Over 57% have written for *The Citizen*. 84% have been on a residential trip – 39% more than 4, 14% more than 8. 70% have mentored another student. 85% rate the co-curricular provision as good/very good/outstanding.

## Pastoral Report

- The new Pastoral and Wellbeing Advisor is now in post.



- The School has been identified as a beacon of good practice in the area of Mental Health First Aid Training. The Assistant Head (Co-Curricular and Staff Development) was asked to write a blog for the ISC on our experiences in this field.
- The new Anti-Bullying Council is now up and running.
- Pastoral mentors are becoming increasingly embedded in school culture.
- Representatives from the LGBT+ Society were invited to the Pink News Annual Summer Party at Westminster.
- CLS recognised Pride Week with a series of events, speakers and a flag-raising ceremony.
- At the instigation of a Fifth Former, the African and Caribbean Society has been set up and has been well-attended.

## **Appendices**

None

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<b>Committee(s)</b>	<b>Dated:</b>
City of London Freemen's School Board of Governors City of London School Board of Governors City of London School for Girls Board of Governors	27 September 2018 17 October 2018 8 October 2018
<b>Subject:</b> Guidance for Extra Duties for teaching staff	<b>Public</b>
<b>Report of:</b> Chrissie Morgan - Director of Human Resources	<b>For Information</b>
<b>Report author:</b> Aniki Applewhite, Corporate HR, Town Clerk's Department	

## Summary

This report for the Boards of Governors outlines the City of London Corporation's guidance on the process of how teaching staff in the three city schools are selected to carry out duties outside of their substantive role, with or without an allowance.

## Recommendation

Members are asked to note the report.

## Main Report

### Background

1. As the City of London Corporation is one employer, the schools were keen to undertake a cross school review of responsibility allowances including to:
  - review the types of allowances being allocated;
  - review the administration and allocation of the allowances.
2. During the review of "Responsibility Allowances" at the three city schools, it was identified that there were two types of duties that receive a responsibility allowance:
  - those that form part of a substantive role e.g. Head of a department;
  - those that are extra to the specific teaching role that could be undertaken by any teacher.
3. The former allowances are allocated to a role, therefore when a teacher is recruited and appointed into the role they receive the allowance that is associated specifically with that role. For this reason, these allowances are governed by different rules and removing or changing them would be a change to terms and conditions.

4. With the latter (extra duties) there are varying practises at the schools because each of the schools have different needs and staff different activities. Each school determines and holds their list of extra duty roles. This means that some are similar across schools but they can also be unique to an individual school. In some circumstances, recognition of carrying out an extra duty is solely by giving a time allocation within the timetable, rather than being financial; in some cases, time and allowances are given.
5. Extra duties are not static and some can develop and expand whilst others may, diminish or no longer be required.
6. It has been identified that over time, the way that the schools have allocated and administered these has resulted in some differences across the schools and so the opportunity was taken to put in place a consistent approach.

### **Current Position**

7. There is a need to ensure that the extra duties and their allowances, if applicable are awarded fairly, reviewed regularly and withdrawn when no longer required.
8. There is also a need to allow all teachers as appropriate the opportunity to undertake the extra duty.
9. Therefore, it is important to have a framework for the three schools that enables these duties to be created or removed according to the needs of the school. There is also the need to have some flexibility to adjust the levels according to the 'size' and complexity of the duty at the local school level, especially given that the three schools have differences in size of year groups and / or numbers of pupils taking a particular subject or activity.
10. The duties that have been identified as extra to teaching are to be governed and covered in the 'Guidance for extra duties' and placed into the Teachers' Guide. (attached as Appendix 1).
11. These have been raised at the JCC for comments and the schools will be following the guidance with regard to extra duties as attached as appendix 1

### **Conclusion**

12. This review has identified the need to have a more consistent approach to the identification, allocation and review of those extra duties that can be allocated to any teacher.

13. A 'Guidance for extra duties' document has been produced to be placed into the Teachers' Guide. A standard template letter has also been devised to confirm details of the extra duty with the recipient. The review of responsibility allowances that form part of the substantive role is underway and will be reported to a future meeting of the Committee.

## **Appendices**

- Appendix 1 – A1 Guidance for extra duties

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# A1 Guidance for extra duties that are unrelated to a substantive role

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## Statement of intent

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1. The City of London Corporation is committed to allowing teachers at the three City of London schools to undertake extra duties, timetable permitting, that are unrelated to the individual job description.
2. The City of London Corporation recognises it is important to have a framework in which any role is awarded, monitored, evaluated and reviewed to ensure a consistent and fair approach within and among the three City of London schools.

## Scope

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3. This guidance will be applicable to teachers at the three City of London schools. Local procedures will apply as to the operation of the guidance. This guidance does not form part of any teacher's contract of employment and it may be amended at any time.

## Purpose

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4. To provide a process to ensure the agreed extra duties and their allowances if applicable are awarded fairly, reviewed regularly and withdrawn when no longer required.

## Aims

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5. To ensure the three City of London schools continue to have a degree of autonomy in applying allowances and time given for these extra duties, with the support of Corporate Human Resources who will provide equalities reports annually to management.

## Principles and Responsibilities

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6. Managers should:
  - Advertise all allowances for the agreed extra duties openly to all teaching staff
  - Interview those who have expressed an interest in undertaking the advertised role.
  - Check if the teacher is carrying out any other agreed extra duty, is in receipt of any allowances for extra duties or any responsibility allowance linked to their substantive role.
  - Carry out a review of how the teacher has performed the extra duties of the role at least annually.
  - Review, at least annually, if there is still the need for the role, that the allowance is paid and time given is appropriate.
  - Give one term's notice if the duty and / or allowance will end.
7. Employees are expected to:
  - Perform the duties outlined in the summary of duties.
  - Give one term's notice if they no longer wish to undertake the duty.
8. Human Resources will:
  - Write to staff when they take on agreed extra duties, detailing the level and amount of the allowance, outlining how often and when the allowance will be reviewed and what notice will be given when the allowance is removed. A summary of duties detailing what is expected will be included with the letter.
  - Liaise with the Pay Office to ensure details of those in receipt of an allowance are recorded for payment and reporting purposes.



- Ensure that employees do not normally have more than two extra duty roles or allowances; however in exceptional circumstances this can be reviewed at the Head's discretion.

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