



## Board of Governors of the City of London Freemen's School

**Date:** WEDNESDAY, 5 FEBRUARY 2020

**Time:** 11.00 am

**Venue:** COMMITTEE ROOMS, 2ND FLOOR, WEST WING, GUILDHALL, EC2V 7HH

**Members:**

Deputy Philip Woodhouse (Chairman)	Alderwoman Susan Langley
Deputy Roger Chadwick (Deputy Chairman)	Alderman Bronek Masojada, Billingsgate
Deputy John Bennett	Andrew McMillan (Co-optee)
Nicholas Bensted-Smith (Ex-Officio Member)	Deputy Hugh Morris
Deputy Kevin Everett	Graham Packham
Nicholas Goddard (Co-optee)	Deputy Elizabeth Rogula
Tracey Graham	Deputy James Thomson (Ex-Officio Member)
Brian Harris (Co-optee)	Councillor Chris Townsend (Co-optee)
Michael Hudson	Gillian Yarrow (Co-optee)

**Enquiries:** Polly Dunn  
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Lunch will be served in Guildhall Club at 1pm  
NB – Part of this meeting may be subject to audio-visual recording

John Barradell  
Town Clerk and Chief Executive

# AGENDA

## Part 1 - Public Agenda

1. **APOLOGIES**
2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**
3. **MINUTES**  
To agree the public minutes and non-public summary of the meeting held on 21 November 2019.  

**For Decision**  
(Pages 1 - 8)
4. **DRAFT MINUTES OF THE FINANCE, GENERAL PURPOSES AND ESTATES SUB-COMMITTEE**  
To receive the draft minutes and non-public summary of the Finance, General Purposes and Estates Sub-Committee meeting held on 13 January 2020.  

**For Information**  
(Pages 9 - 12)
5. **DRAFT MINUTES OF THE ACADEMIC AND PERSONNEL SUB-COMMITTEE**  
To receive the draft minutes and non-public summary of the Academic and Personnel Estates Sub-Committee meeting held on 13 January 2020.  

*Please note that the Chairman of the Sub-Committee has not had the opportunity to approve these draft minutes.*

**For Information**  
(Pages 13 - 16)
6. **PUBLIC OUTSTANDING ACTIONS**  
Report of the Town Clerk.  

**For Information**  
(Pages 17 - 20)
7. **KEY BOARD MEETING DATES AND POLICY SCHEDULE**  
Report of the Town Clerk.  

**For Information**  
(Pages 21 - 22)
8. **ANNUAL REVIEW OF THE BOARD'S TERMS OF REFERENCE**  
Report of the Town Clerk.  

**For Decision**  
(Pages 23 - 26)

9. **HEADMASTER'S PUBLIC REPORT**

Report of the Headmaster.

**For Information**  
(Pages 27 - 42)

10. **UPDATE ON THE JUNIOR SCHOOL OF FREEMEN'S**

Report of the Headmaster.

**For Information**  
(Pages 43 - 46)

11. **ANNUAL REVIEW OF RISK REGISTERS FOR: CITY OF LONDON FREEMEN'S SCHOOL BURSARY FUND AND CHARITIES ADMINISTERED IN CONNECTION WITH THE CITY OF LONDON FREEMEN'S SCHOOL**

Report of the Chamberlain and the Bursar.

**For Decision**  
(Pages 47 - 54)

12. **COMMUNITY AND PARTNERSHIPS REPORT**

Report of the Headmaster.

**For Decision**  
(Pages 55 - 62)

13. **REPORT ON POLICIES**

Report of the Deputy Head.

**For Decision**  
(Pages 63 - 98)

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 21 November 2019.

**For Decision**  
(Pages 99 - 104)

18. **NON-PUBLIC MINUTES OF THE FINANCE, GENERAL PURPOSES AND ESTATES SUB-COMMITTEE**  
To receive the draft non-public minutes of the Finance, General Purposes and Estates Sub-Committee meeting held on 13 January 2020.

**For Information**  
(Pages 105 - 110)

19. **DRAFT NON-PUBLIC MINUTES OF THE ACADEMIC AND PERSONNEL SUB-COMMITTEE**  
To receive the draft non-public minutes of the Academic and Personnel Sub-Committee meeting held on 13 January 2020.

*Please note that the Chairman of the Sub-Committee has not had the opportunity to approve these draft minutes.*

**For Information**  
(Pages 111 - 112)

20. **NON-PUBLIC OUTSTANDING ACTIONS**  
Report of the Town Clerk.

**For Information**  
(Pages 113 - 116)

21. **HEADMASTER'S NON-PUBLIC REPORT**  
Report of the Headmaster.

**For Information**  
(Pages 117 - 126)

22. **LAND ON THE FRINGES OF ASHTEAD PARK TO BE DECLARED SURPLUS**  
Report of the Headmaster.

**For Decision**  
(Pages 127 - 130)

23. **BURSAR'S REPORT**  
Report of the Bursar.

**For Decision**  
(Pages 131 - 190)

24. **FINANCIAL INFORMATION DASHBOARD**  
Joint report of the Chamberlain and the Bursar.

**For Information**  
(Pages 191 - 212)

25. **FUNDRAISING UPDATE**  
Report of the Headmaster.
- For Information**  
(Pages 213 - 224)
26. **MAIN HOUSE PROJECT SUMMARY REPORT**  
Report of the City Surveyor.
- For Information**  
(Pages 225 - 228)
27. **GATEWAY 5: CITY OF LONDON FREEMEN'S SCHOOL MAIN HOUSE  
REFURBISHMENT**  
Report of the City Surveyor.
- Please note that the appendices for this have been provided within a separate document pack.*
- For Decision**  
(Pages 229 - 234)
28. **DELEGATED AUTHORITY REQUEST: MAIN HOUSE ENABLING WORKS**  
Report of the City Surveyor.
- For Decision**  
(Pages 235 - 236)
29. **GATEWAY 3/4: FREEMEN'S SCHOOL MANAGED IT INFRASTRUCTURE  
SERVICE**  
Joint Report of the Headmaster and Chamberlain.
- For Information**  
(Pages 237 - 244)
30. **GATEWAY 1-4: FREEMEN'S SCHOOL REVENUE WORKS PROGRAMME  
2020/2021**  
Report of the City Surveyor.
- For Decision**  
(Pages 245 - 264)
31. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE  
BOARD**
32. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND  
WHICH THE BOARD AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC  
ARE EXCLUDED**

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## BOARD OF GOVERNORS OF THE CITY OF LONDON FREEMEN'S SCHOOL Thursday, 21 November 2019

Minutes of the meeting of the Board of Governors of the City of London Freeman's School held at Committee Rooms, West Wing, Guildhall, EC2V 5HH on Thursday, 21 November 2019 at 11.00 am

### Present

#### Members:

Deputy Philip Woodhouse (Chairman)	Michael Hudson
Deputy Roger Chadwick (Deputy Chairman)	Alderswoman Susan Langley
Deputy John Bennett	Andrew McMillan
Nicholas Bensted-Smith (Ex-Officio Member)	Graham Packham
Deputy Kevin Everett	Deputy Elizabeth Rogula
Nicholas Goddard	Councillor Chris Townsend
Tracey Graham	

#### Officers:

Roland Martin	- Headmaster of the City of London Freeman's School
Jo Moore	- Bursar, City of London Freeman's School
Stuart Bachelor	- Deputy Head, City of London Freeman's School
Matt Robinson	- Head of Junior School, City of London Freeman's School (Skype)
Ola Obadara	- City Surveyor's Department
Steven Reynolds	- Chamberlain's Department
Polly Dunn	- Town Clerk's Department

### 1. APOLOGIES

Apologies were received from Alderman Broniek Masojada, Brian Harris, Deputy James Thomson and Lady Gillian Yarrow. Hugh Morris was to join the meeting briefly by Skype. Both Stuart Bachelor, Matthew Robinson and Paul Bridges would be joining the meeting by Skype.

The Chairman welcomed to the Board Deputy Kevin Everett to his first meeting.

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

There were no declarations.

### 3. MINUTES

Governors noted a typo within item 10 of the agenda, in which "boarder Corporation governance review" should read "broader Corporation governance review".

**RESOLVED**, that subject to this correction, the minutes of the meeting held on 25 September 2019, be resolved as accurate record.

#### 4. **PUBLIC OUTSTANDING ACTIONS**

Governors received a report of the Town Clerk regarding the Board's public outstanding actions. The following matters were raised:

- 9P/CLFS/2019 – The Board's annual dinner was due to take place on 18 March. The Chairman asked for a document to be circulated at each meeting with all forthcoming dates of both the Board, its Sub-Committees and events such as Prize Day.
- 11/CLFS/2019 – Alternative dates had been identified but needed to be finalised before circulation.

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

#### 5. **DRAFT MINUTES OF THE FINANCE, GENERAL PURPOSES AND ESTATES SUB-COMMITTEE**

Governors received the draft public minutes and non-public summary of the Finance, General Purposes and Estates Sub-Committee meeting held on 6 November 2019.

#### 6. **DRAFT MINUTES OF THE ACADEMIC & PERSONNEL SUB-COMMITTEE**

Governors received the draft public minutes and non-public summary of the Academic and Personnel Sub-Committee meeting held on 6 November 2019.

It was noted that the start time of the meeting required correction.

#### 7. **HEADMASTER'S REPORT**

Governors received a report of the Headmaster regarding an update on general School activities. The following matters were raised:

- Governors noted that the Headmaster was the current Chair of the Society of Heads.
- Following the Hong Kong visit, 14 offers for boarding places had been made and candidates had until the end of the autumn term to respond. One pupil had already accepted their place and three families were due to visit the School in the coming weeks. Whilst the School was conscious of not filling the Boarding House with students solely from Hong Kong, a balance needed to be struck as it was also important that the boarding places be filled.
- Governors requested that a report be submitted to the Finance & Estates Committee in January, and the Board meeting in February 2020, regarding the School's fundraising and development activities and projections.
- The Duke of Edinburgh Award and the substantial number of volunteer hours committed by the School's pupils was discussed by the Board. Governors wished for the Award to be raised by the Headmaster at the



forthcoming Heads' Forum and with the fellow heads of the City's Family of Schools.

Governors received a presentation from the City of London Freeman's School's Director of Learning, Teaching and Innovation after which the following matters were discussed:

- A Governor asked how the School consolidated its position as a Safe Space with a need to uphold freedom of speech. Freedom of speech was encouraged by the School through networks such as the Free Minds programme (for Sixth Form) and the debating society. It was important, however, that there was a framework in place to safeguard pupils, requiring teachers to be vigilant, identifying and flagging any rhetoric that caused concern.
- The School had made significant progress on the area of Learning and Teaching within the last year having focussed their attention internally, whilst networking locally. Governors were informed that the City of London Freeman's School, when considered alongside its local competitors, was leading the way in this sector.
- Meetings took place regularly with staff who also participated in surveys which evidenced the programme's progress and success. Pupils also submitted feedback through surveys and assemblies. The programme was discussed regularly at formal meetings with Heads of Department and formed the focus of the School's Learning and Teaching Committee.
- A Governor enquired as to whether technology and innovative approaches had been considered in a way that would challenge the School's top quartile of achievers and to develop its lower quartile. It was fundamental that the first step towards this would be ensuring that staff were supported in receiving necessary training to be confident in the use of technology. There were plans to explore this area further through the forthcoming Digital Strategy. It was noted that innovation in teaching and learning did not always mean *digital* innovation.
- Regarding peer-to-peer learning, the School wished to foster a culture where teachers engaged in sharing amongst themselves best practices and constructive feedback. More teachers were now encouraged to go on Learning Walks, as the SLT had been doing.
- With regard to change management, the School felt it was paramount that the vision was clearly communicated to staff and that measurable outcomes were established. Informal Common Room support, affirmation on good practice and a shared vision were all vital to help with those who might otherwise be reluctant to change. Any individual issues with embracing change were monitored closely.
- Consultation with David Bettancourt had fed into the Learning and Teaching programme primarily through the adoption of a coaching model

and the development of a new observation form. In addition, during the past year, 200 classes had been observed using a new BLINK model.

- Governors hoped that going forward pupils would adopt and demonstrate the Six Classroom Principles for Excellent Learning and Teaching.
- Governors thanked the Director of Learning and Innovation for their presentation and asked for a copy of the slides to be circulated by email after the meeting.

**RESOLVED**, that the report be noted

#### 8. **HEAD OF JUNIOR SCHOOL REPORT**

Governors received a report of the Head of Junior School. The following matters were raised:

- The Junior School had arranged and would be running its own General Election on the 12 December.
- The School had voted for its chosen charity for 2019/20. The charity, Sightsavers, had been selected. Sightsavers' goal was protecting sight and fighting for disability rights.
- The Shakespeare Schools' Festival performance at Leatherhead theatre was due to take place on the evening of the 21 November 2019, not on Monday 26 November as reported.
- Following a recent visit, the Chairman remarked that the Junior School had a very happy atmosphere.

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

#### 9. **HEADMASTER'S REPORT ON POLICIES**

Governors received a report of the Headmaster regarding School policies. The policies included as appendices to the report had both already been approved by a Sub-Committee of the Board of Governors, however, the Headmaster felt that they were of significance to the School and requested that the Board formally note these new policies.

Governors thanked the Headmaster for the policies, particularly Online Safety, which they felt were excellent. The work that the Deputy Head had done in this regard was acknowledged.

**RESOLVED**, that the report and the policies at appendix 1 and 2, be noted.

#### 10. **DRAFT ANNUAL REPORT AND FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2019 FOR THE CHARITIES ADMINISTERED IN CONNECTION WITH THE CITY OF LONDON FREEMEN'S SCHOOL**

Governors considered a report of the Chamberlain regarding the Draft Annual Report and Financial Statements for the year ended 31 March 2019 for the Charities Administered in Connection with The City of London Freeman's School.

The accounts had been to the Audit Review Panel, Audit and Risk Management Committee, Finance Committee and had been accepted.

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

**11. DRAFT ANNUAL REPORT AND FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2019 FOR THE CITY OF LONDON FREEMEN'S SCHOOL BURSARY FUND**

Governors received a report of the Chamberlain regarding the Draft Annual Report and Financial Statements for the year ended 31 March 2019 for the City of London Freeman's School Bursary Fund.

Governors discussed at length whether more funds could be made available to the School for bursaries for the 2020/21 admissions round. Whilst figure of £20,000 was initially discussed, it was proposed that £40,000 be released from the Bursary Fund. This amount would enable one additional candidate to be identified through the Royal National SpringBoard Foundation on a full boarding basis and be supported through the City of London Freeman's School Sixth Form. Based on the accounts presented, this additional provision was considered a lower risk commitment than to fund one pupil with a 100% bursary from 11+. Governors acknowledged the enormous increase in voluntary income into the Fund and queried whether that was likely to be sustainable for future years, this further demonstrated the need to a full report on the School's fundraising activities, as discussed earlier in the agenda.

For context, the Headmaster explained that in 2015 there were only 3 pupils at the School on significant bursaries (e.g. 80+%). In 2019, the School had 28 pupils on significant bursaries, at least six of which were on 100% bursaries. The School still had some older pupils on more significant scholarships, however, any recently awarded scholarships were limited to a value of 5%.

**RESOLVED**, that

- An additional £40,000 from the City of London Freeman's School Bursary Fund, be released to the School to be put toward a full bursary for a Sixth Form boarder, to be identified as part of the School's imminent admissions and bursary applications procedure.
- The report be noted.

**12. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**  
There were no questions.

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

Following an expression of interest, Governors were invited to consider the appointment of Brian Harris to the Academic & Personnel Sub-Committee.

**RESOLVED**, that Brian Harris be appointed to the Academic & Personnel Sub-Committee.

14. **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.

15. **NON-PUBLIC MINUTES**

**RESOLVED**, that the non-public minutes of the meeting held on 25 September 2019, be approved as accurate record

16. **NON-PUBLIC OUTSTANDING ACTIONS**

Governors received a report of the Town Clerk regarding the Board's non-public outstanding actions.

17. **DRAFT NON-PUBLIC MINUTES OF THE FINANCE, GENERAL PURPOSES AND ESTATES SUB-COMMITTEE**

Governors received the Draft non-public minutes of the Finance, General Purposes and Estates Sub-Committee meeting held on 6 November 2019.

18. **DRAFT NON-PUBLIC MINUTES OF THE ACADEMIC AND PERSONNEL SUB-COMMITTEE**

Governors received the draft non-public minutes of the Academic and Personnel Sub-Committee from the meeting held on 6 November 2019.

19. **HEADMASTER'S NON-PUBLIC REPORT**

Governors received a report of the Headmaster regarding updates on various School matters.

20. **BURSAR'S REPORT**

Governors received a report of the Bursar regarding updates on financial and operational matters.

21. **FEE DEPOSIT REPORT**

Governors considered a report of the Bursar regarding fee deposits.

22. **PROPOSED 2020/21 REVENUE BUDGET**

Governors considered a report of the Chamberlain and the Bursar regarding the proposed 2020/21 revenue budget.

23. **REPAIRS, MAINTENANCE & IMPROVEMENTS FUND**

Governors considered a report of the Chamberlain, Headmaster and City Surveyor regarding the School's Repairs, Maintenance & Improvements Fund.

**24. DELEGATED AUTHORITY REQUEST: APPOINTMENT OF MAIN CONTRACTOR FOR THE MAIN HOUSE PHASE 2 WORKS.**

Governors considered a report of the City Surveyor regarding a delegated authority request for the appointment of the main contractor for the Main House Phase 2 works.

**25. SAFEGUARDING UPDATE**

The Headmaster provided a verbal update on safeguarding matters at agenda item 19.

**26. ACTION TAKEN BETWEEN MEETINGS**

Governors received a report of the Town Clerk regarding action taken between meetings.

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

There were no questions.

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

There was no other business.

**The meeting ended at 1.10 pm**

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Chairman

**Contact Officer: Polly Dunn  
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**FINANCE, GENERAL PURPOSES AND ESTATES SUB-COMMITTEE OF THE  
BOARD OF GOVERNORS OF THE CITY OF LONDON FREEMEN'S SCHOOL  
Monday, 13 January 2020**

Minutes of the meeting of the Finance, General Purposes and Estates Sub-Committee of the Board of Governors of the City of London Freeman's School held at City of London Freeman's School, Ashted Park, Surrey, KT21 1ET on Monday, 13 January 2020 at 1.45 pm

**Present**

**Members:**

Nicholas Goddard (Chairman)  
Deputy Philip Woodhouse (Deputy Chairman)  
Brian Harris  
Andrew McMillan  
Councillor Chris Townsend

**Officers:**

Steven Reynolds	- Chamberlain's Department
Roland Martin	- Headmaster, City of London Freeman's School
Jo Moore	- Bursar, City of London Freeman's School
Polly Dunn	- Town Clerk's Department

**Observing:**

Tracey Graham

1. **APOLOGIES**

Apologies were received from Deputy Roger Chadwick.

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

There were no declarations.

3. **MINUTES**

**RESOLVED**, that the public minutes and non-public summary of the meeting held on 6 November 2019, be approved as accurate record.

4. **CITY OF LONDON FREEMEN'S SCHOOL 2020 USEFUL DATES AND POLICY REVIEW SCHEDULE**

Governors received a report of the Town Clerk regarding the City of London Freeman's School's useful dates and policy review schedule.

It was requested that Prize Day be added to the schedule.

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

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 one item of urgent business.

Annual Review of Terms of Reference

The Town Clerk invited Governors to consider whether any changes were required of the Finance, General Purposes and Estates Sub-Committee's terms of reference.

Governors discussed the process of internal audit and established that the corporate risks relating to the City of London Freeman's School were reported to the City's Audit and Risk Management Committee. Any recommendations following this reporting were fed back to officers at the School. Governors requested that the Bursar bring forward a report to a future Board meeting, outlining the recommendations made to, and actions taken by, the School in response to the Corporation's Internal Audit processes.

The risks reported to the Audit & Risk Management Committee were at a very high, corporate-level and did not capture the level of detail that one might expect of an independent school not associated to the Corporation. To address this, the Headmaster and Bursar proposed their intention to create a more internally focussed risk register for the Sub-Committee's next meeting (May 2020). Governors requested that this be added to the Sub-Committee's agenda plan.

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 that 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 6 November 2019, be approved as accurate record.

9. **OUTSTANDING ACTIONS**

Governors received a report of the Town Clerk regarding the non-public outstanding actions of the Sub-Committee.

10. **BURSAR'S REPORT**

Governors considered a report of the Bursar regarding an update on operational and financial matters.

11. **FINANCIAL INFORMATION DASHBOARD**

Governors received a report of the Bursar and the Chamberlain regarding the Financial Information Dashboard.



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

There were no questions.

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

There was one item of urgent business.

**The meeting ended at 3.29 pm**

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Chairman

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**ACADEMIC AND PERSONNEL SUB COMMITTEE OF THE BOARD OF  
GOVERNORS OF THE CITY OF LONDON FREEMEN'S SCHOOL  
Monday, 13 January 2020**

Minutes of the meeting of the Academic and Personnel Sub Committee of the Board of Governors of the City of London Freeman's School held at City of London Freeman's School, Ashted Park, Surrey, KT21 1ET on Monday, 13 January 2020 at 3.34 pm

**Present**

**Members:**

Andrew McMillan (Chairman)  
Deputy Philip Woodhouse (Deputy Chairman)  
Nicholas Goddard  
Councillor Chris Townsend  
Deputy Elizabeth Rogula  
Brian Harris

**Officers:**

Roland Martin - Headmaster of the City of London Freeman's School  
Paul Bridges - City of London Freeman's School  
Polly Dunn - Town Clerk's Department

**In Attendance:**

Tracey Graham

- 1. APOLOGIES**  
Apologies were received from Deputy Roger Chadwick and Lady Gillian Yarrow.
- 2. MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**  
There were no declarations.
- 3. MINUTES**  
**RESOLVED**, that the public minutes and non-public summary of the meeting held on 6 November 2019, be approved as accurate record.
- 4. CITY OF LONDON FREEMEN'S SCHOOL 2020 USEFUL DATES AND POLICY REVIEW SCHEDULE**  
Governors received a report of the Town Clerk regarding the City of London Freeman's School 2020 useful dates and policy review schedule.

Governors discussed the timings of forthcoming meetings and wished for there to be time either before or after the meeting to participate in classroom visits. It was agreed that the Town Clerk would gather the availability of Governors.

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

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 one item of urgent business.

Annual Review of Terms of Reference

Governors heard from Town Clerk regarding the terms of reference of the Academic and Personnel Sub-Committee. No changes to the terms of reference were proposed.

**RESOLVED**, that the Academic and Personnel Sub-Committee refer its terms of reference to the Board of Governors unchanged.

Deputy Head's Report on Policies

Governors considered a report of the Deputy Head regarding School policies. It was noted that, on approval, the updated Relationships and Sex Education (RSE) Policy would be hosted on the School's website.

Regarding mention of the pupil involvement in the review of the RSE Policy, a Governor asked at what age it would be appropriate to engage pupils in this process. The Headmaster explained that a decision had been made that only pupils aged 14 and above would be engaged in the process. Governors agreed that the wording of the policy be amended to "through Senior School Council", to reflect this.

Governors requested that the RSE Policy is cross-checked against the School's GDPR Policy, given the requirement to take into consideration the religious background of pupils.

Within the General Topic of *Puberty and Physical Attraction*, a question was raised about the use of the term "fancy". The term had been adopted following advice on the subject as the phrase that young people were more familiar with.

The section on *Families* was a new area of RSE. A gap analysis was underway to identify what needs to be put in place for September 2020. This would inform the "when covered in PSHE" segment.

Governors discussed a pupil's ability to opt back into RSE sessions following their withdrawal by parents. The School believed it was important to notify parents if their child had decided to opt back into RSE. However, the Headmaster acknowledged that there may be some exceptional circumstances in which notifying the parents would not be in the best interest of the child. This would have to be assessed on a case by case basis.

**RESOLVED**, that the Relationships and Sex Education Policy and amendment be referred to the Board of Governors for final approval.

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 that 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 6 November 2019, be approved as accurate record.
9. **OUTSTANDING ACTIONS**  
Governors received a report of the Town Clerk regarding the Sub-Committees non-public outstanding actions.
10. **HEADMASTER'S UPDATE**  
*16.25 – Nicholas Goddard left the meeting.*  
Governors heard an update from the Headmaster regarding general School matters.
11. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB COMMITTEE**  
There was one question.
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 other business.
13. **HEADMASTER'S REPORT**  
Governors received a report of the Headmaster regarding confidential School matters.

**The meeting ended at 4.45 pm**

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Chairman

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## Board of Governors of the City of London Freemen's School

### Outstanding Public Actions

Ref.	Date	Action	Officer responsible	Progress Update
1P/CLFS/2019	7 February 2019	Freemen's Estate Development Plan update to feature as a standing item on future Board agendas	Town Clerk	Ongoing
8P/CLFS/2019	25 September 2019	Worst-case BREXIT scenarios to form part of the 3-5 year strategic plan	Headmaster	Update due February 2020
9P/CLFS/2019	25 September 2019	CLFS Prize Day invitations to governors to be sent by post and email	Headmaster	For June 2020
10P/CLFS/2019	25 September 2019	Future iterations of the Junior School report to include an overview of academic progress and achievement	Headmaster	Update Due February 2020
12P/CLFS/2019	21 November 2019	Document containing dates of the Board, its sub committees and events such as Prize Day, to be circulated.	Town Clerk	Completed
13P/CLFS/2019	21 November 2019	Report on the School's Fundraising and Development Activities (including projections)	Bursar/Headmaster	Report due February 2020
14P/CLFS/2019	21 November 2019	the substantial number of volunteer hours committed by the School's pupils was discussed by the Board. Governors wished for the Award to be raised by the Headmaster at the forthcoming Heads' Forum and with the fellow heads of the City's Family of Schools.	Headmaster	Update due February 2020
15P/CLFS/2019	21 November 2019	A copy of the Learning and Innovation presentation to be circulated.	Town Clerk	Completed
16P/CLFS/2019	13 January 2020 (FGPE)	Report to be submitted on the recommendations to, and actions taken by, the Freemen'[s School in response to the Corporation's Internal Audit processes	Bursar	Report due June 2020

Board of Governors of the City of London Freemen's School

Outstanding Public Actions

Ref.	Date	Action	Officer responsible	Progress Update
17P/CLFS/2019	13 January 2020 (AP)	Town Clerk to gather availability of Governors to participate in classroom visits on Board (and Sub-Committee) meeting dates	Town Clerk	Update due June 2020



## Board of Governors of the City of London Freemen's School

### Completed Actions

Ref.	Action	Progress Update
2P/CLFS/2019	Update on the progress of proposed changes to tracking of School Data.	Completed June 2019
3P/CLFS/2019	Meeting location to be added to the Board Meeting Schedule	Completed June 2019
4P/CLFS/2019	Once a policy review schedule had been established, this would be integrated into the Board Meeting Schedule	Completed September 2019
5P/CLFS/2019	Update the Terms of Reference of the Academic & Personnel and Finance, General Purposes & Estates Sub-Committees, to include the ability to approve non-statutory policies on the Board's behalf.	Completed June 2019
6P/CLFS/2019	Detailed risk assessments conducted by the City Surveyor's Department regarding fire safety, be submitted for information	Completed September 2019
7P/CLFS/2019	Better provision for virtual meetings be considered	Completed September 2019
11P/CLFS/2019	Possible rescheduling of 2020 Board and Sub Committee meeting dates	Completed

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**City of London Freeman's School 2020 useful dates and policy review schedule**

<b>Meeting/Event</b>	<b>Date</b>	<b>Location (Time)</b>	<b>Policies to be reviewed*</b>
Board of Governors	5 February 2020	<u>Guildhall</u> (11am)	Sex and Relationships Education Worship
Board of Governors (Away Day)	28 February 2020	TBC	
<i>City of London Freeman's School Dinner</i>	<i>18 March 2020</i>	<i>Grocers' Hall</i>	
Finance, General Purposes and Estates	11 May 2020	Guildhall (11am)	
Academic & Personnel	11 May 2020	Guildhall (12 noon)	
Board of Governors	3 June 2020	Freemen's School ( <u>10am</u> )	Complaints Curriculum Health and Safety Armed & Rampaging Intruder
<i>Prize Day</i>	<i>3 July 2020</i>	<i>Freemen's School</i>	
Board of Governors	<u>12 October 2020</u>	Freemen's School (11am)	Anti-Bullying Safeguarding
Finance, General Purposes and Estates	4 November 2020	Guildhall (11am)	
Academic & Personnel	4 November 2020	Guildhall (12 Noon)	Boarding
Board of Governors	<u>20 November 2020</u>	<u>Freemen's School</u> (2pm)	Boarding Security

Please note that all recent changes to meeting times and/or locations have been underlined for your attention.

*\*As reported to the Board at its meeting on June 2019.*

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<b>Committee:</b> Board of Governors of the City of London Freeman's School	<b>Date:</b> 5 February 2020
<b>Subject:</b> Annual Review of Terms of Reference	<b>Public</b>
<b>Report of:</b> The Town Clerk	<b>For Decision</b>
<b>Report author:</b> Polly Dunn, Town Clerk's Department	

## Summary

This is the City of London Freeman's School's annual review of its terms of reference and composition, where Members are invited to recommend any changes to the Policy and Resources Committee and the Court of Common Council for consideration. Members are also asked to consider whether the frequency of meetings of the Board during the year ensures adequate opportunity to review the business brought before it, or whether meetings can be convened more frequently, or less frequently.

## Main Report

1. Each Grand Committee appointed by the Court of Common Council is invited to review its terms of reference annually and put any proposed amendments to the City's Policy and Resources Committee and ultimately the Court of Common Council for approval.
2. Any changes, if agreed by Policy Committee in March 2020 and the Court of Common Council in April 2020, will take effect ahead of the scheduled June 2020 meeting of the Board of Governors.
3. In considering the existing **terms of reference**, Governors will want to consider whether, in their view, they afford the Governing Body sufficient ability to effectively discharge its duties to the School: setting the School vision; holding the Headmaster to account; and ensuring sound financial management. Members are also invited to consider whether they feel the composition of the Board remains appropriate.
4. **Frequency of Meetings.** The Board is scheduled to meet on four occasions each year. In 2020 the Board will meet on 5 February, 3 June, 12 October and 20 November. Members are invited to comment on whether they feel this frequency of meetings allows for proper consideration of business, or whether the Board could meet more frequently or infrequently (e.g. every two months, or quarterly).
5. The Board will consider the appointment of its Sub-Committees and their respective terms of reference at the June 2020 Board meeting.

## **Conclusion**

6. This paper sets out the Board's annual review of its terms of reference and invites Members to comment on its terms of reference and its frequency of meetings. Any proposed changes will be referred either the Policy and Resources Committee and Court of Common Council, or the City's governance review, for consideration.

## **Recommendation:**

That Members:

- consider the attached Terms of Reference and come to a view whether any amendments should be referred to the Policy and Resources Committee and the Court of Common Council for approval;
- consider whether the frequency of meetings of the Board remains appropriate; and
- that the authority to make any further changes to the 2020/2021 terms of reference be delegated to the Town Clerk, in consultation with the Chairman and Deputy Chairman

**Appendix** – Terms of Reference 2019/20, Board of Governors of the City of London Freemen's School.

## **Polly Dunn**

Town Clerk's Department

T: 020 7332 3726 E: [polly.dunn@cityoflondon.gov.uk](mailto:polly.dunn@cityoflondon.gov.uk)

ESTLIN, Mayor	<b>RESOLVED:</b> That the Court of Common Council holden in the Guildhall of the City of London on Thursday 25th April 2019, doth hereby appoint the following Committee until the first meeting of the Court in April, 2020.
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**BOARD OF GOVERNORS OF THE CITY OF LONDON FREEMEN'S SCHOOL**

1. **Constitution**

A Non-Ward Committee consisting of,

- up to two Aldermen nominated by the Court of Aldermen
- up to 12 Commoners elected by the Court of Common Council at least one of whom shall have fewer than five years' service on the Court at the time of their appointment
- the following ex-officio Members:-
  - the Chairman of the Board of Governors of City of London School
  - the Chairman of the Board of Governors of City of London School for Girls
- up to six co-opted non-City of London Corporation Governors with relevant experience of education

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

2. **Quorum**

The quorum consists of any five Common Council Governors.

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

3. **Membership (until July 2019)**

ALDERMEN

- 2 Susan Langley, O.B.E.
- 1 Broniek Masojada

COMMONERS

- 14 (4) John Alfred Bennett, M.B.E., Deputy
- 10 (4) Michael Hudson
- 7 (3) Stuart John Fraser, C.B.E.
- 6 (3) Graham David Packham
- 15 (2) Roger Arthur Holden Chadwick, O.B.E, Deputy
- 10 (2) Vivienne Littlechild, M.B.E., J.P.
- 6 (2) Hugh Fenton Morris, Deputy
- 10 (1) Elizabeth Rogula, Deputy
- 6 (1) Philip John Woodhouse, Deputy

*Vacancy*  
*Vacancy*  
*Vacancy*

together with :-

- Nicholas Goddard
- Brian Harris
- Andrew McMillan
- Chris Townsend
- Lady Gillian Yarrow
- Vacancy*

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

4. **Terms of Reference**

To be responsible for:-

- (a) all School matters;

- (b) the management of the School land and buildings belonging to the City of London Corporation;
- (c) the appointment of the Headmaster/Headmistress and, where appropriate, the deputies and the bursar.



<b>Committee(s)</b>	<b>Dated:</b>
The Board of Governors of the City of London Freemen's School	05/02/2020
<b>Subject:</b> Headmaster's Public Report	<b>Public</b>
<b>Report of:</b> Headmaster, City of London Freemen's School	<b>For Discussion/ For Information</b>

## Summary

This report is intended to give the Board pertinent information regarding Freemen's since the last meeting held on 21 November 2019.

- a) School Roll
- b) Wider impact of BREXIT
- c) Recent and forthcoming events
- d) Pupil achievements and successes

## Recommendation(s)

Members are asked to:

- note the contents of this report;
- pay particular notice to items for discussion.

## Main Report

### a) **School roll** FOR INFORMATION:

1. Current School Roll data is provided for members in **Appendix 1**.
2. We felt that we had a strong cohort in this year's entrance assessments though numbers for Year 7 were down on previous years. Interest in Year 9, Sixth Form and Boarding have been very buoyant this year, which is encouraging. We have been able to make offers into all year groups and await the decisions made by prospective parents. Strategically, we always over-offer based on percentage uptake from previous years. There is some brinksmanship here as if we were significantly more popular than we were say, last year, that would pose another series of problems.

### b) **Wider impact of BREXIT** FOR INFORMATION/DISCUSSION

3. The Town Clerk has asked for this item to be put as a Standing Item at all Grand Committees.
4. Further to previous updates, the DfE produced an advice sheet for schools on how to prepare for Brexit and schools have been advised to regularly check the DfE website for further updates.
5. Job applicants' Right to Work will remain an important Safeguarding employment check, regardless of Brexit.
6. There may be some need for further checks for applicants who have lived or worked outside of the UK; for example, documents issued by the relevant teacher regulator in the country concerned.
7. There may be changes to the way that Qualified Teacher Status (QTS) can be awarded to teachers from the EU, Iceland, Lichtenstein, Norway and Switzerland post-Brexit.
8. Schools have been advised to contact their food suppliers. Sodexo has this potential element of Brexit impact under control.
9. The NHS has issued guidance on getting medicines if a no-deal Brexit comes into play.
10. GDPR will be incorporated into UK law if there is a no-deal Brexit.

**c) Recent and forthcoming events**

FOR INFORMATION

11. A list of recent and forthcoming events is included for members as **Appendix 2**.

**d) Pupil achievements and successes**

FOR INFORMATION

12. There has been but five school weeks since the last report was received by Governors but they should note a couple of pupil achievements.
13. Five pupils were successful in gaining offers from Oxford (five last year) and four in receiving offers from Cambridge (three last year).
14. A L4 pupil has been offered a place in the National Children's Under 12 orchestra playing 'cello following his audition in October. He will spend a week with the orchestra in Dorset at Easter and another week in Lancashire in the summer.
15. In November the Lower 3s competed in the annual Primary Maths Challenge. Three children achieved bronze certificates, placing them in the top 20% of the country, one girl received a silver certificate, meaning she is in the top

10% and one boy secured a gold certificate, placing him in the top 5%. The latter pair are through to the final round of this national (and very challenging) competition.

16. Lower Sixth students are preparing for the Mock Trial competition taking place at the Inner London Crown Court.

17. One of our L6 pupils was the winner of the City of Law Officers Essay competition.

18. Another L6 pupil has successfully gained a coveted place to the Royal Acadamey Attract (Art) programme for 2020.

19. Five U6 students were awarded with a Recruitment Experience Evening at Ernst and Young in January by winning the ICAEW Base Business competition.

## **Appendices**

- Appendix 1: School Roll
- Appendix 2: Recent and Forthcoming Events

### **Roland Martin**

Headmaster

T: 01372 822 453/07747 563 634

E: [Roland.Martin@cityoflondon.gov.uk](mailto:Roland.Martin@cityoflondon.gov.uk)

Tw: @RJMHM

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2020			Capacity	In Year Vacancies 2019	Total Pupils c/f from 2019	Boys 2019 c/f	Girls 2019 c/f	Registrations	Registration Boys	Registration Girls	Withdrawn	Exams Nov	Exams/Int Jan	Notice Given	Notice Given Boys	Notice Given Girls	Offers Made	Offers Declined	Total Offers Accepted	Accepted Boys	Accepted Girls	Confirmed Boys 2020	Confirmed Girls 2020	Confirmed Total 2020	Offers Pending	Vacancies	
7+	Year 3	F1	60	4	0			81	43	35	5		76	0					0			0	0	0	0	60	
8+	Year 4	L2	60	1	56	27	29	10	5	5	2		8	1	1				0			26	29	55	0	5	
9+	Year 5	U2	60	0	59	30	29	16	11	5	3		9	0					0			30	29	59	0	1	
10+	Year 6	L3	60	0	60	30	30	17	9	8	2		0	0		1			0			30	29	59	0	1	
11+	Year 7	U3	88	0	61	26	35	114	73	41	16	98	70	0					0			26	35	61	0	27	
12+	Year 8	L4	88	0	82	41	41	7	6	1	3	4	1	0					0			41	41	82	0	6	
13+	Year 9	U4	100	2	80	37	43	99	62	37	23	78	51	1		1	9	2	6	5	1	42	43	85	1	14	
14+	Year 10	L5	100	0	98	53	45	37	21	16	3	33	18	1	1		7	0	5	4	1	56	46	102	2	-4	
15+	Year 11	U5	100	0	100	58	42	0	n/a	n/a				0					0			58	42	100	0	0	
16+	Year 12	L6	125	26	92	48	44	140	57	83	16	125	98	1		1	42	17	18	7	11	55	54	109	7	9	
17+	Year 13	U6	125	0	98	48	50	0						0								48	50	98		n/a	
U6 LVrs	Yr 13 Lvrs 2019				115	51	64	n/a						115	51	64						0	0	0		n/a	
<b>Total</b>			<b>966</b>		901	449	452	518	287	231		338	331	119	53	67	58	19	29	16	13	412	398	810	10	119	
Full Boarding Boys					18	18		76	76		7			5	5		0	3		7		20		20	0	8	
Weekly Boarding Boys					2	2		10	10		1			0	1		0	1		0		3		2	-1		
Full Boarding Girls					26		26	82		82	10			11		11	0	4				5		20	20	0	8
Weekly Boarding Girls					2		2	7		7	0			0		0	0	0				0		2	0		

Notes: 1 x U4 boarder joining Jan 2020 (included in figures above)

13+ 2021			Current Boys	Current Girls	Total Current Pupils	Registrations	Registration Boys	Registration Girls	Exams Nov	Interview	Withdrawn	Withdrawn Boys	Withdrawn Girls	Offers Made	Offers Declined	Total Offers Accepted	Accepted Boys	Accepted Girls	Provisional Boys	Provisional Girls	Provisional Total	Offers Pending	Vacancies
Yr 6 Pre Test	Year 9	U4	41	41	82									5	1	1		1	41	42	83	3	14
Yr 7 Pre Test	Year 9	U4				18	16	2	17	10	0					0		0					

Jet Li Sun Accepted L5 Day

13+2022			Current Boys	Current Girls	Total Current Pupils	Registrations	Registration Boys	Registration Girls	Confirmed Exam Candidates	Interview	Withdrawn	Boys Withdrawn	Girls Withdrawn	Offers Made	Offers Declined	Total Offers Accepted	Accepted Boys	Accepted Girls	Provisional Boys	Provisional Girls	Provisional Total	Offers Pending	Vacancies
Yr 6 Pre Test	Year 9	U4	26	35	88?	27	18	7	26	18	1		1			0			26	34	88?		12?

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Name of Trip	Depart Date	Depart Time	Date	Subject	Year Group
<b>2019 - 2020</b>					
<b>September</b>					
Extra D of E Training Walk	02 September 2019	1.00pm		D of E	L5
U3 Team Building Day	06 September 2019	8.45aam		Team Building	U3
CCF RAF Air Flying Experience	11 September 2019	6.15am		CCF	L5 - U6
Red House Care Home	12 September 2019	2.00pm		Enrichment	F1
U4 PGL Trip	13 September 2019	3.00pm	15 September 2019	U4	U4
D of E Bronze Qualifying Expedition	14 September 2019	8.00am	15 September 2019	D of E	L5
Gliding Taster Day	20 September 2019	8.30am		CCF	U4 - U6
U5 Snowdonia Trip	24 September 2019	9.00am	26 September 2019	Geography	U5
Walton Heath Manor Care Home	26 September 2019	2.00pm		Enrichment	F1
<b>October</b>					
CCF Ex Escape Room	01 October 2019	6.45pm		CCF	L5 - U6
Butser Ancient farm Trip	03 October 2019	8.30am		History	F1
L5 Geography Fieldtrip to Stratford	04 October 2019	7.00am		Geography	L5
MUN Trip to Reigate	05 October 2019	8.00am		MUN	L4 - U6
CCF Cadet Skill at Arms Meeting	05 October 2019	5.45am		CCF	U6
CCF Cadet Military Skills	06 October 2019	5.45am		CCF	U6
Royal Academy	07 October 2019	8.15am		Art	L5
YES Programme	08 October 2019	4.05pm		STEM	L4

Name of Trip	Depart Date	Depart Time	Date	Subject	Year Group
Upper School Scholars' Trip	08 October 2019	8.30am		Scholars	U4 - U5
Royal Institute Trip on Neurology	09 October 2019	4.45pm		Biology	L6 - U6
Buskers to Play at Alumni Dinner	10 October 2019	6.30pm		Music	U5 - U6
U2 Bough Beech Trip	16 October 2019	8.50am		Geography	U2
Shakespeare Schools Festival	16 October 2019	9.15am		Drama	L4
Red House Care Home	17 October 2019	2.00pm		Enrichment	F1
CCF Epsom College Competition	17 October 2019	1.15pm		CCF	L5
U4 Battlefields Trip	18 October 2019	6.20am		History	U4
CCF Joint NCO Cadre	19 - 23 October 2019	10.00am	23 October 2019	CCF	U5/L6
Geography Trip to Morocco	22 October 2019	2.30pm	27 October 2019	Geography	L5 - U6
DofE Silver Final Expedition	23 October 2019	9.00am	26 October 2019	DofE	U5
DofE Gold Final Expedition	23 October 2019	9.00am	28 October 2019	DofE	U6
U13 Jersey Sports Tour	24 October 2019	tbc	27 October 2019	Games	L4
<b>November</b>					
Parliament Trip	05 November 2019	12.00pm		Politics	L6
Safe Drive, Stay Alive	07 November 2019	9.30am		PSHE	L6
Silent Ceremony	08 November 2019	12.00pm			U6
Lord Mayor's Show	09 November 2019				L3
Senior Maths National Team	12 November 2019	8.00am		Maths	L6-U6
Guildford Inter-School Maths Quiz	12 November 2019	3.00pm		Maths	L4 - U5



Name of Trip	Depart Date	Depart Time	Date	Subject	Year Group
Touching the Void Theatre Trip	12 November 2019	17.00pm		Drama	L5 - U6
Product Design in Action	13 November 2019	9.00am		DT	U5 - U6
Royal Springboard Event	14 November 2019	9.30am			U4 - U6
Rotary Club Dorking Debating Competition	15 November 2019	5.40pm		Debating	L5 - U6
MUN Conference at Croydon High School	16 November 2019	8.00am		MUN	L4 - U6
Biology in Action	18 November 2019	10.45am		Biology	L6
Shakespeare Schools Festival	21 November 2019	8.30am		Drama	L4
The V & A Art Trip	21 November 2019	8.30am		Art	L6 - U6
Walton Heath Manor Care Home	21 November 2019	2.00pm		Enrichment	F1
Chemistry in Action	25 November 2019	8.30am		Chemistry	L6
Eton Keynes Society - Mr David Lubin	26 November 2019	7.15pm		Economics	L6
ESU Schools' Mace Debating Competition	27 November 2019	tbc		Debating	U4 - U6
Wimbledon High MUN	30 November 2019	8.00am		MUN	L4 - U6
<b>December</b>					
Air Squadron Trophy	01 December 2019	6.00am		CCF / RAF	
Prefects' Dinner	02 December 2019	4.45pm		Sixth Form	U6
A Christmas Carol	03 December 2019	4.30pm		English	U5
Extra Gold DofE Walk	03 December 2019	4.15pm		DofE	L6
U6 Geography Field Trip	09 December 2019	8.00am		Geography	U6
YES Programme	10 December 2019	4.05pm		STEM	L4

Name of Trip	Depart Date	Depart Time	Date	Subject	Year Group
Top of the Bench	11 December 2019	3.00pm		Chemistry	U4 - U5
Form 1 Walton Heath Care Home Visit	12 December 2019	1.30pm		Form 1	F1
<b>January</b>					
U2 Gunnersbury Trip	22 January 2020	8.45am		History	U2
Rotary Club Dorking Debating Competition	22 January 2020	5.40pm		Debating	U4
Red House Care Home	23 January 2020	2.00pm		Enrichment	F1
Mock Trial Competition	25 January 2020	7.45am		FreeMinds	U6
Wco Carmen's Lunch	29 January 2020	10.45am			U6
<b>February</b>					
Senior Maths national Final	04 February 2020	8.30am		Maths	L6-U6
Surgical Careers Workshop	05 February 2019	9.00am		Medics	L6
YES Programme	11 February 2020	4.05pm		STEM	L4
CCF RAF AEF to RAF Benson	12 February 2020	6.00am		CCF	6
Walton Heath Manor Care Home	13 February 2020	2.00pm		Enrichment	F1
Senior School Ski Trip	15 February 2020	tbc	21 February 2020	Skiing	U4 - U5
<b>March</b>					
Physics in Action	06 March 2020	9.00am		Physics	L6
CLS MUN Conference	07 March 2020	5.15pm		MUN	L6 - U6
U2 Visit to St George's Church	10 March 2020	8.45am		Easter	U2
Guildford Inter-School Maths Quiz	10 March 2020	3.15pm		Maths	U3 - L5

Name of Trip	Depart Date	Depart Time	Date	Subject	Year Group
YES Programme	10 March 2020	4.05pm		STEM	L4
CCF RAF Station Visit	12 March 2020	6.30am		CCF	
L3 Sutton Life Centre	13 March 2020	9.15am		PSHE	L3
L2 Hampton Court	30 March 2020	8.45am		History	L2
<b>April</b>					
CCF Ex Spring Step (Easter AT)	04 April 2020	10.00am	09 April 2020	CCF	U4 - L6
Junior School Ski Trip	04 April 2020		11 April 2020	Junior School	U2 - L4
Dofe Silver Practice Expedition	17 April 2020	9.30am	19 April 2020	DofE	L5
Geography A Level Trip to Barcelona	22 April 2020	tbc	26 April 2020	Geography and Spanish	L6
<b>May</b>					
YES Programme	12 May 2020	4.05pm		STEM	L4
Red House Care Home	21 May 2020	2.00pm		Enrichment	F1
<b>June</b>					
YES Programme	09 June 2020	4.05pm		STEM	L4
L3 Osmington Bay	12 June 2020	10.30am	15 June 2020	L3	L3
U4 Dorset CoastLine Fieldwork	12 June 2020		13 June 2020	Geography	U4
High Ashurst Residential Trip	15 June 2020	9.00am	17 June 2020	Team Building	L2
Walton Heath Manor Care Home	18 June 2020	2.00pm		Enrichment	F1
Nower Wood Trip	19 June 2020	8.45am		Biology	U2
L5 Trip to Salamanca	21 June 2020	tbc	27 June 2019	Spanish	L5

Name of Trip	Depart Date	Depart Time	Date	Subject	Year Group
German and History Trip to Berlin	21 June 2020	tbc	26 June 2020	History / German	L5 & L6
L5 French Language & Culture Trip to France	22 June 2020	9.00am	26 June 2020	French	L5
<b>July</b>					
YES Programme	07 July 2020	4.05pm		STEM	L4
Costa Rica Trip	09 July 2020		18 July 2020	Biology	L5 - L6
<b>August</b>					
Edinburgh Festival	08 August 2020		15 August 2020	Drama	U4 - U6
<b>2020 - 2021</b>					
<b>September</b>					
U4 PGL Trip	18 September 2020	3.00pm	20 September 2020	U4 Team Building	U4
<b>October</b>					
Japan	19 October 2020		26 October 2020	Geography and Economics	L5 - U6
Senior Cricket Tour	19 October 2020	tbc	01 November 2020	Boys Games	L5 - U6
Senior Sports Tour	21 October 2020		25 October 2020	Girls' Games	L5 - U6
<b>November</b>					
<b>December</b>					
<b>January</b>					
<b>February</b>					
<b>March</b>					
<b>April</b>					

Name of Trip	Depart Date	Depart Time	Date	Subject	Year Group
America History / Politics Trip	04 April 2021	tbc	10 April 2021	History / Politics	L6 - U6
<b>May</b>					
<b>June</b>					
<b>July</b>					
Borneo Expedition	Jul-21		Jul-21	Challenge	L5 - L6
<b>August</b>					
<b>2021 - 2022</b>					
<b>September</b>					
<b>October</b>					
<b>November</b>					
<b>December</b>					
<b>January</b>					
<b>February</b>					
<b>March</b>					
<b>April</b>					
<b>May</b>					
<b>June</b>					
<b>July</b>					
Senior Girls' Netball / Hockey Sports Tour					
Senior Boys' Rugby Sports Tour	July				

Name of Trip	Depart Date	Depart Time	Date	Subject	Year Group
August					
2022 - 2023					
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					
July					
August					
Edinburgh Festival	August				
2023 - 2024					
September					
October					
November					
December					

Name of Trip	Depart Date	Depart Time	Date	Subject	Year Group
January					
February					
March					
April					
May					
June					
July					
World Challenge	July				
August					
2024 - 2025					
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					

Name of Trip	Depart Date	Depart Time	Date	Subject	Year Group
<b>July</b>					
Sports Tour	July				
<b>August</b>					



<b>Committee(s)</b>	<b>Dated:</b>
Board of Governors of the City of London Freeman's School	05 February 2020
<b>Subject:</b> Update on the Junior School of Freeman's	<b>Public</b>
<b>Report of:</b> Headmaster, City of London Freeman's School	<b>For Information</b>
<b>Report author:</b> Matt Robinson (Head of Junior School at Freeman's)	

## Summary

This report details what has happened in the Junior School at Freeman's since the November report. It lists staff news, pupil activity and achievement.

## Main Report

### Academic

1. In the past few weeks we have welcomed close to 200 children for exams and interviews to join the Junior school in September 2020. The Junior school staff maintained their high standards of care for the visiting youngsters and attention to detail within the manual marking. Interviews for 8+, 9+, 11+ and 12+ took place on the 11th, and over 77 7+ interviews were spread over two days (16th and 17th).
2. In November the Lower 3s competed in the annual Primary Maths Challenge. Three children achieved bronze certificates, placing them in the top 20% of the country, one girl received a silver certificate, meaning she is in the top 10% and one boy secured a gold certificate, placing him in the top 5%. The latter pair are through to the final round of this national (and very challenging) competition.
3. In December we held our own JS "General" election. Each of the four Lower 4 classes chose a party to represent and campaigned for a week or so ahead of a whole school hustings. The results surprised everyone: The Brexit Party 3%; The Labour Party 14%; The Conservative Party 32%; The Liberal Democrats 50%.

### Trips

4. In December Head of Form 1 took her colleagues and the whole of the year group to Walton Heath Old People's Home to help the residents celebrate Christmas with an old-fashioned sing-a-long. The children were impeccably behaved, sang like cherubim and we have already been invited back for next year.

5. On January 22nd, the Head of Upper 2 and her colleagues (including the HoJS) took the whole of the year group to the Gunnersbury Victorian Museum as part of their History curriculum. We were complimented on the children's behaviour.

### **Charity**

6. The three JS carol services and the Form 1 "At Home" concert raised over £700 to be shared between our charity for the year: Sightsavers.
7. We have been very generously treated by the FSA once again. They have agreed to pay for our contribution to the Shakespeare Schools' Festival and will subsidise a new 3D printer for the Junior DT lab. In total they are providing about £3500 for the JS.

### **Arts**

8. Our annual Shakespeare for Schools' Festival performance, this year *Macbeth*, was another great success. The actors and those backstage did us proud. Our performance was described as "razor-sharp, highly inventive and darkly tragic" by the SSF actor that hosted. He was right.
9. The Autumn term music grades are in. This term the JS children achieved 6 x Grade 1s, 7 x Grade 2s, 7 x Grade 3s, 4 x Grade 4s, 2 x Grade 5s, 1 x Grade 6 and ... 1 x Grade 7 to a Year 7 boy!
10. The Grade 7 boy has been offered a place in the National Children's Under 12 orchestra playing 'cello following his audition in October. He will spend a week with the orchestra in Dorset at Easter and another week in Lancashire in the summer.
11. A Lower 4 boy had a remarkable term; his was the Grade 6 above. He successfully auditioned with the London Youth Choir. He will now be singing with the Choir at the City of London Boys' School. After that, he successfully auditioned for the National Youth Choir of Great Britain and will be joining them in Easter 2020. Furthermore as part of his choral life with Hampton Court Chapel Royal, he appeared on the BBC 4 Lucy Worsley documentary "Christmas Carol Odyssey". Finally (!) he took part in the recording of the Hampton Court Chapel Royal Choir's CD of the works by the English composer Thomas Tomkins.
12. A girl in L3 (who has featured in these pages on many occasions) has been offered a national membership by National Children Orchestra 2020 to play violin. She also attended a two-day string orchestra workshop organized by Benedetti Foundation at Queen Elizabeth Hall, Southbank where she had the chance to play Intermezzo from Cavalleria Rusticana with Nicola Benedetti and a small group of violinists.

13. A new boy to Upper 3 gained a place in the National Youth Jazz Collective for 2020 and put his skills to good use playing on Christmas Day at the large charity lunch for local vulnerable people in Fetcham.
14. A boy in Lower 3 was accepted for the National Youth Choir and has also been given a place on a two day Nicola Benedetti Foundation session in London playing violin as part of the youth orchestra.
15. A girl in Upper 2 was awarded the Laine Theatre Arts 2019 Junior Performance Award and went on to performing in this Christmas' Leatherhead Theatre pantomime, Sleeping Beauty.
16. A girl in Form 1 performed in the Nutcracker at the Adelphi Theatre in the Strand.

### **Sport**

17. An Upper 2 girl took part in a Tournament in a Korean martial art called Kuk Sool Won in Liverpool and won 2 silver medals and 1 Bronze medal in her tournaments.
18. Three Upper 3 boys performed admirably at the District Cross-Country Championships in late November, including one who finished first and became the u12 District Cross-Country champion. Two have been selected to run for Surrey.
19. On 10<sup>th</sup> January we had a fabulous afternoon in our new pool, hosting the IAPS regional qualification event. At the time of writing all results remain unconfirmed by IAPS but we are confident that some of our swimmers will be heading to the national finals.
20. 6 girls from Lower 4 (representing Epsom Hockey club) won the U12 2019 7-a-side #Indoor Hockey Championships at the Copperbox over the Christmas holidays.
21. Every single child in the Junior school represented the school last term in a fixture of some sort, from F1 netball and rugby, to L4 touch rugby for those that take no enjoyment from the contact element of the sport. This is a feat never before achieved!

### **Conclusion**

22. Although it has not been long since the last Governors' report, you can see that the children have continued to be busy.

### **Matt Robinson**

Head of the Junior School at Freeman's

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<b>Committee</b>	<b>Date</b>
Board of Governors of the City of London Freeman's School	5 February 2020
<b>Subject:</b> Annual review of risk registers for: City of London Freeman's School Bursary Fund and Charities Administered in Connection with the City of London Freeman's School	<b>Public</b>
<b>Report of:</b> The Chamberlain and The Bursar of The City of London Freeman's 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 City of London Freeman's School Bursary Fund (charity no: 284769) and, at Appendix 3, a key risks register for Charities Administered in Connection with the City of London Freeman's School (charity no: 312120), both for your review 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. These registers have been prepared and scored using the City of London Corporation Risk Matrix at Appendix 1.

The risk register for City of London Freeman's School Bursary Fund contains eight risks, of which five have a green score and three are amber. This includes one new risk relating to a reduction in funding due to the Fundamental Review although the scores of the rest of the risks are largely unchanged from last year.

There are seven risks on the risk register of Charities Administered in Connection with the City of London Freeman's School, five of which are green and two are amber. The scores of the risks are largely unchanged from last year.

There are currently no red risks in either charity.

## Recommendation

Members are asked to review the registers to confirm that they satisfactorily set out the risks facing the charities and that there are appropriate measures in place to mitigate those risks.

## Main Report

### Background

1. This report provides a key risks register for The City of London Freeman's School Bursary Fund at Appendix 2 and a key risks register for Charities Administered in connection with The City of London Freeman's School at Appendix 3, both administered by the Board of Governors of the City of London Freeman's 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. City of London Freeman's School Bursary Fund

The first risk register to be reviewed is for The City of London Freeman's School Bursary Fund and is set out in Appendix 2. This contains eight risks as summarised below:

1. Income from investments may decline – overall risk score of amber (12);
2. Awards may not comply with objectives – overall risk score of green (2);
3. Applicants do not disclose full details – overall risk score of green (2);
4. Insufficient beneficiaries – overall risk score of amber (8);
5. Funding from the City may reduce – overall risk score of amber (8);
6. Charity lacks direction, strategy, and forward planning – overall green (2);
7. Conflicts of interest – overall risk score of green (1); and
8. Loss of staff – overall risk score of green (2).

#### Mitigation of amber risks

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

Risk 4 is mitigated by the School through advertising and by actively looking to find suitable beneficiaries.

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

## 6. Charities Administered in Connection with the City of London Freeman's School

The second risk register to be reviewed is for the Charities Administered in connection with The City of London Freeman's School and is set out in Appendix 3. 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 (2);
3. Applicants do not disclose full details – overall risk score of green (2);
4. Insufficient beneficiaries – overall risk score of amber (8);
5. Charity lacks direction, strategy, and forward planning – overall green (2);
6. Conflicts of interest – overall risk score of green (1); and
7. Loss of staff – overall risk score of green (2).

### Mitigation of amber risks

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

Risk 4 is mitigated by the School through advertising and by actively looking to find suitable beneficiaries.

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

## **Conclusion**

7. The various risks faced by both 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 - Risk Register for the CoL Freeman's School Bursary Fund (charity no: 284769)
- Appendix 3 – Risk Register for the Charities Administered in connection with the CoL Freeman's School (charity no: 312120)

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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)

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#### (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

	X	Impact			
		Minor (1)	Serious (2)	Major (4)	Extreme (8)
Likelihood	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

<b>RED</b>	Urgent action required to reduce rating
<b>AMBER</b>	Action required to maintain or reduce rating
<b>GREEN</b>	Action required to maintain rating

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

Contact the Corporate Risk Advisor for further information. Ext 1297

October 2015

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CoL Freeman's School Bursary Fund - Risk Register to be considered by the Board of Governors of the City of London Freeman's 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	The income from investments in the Charities Pool may decline	Chamberlain	Board of Governors of the CLFS	Funds are managed by professional fund managers. Monitoring of fund managers' performance by Chamberlain/ Financial Investment Board.	Possible	Major	Amber 12	↔	Continue with existing controls	Possible	Major	Amber 12
2	Grants/awards/loans may be given for purposes not complying with charity's objectives	Headmaster of CLFS	Board of Governors of the CLFS	Trustees have their objectives before them when agreeing grants and awards are scrutinised by Trustees to ensure compliance with objectives.	Rare	Serious	Green 2	↓	Continue with existing controls	Rare	Serious	Green 2
3	Applicants for financial assistance do not disclose full details of their circumstances	Headmaster of CLFS	Board of Governors of the CLFS	Applicants are required to complete and sign application form and provide supporting evidence. Officers follow up obvious discrepancies when assessing the application.	Unlikely	Minor	Green 2	↓	Continued monitoring and vigilance regarding applicants and lifestyle choices.	Unlikely	Minor	Green 2
4	Insufficient beneficiaries complying with the objects of the Trust	Headmaster of CLFS	Board of Governors of the CLFS	Advertising, actively looking for beneficiaries. Widen objects of Trust if still insufficient beneficiaries	Likely	Serious	Amber 8	↔	Further development of the School's Outreach function and additional planned activities to promote Partnership working and related opportunities. Consider expanding the scope of the objectives of the trust.	Possible	Serious	Amber 6
5	Funding from the City may be reduced following change in its budget policy which could result in serious impact on the charity and lead to adverse user reaction and bad publicity.	Headmaster of CLFS	Board of Governors of the CLFS	Appropriate representation to be made to the City Corporation if budget policy provides risk to charity. Identify new funders.	Unlikely	Major	Amber 8	↔	Try to agree phased approach to any City reduction in support to ensure replacement funds can be found from elsewhere.	Unlikely	Minor	Green 2
6	The Charity lacks direction, strategy and forward planning	Headmaster of CLFS	Board of Governors of the CLFS	A strategic plan which sets out the key aims, objectives and policies, financial plans and budgets. Monitoring of financial and operational performance.	Rare	Serious	Green 2	↔	Continue to ensure that Governors are regularly reminded of the objectives of the Charity and are provided with sufficient information to execute their responsibilities.	Rare	Serious	Green 2
7	Conflicts of interest	Headmaster of CLFS	Board of Governors of the CLFS	Understanding of trust law. Protocol for disclosure of potential conflict of interest. Governance of the trust is such that conflicts would be picked up early and addressed.	Rare	Minor	Green 1	↔	Continue with existing controls	Rare	Minor	Green 1
8	Loss of directly employed staff and/or support staff	Headmaster of CLFS	Board of Governors of the CLFS	Documentation of systems, plans and projects. Training programmes. Notice periods are such that hand-over procedures would mitigate this risk.	Unlikely	Minor	Green 2	↓	Continue with existing controls	Unlikely	Minor	Green 2

Charities Administered ICW The CoL Freeman's School - Risk Register to be considered by the Board of Governors of the City of London Freeman's 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	The income from investments in the Charities Pool may decline	Chamberlain	Board of Governors of the CLFS	Funds are managed by professional fund managers. Monitoring of fund managers' performance by Chamberlain/ Financial Investment Board	Possible	Major	Amber 12	↔	Continue with existing controls	Possible	Major	Amber 12
2	Grants/awards/loans may be given for purposes not complying with charity's objectives	Headmaster of CLFS	Board of Governors of the CLFS	Trustees have their objectives before them when agreeing grants and awards are scrutinised by Trustees to ensure compliance with objectives.	Rare	Serious	Green 2	↓	Continue with existing controls	Rare	Serious	Green 2
3	Applicants for financial assistance do not disclose full details of their circumstances	Headmaster of CLFS	Board of Governors of the CLFS	Applicants are required to complete and sign application form and provide supporting evidence. Officers follow up obvious discrepancies when assessing the application	Unlikely	Minor	Green 2	↓	Continued monitoring and vigilance regarding applicants and lifestyle choices.	Unlikely	Minor	Green 2
4	Insufficient beneficiaries complying with the objects of the Trust	Headmaster of CLFS	Board of Governors of the CLFS	Advertising, actively looking for beneficiaries. Widen objects of Trust if still insufficient beneficiaries	Likely	Serious	Amber 8	↔	Further development of the School's Outreach function and additional planned activities to promote Partnership working and related opportunities. Consider expanding the scope of the objectives of the trust.	Possible	Serious	Amber 6
5	The Charity lacks direction, strategy and forward planning	Headmaster of CLFS	Board of Governors of the CLFS	A strategic plan which sets out the key aims, objectives and policies, financial plans and budgets. Monitoring of financial and operational performance.	Rare	Serious	Green 2	↔	Continue to ensure that Governors are regularly reminded of the objectives of the Charity and are provided with sufficient information to execute their responsibilities.	Rare	Serious	Green 2
6	Conflicts of interest	Headmaster of CLFS	Board of Governors of the CLFS	Understanding of trust law. Protocol for disclosure of potential conflict of interest. Governance of the trust is such that conflicts would be picked up early and addressed.	Rare	Minor	Green 1	↔	Continue with existing controls	Rare	Minor	Green 1
7	Loss of directly employed staff and/or support staff	Headmaster of CLFS	Board of Governors of the CLFS	Documentation of systems, plans and projects. Training programmes. Notice periods are such that hand-over procedures would mitigate this risk.	Unlikely	Minor	Green 2	↓	Continue with existing controls	Unlikely	Minor	Green 2

<b>Committee(s)</b>	<b>Dated:</b>
Board of Governors of the City of London Freeman's School	5 <sup>th</sup> February, 2020.
<b>Subject:</b> Community and Partnerships Report	<b>Public</b>
<b>Report of:</b> Headmaster, City of London Freeman's School	<b>For Decision</b>
<b>Report author:</b> Catherine Bennett, Community and Partnerships Officer	

## Summary

This paper outlines:

- a) Partnership work with City of London schools
- b) Activities involving other schools
- c) Charitable work undertaken by the school community
- d) Other community and partnership successes
- e) Future collaborations and events currently being planned.

This report aims to provide a comprehensive account of the extent to which the school engages with schools, charities and other organisations, along with events planned for 2020.

## Recommendation(s)

Members are asked to:

1. note the contents of this report
2. give approval to send a copy of this report to The Education Board, for information.

## Background

In 2008-9, the Board of Governors requested that the Headmaster provide an annual account of its charitable and community activities that could be considered as advancing 'public benefit'. Although the City of London Freeman's School is not a charity itself, and is therefore not bound by the 'public benefit' tests that apply to fee-paying schools which are, the Governors have rightly expressed a clear desire to monitor the School's public benefit, partnership and community activities, given the charitable origins and founding ethos of the School. Given the pressure that the independent schools' sector is under politically (nationally and internally at Guildhall), community and partnership work is especially important.

Freemen's aims to produce young people who 'Learn, Lead and Make a Difference'; community and partnership work is one of the most valuable ways of helping pupils here to address the last of these three aspirations and to make them aware of their social responsibilities.

An Outreach and Partnerships Officer was appointed in June 2016 to formalise existing arrangements and initiate and sustain, where appropriate, new partnerships; the role has been re-appraised and 'Outreach' has become 'Community' to avoid the suggestion of patronage. Catherine Bennett joined the School as Community and Partnerships Officer at the start of this academic year.

## Main Report

### A. Partnership work with City of London schools

1. Freeman's has worked with other City of London schools on a number of events during 2018-19, the majority of which take place on an annual basis. The main events are shown below:

Name of school / City event	Details of activity
City of London Academy, Southwark	COLA Southwark asked for support in delivering some sections of the A level syllabus. A scheme of work was developed based around 'Encounters' exhibition at the National Gallery. Students from both schools met at the National Gallery to work on the project. A printmaking workshop and life drawing day at Freeman's included students from COLA Southwark.
City Schools' Concert	A colleague from the Guildhall created a piece of music involving all City schools, with Freeman's taking the lead parts.
City Schools' Art Exhibition	A group of Freeman's pupils worked with students from all City Academies, Secondary and Primary, to display art work and develop joint curriculum initiatives.
Tacitus Inter-Schools Speaking Competition	The Competition involves all City schools. Freeman's students worked with a Livery Company mentor over a number of months before presenting at the final schools debate.

### B. Activities involving other schools

2. The School continues to work with a number of primary and secondary schools, predominantly in the local area and in the state sector. The intention over the coming year is to broaden these relationships to encompass a wider range of subject areas in order to maximise the opportunity for sharing resources and knowledge.
3. In line with the School's mission to 'Learn, Lead and Make a Difference', all pupils engage in activities (Enrichment afternoon) on a weekly basis designed to enhance the social, physical and personal development of each individual pupil. The younger pupils take part in activities on site, whilst the older children go out into local schools and other organisations to help in a wide variety of ways.

4. A large number of activities are undertaken each year involving other schools, however the tables below highlight the main activities (including Enrichment), split into primary and secondary phases.

<b>Infant, Junior and Primary schools</b>	
<b>Name of school</b>	<b>Details of activity</b>
Pennthorpe, Avenue Primary, Newland House, Ashford Prep, The Raleigh, Epsom Primary, Kingswood House, The Greville, St David's, Box Hill	Ten schools took part in the MFL 'Love Languages' competition held at Freeman's on an annual basis. The competition involves pupils singing, dancing and acting, with prizes awarded by three external judges who are experienced linguists.
<b>Infant, Junior and Primary schools - continued</b>	
<b>Name of school</b>	<b>Details of activity</b>
Leatherhead Trinity Primary School & Children's Centre	£500 book voucher donated to Trinity school, as a result of commission from Book Fair.
St Christopher's School	Children attended the final rehearsal of the year 6 play.
St Giles' Infant School	As part of Enrichment afternoon, pupils help with various activities in the classroom.
	Use Freeman's swimming pool free of charge for two hours every week, throughout the school year.
	Annual event - each term the Year 2 children from St Giles' visit Freeman's to take part in a Design Technology or Science or ICT activity. Each activity is led by a member of Freeman's staff, with assistance from pupils.
St Martin's Infant School	Use Freeman's swimming pool free of charge for two hours every week, for two terms each year.
The Vale Primary School	As part of Enrichment afternoon, pupils help with various activities in the classroom.
Walton-on-the-Hill Primary School	£500 book voucher donated to the school, as a result of commission from Book Fair.
Woodlands Special School	As part of Enrichment afternoon, pupils help with various activities in the classroom.
Various schools	Freeman's organise a free after school activity session (called Freeman's Fun) twice a year for Year 1 children, involving a range of activities such as art, music, drama, PE games and fun science experiments.

<b>Secondary schools</b>	
<b>Name of school</b>	<b>Details of activity</b>
Carshalton Boys Sports College	Carshalton boys watched Freeman's pupils perform plays they were studying at A level and GCSE.

Epsom College	Head of Biology from Epsom College attended a networking event held at Freeman's to share good practice.
Glyn School	Ongoing joint initiative running a Combined Cadet Force, based at Freeman's. See paragraph X for more details.
	Teacher from Glyn attended a network training event on Food Technology run by Freeman's staff.
	A Freeman's Mathematics teachers is paid to take a small number of intervention and stretch lessons at Glyn. Last year, one of these pupils was successful in gaining an offer from Oxford.
Howard of Effingham School	Thirty five students attended Freeman's Careers, Education and Gap Convention (CEG).
Oxted School	Freeman's host a mini swimming gala twice a year, to enable other schools to complete GCSE moderation. Teachers and pupils from Oxted participated in this event.
<b>Secondary schools - continued</b>	
<b>Name of school</b>	<b>Details of activity</b>
Reed's School	Ten students attended three evening sessions at Freeman's school to get interview advice and practice regarding university applications for veterinary science or medical degrees.
Rosebery School	History textbooks donated to Rosebery school; no longer required by Freeman's due to change in exam board.
	Rosebery use the Freeman's pool on an ongoing basis.
	Freeman's host a mini swimming gala twice a year, to enable other schools to complete GCSE moderation. Teachers and pupils from Rosebery participated in this event.
	Twelve students attended Freeman's Careers, Education and Gap Convention (CEG).
St Andrew's School	Teacher from St Andrew's attended a network training event on Food Technology run by Freeman's staff.
	Seven students attended three evening sessions at Freeman's school to get interview advice and practice regarding university applications for veterinary science or medical degrees.
	Ninety four students attended Freeman's Careers, Education and Gap Convention (CEG).
St John's School	Head of Biology from St John's attended a networking event held at Freeman's to share good practice.
Therfield School	Two members of staff from Freeman's presented at a Biology TeachMeet organised by Therfield, which was attended by over 100 teachers.



Wimbledon High School	Head of Biology from Wimbledon High attended a networking event held at Freeman's to share good practice.
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### C. Charitable work undertaken by the school community

- A number of staff and pupils continue to volunteer with organisations in their free time, for example: holding governorships at other schools; serving for the Independent School's Inspectorate; serving on ASCL Council and Society of Heads Committee; coaching the Year 9 players for Harlequins Rugby Club Developing Player Programme. However, the table below aims to demonstrate the diversity of events carried out under the direct remit of Freeman's School.
- Some of the principal community activities undertaken by the school.

Name of organisation	Details of activity
Ashted Rangers	Biology staff and pupils worked with Ashted Rangers to conduct field work on Ashted Common, and inform how to manage Ashted meadow.
Born Free, Canine Partners, Five Talents UK , Mediart charities	Charities selected by different sections of the school for 2018-19. A variety of fundraising activities resulted in a total of £5,400 being donated across the four charities.
Cambridge Assessment International	Biology staff provided two days of subject specific training for Cambridge International trainers.

Name of organisation	Details of activity
Children In Need, Jeans for Genes, Macmillan Coffee Morning	Over £1,000 was raised for these nationwide charitable initiatives.
Community tea parties	Held every half term, involving one group of students baking cakes to be served at the tea party, whilst another group of students prepare activities and run them on the day.
Epsom & Ewell Food Bank	Annual Harvest collection of food and toiletries, with a total weight of 322kg.
Griffin Court sheltered housing, The Red House Care Home, Walton Heath Manor Care Home	Students participate in a variety of activities at these elderly care homes on a weekly basis as part of their Enrichment afternoon.
Harrison's Fund (Duchenne Muscular Dystrophy)	Local charity - given free use of the Recital Hall for a charity fundraising concert.
Labaid Foundation	Donation of surplus science equipment sent to schools in Africa.
Leatherhead Start - Meeting Room	Pupils prepared meals on a regular basis for a local homeless charity as part of their Enrichment afternoon.
Medecins Sans Frontieres	As part of Enrichment, students helped with the Missing Maps Project (ongoing), to map the most vulnerable parts of the world for the benefit of MSF, the Red Cross and local people.

Save The Children	A tennis tournament is held each year to raise money for Save The Children.
St Giles' Church	Freemen's choristers sing with the Church choir at two Sunday services each term.
Woodland Trust	Major two year project. Approximately one thousand saplings were grown from seeds donated by the Woodland Trust. School staff and pupils transplanted the saplings to Langley Vale Centenary woodland.

#### **D. Other community and partnership successes**

##### **7. Counterpoint:**

The Counterpoint programme was devised by Roland Martin and Professor Sonia Blandford (CEO and Founder of Achievement for All) to provide a delivery and research framework for partnership activities between independent and maintained schools, aimed at improving academic, social, economic and cultural outcomes for all children.

Freemen's School launched the flagship pilot project in September 2018, along with their partner schools, Walton-on-the-Hill Primary School and Rosebery School (secondary). A cohort of pupils in each school are being tracked during the two year pilot, during which time there is an increased focus on parent and carer engagement, community and social understanding, as well as educational outcomes. In addition, Freemen's has involved, and continues to involve, the partner schools in knowledge sharing opportunities for staff and pupils. The impact of partnership activities will be evaluated as part of an Action Research project during this academic year. It should be noted that Walton-on-the-Hill joined the pilot towards the end of the first year. There has already been a significant amount of knowledge sharing across a number of subject areas since the start of the academic year, which will be captured in the 2019-20 report.

##### **8. Royal National Children's SpringBoard Foundation:**

Freemen's has continued to provide full boarding bursaries for students from disadvantaged backgrounds coming from inner-city London, via the SpringBoard Foundation.

Five SpringBoard students benefitted from a Freemen's education during 2018-19. Two of these students completed their A levels in Summer 2019 and have since been replaced by one student in Year 9 and another student in the Lower Sixth.

##### **9. Bursaries:**

The number of students in receipt of bursaries has continued to grow, in line with our aim to provide 5% of pupils with a significant bursary. This year we will be continuing to strengthen our relationships with the livery companies, who provide a substantial proportion of the funding for bursaries.

##### **10. Duke of Edinburgh's Award:**

A large number of Freemen's pupils participate in the award scheme, supported by members of staff. A total of one hundred and thirty five pupils achieved awards during 2018-19, either directly through school or via the Combined Cadet Force. Sixty five pupils gained a Bronze award, fifty eight Silver, and twelve Gold.

The completed awards represent approximately:

- 3000 hours of voluntary service
- 2500 hours of physical activity

- 2500 hours of learning new skills
- 700 days on expedition
- 60 days of residential activities

A further one hundred and fifty pupils are currently working towards an award.

11. Combined Cadet Force (CCF):

Freemen's continues to employ a full-time Contingent Commander, who leads a CCF unit involving pupils from Freeman's and Glyn schools, based at Freeman's school.

Numbers have remained fairly consistent over the past couple of years, with eighty two pupils from Freeman's and twenty three pupils from Glyn attending during 2018-19. The partnership with Glyn is invaluable as their CCF staff are predominantly female, and 40% of the total unit are female. The majority of Freeman's staff involved in CCF are male.

### **E. Future collaborations and events currently being planned**

12. GCSE revision course for City Academies:

Following the success of the three day GCSE maths and English Easter revision course held in 2017, Freeman's will again be hosting the event in April 2020 for forty pupils from five City Academies. One of the aims is to bring up the grade boundaries of the most able students, in view of the Government's Progress 8 and Attainment 8 measures. Making use of our boarding facilities, the students will have an opportunity to experience a residential education in preparation for life beyond school, as well as booster sessions in Maths and English. Our Counterpoint partner Achievement for All will be running workshops on resilience and positive self-talk, with Freeman's staff leading pastoral sessions on Art and Drama.

13. We are actively seeking to increase our partnership working with the other City of London schools, looking for opportunities to network, share knowledge and resources.

14. A number of partnership working activities have already been planned for this year with our Counterpoint partner schools, involving sharing best practice as well as events with children from all schools taking part.

15. A project will be taking place later this year involving young people from Leatherhead Youth Project (LYP) working with pupils from Freeman's on a crowdfunding project, to raise money for LYP. The Community and Partnerships Officer from Freeman's will run the project with the combined group at the LYP location during the summer term.

16. Freeman's will be running a Model United Nations (MUN) Conference in the summer term, involving Freeman's pupils and students from two local secondary schools. The group of around one hundred students will practice their leadership, negotiation and speaking skills whilst role-playing delegates attending various UN committees.

17. A visually impaired cricket event is planned for the summer term, in celebration of the Paralympic games, and in line with the Freeman's focus for 2020 on charitable events relating to eyesight. Pupils from local schools will be invited to take part with Freeman's pupils in fun, visually impaired cricket games, which will be followed

by a cricket match with Freeman's staff playing against a team of visually impaired cricketers.

## **Appendices**

**Nil.**

**Catherine Bennett  
Community and Partnerships  
Officer**

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<b>Committee(s)</b>	<b>Dated:</b>
Board of Governors of the City of London Freeman's School	05/02/2020
<b>Subject:</b> Report on Policies	<b>Public</b>
<b>Report of:</b> Deputy Head, City of London Freeman's School	<b>For Decision</b>

## Summary

This report is for Governor engagement and decision.

- a) Background
- b) Recommendation

## Recommendation(s)

Members are asked to:

- Scrutinise the policies in this report;
- Ask questions of the policy author (Deputy Head) and Headmaster surrounding this policy;
- Approve the policies presented.

## Main Report

### a) Background

1. Members will understand that they are responsible for the School's policies and that oversight of them is an important part of their duties.
2. Policies in need of oversight at this meeting are:  
*Appendix 1: Relationships and Sex Education Policy*  
*Appendix 2: Collective Worship Policy*  
*Appendix 3: Risk Policy*
3. The Relationships and Sex Education Policy has been re-written in light of the Department for Education (DfE) document [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(June 2019\)](#), which comes into effect in September 2020. It was approved by the Academic and Personnel and Sub-committee with one clarificatory amendment, which is highlighted as a track change.

4. Governors will note the duty of the School to consult parents in developing this Policy; additionally, it ought to reflect the views of teachers and pupils. It is proposed that, once approved by the Board, the Policy be disseminated in draft form to parents, pupils and teachers and their comments invited. The Board can be appraised of the feedback at its June meeting, and a decision taken then as to whether or not there is a need for further amendment.
5. As well as having been re-written by the current Chaplain, the School's Collective Worship Policy has not been scrutinised by Governors for some time and is therefore presented without track changes. Although not a statutory policy, collective worship makes a unique contribution to the pupils' spiritual, moral, social and cultural education (SMSC), which is something against which we are inspected by ISI.
6. The Risk Policy has undergone a significant and far-reaching review, and is therefore presented without track changes. Its purpose is to demonstrate that the School is run with a habitual alertness to risk that does not dissipate into a risk-averse mindset that risks (!) stymieing opportunities for pupil development. Governors will note a large amount of cross-referencing to other policies, which is necessary in order to avoid fruitless duplication.

**b) Recommendation**

FOR DECISION

7. It is recommended that Governors approve the policies included as appendices in this report.

**Appendices**

- Appendix 1: Relationships and Sex Education Policy
- Appendix 2: Collective Worship Policy
- Appendix 3: Risk Policy

**Stuart Bachelor**

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# Relationships and Sex Education Policy

for whole School: Junior and Senior sections

Issue number	2.1
Name and appointment of owner / author	Stuart Bachelor, Deputy Head
Review Body	SLT, Academic and Personnel Sub-committee, and Full Board of Governors
Last updated	January 2020
Reason for update	new statutory guidance, plus input from Governor scrutiny
Last reviewed by SLT	December 2019
Last reviewed by Governors	January 2020 (Academic and Personnel Sub-committee)
Next SLT review due	November 2022
Next Governor review due	February 2020 (Full Board)
Where available	Staff Handbook, School website (unrestricted area)

## Relationships and Sex Education Policy

### Policy Statement

As of September 2020, the *Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*, made under sections 34 and 35 of the *Children and Social Work Act 2017*, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. This statutory obligation extends to independent schools and is laid out in *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers* (DfE, June 2019). City of London Freeman's School is committed to discharging its obligations in respect of RSE, and this Policy explains how it does so.

The afore-mentioned statutory guidance also makes reference to mandatory Health Education. However, given that independent schools are not bound by this part of the guidance, being instead required to deliver Health Education under Paragraph 2 of the Independent School Standards Regulations, this Policy makes no mention thereof.

The content and application of this Policy is non-discriminatory in line with the *Equality Act 2010*. In addition, the School ensures that young people clearly understand what the law does and does not allow in respect of sex and relationships, as well as the wider (e.g. criminal) implications of decisions that they may make.

This policy is available on the unrestricted area of our website and should be read in conjunction with the following documents:

*Anti-bullying Policy*  
*Learning and Teaching Policy*  
*Mission and Aims*  
*PSHE Schemes of Work*  
*Safeguarding Policy*

This policy is subject to a comprehensive review every three years by the School's Senior Leadership Team (SLT), the Academic and Personnel Sub-committee and the Full Board of Governors. In line with our duty to consult parents regarding the content and delivery of Relationships and Sex Education, the draft version of the reviewed Policy is shared with parents and (through [Senior](#) School Council) pupils together with an invitation to comment. Depending on the results of the consultation, amendments may be made to the draft Policy by SLT and submitted to Governors for final approval. The aim of this process is to ensure that the Policy meets the needs of pupils and parents.

The statutory guidance also states that this Policy should reflect the views of teachers at the school. The Policy is accordingly disseminated to teachers at draft stage with an invitation to comment.

In between these periodic reviews, minor changes may be made to the Policy by the author so that it reflects current practice at the School.



Under the relevant statutory guidance, “the religious background of all pupils must be taken into account when planning teaching [of RSE]”. Accordingly, and as of September 2020, the School collects this information from parents of pupils joining Freeman's. The School has also given the opportunity to existing parents to register any affiliation of theirs to a religion or else to state that they do not subscribe to any religion.

## Key personnel

Mr Stuart Bachelor (Deputy Head) - oversight of PSHE/RSE across the School  
Mrs Louise Jowitt (Assistant Head of Junior School)- Junior School PSHE/RSE Co-ordinator  
Mrs Sue Meek (Teacher of Biology)- Upper School PSHE/RSE Co-ordinator  
Mr Adrian Parkin (Assistant Head of Sixth Form)- Sixth Form PSHE/RSE Co-ordinator

The Heads of Sections are also closely involved in the planning, monitoring and evaluation of RSE.

## Definitions

Relationships Education in Form 1 to Lower 3 (Y3-Y6) is defined as: teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Sex Education in Form 1 to Lower 3 (Y3-Y6) is defined as: teaching pupils how a baby is conceived and putting this in the context of the changes to the bodies of males and females that happen at puberty.

Relationships and Sex Education in Upper 3 to Upper 6 (Y7-Y13) is defined as: giving pupils the information necessary for them to develop healthy, respectful and loving relationships (including intimate relationships) that help them to flourish, and how to identify and resist unhealthy relationships; delivering information about human sexuality, contraception and sexual health in a fact-based and non-judgemental manner that emphasises the critical importance of consent and mutual respect.

## Aims

The principal aims of RSE in the School are:

1. to equip pupils with the knowledge, understanding, criticality and self-awareness necessary to form healthy and positive age-appropriate relationships;
2. to ensure that pupils have an age-appropriate understanding of human reproduction and sexual relationships, including, for older pupils, detailed knowledge of contraception and sexual health.

## How RSE is delivered at Freeman's

Rather than being taught as a separate subject, RSE is embedded into the framework of Personal, Social, Health and Economic Education (PSHE) at the School. That said, we believe that RSE should be set within a wider school context in which values such as respect, fidelity, tolerance and the importance of family are promoted at every opportunity.

The School also recognises that parents have a key role in teaching their children about sex and relationships, and RSE at Freeman's seeks to complement rather than displace this. With this in mind, the School makes available its PSHE Schemes of Work to parents via the parent portal on our website.

In order to create a collaborative learning partnership between the teacher and his/her pupils, RSE at Freeman's is delivered in a fact-based, non-judgemental manner. Teachers of RSE also take care to generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment, as well as one where a range of views can, so long as they are expressed maturely and sensitively, be tolerated and respected.

RSE at Freeman's is complemented by- but not delivered through- the Science, GCSE Biology and Religious Studies syllabuses, with human reproduction (U3/Y7), puberty and contraception (L5/Y10) taught from an exclusively physiological perspective.

## **Subject content of RSE at Freeman's**

The relevant statutory guidance obliges the School to deliver specific Relationships Education content to its pupils of primary age and specific RSE content to its pupils of secondary age. The School also elects to teach pupils in KS2 a minimal amount of age-appropriate sex education in addition to that covered by the science curriculum.

The following tables set out the subject content of Relationships Education and RSE at Freeman's, how it is delivered as part of our PSHE curriculum and who is responsible for teaching it. All statutory content is included in the tables.

The 'Jigsaw' scheme of work has been purchased by the School for delivering Relationships Education and Sex Education in the Junior School (Years 3-6).

As with all curriculum subjects, RSE is suitably differentiated so that it is accessible to all pupils, including those with a special educational need or disability (SEND).

## Subject content for Relationships Education F1-L3 (Y3-6)

Relationships Education at KS2 is taught to Forms by their Form teachers or other teachers as part of the PSHE syllabus. Each Topic is covered in a 30-minute lesson.

General topic	Learning outcome: Pupils should know...	When covered in PSHE
<p>Families and people who care for me</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 69</p>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people- of the same or different sex- to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<p>F1 Autumn Term 2 Topic 1 F1 Autumn Term 2 Topic 2 F1 Summer Term 1 Topic 1 F1 Summer Term 2 Topic 5 L2 Summer Term 1 Topic 1 L3 Summer Term 1 Topic 1</p>
<p>Caring friendships</p>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul>	<p>F1 Summer Term 1 Topic 2 L2 Spring Term 2 Topics 1&amp;2 L3 Summer Term 1 Topic 1 U2 Summer Term 1 Topic 2</p>

	<ul style="list-style-type: none"> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>	
Page 70	<p>Respectful relationships</p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>the conventions of courtesy and manners.</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<p>F1 PSHE Induction Module F1 Autumn Term 2 Topic 3 F1 Autumn Term 2 Topic 4 L2 Autumn Term 2 Topics 1&amp;3 L2 Spring Term 2 Topic 4 L3 Autumn Term 2 Topics 2,5&amp;6 U2 Autumn Term 2 Topic 3 U2 Summer Term 1 Topic 2</p>
	<p>Online relationships</p> <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>	<p>L2 Autumn Term 2 Topic 3 U2 Summer Term 1 Topic 5 L3 Summer Term 1 Topics 5&amp;6</p>
	<p>Being safe</p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>	<p>F1 Autumn Term 2 Underpants Rule lesson</p>



	<ul style="list-style-type: none"><li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>• where to get advice e.g. family, school and/or other sources.</li></ul>	
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## Subject content for Sex Education F1-L3 (Y3-6) [N.B. This is not statutory]

The content below is covered in Summer Term of U2 (Y5) in the “Changing Me” unit of the Jigsaw PSHE programme. The programme lasts 5 weeks and is taught in tutor groups by the usual PSHE teachers. For one of the lessons, boys and girls are taught separately to allow gender-specific points to be addressed in a environment with minimum potential for embarrassment.

General topic	Learning outcome: Pupils should know...
Having a baby	<ul style="list-style-type: none"> <li>that the mature male reproductive organs produce sperm and the female ones eggs</li> <li>that a baby begins to grow in the womb when a sperm fertilises an egg</li> <li>that fertilisation happens when a man and a woman are “happy to share a specially close and loving embrace which allows the sperm to be released from the penis into the vagina”</li> </ul>
Puberty and physical attraction	<ul style="list-style-type: none"> <li>in detail the changes, both physical and emotional, that happen at puberty [first covered in L2 but not in the context of sex education]</li> <li>strategies for coping successfully with these changes (both emotionally and practically)</li> <li>that changes at puberty are linked to being able to have a baby</li> <li>that it is natural, as they approach and go through puberty, to begin to “fancy” other people, but also that there is not and should not be any pressure in this respect</li> <li>that some people “fancy” people of the same sex</li> </ul>

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An important part of the programme is the opportunity for pupils freely to ask questions directly related to the subject content in a mature and sensible yet open environment. Aware that children with unanswered questions may turn to inappropriate sources of information, such questions will generally be answered fully by the teacher in front of the whole class. However, when a primary-age pupil asks a question pertaining to sex or sexuality which clearly goes beyond the syllabus or at a point when the sex education syllabus is not being delivered: the child is not made to feel uncomfortable for having asked it; the child is invited to speak to the teacher at the end of the lesson; the teacher uses his/her professional judgement to decide the extent to which he/she will answer the question; the teacher may decide to contact the child's parents to discuss the matter further. In line with our Safeguarding Policy, if a child exhibits behaviour and/or language that is clearly over-sexualised for his/her age, the Designated Safeguarding Lead is informed immediately.

## *Subject content for Relationships and Sex Education in U3-U6 (Y7-Y13)*

RSE in U3/L4 (Y7/8) forms part of PSHE delivered by Form Tutors to mixed-gender and mixed-Form groups of ~12 pupils. Each tutor teaches one of 7 PSHE topics on a carousel basis. Each topic is taught across 4 30-min. lessons.

RSE in U4-U5 (Y9-11) forms part of PSHE. Relationships education is delivered by Form Tutors to mixed-gender and mixed-Form groups of ~12 pupils. Each tutor teaches one of 6 PSHE topics on a carousel basis. Each topic is taught across 4 30-minute lessons.

Sex Education is delivered by 5 specially-trained senior teachers to the same PSHE groups in 1-hour lessons as follows: 2 lessons in U4 (Y9) and 2 in L5 (Y10). One of the lessons in each year is delivered to boys and girls separately in order to minimise potential for embarrassment. In L5 there is a significant element of reiterating what has been taught in U4. This is mindful of the fact that pupils become interested in sex and relationships at different stages in adolescence and will therefore will be maximally receptive to sex education at different times in their schooling.

New RSE material is not taught in the Sixth Form. However, opportunities are created within the Assembly and visiting speaker programme to revise and reiterate content taught lower down the Senior School.

General topic	Learning outcome: Pupils should know...	When covered in PSHE
Families	<ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> </ul>	

	<ul style="list-style-type: none"> <li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>	
<p>Respectful relationships, including friendships</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 74</p>	<ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>	<p>U3 Topic 1- Friendships and Resolving Conflict            U3 Topic 6- Personal Safety            U3 Topic 7- Diversity and Respect            L4 Topic 1- Friendships and Relationships            U4 Topic 2- Lesson 1- Types of Relationships            U5 Topic 2- Lesson 1- Positive Relationships            U5 talk delivered by the RAP Project  <a href="http://www.theraproject.co.uk">www.theraproject.co.uk</a>            Talk to pupils in L5-U6 on misogyny by visiting speaker <a href="#">Laura Bates</a></p>
<p>Online and media</p>	<ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> </ul>	<p>L4 Topic 4 Right and Responsibilities</p>



<p>Page 75</p>	<ul style="list-style-type: none"> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>	<p>U5 talk delivered by the RAP Project <a href="http://www.theraproject.co.uk">www.theraproject.co.uk</a></p>
<p>Being safe</p>	<ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>	<p>U4/L5 Sex Education programme (concept of consent) L5 Topic 2- Lesson 3- Consensual sex L5 Topic 2- Lesson 4- Unhealthy Relationships</p>
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. [N.B. same-sex relationships referred to]</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> </ul>	<p>U4/L5 Sex Education programme U4 Topic 2- Lesson 1- Types of Relationships L5 Topic 2- Lesson 1- Personal Relationships L5 Topic 2- Lesson 2- Sexual Relationships</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 76</p>	<ul style="list-style-type: none"> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex. [N.B. same-sex relationships referred to]</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>	<p>U5 Topic 2- Lesson 1- Positive Relationships U5 Topic 2- Lesson 4- STIs</p>
<p>Gender identity</p>	<ul style="list-style-type: none"> <li>• the distinction between gender and sex</li> <li>• what it means means to be intersex, transgender and non-binary</li> <li>• some of the challenges facing transgender people (e.g. gender dysphoria, use of gender-segregated facilities)</li> <li>• the options of hormone treatment and surgery</li> </ul>	<p>U5 Topic 2- Lesson 2- Gender</p>

## How RSE is monitored and evaluated

As is the case for all subjects, RSE is monitored and evaluated through a combination of Classroom Visits, Blinks and Learning Walks, details of which can be found in our *Learning and Teaching Policy*. This monitoring is undertaken by the PSHE Co-ordinators, Deputy Head and other members of SLT. The Deputy Head meets with the PSHE Co-ordinators termly to evaluate the evidence gathered and to identify areas for further improvement.

## Working with parents

The School consults parents regarding this Policy (see Policy Statement above) as well as taking into consideration the religious backgrounds of pupils.

The School appreciates that sex education is a contentious issue for some in society and that some parents may be concerned about what their child may or may not be taught. The School aims to be transparent about what it does and does not teach to pupils at various ages, together with the reasons why. To this end, parents of U2 (Y5) pupils are invited in to the School for a presentation on the U2 PSHE unit that covers puberty and having a baby. This also affords the opportunity to offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

## Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education (but not relationships education, which is compulsory for all children in all schools). In practice, very few, if any, parents at Freemen's exercise this right. Parents who wish to withdraw their child are asked to put their request in writing to the Headmaster. He will then typically invite the parents (and, if appropriate, the child) to meet with him in case he is able to assuage their concerns. However, the School ultimately respects the right of parents, other than in



exceptional circumstances<sup>1</sup>, to determine whether or not their child participates in sex education. If a pupil is withdrawn, the School upholds its responsibility to provide him/her with appropriate, purposeful education during the period of withdrawal.

The statutory guidance states that the right to withdraw elapses three terms before the child turns 16. Accordingly, if, at that point, the child freely elects to receive sex education, the School makes arrangements for the child to receive sex education before he/she turns 16.

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<sup>1</sup> which may or may not include the pupil having a special educational need or disability

## Collective Worship Policy

for whole School: Junior and Senior Sections

Issue number	2.0
Name and appointment of owner / author	Rev. Jon Prior, Chaplain
Review Body	SLT and Full Board of Governors
Last updated	20 <sup>th</sup> January, 2020
Reason for update	periodic review
Last reviewed by SLT	January 2020
Last reviewed by Governors	
Next SLT review due	December 2023
Next Governor review due	February 2020
Where available	Staff Handbook, Parent Handbook



## Collective Worship Policy

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### 1. Context: Freemen's Foundation

The Act of Parliament in 1850 secured by Warren Stormes Hale, which enabled the Corporation to found the school, described its purpose as being, "for the religious and virtuous education of the orphans of the Freemen of the City of London." The language used draws on that of the Order for the Administration of The Lord's Supper or Holy Communion from the Book of Common Prayer. In this service, the intercessions include a prayer for the Sovereign and those in authority:

"We beseech thee also to save and defend all Christian Kings, Princes, and Governors; and specially thy servant ELIZABETH our Queen; that under her we may be godly and quietly governed: And grant unto her whole Council, and to all that are put in authority under her, that they may truly and indifferently minister justice, to the punishment of wickedness and vice, and **to the maintenance of thy true religion, and virtue.**" (emphasis added)

The intention of the school's foundation was thus to educate pupils in preparation for Christian service and leadership in the world (Learn, Lead and Make a Difference). That Christian underpinning was emphasised by the appointment of a Church of England clergyman as the first headmaster, Revd. W. Brownrigg-Smith, and later endorsed by the appointment of an ordained Chaplain, a post which continues to the current day. Freemen's is a school with a distinctly Christian foundation.

### 2. Definition: What is Collective Worship?

The most pertinent statutory definition of Collective Worship can be found in DfE circular 1/94, "Religious Education and Collective Worship," from which some key points are:

- “[Worship] must in some sense reflect something special or separate from ordinary school activities and it should be concerned with reverence or veneration paid to a divine being or power.” (Paragraph 57)
- “Worship in schools will necessarily be of a different character from worship amongst a group with beliefs in common ... 'collective worship' rather than 'corporate worship'.” (Paragraph 57)
- “Collective worship and assembly are distinct activities ... the difference between the two should be clear” (Paragraph 58)
- “ ... an act of collective worship should be capable of eliciting a response from pupils, even though on a particular occasion some of the pupils may not feel able actively to identify with the act of worship.” (Paragraph 59)

Perhaps the most helpful summary is given in Paragraph 50, which describes the aims of collective worship:

“Collective worship in schools should aim to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered; and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes.”

### 3. Principles of Collective Worship at Freeman's

Collective worship at Freeman's is set within the context of the school's Christian foundation, but recognises that pupils come from a variety of faith backgrounds (including those with no belief or religious affiliation).

Most acts of collective worship are clearly indicated as such because they take place in church (usually either St Giles' parish church or one of the City churches). Others are clearly described as a service, often led by the chaplain in clerical dress (for example, a Remembrance Service held in the grounds outside Main House).

In planning collective worship for the Freeman's community, the following principles must be borne in mind:

1. The service should be of a non-denominational Christian character in keeping with the school's foundation
2. The service should foster a sense of identity among the gathered community; pupils should be encouraged by being together
3. No assumptions should be made as to the faith (or lack thereof) of the pupils (or staff) in attendance, in particular:

- a. Hymns and songs should be chosen with care, avoiding “devotional” lyrics which presuppose a faith response on behalf of the singer; pupils are not required to sing but are encouraged to join in for mutual encouragement
  - b. Addresses should offer an opportunity for pupils to develop their understanding of the Christian faith and to engage with the spiritual, recognising that not all pupils will engage with this aspect
  - c. Addresses should also offer sustenance and an opportunity to respond (socially, morally or culturally) for those who do not identify with that spiritual element
  - d. Pupils should be invited, not required, to join in prayer by saying “Amen”
4. Where possible, pupils should be invited to participate directly in the collective worship, for example
- a. Reading a Bible passage
  - b. Leading prayers
  - c. Leading hymns/songs (as a choir or on an instrument)
  - d. Taking part in a relevant activity or illustration forming part of the service

## 4. The Pattern of Collective Worship at Freemen's

### ***Regular opportunities:***

- In Key Stage 2, all pupils participate in a weekly service at St Giles' church on Friday morning, following Biblical themes which are chosen by the chaplain in consultation with the Head of Junior School
- In Key Stage 2, all pupils are invited to join in grace every lunchtime; grace should be a prayer of Christian character encouraging thankfulness and an awareness of the needs of others
- In Upper 3 and above all pupils participate in a half-termly service at St Giles' church on Monday morning, broadly themed around the school and church year:
  - Autumn 1: New School Year
  - Autumn 2: Advent
  - Spring 1: Epiphany
  - Spring 2: Lent
  - Summer 1: Easter
  - Summer 2: Pentecost

### ***Occasional Services:***

- All pupils participate in a united Remembrance Service on or near to 11 November
- All pupils participate in an age-appropriate Christmas Carol Service in the last week of the Autumn term
- The City Visit in March is an important rite of passage for pupils in Upper Three and Lower Sixth. Central to that event is a Church Service held at St Lawrence Jewry or one of the other City Churches



- It is no accident that Leavers' Day, for Upper Sixth pupils and their families, begins with a service of collective worship and celebration at which each leaving pupil receives a Bible from the Chair of Governors, an imperative to serve from the Headmaster and a final address and blessing from the Chaplain

## 5. Collective Worship and SMSC (Spiritual, Moral, Social and Cultural Education)

The Education (Independent School Standards) Regulations 2014 Part 2 stipulate (emphases added):

5. The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—
  - a) **actively promotes** the fundamental British values of democracy, the rule of law, individual liberty, and **mutual respect and tolerance of those with different faiths and beliefs**;
  - b) ensures that principles are actively promoted which—
    - i. **enable pupils to develop their self-knowledge, self-esteem and self-confidence**;
    - ii. **enable pupils to distinguish right from wrong** and to respect the civil and criminal law of England;
    - iii. **encourage pupils to accept responsibility for their behaviour**, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
    - iv. **enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England**;
    - v. **further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures**;
    - vi. **encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act**; and
    - vii. encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

By implementing this policy, Freeman's aims to develop pupils' understanding of a spiritual dimension to life in general and Christianity in particular. By applying Christian teaching and doctrine to matters of community life and the moral realm, pupils are encouraged to reflect on their relationships with others and to develop their understanding of their role and responsibilities in society, whatever their own faith or belief system. Services highlight the role that faith, and the church in particular, plays for many at key moments in community life, and seek to engender a sense of tolerance and openness to the views of others. Collective worship at Freeman's also informs pupils and nurtures an appreciation of the Christian cultural heritage of the United Kingdom.

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# Risk Policy

for whole School: Junior and Senior sections

Issue number	2.0
Name and appointment of owner / author	Stuart Bachelor, Deputy Head
Review Body	SLT, Health & Safety Committee and Full Board of Governors
Last updated	21 <sup>st</sup> January, 2020
Reason for update	periodic review
Last reviewed by SLT	January 2020
Last reviewed by Governors	
Next SLT review due	October 2022
Next Governor review due	February 2020 (Full Board)
Where available	Staff Handbook

## Risk Policy

### Policy Statement

Under Paragraph 16 of the Independent Schools Standards Regulations, the School is required to ensure that:

- a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk policy;
- b) appropriate action is taken to reduce risks that are identified.

This policy should be read in conjunction with the following documents:

*Attendance Policy*  
*Behaviour Policy*  
*Bereavement Policy*  
*Boarding Policy*  
*Boarding A-Z*  
*City of London Risk Policy*  
*Code of Conduct and School Rules*  
*Consumption of Alcohol by Pupils Policy*  
*Consumption of Alcohol by Staff Policy*  
*Delegation of Health and Safety Responsibilities*  
*Drugs Policy*  
*Fire Prevention Policy*  
*Fire Evacuation Procedures*  
*First Aid Policy*  
*Health and Safety Policy*  
*Initial Risk Assessment Form*  
*Marauding Terrorist Attack and Lockdown Policy*  
*Missing Pupil Procedures*  
*PSHE Schemes of Work*  
*Risk Assessment Guide*  
*Safeguarding Policy*  
*Searches and Confiscation Policy*  
*Security, Access Control, Workplace Safety and Lone Working Policy*  
*Snow Procedures*  
*Staff Code of Conduct*  
*Supervision Policy*  
*Transport Policy*  
*Trips and Visits Policy*  
*Trips Risk Assessment template*  
the School's risk assessments  
the School's Risk Register

## Key personnel

Mrs Jo Moore (Bursar)- strategic lead for risk

Mr Stuart Bachelor (Deputy Head) – lead responsibility for safeguarding; Educational Visits Co-ordinator (EVC)

Mrs Anna Atkins (HR Manager)- oversight of on-site risk assessments

Mr Ed Kennedy (Head of Operations)- co-ordinates response to fast-emerging risks

## Managing risk at Freeman's

The School assesses risk in relation to all activities and events that could place pupils in serious jeopardy. Where these are identified, the School takes measures to a) reduce the likelihood of the undesirable event happening b) reducing its impact were it to happen. When judging whether or not a level of risk is acceptable, the 'opportunity cost' to pupils' education of stopping the activity is considered. As such, Freeman's staff adopt the approach of a 'prudent parent' in determining if allowing pupils to be exposed to a certain risk is or is not, on balance, in their best interests. However, steps are always taken to ensure that any such judgement is informed by the advice of relevant professional bodies and government agencies.

Below are the main areas of risk to pupils, together with an outline of how the principal risks in that area are reduced to an acceptable level and/or a reference to a separate policy in which further information can be found. Yet further detail can be found in the respective risk assessments.

### 1. Key safeguarding, child protection and pupil welfare risks

Risk	Action taken to reduce risks	Cross-reference to Policy
Signs of abuse going unnoticed / not followed up	<ul style="list-style-type: none"> <li>comprehensive staff training programme informed by Surrey Safeguarding Children Partnership (SSCP) guidance, including for non-teaching staff; good record-keeping of training undertaken</li> <li>"It could happen here" approach promoted to all staff</li> <li>9 DSL-level trained staff dispersed around school site, including in Medical Centre; posters with their photographs on them</li> <li>fortnightly information-sharing at Tutor Team meetings</li> </ul>	<i>Safeguarding Policy</i>
Victim / friend of victim not willing to disclose	<ul style="list-style-type: none"> <li>pupil safeguarding training incorporated into PSHE programme</li> <li>every September, pupils encouraged by Designated Safeguarding Lead to share concerns</li> <li>staff proactive in modelling behaviour designed to foster pupil confidence and trust in the School</li> <li>Upper School peer mentoring scheme; U5 Wellbeing Prefects; Sixth Form Junior School</li> </ul>	<i>Safeguarding Policy</i>

	<p>Prefects</p> <ul style="list-style-type: none"> <li>• Every Junior School room has a 'worrybox'</li> </ul>	
Member of staff with intent to harm children	<ul style="list-style-type: none"> <li>• all SLT received NSPCC Safer Recruitment January 2020</li> <li>• robust Staff Code of Conduct</li> <li>• new staff with late DBS checks risk-assessed, with no unsupervised access to children</li> <li>• Whistleblowing Policy (covered in staff induction)</li> </ul>	<i>Safeguarding Policy Staff Code of Conduct</i>
Poor management of safeguarding	<ul style="list-style-type: none"> <li>• termly DSL training attended and cascaded</li> <li>• no safeguarding decision taken in isolation; Headmaster informed of all safeguarding matters</li> <li>• large and diverse Safeguarding Team meeting half-termly</li> <li>• DSL line-managed by Headmaster</li> <li>• Safeguarding Governor and Deputy Governor encouraged to engage with safeguarding regularly</li> <li>• Annual audit and termly data drop co-ordinated by Surrey</li> <li>• Whistleblowing Policy (covered in staff induction)</li> </ul>	<i>Safeguarding Policy</i>
Inappropriate relationship between pupil and staff member	<ul style="list-style-type: none"> <li>• Staff Code of Conduct stipulates clear professional boundaries, iterated at staff induction</li> <li>• additional training on professional boundaries for boarding staff and graduate assistants</li> <li>• thorough system for granting permission to tutor privately</li> </ul>	<i>Staff Code of Conduct</i>
Online grooming / youth-produced sexual imagery	<ul style="list-style-type: none"> <li>• E-safety and healthy relationships a key and iterated part of the PSHE programme</li> <li>• internet filtering, monitoring and follow-up</li> <li>• unfiltered internet access limited by mobile 'phone ban during the school day</li> <li>• whole-staff INSET by Marilyn Hawes August 2018 focusing on grooming</li> <li>• wide pupil participation in the Breck Bednar project 2018-19</li> <li>• YPSI covered clearly in Behaviour Policy</li> <li>• Parent seminar programme</li> </ul>	<i>Behaviour Policy Safeguarding Policy PSHE Schemes of Work</i>
Radicalisation	<ul style="list-style-type: none"> <li>• all staff completed Home Office on-line Prevent training in Autumn 2019</li> <li>• Fundamental British Values explicitly promoted and implicit in most of what we do</li> <li>• pupils with unusual and non-mainstream views are engaged with, not marginalised or condemned</li> <li>• visiting speakers vetted</li> </ul>	<i>Safeguarding Policy</i>
Peer-on-peer abuse / bullying	<ul style="list-style-type: none"> <li>• <i>Anti-bullying Policy</i> and Bullying Log</li> <li>• expectation on staff to challenge low-level poor</li> </ul>	<i>Anti-bullying Policy Behaviour Policy</i>

	<p>behaviour, especially inappropriate 'banter', misogyny, homophobia etc.</p> <ul style="list-style-type: none"> <li>• Robust Behaviour Policy properly enforced</li> <li>• Good Lad Initiative- workshops by external providers promoting positive masculinity</li> <li>• Licence purchased for 'Girls on Board' staff anti-bullying training</li> </ul>	<i>Safeguarding Policy</i>
Missing Pupil	<ul style="list-style-type: none"> <li>• clear <i>Missing Child Procedures</i></li> <li>• Senior School Receptionist and relevant teachers briefed re. flight risks</li> <li>• staff training and reminders re. taking registers promptly and accurately</li> <li>• <i>Attendance Policy</i> updated and promulgated</li> <li>• minimum of 2 emergency contact names and numbers per pupil</li> </ul>	<i>Missing Child Procedures</i> <i>Attendance Policy</i>
Pupil missing education and at risk as a result	<ul style="list-style-type: none"> <li>• Clerical sift half-termly for &lt;90% attendance- follow-up with Surrey if concerns remain</li> </ul>	<i>Safeguarding Policy</i>
Inadequate safeguarding procedures in permanent contractors	<ul style="list-style-type: none"> <li>• DSL engages with Sodexo in order to scrutinise their procedures</li> <li>• Sodexo management invited to attend annual safeguarding INSET</li> </ul>	<i>Safeguarding Policy</i>
contractors with unsupervised access to children	<ul style="list-style-type: none"> <li>• contractor ID checked</li> <li>• contractors sign Code of Conduct</li> <li>• all contractors have sponsoring member of staff</li> <li>• assurances received re. DBS clearance</li> <li>• contractors without DBS clearance accompanied by member of staff at all times unless fully segregated</li> <li>• all contractors working in boarding house always accompanied by member of staff</li> </ul>	<i>Safeguarding Policy</i> <i>Security, Access Control,</i> <i>Workplace Safety and</i> <i>Lone Working Policy</i>
visitors with unsupervised access to children	<ul style="list-style-type: none"> <li>• visitors wear yellow lanyards and badges; accompanied at all times; unaccompanied visitors are challenged</li> </ul>	<i>Safeguarding Policy</i> <i>Security, Access Control,</i> <i>Workplace Safety and</i> <i>Lone Working Policy</i>
suicide / low mood / depression / anxiety / self-harm / eating disorders	<ul style="list-style-type: none"> <li>• compulsory Wellbeing Module in KS4 Enrichment</li> <li>• School Counsellor available three days a week</li> <li>• nurse-led Medical Centre with mental ill health suite</li> <li>• ~12 staff and ~20 pupils every year trained in Mental Health First Aid by certified provider</li> <li>• 6 CPL seminars on pastoral themes per year</li> <li>• Advertisement of online counselling services (e.g. Kooth)</li> </ul>	

	<ul style="list-style-type: none"> <li>• developing an 'Assessment for Wellbeing' approach for academic assessment to reduce counter-productive pressure and anxiety</li> <li>• use of Suicidal Thoughts Disclosure risk assessments as standard procedure</li> <li>• 'Time to Talk' Day marked each February with stands in JS and SS promoting positive mental health</li> <li>• High-performance stress management workshops for KS4 pupils and parents by outside speaker</li> <li>• eating disorders covered in U4 PSHE; healthy eating and positive body image also promoted in PSHE</li> <li>• eating disorders covered in safeguarding slot in January 2018</li> <li>• self-harm covered in safeguarding slot in Staff Briefing January 2019</li> <li>• non-judgemental approach by staff towards self-harm and eating disorders</li> </ul>	
malicious / false allegations against staff	<ul style="list-style-type: none"> <li>• procedures informed by <i>Keeping Children Safe in Education</i></li> <li>• staff trained in how to avoid misunderstandings and prevent professional boundaries becoming blurred (also covered in <i>Staff Code of Conduct</i>).</li> </ul>	<i>Staff Code of Conduct</i> <i>Safeguarding Policy</i>
bereavement	<ul style="list-style-type: none"> <li>• <i>Bereavement Policy</i> in staff handbook</li> <li>• School Counsellor working 3 days per week</li> </ul>	<i>Bereavement Policy</i>

## 2. Risks arising from public access and lettings

Risk	Action taken to reduce risks	Cross-reference to Policy
member of public coming onto site uninvited with malicious intent / having unsupervised contact with children	<ul style="list-style-type: none"> <li>• barrier to control vehicular access</li> <li>• staff, contractors, visitors and volunteers have coloured lanyards and badges; outside of pick-up / drop-off times, unbadged persons on site are challenged</li> <li>• pupils adequately supervised, including at breaks and before and after school; member of staff on duty after school at pick-up area</li> <li>• uncollected KS2 pupils taken to Homework Club rather than left waiting</li> <li>• Marauding Terrorist Attack policy, training and rehearsal</li> <li>• CCTV on site</li> <li>• 'Private Property- No Entry' signs</li> </ul>	<i>Safeguarding Policy</i> <i>Security, Access Control, Workplace Safety and Lone Working Policy</i> <i>Supervision Policy</i> <i>Marauding Terrorist Attack and Lockdown Policy</i>



	<ul style="list-style-type: none"> <li>fostering good relations with our neighbours</li> <li>movement-sensitive alarms in boarding house</li> <li>night patrols by security staff</li> </ul>	
a lessee having malicious intent / having unsupervised contact with children	<ul style="list-style-type: none"> <li>very few term-time lets</li> <li>lessees agree in writing to comply with the School's health and safety, safeguarding and emergency procedures</li> <li>for term-time lets, written assurance that all adults supervising children are DBS-checked</li> <li>lessees must declare visiting speakers in advance</li> </ul>	<i>Safeguarding Policy</i>
drone on site	<ul style="list-style-type: none"> <li>staff told January 2020 to contact Operations Manager if they see an unannounced drone on site</li> </ul>	

### 3. Risks during educational visits, sports fixtures etc.

Risk	Action taken to reduce risks	Cross-reference to Policy
safeguarding risk from members of the public	<ul style="list-style-type: none"> <li>every trip has a tailored risk assessment signed off by the EVC that includes 'unaccompanied time'</li> <li>staff:pupil ratios mindful of government guidance</li> <li>regular headcounts</li> </ul>	<i>Trips and Visits Policy</i>
road traffic accident	<ul style="list-style-type: none"> <li>driver and all passengers wear seatbelts</li> <li>seatbelts checked by staff</li> <li>driver, co-driver and passenger assistant protocols</li> <li>MIDAS training and checks on driver</li> </ul>	<i>Safeguarding Policy</i> <i>Transport Policy</i>
pupil illness / injury / allergic reaction	<ul style="list-style-type: none"> <li>care plans, emergency medicine, epipens and first aid kits always taken off site</li> <li>qualified first aider on trip as standard</li> </ul>	<i>First Aid Policy</i>
terrorist attack	<ul style="list-style-type: none"> <li>pupils and staff have had RUN-HIDE-TELL training</li> </ul>	<i>Marauding Terrorist Attack and Lockdown Policy</i>
uncollected pupil	<ul style="list-style-type: none"> <li>except for the oldest pupils, staff wait until last pupil is collected</li> </ul>	

### 4. Risks associated with boarding

Please see *Boarding Policy*, *Boarding A-Z* and *Safeguarding Policy* for details.

### 5. Risks associated with premises, grounds, equipment and weather

Risk	Action taken to reduce risks	Cross-reference to Policy
fire	see relevant policies	<i>Fire Prevention Policy</i> <i>Fire Evacuation</i>

		<i>Procedures</i>
access to roofs	<ul style="list-style-type: none"> <li>No easy access to roofs. Door access to roofs in buildings /rooms etc. is controlled by Facilities Team (doors locked with GM or 65-1 key).</li> <li>No ladders or scaffolding left unsecured</li> <li>adequate supervision of pupils</li> </ul>	<i>Health &amp; Safety Policy Supervision Policy</i>
falling / jumping from windows	<ul style="list-style-type: none"> <li>windows locked or fitted with restrictors</li> </ul>	<i>Health &amp; Safety Policy</i>
dangerous chemicals and machinery	see departmental risk assessments	
swimming pool- drowning, high / low chlorine levels	see <i>Swimming Pool Policy</i>	<i>Swimming Pool Policy</i>
falling trees	<ul style="list-style-type: none"> <li>annual tree risk assessment and subsequent works by external contractor</li> <li>tree management database</li> <li>in high winds, staff and pupils e-mailed to keep away from trees</li> </ul>	<i>Health &amp; Safety Policy</i>
ticks- risk of Lyme Disease	see <i>Health &amp; Safety Policy</i>	
wild deer on site- risk of attack	see <i>Health &amp; Safety Policy</i>	
slips, trips and falls	see <i>Health &amp; Safety Policy</i>	
snow	see <i>Snow Procedures</i>	<i>Snow Procedures</i>
dangerous dog / chemical plume over school / lightning storm	<ul style="list-style-type: none"> <li>procedures are in place for suspending movement between buildings</li> </ul>	
major incident causing disruption to education	<ul style="list-style-type: none"> <li><i>Business Continuity Plan</i> in place and updated periodically</li> <li>3-hour SLT training in major incident management by Counter Terrorism Policing South East planned for spring 2020</li> </ul>	

## 6. Risk to pedestrians from vehicles and transport home

<b>Risk</b>	<b>Action taken to reduce risks</b>	<b>Cross-reference to Policy</b>
accident on site	<ul style="list-style-type: none"> <li>vehicle barriers, speed bumps and signage to reduce speed</li> <li>marshals on duty at drop-off / pick-up</li> <li>designated pedestrian crossing points</li> <li>one-way system</li> </ul>	<i>Code of Conduct and School Rules Safeguarding Policy Security, Access Control, Workplace Safety and</i>

	<ul style="list-style-type: none"> <li>• learner drivers not allowed on site</li> <li>• delivery lorries escorted by banksman</li> <li>• <i>Safe Transport at Freeman's</i> booklet launched to parents February 2020</li> </ul>	<i>Lone Working Policy</i>
accident in vicinity	<ul style="list-style-type: none"> <li>• pupils forbidden from using main gates for pedestrian access</li> <li>• crossing supervisor in situ at busy times</li> <li>• parent requested to drop-off / pick-up on the school site rather than on public highway</li> </ul>	
pupil getting on wrong school coach and not being able to get home	<ul style="list-style-type: none"> <li>• destination advertised at front of each coach</li> </ul>	

## 7. Risks from weapons, knives, blades and compasses

Risk	Action taken to reduce risks	Cross-reference to Policy
pupil bringing in knives etc. to school	<ul style="list-style-type: none"> <li>• robust Searches Policy</li> </ul>	<i>Searches and Confiscation Policy</i> <i>Code of Conduct and School Rules</i>
pupil using a blade to self-harm	<ul style="list-style-type: none"> <li>• DT, Science and Maths departments have policies for issuing and storing scalpels, compasses etc.</li> <li>• teachers briefed on a need-to-know basis re. known self-harmers</li> </ul>	department policies

## 8. Risks from drugs and alcohol

Risk	Action taken to reduce risks	Cross-reference to Policy
pupil bringing in drugs to school / under influence of drugs	<ul style="list-style-type: none"> <li>• robust Drugs Policy that allows for pupils in some circumstances to sign a contract</li> <li>• drugs dog brought into school periodically to act mainly as a deterrent</li> <li>• drugs education as part of PSHE</li> <li>• robust <i>Searches Policy</i></li> <li>• 'I love you Mum' production (dealing with accidental death) seen by all Senior School pupils</li> <li>• parental talk on 'the party scene' by external speaker</li> </ul>	<i>Drugs Policy</i> <i>PSHE Schemes of Work</i> <i>Searches Policy</i>
pupil bringing in alcohol to school / under influence of alcohol	<ul style="list-style-type: none"> <li>• misuse of alcohol covered in <i>Behaviour Policy</i> and <i>Code of Conduct and School Rules</i></li> <li>• rules for alcohol consumption by pupils covered in</li> </ul>	department policies <i>Behaviour Policy</i> <i>Code of Conduct and School Rules</i>

	<p>separate policy; same for staff</p> <ul style="list-style-type: none"> <li>• alcohol education as part of PSHE</li> <li>• robust <i>Searches Policy</i></li> </ul>	<p><i>Consumption of Alcohol by Pupils Policy</i> <i>Consumption of Alcohol by Staff Policy</i> <i>PSHE Schemes of Work</i> <i>Searches Policy</i></p>
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## 9. Catering and cleaning

Pupil health is at risk from poor hygiene standards. Catering and cleaning at Freeman's are contracted out to Sodexo, which is a large company with its own comprehensive quality control and health & safety procedures. Sodexo share with us the findings of any Food Standards Agency inspections etc.. The Head of Operations meets weekly with Sodexo local management at which any concerns can be raised.

## 10. Risk from pupil illness, injury and allergic reactions

Please see *First Aid and Medicines Policy*, *Allergies Policy* and *Concussion Policy* for details. P.E. Department Handbook and risk assessments describe the measures taken to prevent pupil injury in sport. Hazardous on-site activities undertaken by CCF cadets, such as Airsoft shooting, are risk-assessed by the Contingent Commander. Likelihood and impact of everyday injuries caused by miadventure or bad behaviour is reduced by adequate and effective staff supervision, details of which can be found in our *Supervision Policy*.

### Completion, recording, monitoring and evaluation of risk assessments

Risk assessments are undertaken by the member of staff responsible for the activity. Typically this is the Head of Department or Section Manager. Those responsible for risk assessment are identified in the *School's Risk Assessment Guide* and *Delegation of Health and Safety Responsibilities*.

Risk assessments are carried out using the *Initial Risk Assessment* form (see Appendix 1) before any new activity is undertaken to identify and mitigate potential risk. Protocols are then written and disseminated to relevant members of staff; personal protective equipment or other necessary items to mitigate risk are purchased; pupils/staff are instructed in the appropriate way to undertake the task and are supervised in doing so as appropriate. All risk assessments are reviewed annually by the responsible manager by updating the same risk assessment form. The review process is overseen and monitored by the HR Manager and current risk assessments are accessible to all staff via Sharepoint.

The quality and effectiveness of on-site risk assessments is evaluated by the Health and Safety Committee. At least annually, a selection of risk assessments are scrutinised by the Committee with a recommendation for further

Risk assessments for school trips and visits are drawn up by the Trip Leader tailoring a template *Trips Risk*

*Assessment* (see Appendix 2). It is deliberately presented in a format that makes it easy to use by colleagues who are less well versed in the methodology of formal risk assessments. Every TRA is checked and amended as appropriate by the EVC.

## **Accident reporting**

The City of London has a telephone helpline for reporting all accidents and near misses that require a hospital visit. All such accidents are investigated by the appropriate member of staff and actions identified and followed up to avoid future accidents. These procedures make an important contribution to risk reduction.

## **Staff training on risk**

Staff receive training to help them to identify risk and what steps to take if they do. For example, all staff participated in Health and Safety INSET in August 2019 delivered by a specialist external provider. Staff are also encouraged and reminded to report risks through the School's MICAD facilities system or, if urgent, directly to a member of SLT.

Training for risk assessors is undertaken as required by appropriately trained City of London or School staff. The HR Manager delivered risk assessment INSET briefing for all risk assessors in April 2018. At the same session, the EVC delivered training to all teachers on risk assessments for school trips and visits. Justin Tyas, Health & Safety Manager (People) for the City of London, has spent a great deal of time in Art and DT over the last couple of years helping them with their risk assessment and risk management.

## Appendix 1- Initial Risk Assessment

## Initial Risk Assessment



<b>Title:</b>
<b>Initial RA</b>
<b>Department:</b>
<b>Division:</b>
<b>Location:</b>

<b>Risk Assessor:</b>
<b>Business Manager:</b>

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Description of Task:**

Consequence		Likelihood		Risk
Describe the Hazard and how it might cause harm Reasonably Foreseeable Worst Case Injury	Rating L1,M2,H 3	Existing Control Measures and Justification	Rating L1,M2,H3	Consequence X Likelihood L1,L2,M3,M4,H6,H9

## Appendix 2- School Trip Risk Assessment

### **RISK ASSESSMENT- PLEASE TAILOR TO YOUR TRIP BY ADDING OR DELETING**

Trip Name: ..... Date.....

GENERAL RISK What could go wrong?	SPECIFIC RISK What is specific to this trip that could go wrong ?	WHAT WE WILL DO IN ORDER TO CONTROL THE RISK
Missing Pupil		Call Reception to report any pupils that have not turned up for the trip (Junior - 01372 822482 or Senior 01372 822421)
Losing pupils		
Unaccompanied time		
Behaviour of pupils		
Travel accident		
Theft		
Terrorist incident (National Threat Level currently <i>Substantial</i> )		
Lost Property on Coach		
Inclement weather		
Trip staff unaware of pupil medical problems / allergies		
Medical care plans left behind		
Epipens left behind		



Communication home if trip back late/early		
Pupils getting home safely once dismissed		
Need to search a pupil outside England		<ul style="list-style-type: none"> <li>- speak to Deputy Head prior to departure if unsure</li> <li>- remember not to rest on the School's Searches Policy</li> <li>- contact SLT before committing to any search</li> <li>- if SLT unavailable and cannot control risk of harm to pupils without a search, 'phone Police for assistance</li> </ul>

Completed by:

Date:



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