



Board of Governors of the City of London School for Girls

Date: THURSDAY, 11 MARCH 2021

Time: 11.00 am

Venue: VIRTUAL PUBLIC MEETING (ACCESSIBLE REMOTELY)

Members:	Nicholas Bensted-Smith (Chairman)	Shravan Joshi
	Peter Bennett (Deputy Chairman)	Sylvia Moys
	Rehana Ameer	Dhruv Patel
	Randall Anderson	Deputy Richard Regan
	Mark Bostock	Professor Anna Sapir Abulafia (External Member)
	Mary Durcan	Dr. Stephanie Ellington (External Member)
	Alderman Emma Edhem	Mary Ireland (External Member)
	Alderman Prem Goyal	Elizabeth Phillips (External Member)
	Deputy Tom Hoffman	Tim Levene (Ex-Officio Member)
	Deputy Clare James	Deputy Philip Woodhouse (Ex-Officio Member)

Enquiries: Kerry Nicholls
kerry.nicholls@cityoflondon.gov.uk

Next Meeting Date: 11.00am, Thursday 10 June 2021

Accessing the virtual public meeting

Members of the public can observe this virtual public meeting at the below link:
<https://youtu.be/a3N1dmVJ2r0>

This meeting will be a virtual meeting and therefore will not take place in a physical location following regulations made under Section 78 of the Coronavirus Act 2020. A recording of the public meeting will be available via the above link following the end of the public meeting for up to one municipal year. Please note: Online meeting recordings do not constitute the formal minutes of the meeting; minutes are written and are available on the City of London Corporation's website. Recordings may be edited, at the discretion of the proper officer, to remove any inappropriate material.

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 1 February 2021.

For Decision
(Pages 1 - 4)

4. **OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information
(Pages 5 - 6)

5. **SUB-COMMITTEE MINUTES**

a) Draft Minutes of the Bursary Committee held on 24 February 2021

To receive the draft minutes and non-public summary of the Bursary Committee meeting held on 24 February 2021.

b) Draft Minutes of the Governance Committee held on 2 March 2021

To receive the draft minutes and non-public summary of the Governance Committee meeting held on 2 March 2021.

c) Draft Minutes of the Inquorate Finance and Estates Sub-Committee on 11 March 2021

To receive the draft minutes and non-public summary of the inquorate Finance and Estates Sub-Committee on 11 March 2021.

For Information
(Pages 7 – 14)

6. **ANNUAL REVIEW OF TERMS OF REFERENCE**

Report of the Town Clerk.

For Decision
(Pages 15 - 20)

7. **REPORT OF THE HEADMISTRESS**

Report of the Headmistress of the City of London School for Girls.

For Information
(Pages 21 - 54)

8. **POLICIES FOR APPROVAL**

Report of the Headmistress of the City of London School for Girls.

For Decision
(Pages 55 - 102)

9. **RISK REGISTER 2020/21 FOR THE CITY OF LONDON SCHOOL FOR GIRLS
BURSARY FUND INCORPORATING THE CITY OF LONDON SCHOOL FOR
GIRLS SCHOLARSHIPS AND PRIZES FUND**

Joint Report of the Chamberlain and the Bursar of the City of London School for Girls.

For Decision
(Pages 103 - 118)

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

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

12. **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

13. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 1 February 2021.

For Decision
(Pages 119 - 124)

14. **NON-PUBLIC OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information
(Pages 125 - 126)

15. **NON-PUBLIC SUB-COMMITTEE MINUTES**

- a) Draft Non-Public Minutes of the Academic Working Party held on 10 February 2021
To receive the draft minutes and non-public summary of the Academic Working Party meeting held on 10 February 2021.
- b) Draft Non-Public Minutes of the Bursary Committee on 24 February 2021
To receive the draft non-public minutes of the Bursary Committee meeting held on 24 February 2021.
- c) Draft Non-Public Minutes of the Governance Committee held on 2 March 2021
To receive the draft non-public minutes of the Governance Committee meeting held on 2 March 2021.
- d) Note of Inquorate Finance and Estates Sub-Committee held on 11 February 2021
To receive the note of the inquorate Finance and Estates Sub-Committee meeting held on 11 March 2021.

For Information
(Pages 127 – 150)

16. **PROPOSED 2021/22 REVENUE BUDGET**

Joint report of the Chamberlain and the Bursar of the City of London School for Girls

For Decision
(Pages 151 - 188)

17. **REPAIRS, MAINTENANCE AND IMPROVEMENTS FUND 2021/22 AND 20-YEAR PLAN OF WORKS**

Joint report of the Chamberlain, the City Surveyor and the Bursar of the City of London School for Girls.

For Decision
(Pages 189 - 196)

18. **SATELLITE STRATEGY (TO FOLLOW)**

Report of the Headmistress of the City of London School for Girls and the Head of the City of London School.

For Decision

19. **GW2: PREPARATORY SCHOOL**

Report of the City Surveyor.

For Decision
(Pages 197 - 206)

20. **REPORT OF THE HEADMISTRESS**

Report of the Headmistress of the City of London School for Girls.

For Decision
(Pages 207 - 334)

21. **REGULAR UPDATE OF THE SCHOOL'S RISK REGISTER**

Report of the Bursar of the City of London School for Girls.

For Information
(Pages 335 - 346)

22. **REPORT OF ACTION TAKEN BETWEEN MEETINGS**

Report of the Town Clerk.

For Information
(Pages 347 - 348)

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

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

Part 3 - Confidential Agenda

25. **TARGET OPERATING MODEL**

Report of the Head of the City of London School.

For Decision

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BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL FOR GIRLS **Monday, 1 February 2021**

Minutes of the meeting of the Board of Governors of the City of London School for Girls held via Microsoft Teams at 1.00pm

Present

Members:

Nicholas Bensted-Smith (Chairman)	Deputy Tom Hoffman
Peter Bennett (Deputy Chairman)	Shravan Joshi
Rehana Ameer	Dhruv Patel
Randall Anderson	Professor Anna Sapir Abulafia (External Member)
Mark Bostock	Mary Ireland (External Member)
Mary Durcan	Elizabeth Phillips (External Member)
Alderman Emma Edhem	Deputy Philip Woodhouse (Ex-Officio Member)
Alderman Prem Goyal	

Officers:

Emily Garland	- Town Clerk's Department
Kerry Nicholls	- Town Clerk's Department
Nicholas Basye	- Chamberlain's Department
Aqib Hussain	- Chamberlain's Department
Steven Reynolds	- Chamberlain's Department
Peter Young	- City Surveyor's Department
Jenny Brown	- Headmistress, City of London School for Girls
Katie Kerr	- Bursar, City of London School for Girls
Justine Venditti	- Senior Deputy Head (Staff), City of London School for Girls
Alan Bird	- Head, City of London School
Charles Griffiths	- Bursar, City of London School

1. APOLOGIES

Apologies for absence were received from Deputy Claire James, Sylvia Moys and Deputy Richard Regan.

The Chairman led the Committee in congratulating Shravan Joshi who had been awarded an MBE for services to diversity and the British Hindu community as part of the Queen's New Year's Honours.

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

Alderman Emma Edhem declared that she was a Master of the Bench of the Honourable Society of Gray's Inn in relation to Item 12: Estates Strategy Report.

3. **MINUTES**
RESOLVED – That the minutes of the previous meeting be approved as an accurate record.
4. **OUTSTANDING ACTIONS**
The Board considered a report of the Town Clerk outlining Outstanding Actions.
RESOLVED – That the Outstanding Actions report be noted.
5. **SUB-COMMITTEE MINUTES**
 - a) **Draft Minutes of the Bursary Committee held on 3 December 2020**
RESOLVED - That the public minutes and non-public summary of the Bursary Committee meeting held on 3 December 2020 be received.
6. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
There were no questions.
7. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**
There were no items of urgent business.
8. **EXCLUSION OF THE PUBLIC**
RESOLVED - That under Section 100(A) of the Local Government Act 1972, the public be excluded from the meeting for the following items on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.
9. **NON-PUBLIC MINUTES**
The non-public minutes of the previous meeting were approved as an accurate record.
10. **NON-PUBLIC OUTSTANDING ACTIONS**
The Board considered a report of the Town Clerk outlining non-public Outstanding Actions.
11. **NON-PUBLIC SUB-COMMITTEE MINUTES**
 - a) **Draft Non-Public Minutes of the Bursary Committee on 3 December 2020**
RESOLVED - That the non-public minutes of the Bursary Committee meeting held on 3 December 2020 be received.
12. **ESTATES STRATEGY REPORT**
 - a) **Estates Strategy Outline Business Case**
The Board considered a joint report of the Bursar of the City of London School for Girls, the Bursar of the City of London School and the Chamberlain presenting the Estates Strategy Outline Business Case.

b) **Capital Loan - Outline Business Case Approval**

The Board considered a joint report of the Bursar of the City of London School for Girls, the Bursar of the City of London School and the Chamberlain presenting the Capital Loan – Outline Business Case Approval.

13. **CITY OF LONDON SCHOOL FOR GIRLS - SUMMER WORKS 2021 (GATEWAY 1-4)**

The Board considered a report of the City Surveyor on the City of London School for Girls Summer Works 2021.

14. **SCHOOL FEES UPDATE**

The Board heard an update of the Bursar on School fees.

15. **REPORT OF THE HEADMISTRESS**

The Board heard a report of the Headmistress providing information on non-public matters in relation to the School.

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

There were no questions.

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

There were no items of urgent business.

The meeting ended at 2.35 pm

Chairman

Contact Officer: Kerry Nicholls
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CITY OF LONDON SCHOOL FOR GIRLS
Board of Governors – Outstanding Actions (Public)

Action Number	Date	Action	Responsible Officer	Progress Update
2/20/BG	19 March 2020	An update on work to close the outstanding audit recommendations of the City of London School for Girls to be reported to future meetings of the Board of Governors.	Compliance Manager	Updates to be reported when available.
16/20/BG	5 October 2020	The potential for creating a new Governor Designated Role on Diversity and Inclusion to be considered following the completion of the Race Equality Review.	All Governors	To be considered following the completion of the Race Equality Review.
17/20/BG	5 October 2020	The School to investigate collaborating with the Guildhall School of Music and Drama around its streaming technology to deliver integrated musical events.	Headmistress	An update to be reported when available.

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**BURSARY COMMITTEE OF THE BOARD OF GOVERNORS OF THE CITY OF
LONDON SCHOOL FOR GIRLS
Wednesday, 24 February 2021**

Minutes of the meeting of the Bursary Committee of the Board of Governors of the
City of London School for Girls held via Microsoft Teams at 4:00 pm.

Present

Members:

Nicholas Bensted-Smith (Chairman)
Randall Anderson
Peter Bennett
Shravan Joshi

In Attendance

Officers:

Jenny Brown	- Headmistress
Katie Kerr	- Bursar
Chloe Rew	- Town Clerk's Department
Polly Dunn	- Town Clerk's Department
Steven Reynolds	- Chamberlain's Department
Nicholas Basye	- Chamberlain's Department
Bukola Soyombo	- Chamberlain's Department

1. APOLOGIES

There were no apologies.

**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 summary of the meeting held on 3
December 2020 be approved.

4. ANNUAL REVIEW OF TERMS OF REFERENCE

Members considered a report of the Town Clerk in respect of the annual review
of the Committee's Terms of Reference.

RESOLVED – that:

- The Terms of Reference of the Bursary Committee be approved for submission to the Board of Governors of the City of London School for final approval; and,
- The Committee's frequency of meetings be noted.

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

There were no questions.

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

There was no other business.

7. **EXCLUSION OF THE PUBLIC**

RESOLVED – That under Section 100A (4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds they involve the likely disclosure of exempt information as defined in Part 1 of Schedule 12A of the Act.

8. **NON-PUBLIC MINUTES**

RESOLVED – That the non-public minutes of the meeting held on 3 December 2020 be approved.

9. **NON-PUBLIC OUTSTANDING ACTIONS**

The Committee's list of non-public outstanding actions was received.

10. **HARDSHIP BURSARY APPLICATIONS**

Members considered a joint report of the Chamberlain and the Bursar of the City of London School for Girls regarding a number of hardship bursary applications and the Bursary Fund's cash flow forecast.

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

There were no questions.

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

There were two items of business.

The meeting ended at 4.55 pm

Chairman

Contact Officer: Chloe Rew
chloe.rew@cityoflondon.gov.uk

**GOVERNANCE COMMITTEE OF THE BOARD OF GOVERNORS OF THE CITY
OF LONDON SCHOOL FOR GIRLS
Tuesday, 2 March 2021**

Minutes of the meeting of the Governance Committee of the Board of Governors of
the City of London School for Girls held via Microsoft Teams at 12.00 pm

Present

Members:

Nicholas Bensted-Smith (Chairman)
Peter Bennett (Deputy Chairman)
Randall Anderson
Deputy Clare James
Elizabeth Phillips

Officers:

Jenny Brown	- Headmistress
Katie Kerr	- Bursar
Kerry Nicholls	- Town Clerk's Department
Rhiannon Leary	- Town Clerk's Department
James Gibson	- Chamberlain's Department

1. APOLOGIES

Apologies for absence were received from Mary Ireland.

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

There were no declarations.

3. ANNUAL REVIEW OF TERMS OF REFERENCE

Members considered a report of the Town Clerk in respect of the annual review of the Governance Committee's Terms of Reference and the following point was made:

- A Governor observed that the Committee's Terms of Reference were currently focused on its role in Governor skills and appointments but suggested it should also articulate the Committee's role in supporting the effectiveness of the Board of Governors. The Chairman confirmed that it was planned to develop the Terms of Reference over time as the direction of the Governance Committee became more defined. The Headmistress further highlighted the importance of reflection and self-review in developing the Committee's Terms of Reference.

RESOLVED – that:

- The Terms of Reference of the Governance Committee be approved for submission to the Board of Governors of the City of London School for final approval;
- The Committee's frequency of meetings be noted; and,
- The Committee undertake a formal review of the effectiveness of its Terms of Reference in Spring 2022.

4. **ANNUAL REVIEW OF TERMS OF REFERENCE (BOARD OF GOVERNORS)**

The Committee considered a report of the Town Clerk in respect of the annual review of the Board of Governors' Terms of Reference and the following points were made:

- The Terms of Reference and composition of the Board of Governors should be considered in light of the recommendations of the Tomlinson Review of education funding and the Lisvaine Review of the governance of the City of London Corporation. For the 2021/22 municipal year, the Governance Committee of the Board of Governors of the City of London School had recommended no changes be made whilst work was underway to review the implications of the Tomlinson and Lisvaine Reviews. In contrast, the Board of Governors of the City of London Freemen's School had requested the Policy and Resources Committee and Court of Common Council approve a reduction in its overall membership to eight Common Councillor Governors and six Co-opted Governors, which was in part a response to existing Governor vacancies.
- In discussion, the Chairman suggested no changes be recommended for the Terms of Reference and composition of the Board of Governors for the 2021/22 municipal year until more was known about the implications of the Tomlinson and Lisvaine Reviews. The implications of any changes to the School's governance structure would need to be considered in relation to new appointments or reappointments during the year, particularly if the composition of the Board of Governors was likely to change in the short to medium term. The Headmistress further highlighted the need to ensure the Board of Governors had the necessary skills in place to meet the challenges arising from anticipated changes in governance. The Deputy Chairman noted the growing emphasis on partnership working across the City of London Corporation's family of schools and suggested that consideration be given to how these links could be strengthened on the Board of Governors.

RESOLVED – that:

- The Board of Governors be recommended to approve its Terms of Reference for submission to the Policy and Resources Committee and Court of Common Council for final approval;

- The frequency of meetings of the Board of Governors be noted; and,
 - The current composition of the Board of Governors be noted.
5. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**
There were no questions.
 6. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**
There was no other business.
 7. **EXCLUSION OF THE PUBLIC**
RESOLVED, that under Section 100A (4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds they involve the likely disclosure of exempt information as defined in Part 1 of Schedule 12A of the Act.
 8. **CITY OF LONDON SCHOOL FOR GIRLS GOVERNOR SKILLS AUDIT 2020/21**
The Committee considered a report of the Town Clerk in respect of the City of London School for Girls' Governor Skills Audit 2020/21.
 9. **RACE EQUALITY REVIEW**
The Committee considered a report of the Headmistress presenting the final report of the Race Equality Review.
 10. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**
There were no questions.
 11. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE COMMITTEE AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**
There was one item of urgent business.

The meeting ended at 12.49 pm

Chairman

Contact Officer: Kerry Nicholls
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**FINANCE AND ESTATES SUB COMMITTEE OF THE BOARD OF GOVERNORS
OF THE CITY OF LONDON SCHOOL FOR GIRLS
Thursday, 11 February 2021**

Minutes of the meeting of the Finance and Estates Sub Committee of the Board of Governors of the City of London School for Girls held via Microsoft Teams on Thursday, 11 February 2021 at 11.00 am

Present

Members:

Peter Bennett (Chairman)
Nicholas Bensted-Smith

Officers:

Kerry Nicholls - Town Clerk's Department

1. APOLOGIES

Apologies for absence were received from Randall Anderson, Mark Bostock, Alderman Emma Edhem and Alderman Prem Goyal.

The Town Clerk noted that the meeting was inquorate and therefore in line with Standing Order 36 of the Court of Common Council, the formal meeting would be dissolved and consideration of business adjourned until the next regular meeting of the Board of Governors of the City of London School for Girls. Any business requiring approval prior to the next regular meeting would be considered by the Town Clerk under urgency procedure in consultation with the Chairman and Deputy Chairman of the Board of Governors of the City of London School for Girls.

The meeting ended at 11.05 am

Chairman

Contact Officer: Kerry Nicholls
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Committee(s) Governance Committee of the Board of Governors of the City of London School for Girls Board of Governors of the City of London School for Girls	Dated: 2 March 2021 11 March 2021
Subject: Annual Review of Terms of Reference	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: The Town Clerk	For Decision
Report author(s): Kerry Nicholls, Committee and Member Services Officer	

Summary

This is the Board of Governor's Annual Review of its terms of reference and composition, where Governors are invited to recommend any changes to the Policy and Resources Committee and the Court of Common Council for consideration.

Focus for discussion is centred on the Board's composition.

Recommendation(s)

Members of the Governance Committee (for onward approval by the Board of Governors) are invited to:

- Agree, subject to any comments, the terms of reference of the Board (as set out in **Appendix 1**) for consideration by the Policy and Resources Committee and Court of Common Council;
- Consider whether the current frequency of meetings of the Board remains appropriate;
- Consider the current composition of the Board; and
- Delegate authority to the Town Clerk, in consultation with the Chairman and Deputy Chairman, to consider any further changes to the Terms of Reference for 2021/22.

Main Report

Background

1. Each Grand Committee of the Court of Common Council is invited to review its terms of reference annually and to provide any suggested amendments to the Policy and Resources Committee and Court of Common Council for approval at their respective March and April meetings.
2. Members are also invited to comment on the frequency of meetings of the Board, and to consider whether the Board could usefully be convened on more or fewer occasions during 2021/22.
3. In light of recommendations from both the Tomlinson and Lisvane (Governance) Review, this report sets out options for Governor consideration focussing on the Board's composition. Governors should note that any changes to the Board's Terms of Reference will need the approval of the Board, Policy and Resources Committee and then Court of Common Council.

Current Position

4. **Terms of Reference.** The Board's current terms of reference which set out its delegated powers and responsibilities from Court, are set out in **Appendix 1** for Governor consideration and remain unchanged from previous years.
5. **Frequency of Meetings.** The Board is scheduled to meet on four occasions during 2021 but has already met once on an exceptional basis (February 2021). Governors 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.
6. **Composition.** The following recommendation is quoted from the *Report of Inquiry into the funding of education by the City of London Corporation (Sir Mike Tomlinson)*

*"There needs to be further changes to the governance arrangements for schools, most notably in the case of the independent schools. There needs to be a common period of office across the Family of Schools and a limit placed on the total number of years any Member may serve on the one governing body. Members appointed to governing bodies should have the skills needed by the school, thus reducing the need to appoint so many independent governors. **The size of the governing bodies should be limited ideally to 12 members with a maximum of 15.**"*
7. Sir Mike Tomlinson also comments on the need for a common fixed term of appointment across the City's Family of Schools.
8. Governors may also wish to bear in mind the key recommendations from the [Governance Review](#) conducted by Lord Lisvane KCB DL. The key paragraphs involving the School are 459-472. The recommendations were as follows:

- *An independent Board of Governors, of 12 to 15 persons, with an appropriate mix of skills;*
 - *For Governors to be selected according to current best practice, following advertisement, with the process of selection involving both the current Chair and the Head;*
 - *For the Board to elect the Chair (who need not be a Member of the Court of Common Council);*
 - *For any retiring Chair not to remain on the Governing Body;*
 - *For Governors' terms of office to be of four years, renewable once, with no re-appointment for the four years then ensuing.*
9. For context, the Board of Governors of the City of London Freeman's School (CLFS) has already met to discuss its terms of reference. In summary, Governors of CLFS were supportive of a reduction in the Board's total membership, with a recommendation that the number of Common Councillor Governors be reduced to eight, with six co-optees (bearing in mind the need to maintain a Court of Common Council majority membership). In light of this, they also requested that the Board's quorum be reduced to four Governors, of which not more than one may be co-opted.
10. With this information in mind, Governors are invited to consider the Board's composition and agree any changes it wishes to make in this vein. Alternatively, the Board may choose not to make any changes this year and instead await the broader implementation of the other aspects of the City's Governance Review across the Corporation.
11. The draft terms of reference are provided within the appendix for your consideration. Additions are underlined and redactions are ~~struck-through~~.
12. The membership as listed on the appendix is correct as of July 2020. Any changes to membership in the last year will be picked up in the 2021 Court report.

Corporate & Strategic Implications

13. Members should consider the current scope of the Board's Terms of Reference, and bear in mind the impact of any proposed changes, particularly resource, legal and equalities implications.

Conclusion

14. Amendments to the Terms of Reference are put forward for the consideration by the Governance Committee and Board of Governors, for onward approval at Policy & Resources Committee and the Court of Common Council

Appendix 1 – Draft Terms of Reference of the Board of Governors of the City of London School for Girls 2021/22

Kerry Nicholls

Committee and Member Services Officer

E: Kerry.Nicholls@cityoflondon.gov.uk

RUSSELL, Mayor	RESOLVED: That the Court of Common Council holden in the Guildhall of the City of London on Thursday 16 th July 2020, doth hereby appoint the following Committee until the first meeting of the Court in April, 2021.
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BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL FOR GIRLS

1. **Constitution**

A Non-Ward Committee consisting of,

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

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

2. **Quorum**

The quorum consists of any five Common Council Governors.

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

3. **Membership (until July 2021)**

ALDERMEN

- 3 Emma Edhem
- 2 Prem Goyal, O.B.E., J.P.

COMMONERS

- 2 (2) Mary Durcan *for two years*
- 12 (4) Clare James, Deputy
- 3 (3) Dhruv Patel, O.B.E., *for three years*
- 3 (3) Peter Gordon Bennett *for three years*
- 2 (2) Mark Bostock *for three years*
- 7 (3) Nicholas Michael Bensted-Smith, J.P.
- 6 (2) Randall Keith Anderson
- 19 (2) Tom Hoffman, M.B.E., Deputy
- 19 (2) Sylvia Doreen Moys, M.B.E.
- 4 (1) Rehana Banu Ameer
- 2 (1) Shravan Jashvantrai Joshi
- 20 (1) Richard David Regan, O.B.E., Deputy

together with :-

Prof. Anna Abulafia
 Dr. Stephanie Ellington
 Soha Gawaly
 Mary Ireland
 Elizabeth Phillips
 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 Head and, where appropriate, the deputies and the bursar.

Committee(s): Board of Governors of the City of London School for Girls	Dated: 11 March 2021
Subject: Report of the Headmistress	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1, 3, 4, 8, 9, 10, 12
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Headmistress of the City of London School for Girls	For Information
Report author: Jenny Brown, Head, CLSG	

Summary

Report of the Head to include updated calendar events, Covid-19 update, Community and Partnerships report, Exams update and Coaching report.

Recommendation(s)

The Board is asked to:

- Note the report.

For information: This report assigns the relevant school aims: outlined here; to each section of the report to highlight the link to the school's new strategy.

	CLSG School Aims
SA1	LEARNING: a) Pupils are proactive and purposeful in and out of the classroom; they love learning for its own sake and show persistence when solving problems. b) Pupils are independent and inquiring; they are happy to take risks and relish the challenge of investigation and new ideas
SA2	CO-CURRICULAR: a) Pupils contribute enthusiastically to co-curricular activities, finding opportunities to Experiment, and so grow in confidence and resourcefulness. b) Pupils are enriched by the cultural and entrepreneurial resources of the capital and enjoy engaging with and serving the communities around them. c) Pupils feel Ready for the world of work through our PIONEER programme, acquiring transferable skills, social responsibility and an understanding of leadership

SA3	PASTORAL: a) Pupils understand themselves, are listened to and take considered and reflective and resourceful ownership of their lives in a kind, nurturing and respectful environment. b) They Navigate the achievements and setbacks of childhood and adolescence and take responsibility for themselves and others, governed by mutual respect.
SA4	PEOPLE: The school is a caring and skilled employer; attracting and retaining high-calibre staff and inspirational teachers, empowering them through excellent professional development and opportunities.
SA5	OPERATIONS: The management of the financial and human resources, communications and estates is up to date, forward-looking, compliant, inspection-ready at all times, efficient and effective and helps to realise the school's educational vision.
SA6	EXTERNAL RELATIONS: We are known and well-understood within our own community and beyond it and play a part in wider educational development and discourse. We recruit students of conspicuous potential, irrespective of background, to achieve a diverse and able intake from London and the South East with the aim of increasing our bursary and partnership provision.

Main Report

Calendar Events

Monday 15 th March	City@6 with Pinky Lilani: 'Kindness, Collaboration and Coriander'
Tuesday 16 th March	7+ Open Event
Wednesday 17 th March	'Owning your future' Talk for Y12
	Colton Memorial Lecture with Baroness Deborah Bull
Friday 19 th March	ABRSM exams
	Prep Spring Showcase
Monday 22 nd March	US University Financial Aid Workshop
	Staff CPD
Tuesday 23 rd March	House Assemblies
	Study Abroad Evening
Wednesday 24 th March	Y9-13 Careers Convention
	Y13 Parents Evening
Thursday 25 th March	Y9 City Girls in the Arts
	CLS and CLSG Charity Family Quiz
Friday 26 th March	House Music
	Term ends at 4pm
Saturday 27 th March	Y12 Cambridge Tea
Monday 19 th April	Summer Term begins
	Staff Meeting
Thursday 22 nd April	US University Financial Aid Workshop
Friday 23 rd April	Prep Friends Committee Meeting

	Y9 Vaccinations
Monday 26 th April	HoDs meeting
Tuesday 27 th April	House Assemblies
	Friends Committee Meeting
Wednesday 28 th April	Founders Day (including Lecture with Dr Amanda Varnava)
	RADA Shakespeare Awards assessment
	Young Leader Music Programme
Thursday 29 th April	RADA Shakespeare Awards assessment
	Leavers' Concert
Monday 3 rd May	Bank Holiday
Wednesday 5 th May	Y10 My Future Choice
	Sixth Form RSE sessions
Friday 7 th May	Y7 Challenge
	Staff CPD (department)
Monday 10 th May	Public Exams begin
	Staff CPD
Tuesday 11 th May	House Assemblies
	Joint SMT meeting with CLS
Wednesday 12 th May	Life After City speakers
	Young Leader Music Programme
Thursday 13 th May	Y10 Talk on QMUL and Unifrog
Wednesday 19 th - Friday 21 st May	Staff Days
Thursday 20 th - Friday 21 st May	Y12 US applications days
Monday 24 th - Friday 28 th May	School Exam Week
Monday 31 st May – Friday 4 th June	Half Term
Wednesday 9 th June	10 to 6 Day
	Y8 Pilot Career Session
	Young Leader Music Programme
Thursday 10 th June	Y10 trip to Queen Mary University of London
	Y12 Leadership Day
	Y7 Parents Evening

(SA4, SA5) COVID-19 Update

Logistics for a return to on-site teaching are detailed below and have been shared with parents. The New Hall has been designated as the testing centre and will not be used for other activities while this is the case.

- Asymptomatic testing

Up to one third of people who have coronavirus are asymptomatic. By testing using lateral flow devices (LFD) we will help to reduce the spread in school through asymptomatic transmission, ensuring fewer pupils are close contacts and allowing more girls to access on-site teaching and learning. We are therefore strongly encouraging all those returning to school to be tested.

On returning to school, pupils will be offered three LFD tests each spaced three to five days apart. Following this, pupils will transition to home testing and will be provided with home test kits for regular twice weekly testing at home. Testing is voluntary and not a condition for return to school. However, in-school testing is an initial condition for home testing.

- Registration Card

All parents will receive a lateral flow registration card in the post and will be required to give consent for their daughter to be tested.

- Plan for testing

Friday 5th March: pupils in Y13 will be tested. Pupils will return home after testing. Remote lessons will take place for Y13 in the morning.

Monday 8th March: Y13 will return to on-site teaching. Pupils in Y7 – Y9 will remain at home and continue with remote lessons. Y10 – Y12 to be tested at school. Remote lessons will take place for Y10 and Y11 in the afternoon and for Y12 up to the end of P3 (11.10am) in the morning to allow for travel.

Tuesday 9th March: all pupils in Y10 – Y12 will return for on-site teaching on Tuesday 9th March. Y7 – Y9 to be tested. Pupils will return home after testing. Remote lessons will take place for Y8 and Y9 in the afternoon and for Y7 up to the end of P3 (11.10am) in the morning to allow for travel.

Wednesday 10th March onwards: all pupils in school for on-site teaching.

The two subsequent tests will be scheduled into the school timetable over the following 10 days.

- How the tests work

Pupils taking the test will be supervised by trained staff. The lateral flow tests are quick and easy to undertake, using a swab of the nose and throat. Results (which take around half an hour from testing) will be shared with the individual participant. Where participants are under 16, parents or legal guardians will be informed. In the case of a positive test, the school will contact parents by phone before notifying the pupil.

The pupil /their parent will also receive a text and email notification of a positive or negative result from the online NHS system.

If a pupil tests positive on a lateral flow device, they will need to self-isolate for 10 days and follow the guidance from NHS Test and Trace. Close contacts will be identified and parents, and then affected pupils, will be notified by the school and will need to self-isolate for 10 days in line with government guidance.

(SA2, SA6) Community and Partnerships Report

The Deputy Head (Partnerships and Co-Curricular) is preparing to speak to the final Report at Appendix 1.

Head's verbal update from Royal SpringBoard following meeting to take place on the 8th March 2021.

(SA1) Exams 2021

School is working from an OFQUAL update as to the nature of the assessments this summer and creating a comprehensive policy. More detail on the school's particular provision will be discussed in the second part of the meeting.

[Teacher assessed grades for students](#) government document

[Decisions on how GCSE, AS and A Level grades will be determined in Summer 2021](#) OFQUAL document

(SA3, SA4) Coaching report

What it is:

Coaching is a conversational framework between a coach and a coachee that is non-directive so the coachee takes the conversation where they want to go. It operates on the principle that the coachee is whole and complete and has all the answers; the coach walks with them on their journey rather than directing them.

How it helps:

As a school community, we all benefit from becoming better listeners: it makes people feel valued, included and understood and therefore supported to be ambitious in reaching the goals they want to. By giving the responsibility to reach a goal to the coachee, it encourages people to be more self-reliant and aware that they can shape outcomes across all areas. As such, it is a whole life skill and an essential part of helping people to grow to be the best version of themselves and have much greater self-knowledge. It is equally useful for staff, students and parents - all of whom are equally important parts of our school community.

A couple of recent quotes from students and parents:

Y9: How is Coaching useful for you?

- "To help tackle problems objectively, helping to understand how I can make better choices"
- "I will use it so I can feel more proud of myself when I achieve goals"
- To think about my choices for the future as well as my end plans and make sure I don't lose track of the things I value"

Parents:

- "The more I learn about Coaching, the more it sounds like it just makes sense and would be such a good fit for our school - well every school - with everyone benefitting: children, families and staff. It feels like it should be forming the basis of everything that we do."

How does Coaching benefit the CLSG community?

- Students:

Better listeners; more empathetic; awareness of greater internal degree of control □ more self-reliance; ability to see a wider range of options; greater ability to manage an internal dialogue successfully; more in touch with their core values

- Staff:

More effective communicators; empowers more productive conversations; greater understanding of core values and strategies to enact them; more effective connections with students

- Parents:

More productive relationships with their daughters; greater empathy and more flexibility in their attitudes

- External:

Coaching is a whole life skill.

Turn CLSG into a hub of excellence for local schools by providing Coaching support and training

Progress to date

- Coaching Team in place
- Staff

One to one Coaching support

INSET to all staff on values and fulfilment as part of teaching and learning

Staff appraisal process is now informed by Coaching mindset

- Students

Y9: first cohort to be introduced to Coaching

Coaching embedded in learning review questions

One to one Coaching support

- Parents

Zoom webinar on Intro to Coaching for Y9 parents

Just starting to offer Coaching services to parents as part of pastoral side.

Next steps

- Short term (by end of current academic year)

Structure Coaching so that it can be in place across the whole school age range, via PSHCEE.

Introduction to Coaching courses in June 2021 x 2 – staff and new Senior Committee respectively.

- Academic year 2021-22

Coaching training embedded as part of all new staff induction from Sept21 onwards.

Staff: principles of good listening and goal-focused solutions infuse conversations with colleagues and HoDs especially

Joint General Studies programme including CLS for sixth form.

Small group Coaching training offered on a voluntary basis to parents

Triage with counselling team to manage demand more effectively

- Longer term

Act as a Coaching hub for other schools – training staff etc

Corporate & Strategic Implications

Strategic implications – see outcomes above

Financial implications - budget set for coaching.

Resource implications - as above.

Legal implications - none

Risk implications - none

Equalities implications – none

Climate implications - none

Security implications - none

Appendices

- Appendix 1 – CLSG Partnerships Report 2020

Jenny Brown

Head, CLSG

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CITY of LONDON
SCHOOL for GIRLS

APPENDIX 1

Working in Partnership

2020

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Our partnerships in numbers

Amount raised by Charity Appeal for Street Child since our partnership began in 2011: **£189,318**

100% of girls actively raised money for the Charity Appeal

3,241 hours community service carried out by our pupils in 2020

300+ pupils actively involved in community service projects organised or facilitated by CLSG

100 pupils in receipt of financial assistance

80 girls at CLSG on full means-tested bursaries

Our economic impact

Total financial assistance:
£1,888,390

Total sum contributed to UK GDP:
£22,565,061

Total savings to the UK taxpayer as a result of pupils attending CLSG:
£7,500,000

Total amount of UK tax supported by CLSG activities:
£5,853,075

Number of jobs supported by CLSG supply chain:
328

Source: ISC Economic Impact Assessment Tool

Can there have been a year in which the importance and benefits of working together have been felt more acutely? We navigated being together apart in our lives and learning at CLSG, finding shared purpose within the City family of schools and with other institutions and businesses in our community to recognise and mitigate new challenges and hardships under lockdown. This was always to have been an important year for CLSG's partnership work, as we welcome our new Director of Partnerships CLSG and CLS, Laura Hynes, who works closely with our Deputy Head Co-curricular and Partnerships at CLSG, Rosie Lockyear (and with her equivalent at CLS). This new team have hit the ground running, tackling restrictions thrown up by Covid with resourcefulness and turbo-charging this key element of our school's vision of 'Finding Space to Pioneer'.

We are very proud of the service pupils across the school offered in their local communities during lockdown, some examples of which you will find in this report, and of the way in which the school's charitable fundraising continues apace in the face of C19 restrictions.

This year was also, of course, informed by the urgent cry for durable cultural change in the wake of the BLM movement. The opportunities and challenge of this movement will find expression in the race equality review which we are undertaking with CLS. The principles of equality and anti-racism, or in John Amaechi's words, 'anti-incivility' inclusion, are closely aligned to our partnership work.



Our commitment to the Bursary programme remains important: we celebrate the large number of transformative bursaries we offer, which have such an important impact on pupils' lives.

Partnership is about shared space. We celebrate and enjoy the immense values of shared learning space, shared City space, shared workspaces and the harmony and excitement of learning from others beyond our school walls, whether in person or through digital space. Our teaching and student mentoring at Shoreditch Park, for example, remains a mutually enriching enterprise in person or online. So while the 20:20 vision we had at the start of the year had to adapt, this report shows how much we can accomplish together, whether in person, or apart, and I thank our staff, our partners and our pupils for their commitment and contribution to partnership throughout the year.

Jenny Brown

Headmistress

Developing Our Partnerships

With the appointment of our joint Director of Partnerships at City of London School and City of London School for Girls, a key part of the development of partnership work has involved greater collaboration with the family of schools. We have created a Partnership Forum to enable the building of powerful relationships across our partner schools. This has enabled us to share a range of enrichment opportunities brokered by CLS and CLSG, working alongside cultural and employment leaders to create and facilitate access to inspiring opportunities for young people beyond our immediate school communities.

We continue to be committed to developing further these links and are proud to be facilitating a sector-leading collaboration between schools as we share educational opportunities.

"The mentees reported thoroughly enjoying the opportunity to build a real academic partnership with an older role model, since there is no opportunity to do so at Shoreditch Park for our founding cohort. At the end of the project, pupils on both sides were sad to say goodbye. The biggest impact on the COLASP pupils was undoubtedly their confidence in the classroom, thanks to the homework and class work support given from their mentors."

Charlotte Pincher
Assistant Principal, Shoreditch Park



City of London Corporation Family of Schools

The City of London Corporation has one maintained primary school, eight sponsored academies as part of the City of London Academies Trust, and two co-sponsored academies in neighbouring boroughs. It also supports three independent schools.

In its pursuit of educational excellence, the City Corporation has drawn these schools together, collectively known as 'the City of London family of schools'. These schools are engaged in establishing and sharing a collective ethos based on what will be known as the 'Foundations of the City schools'.

The family of schools includes:

- **The Aldgate School (formerly Sir John Cass Foundation Primary School)**
- **Galleywall Primary, City of London Academy**
- **Redriff Primary, City of London Academy**
- **City of London Primary Academy, Islington**
- **City of London Academy, Southwark**
- **City of London Academy, Highgate Hill**
- **City of London Academy, Highbury Grove**
- **Newham Collegiate Sixth Form, City of London Academy**
- **The City Academy, Hackney**
- **The City of London Academy, Islington**
- **City of London School**
- **City of London School for Girls**
- **City of London Freeman's School**
- **The Guildhall School of Music & Drama**

26% of CLSG teachers were involved in partnership work in 2020

"A key feature of the City of London family of schools has been the way they work in partnership and collaboration activity. This is with each other, and with the many businesses and the range of world-leading cultural institutions in and around the City. These partnerships include both formal and informal programmes and involve schools of different phases and types working together. The impact evidence points to partnership working as being a case of 'all good things go together'. There are strong positive consequences of inter-school collaboration for everyone involved. Partnerships help the pupils, teachers, and school leadership. They improve morale and commitment of all involved and can lead to innovations in ways of working."

Professor Anne Bamford OBE
Strategic Director of Education and Culture, City of London Corporation

In 2019-2020, we have collaborated with the City of London family of schools in the following ways:

- We led the teaching of Latin at two of the CoL academies in a variety of ways;
- We have supported the English department, including Newly Qualified Teachers, at **CoLA Shoreditch Park**, building on an excellent existing partnership;
- Twelve of our pupils have mentored Y9 pupils in English and Maths at **CoLA Shoreditch Park**, developing excellent working relationships and providing invaluable support;
- CLSG pupils are now providing Maths and English curriculum support remotely via fortnightly virtual mentoring;
- The Careers Department has provided bespoke interview support and guidance for 18 pupils from the family of schools aspiring to Oxbridge;
- CLSG's **Higher Education Evening** and careers events continue to be opened up to the family of schools and were attended by 30 pupils last year;
- Subject networking has been established to enhance collaboration at Sixth Form facilitated by CLS and CLSG teaching staff;
- The first in a series of webinars designed by law firm **Linklaters** was attended by over 100 of Year 12 pupils from 6 schools;
- The sharing of best practice in coaching with **Galleywall Primary School**;
- Subject networking at Key Stage 2 in Music focusing on curriculum, assessment and the sharing of best practice;
- Subject networking in Drama with **CoLA Shoreditch Park**, developing a range of opportunities for pupils and teachers to share best practice, including acting as a virtual audience and contributing to remote performances;
- A pupil-led group **Geography Film Club** for sharing and discussing significant examples of geography related films with accompanying talks from their producers to further enrich geographical understanding beyond the core curriculum;
- Four sixth formers volunteered at **The Aldgate School** to assist with the delivery of a Robotics Club for Year 5 and 6 pupils.



Charity Appeal

Charity and fundraising are a critical part of school life at CLSG. Our pupils have an acute sense of social responsibility and use their time and resource constructively and collaboratively to fundraise for their valued causes. We have a long-standing relationship with Street Child, a charity which focuses on the 125 million school-age children across the world who are currently out of education. Street Child works in 14 countries, including Afghanistan, Sri Lanka and Uganda, combatting educational injustice at a local and meaningful level. Student fundraising was curtailed during C19, but now that we have returned to school, pupils have resumed their efforts and, led by the Sixth Form Mission Committee, will continue this academic year.



£189,318 raised for Street Child since 2011

CLSG is proud to report that over the course of our nine-year partnership with Street Child, CLSG has raised £189,318 for this important cause thanks to the hard work and dedication of our pupils.

From January 2020 City girls have taken part in various fundraising events for a range of charitable causes. Our annual RAG week (raising and giving week) takes place in the spring term. During this week events took place daily and included an Australian themed bake sale where the money was donated to the Australian Red Cross, Staff Mr and Mrs, Bingo, our annual talent show – City's Got Talent, and staff University Challenge.

We would also like to highlight some examples of pupils' independent fundraising during the Lockdown period:

- As part of the 2.6 Challenge, Molly (Y8) completed 26 challenges (e.g burpees, jump squats) repeating them 26 times. She then completed a 2.6 mile run! Molly's family managed to raise £3000 for Jewish Care. Marie (Y9), cartwheeled 2.6km in her back garden (325 laps). Marie managed to raise just under £400 for Marie Curie, Dogs Trust, and the NHS Fund North London.
- In July 2020, Evie in Year 13 wrote a play during the lockdown period and she and some others performed it over Zoom. Money raised went to Women's Aid and pupils raised an impressive £1,504 through this virtual event. In recognition of the pupils' efforts, Flora from Women's Aid said "This will make such a huge difference to our work supporting women and children. We can't thank you enough for all your hard work and support."

"Fundraising at CLSG has always been an exciting and integral part of the school community. We are conscious of the incredibly fortunate position we are in, and therefore there is a strong sense of duty to give back where we can. Not only can fundraising harness the drive and competitiveness many City girls have, it also provides an opportunity to de-stress, in a fun and rewarding way."

Miya Heap

Year 13 Mission Committee Chair



“Street Child is incredibly proud of our partnership with City of London School for Girls which continues to go from strength to strength. Our shared educational values, passion and commitment have enabled a real impact for children in some of the toughest parts of the world.”

Tom Dannatt

Street Child CEO & Founder

- In February 2020, pupils also held a charity food and donations drive in aid of the charity Care4Calais, with form Mission representatives organising and collecting generous donations of the most needed items to send to Calais to support asylum seekers.
- In October 2020, as part of our annual Black History Month celebrations, we raised £420 for the Stephen Lawrence Charitable Trust. CEO Sonia Watson wrote “I wanted to write to extend our sincere gratitude to all at City; we are privileged that you have chosen to support our important work in tackling inequality in all its forms.”



Community Service

Through our community service programme, all pupils in Year 12 undertake about an hour a week of community service. Their activities are certainly wide-ranging, from offering their help on a dairy farm to tutoring younger pupils and creating clubs to promote the role of women in STEM subjects.

Pupils also impressed with their volunteering during lockdown demonstrating initiative and a palpable sense of social responsibility, supporting others during a time of significant need.

Here are a few of the many stories which demonstrate our pupils' efforts:

Matilda: My sisters and I volunteered weekly at a youth centre that is helping to provide meals to families who are part of the community. We would sort and pack the bags with food that provide a meal for each family member.

Anna: The volunteering that I was doing with KEEN London to support children with disabilities before lockdown moved to an online session. We met through Zoom and ran activities such as a talent show or a group workout.

Gemma: I volunteered with the Felix Project before and during the lockdown, as now more than ever, food banks and charities are in need of food. The Felix Project aims to distribute food that would have otherwise been wasted.

The Duke of Edinburgh Award:

DofE is a key component of City girls' education and includes a significant requirement for volunteering, ranging between three months for the Bronze Award and 12 months for the Gold Award. The Award recognises that "the volunteering section of a DofE programme is often the most rewarding, uplifting and memorable part of a young person's DofE adventure."

Since 2019, 180 pupils have enrolled in the Duke of Edinburgh Award with wide ranging volunteering activities at the core of their experience.



Following pupils' volunteering with the Felix Project during lockdown, we were delighted to welcome Jane Byam Shaw, founder of the Felix Project, to talk to sixth formers in the autumn term to share the charity's mission with our pupils. The charity was set up in 2016 in memory of Jane's son Felix. In collaboration with The Evening Standard, the charity has provided over 12 million meals this year alone to hungry and homeless people in London. More CLSG pupils have since volunteered to support this work and we look forward to reporting further on this partnership in the future.

"For my community service I volunteered for a charity called Team Up where I tutored Year 7 pupils in Maths. Team Up works in disadvantaged schools where some pupils are not achieving their potential. I was taught how to plan lessons and teach effectively. Each week I would go through different topics as well as to write a mini report at the end of each week for each pupil to track their progress. This was so rewarding because I was able to clearly see their progress."

Izzy

"During lockdown, I volunteered at my local general practice, making lunch for the doctors, nurses and all the other staff working there throughout the pandemic. Both of my parents are NHS doctors who often have too much work or too little time to eat or have a break for lunch."

Amber

Partnership Case Studies

City of London Academy Shoreditch Park

Our partnership with CoLA Shoreditch Park is one of which we are especially proud. Over time, we have developed a powerful partnership between our schools. This includes the teaching of Latin with a significant teaching commitment of two visiting CLSG teachers who regularly teach a Latin class at CoLA Shoreditch Park in order to prepare them for the GCSE examination as well as deliver a Year 8 Latin Enrichment class, which we hope in time will be supported by sixth form volunteers.

Last academic year, 12 CLSG pupils mentored Year 9 pupils at CoLA Shoreditch Park focusing on supporting younger pupils with their English and Maths. Pupils developed strong relationships with their mentees and were able to provide meaningful academic support, as well as being prompted to think carefully about their communication, questioning and skills of explanation. We have developed the programme of academic mentoring alongside teachers at Shoreditch Park to create a virtual mentoring model. Every week, pupils create academic support short films to consolidate and extend Year 9 pupils' knowledge and understanding of Maths and English, closely linked to their lessons and homework. We are delighted that our relationship with COLA Shoreditch Park continues to grow and thrive and look forward to working alongside them in future.



"Teachers reported seeing increased confidence from those pupils involved in the mentoring scheme, and this is the first step to building the resilience needed to succeed in their GCSEs in year 11. Furthermore, it was noticeable that the mentees demonstrated a much more mature attitude to their learning, which demonstrated to themselves, their peers and to staff their commitment to their progress."

Charlotte Pincher
Assistant Headteacher, CoLA Shoreditch Park

"Last year it was great to build personal relationships with the pupils and be able to see them improve in real life. We have tried to adapt to a remote environment by making content that feels more personal and less formal than their teaching to continue to build on this."

Sixth Form Mentor

"The experience has been valuable in terms of how to articulate ideas and key skills. Having to teach has helped us consolidate our knowledge and writing skills, whilst also forcing us to think quickly and flexibly. Simultaneously, it has been especially valuable to see the effect this has had on the pupils' progress and confidence."

Sixth Form Mentor

Musical Partnerships

Young Leaders

2020 was the third year of running the Young Leaders Programme, involving a total of 20 students from CLSG and the City of London Academies (Shoreditch Park, Highgate Hill and Highbury Grove). The students worked with the Voces8 Foundation, learning to lead warm-ups and to teach songs to primary school children. They spent a day at Galleywall Primary School leading workshops with classes from Reception to Year 3 and interacting with the children with confidence, enthusiasm and great positivity.



Annual Joint Concert with City of London Freeman's School

As well as proudly participating in the annual City Schools Concert in January, St James's Church Piccadilly was the venue for our annual Joint Chamber music concert in March 2020, when 27 of our talented instrumentalists from Years 7-13 joined players from the City of London Freeman's School. Players performed a challenging programme, including Haydn's Gypsy Rondo and Mendelssohn's Octet, with outstanding musicianship and professionalism. The two schools joined forces for an impressive Brass Ensemble, an elegant eight-piece cello ensemble, and an exhilarating finale from the joint string ensemble playing Holst, Fauré, and McLean.





Corporate Partnerships

In Autumn 2020, CLSG alongside CLS forged a partnership with leading Law firm Linklaters to provide learning and development opportunities to Year 12 pupils from the family of schools.

In November 2020, over 100 Year 12 pupils attended a bespoke webinar designed by Linklaters' Learning and Development team in partnership with CLS and CLSG focusing on communication, presentation and vocabulary skills. Pupils attended from CLSG, CLS, Newham Collegiate Sixth Form, CoLA Southwark and Christ's Hospital. We are enormously grateful to our partners at Linklaters for their time and resource in planning and delivering this session, supporting Fusion Skills and the development of young people's confidence as they prepare for the next stage of their education and employment.

"The webinar was very informative, well-paced and structured. It was interesting to hear about the relative effectiveness of the actual content of a speech compared to the physical delivery, the latter having a bigger impact than I realised! It was also useful when the speaker related the talk to interview advice and provided practical tips. I enjoyed the interactive parts of the webinar too which meant it closely resembled an in-person talk!"

Tejal

We are also proud to have brokered access to an inspiring set of speeches through our partnership with 'How To Academy,' who generously enabled us to co-ordinate access to talks ranging from John Kerry to Sarah Gilbert and James Lovelock as part of over 30 speeches in the 'How to Change the World Conference.' Our pupils and those from our partner schools enormously valued this enriching cultural experience.

Arts and Culture Network Partnership

We offer our thanks to the arts and culture network who supported Moatfest online this year. This was a three-day online celebration of women in the Arts.

"It was all so brilliant to watch! Everyone's monologues were so different and interesting!"

"Wow! What fantastic entertainment on a rainy day. Not only was the standard of writing exceptionally good all round, but the performance of it was so enjoyable."

Year 9 parent

International Partnerships

Pupils at CLSG are from a range of social and cultural backgrounds. The international dimension in our curriculum and partnership offering are planned to recognise and make use of this. Following an annual audit of international activities, teachers from every curriculum subject develop activities with an international dimension for every year group and we offer a range of opportunities for international partnership, enabling our pupils to develop a wider understanding on the world.

- CLSG has permitted a member of staff to take a sabbatical to go and work with a school in Colombo to support them and plan collaborative activities.
- Our Global Perspectives programme is planned so there is an international dimension in the PSHCE programme in every year group. Where possible, we try to enrich these activities by collaborating with partner schools overseas.
- Staff appreciate the importance of the international curriculum and are interested in developing activities. Staff attended an eTwinning conference in Armenia and then implemented collaborative activities with a school in Italy. This year, others are attending a workshop at school to learn how powerful eTwinning can be.
- We have expanded our curriculum exchanges to include Australia, Argentina, Canada and New Zealand. Pupils learn the same subjects while at the school. On their return they disseminate their learning with other students and teachers.
- Whole school events with an international focus happen each year celebrating UN days, such as Women and Girls in STEM. We have long established partnerships with European schools, involving language and cultural exchanges. Pupils in 2019/20 visited Canada, Buenos Aires and Australia; CLSG pupils in Melbourne created short films on global climate issues, sharing expertise with our international partner schools.
- Pupils in the sixth form took part in the European Youth Parliament debating competition, with three CLSG pupils selected to go to the international session in Austria.
- Pupils learned about the D'Hondt system of proportional representation in relation to the European elections, through our whole school assembly programme
- Visiting teachers from schools overseas take part in workshops to share teaching and learning experiences; most recently we hosted teachers from China, Iceland and Denmark.



European Youth Parliament

"Following the CLSG team's success in the regional and national rounds of the competition, Evie and I took part in the Austrian international session of the European Youth Parliament (EYP). We spent eight days getting to know young people from 27 European countries, discussing resolutions to European issues and then debating them. The issues discussed varied from the EU's Space Programme to how the Common Agricultural Policy could be updated to include the risks of Climate Change. My topic was the refugee crisis - the range of views that people had was eye opening and a bit of a shock. Working as a team, making friendships across Europe and being forced to be confident of our opinions made EYP an incredible experience."

Sibby, Year 12

iGEM



Competing against 65 schools and almost 200 university research teams across the globe, this year CLSG and CLS entered the prestigious international engineering competition as a joint project. Their submission impressed the judges so much that they were awarded a silver medal. The team was

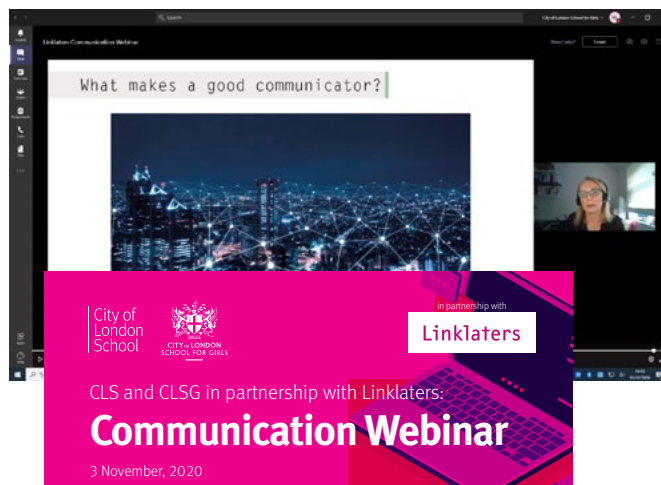
nominated for best presentation, best poster, best wiki and best inclusivity.

"iGEM has been an incredible opportunity and it was great to be able to join forces with CLS to develop our understanding of molecular biology and to apply it to try and solve a real-life issue. Our team chose a project on the critically endangered European Eel by creating a biological circuit which would remove pollutants from the River Thames. It has been great to learn about using synthetic biology and how to use scientific technology to tackle world problems, which will be useful for a career within STEM."

Lucza, Year 13

Higher Education and Academic Support

At CLSG, we are proud of the support provided to our pupils and pupils from the family of schools to support and develop their education and career ambitions. Our Higher Education provision includes a wide variety of events and programmes which are designed to ensure that our pupils maximise their potential.



Higher Education and careers events and programmes in 2020 have included:

- Bespoke interview support and guidance for 18 pupils aspiring to Oxbridge from the family of schools
- External mock interviewers, including governors and parents, to support specialist interview practice.
- Virtual Oxbridge preparation talks attended by CLSG pupils
- alongside pupils from the family of schools
- Higher Education Evening and careers events attended by 30 pupils from the family of schools
- Linklaters Communications Webinar attended by over 100 of pupils from the family of schools
- Facilitated access to BMAT and UCAT preparation sessions for pupils within the family of schools
- Arts and STEM careers committee speed dating events led by 32 experts in a wide variety of fields

In 2021 we plan to widen access to our academic enrichment sessions to pupils from the family of schools even further and look forward to further collaboration in Higher Education provision.



Bursaries

80 girls on full means-tested bursaries (12%)

20 girls on partial bursaries (3%)

At CLSG, we see bursaries as a critical way of ensuring that our school and the education we provide is accessible to all on merit, regardless of financial and social background. Our bursary provision and uptake is part of what makes CLSG such a diverse, inclusive and dynamic school and is a central part of our pioneering vision for the future.

"My parents have always done their best for me, but tough circumstances meant I would not have been able to attend a school like City without full financial support. I could not have dreamt of the opportunities this would lead to. As a Bermondsey girl living in social housing, I am also struck by the difference in my social horizons. I have friends from every walk of life, across the UK and the World."

Sarah
former bursary recipient
now studying at the niversity of Oxford

We are grateful to the organisations and individuals who support us to facilitate our bursary provision including:

- City of London Corporation
- Individual donors
- Castle Baynard Educational Fund
- Farrington Ward Trust
- Mitchell Trust
- Parasol Foundation Trust
- SIG Education Fund
- Tower Hill Trust
- The Worshipful Company of Carpenters
- The Worshipful Company of Cutlers
- The Worshipful Company of Environmental Cleaners
- The Worshipful Company of Founders
- The Worshipful Company of Glovers
- The Worshipful Company of Grocers
- The Worshipful Company of Horners
- The Worshipful Company of Innholders
- The Worshipful Company of Ironmongers
- The Worshipful Company of Needle makers
- The Worshipful Company of Pattenmakers
- The Worshipful Company of Pewterers
- The Worshipful Company of Salters
- The Worshipful Company of Scriveners
- The Worshipful Company of Tallow Chandlers
- The Worshipful Company of Wax Chandlers
- CLOGA

70 families gave over £50,000 to the Covid-19 Appeal. With matched funding from the City of London, this will enable Bursary support for an additional 6 families.

Individual Success Stories

"Coming from a local comprehensive, I had never experienced the type of teaching and learning that can take place in small classes where everyone is engaged and willing to learn. This focus and determination is something that runs through the school and which has had a profound impact on me personally. Being surrounded by young women who are ambitious and motivated but also incredibly supportive of each other has been amazing and is something which I believe distinguishes the culture at City."

Rania
former bursary student

"Our location in the heart of London opens up so many opportunities. For instance, last year I had the opportunity to attend the annual Tacitus lecture held in the Guildhall by the World Traders, about the potential future impacts of Artificial Intelligence [...] Following the lecture, I was part of the school team that went on to win the subsequent public speaking competition on the same theme of artificial intelligence. Representing the school in this way was a great experience, which improved both my academic knowledge and my teamwork and confidence."

Megan
former bursary recipient

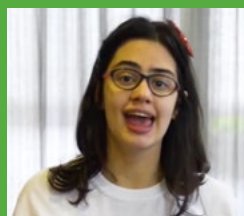


"Our daughter has made deep connections with girls from a huge range of social backgrounds. For me, that's one of the most powerful things about CLSG, and bursaries and scholarships are a crucial component of that. We want our daughter in a school that reflects the London, Britain and world into which she will emerge"

Parent
Taken from Case for Support

Bursary Busk 2020

With significant parental support working in partnership with our Development Office, in Summer 2020, CLSG pupils planned, adapted and performed the Big Bursary Busk on June 25th. Having originally planned to busk in their local area to fundraise for bursaries, pupils worked alongside an expert team of parent supporters to create an exciting trailer and marketing campaign. As a result of lockdown, pupils were unable to carry out their original plans but instead twelve main acts put on an impressive virtual show including yodelling and the lovely harmonies of the junior choir. The Friends generously matched pound for pound the first £5000 raised.



"It must be really nerve wracking sending these events out into the void remotely but it is a great morale boost to all of us in the audience."

Year 11 parent

Match-funding Black Lives Matter

In the month of July 2020, a CLSG family anonymously donated £75,000 in match funding to the Bursary Fund. Here they explain why:

"Our donation to the Bursary Fund is in recognition of the important role that CLSG occupies in addressing issues of racial and economic inequality in our society, and is made in honour of the Lockdown Leavers

Class of 2020. The resilience and commitment of this group of students is inspirational and we are hopeful that our gift will foster future generations of CLSG students to tackle the systemic issues recently highlighted by the Black Lives Matter movement and evidenced in the disparate effects that the virus has had on our community"

Anonymous family donor

Diversity and Inclusive Education



As a school, we are enormously proud of our diverse pupil body. As such, we strive to ensure that there are a number of student-led opportunities to discuss, promote and celebrate diversity and inclusion in our school, our community and our society as a whole. Through a number of mixed year group societies, CLSG pupils confidently and sensitively explore issues of belonging, identity and culture as we seek to create and celebrate a diverse and inclusive environment for learning.

Our societies include: **Chatback**, our African Caribbean Society, **Islamic Society**, **LGBTQ+ Society**, **Christian Union**, and **Jewish Society**.

We have a very active sixth form-led **Amnesty International group** which works hard to raise awareness about human rights abuses across the globe. As well as raising awareness through regular assemblies, this year the group held petition signing and letter writing sessions. They also held a staff drawing competition as part of our 2019 Summer Fair, and in lockdown they held a school-wide art competition under the theme of "VOICE", in celebration of our freedom of expression.

Our **Mental Health committee** is led by 28 Sixth Formers who this year have held events to raise awareness around mental health issues such as eating disorders and have facilitated groups for younger pupils to aid the transition process to senior school. The Committee meets regularly with the Senior Team

and Staff Wellbeing Committee in order to collaborate. In the future the Committee plans to introduce wellbeing mentors for each year and to invite more speakers to the school to further destigmatize the conversation surrounding mental health at City.

We continue to play our part in a network of London independent schools who discuss issues concerning LGBTQ+, finding ways to support the provision of inclusive education in schools outside our immediate network. We celebrate Pride and LGBT History month, hosting speakers and delivering assemblies linked to our LGBTQ+ society, and are proud to be a Stonewall Champion.

We are delighted to report that we plan to work more collaboratively with CLS, both with our planned General Studies sixth form collaborative programme and by linking our societies and committees to further enrich discussion around diversity and inclusion within and beyond our school life.

The Future

As we look ahead to the future, CLSG is proud of its strong foundation of partnership work both locally and internationally, which is built on positive working relationships with other schools, our community and leaders in industry and culture. We place partnership at the heart of a pioneering future.

We look forward to hosting pupils from City of London Virtual School who are Looked After and predominantly young asylum seekers. We also anticipate working evermore closely with the primary and secondary schools within the family of schools with a co-curricular as well as an academic focus. We will also be facilitating further opportunities for sixth form collaboration as we seek to share best practice. We are also seeking to facilitate further enrichment opportunities for our pupils with pupils from CLS and the family of schools alongside our cultural and employment leader partners, including Linklaters and How To Academy. We are also further developing our virtual volunteering

programmes as well as our bursary support to enable the brightest of girls to benefit from a transformative CLSG education, irrespective of financial background.

Overall, we are excited and proud of our partnership strategy and envisage the many ways in which partnerships can support and develop our pioneering vision for the future both within and beyond our school community.

Rosie Lockyear

Deputy Head Co-curricular and Partnerships

Laura Hynes

Director of Partnerships





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Committee(s): Board of Governors of the City of London School for Girls	Dated: 11 March 2021
Subject: Policies for Approval	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1, 2, 3, 4, 8,12
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Headmistress, City of London School for Girls	For Decision
Report author: Justine Venditti, Senior Deputy Head (Staff), City of London School for Girls	

Summary

Policies submitted as part of the schedule for Governor Policy Reviewing and Approving.

Main Report

The Board of Governors is requested to approve the following policies:

- Pupil Mental Health Policy - a complete re-write, reflecting our current practice.
- Personal, Social, Health, Citizenship and Economic Education (PSHCEE) Policy - has up-to-date overviews of schemes of work added as an appendix as these are requested at inspection. It also has the addition of references to the Relationships and Sex Policy (RSE), a newly required policy which governors saw last year.
- Exam Policy - has up-to-date information about word processor use in appendix 2 and, in appendix 3, has incorporated the review policy and procedure relating to internal assessment decisions for external qualifications which was last updated in November 2019.

Appendices

Appendix 1 – Pupil Mental Health Policy

Appendix 2 - Personal, Social, Health, Citizenship and Economic Education (PSHCEE) Policy

Appendix 3 - Exam Policy

Justine Venditti

Senior Deputy Head CLSG

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CITY OF LONDON SCHOOL FOR GIRLS

PUPIL MENTAL HEALTH POLICY

Policy last reviewed by:	Susannah Gilham
Date policy last reviewed:	March 2021
Approved by:	
Date approved:	

This policy should be read in conjunction with:

- Parent Terms and Conditions
- The School and City of London Equal Opportunities Statements
- Health, Safety and Wellbeing Policies
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Behaviour Policy
- SEND Policy
- Accessibility SENDA Policy
- School Nurse Guidelines and Protocols
- Exclusions Policy
- Educational Visits Policy
- Curriculum Policy
- Medical Conditions and Medicines Policy
- PSHCEE Policy
- Relationships and Sex Education Policy

1. Why Mental Health and Wellbeing is Important

At CLSG, we aim to promote positive mental health and wellbeing for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age. The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.

All children go through ups and downs through their school career and some face significant life events. About 10% of children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on their quality of life, relationships and academic achievement. The Department for Education (DfE) recognises that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy". Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting pupils' wellbeing and can help engender a sense of belonging and community.

Our role in school is to ensure that they are able to manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where:

- all pupils are valued.
- pupils have a sense of belonging and feel safe.
- pupils feel able to talk openly with trusted adults about their problems without feeling any stigma.
- positive mental health is promoted and valued.
- bullying is not tolerated.
- we accept and value diversity and cultural difference and how non-inclusion of this can potentially impact student mental health.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

2. Purpose of the Policy

This policy sets out:

- how we promote positive mental health.
- how we prevent mental health problems.
- how we identify and support pupils with mental health needs.
- how we train and support all staff to understand mental health issues and spot early warning signs to help prevent mental health problems getting worse.
- key information about some common mental health problems.
- where parents, staff and pupils can get advice and support.

3. Definition of Mental Health and Wellbeing

We use the World Health Organisation's definition of mental health and wellbeing: ... *a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.*

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to

- feel confident in themselves.
- be able to express a range of emotions appropriately.
- be able to make and maintain positive relationships with others.
- cope with the stresses of everyday life.
- manage times of stress and be able to deal with change.
- learn and achieve.

4. A Whole School Approach to Promoting Positive Mental Health

We take a whole school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise.

This encompasses seven aspects:

1. creating an ethos, policies and behaviours that support mental health and resilience that everyone understands.
2. helping pupils to develop social relationships, support each other and seek help when they need to.
3. helping pupils to be resilient learners.
4. teaching pupils social and emotional skills and an awareness of mental health.

5. early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services.
6. effectively working with parents and carers.
7. supporting and training staff to develop their skills and resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues. We aim to be a 'talking school' with an 'Open Door Policy'.

5. Roles and Responsibilities

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems; such a physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying.

They also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

The school's Mental Health Team (Deputy Head (Pastoral) & DSL, SENCO and School counsellors):

- leads on and works with other staff to coordinate whole school activities to promote positive mental health.
- provides advice and support to staff and organises training and updates.
- keeps staff up-to-date with information about what support is available.
- Informs the PSHCEE curriculum on teaching about mental health.
- is the first point of contact and communicates with mental health services.
- leads on and makes referrals to external services.

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to pupils with mental health needs and their families.

Support includes:

- Safeguarding/Child Protection Team.
- School Counsellors.
- SENCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including pupils whose mental health problems mean they need special educational provision.
- School nurse.

- Heads of Year and Form Tutors.
- Coaching conversations with one of the coaching team.
- CAMHS and multi-disciplinary professional meetings to support staff to manage mental health needs of pupils in school.

6. Supporting Pupils' Positive Mental Health

We believe we have a key role in promoting pupils' positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including;

- Campaigns and assemblies to raise awareness of mental health.
- Transition meetings with parent/carers, pupils and relevant staff.
- Kindness/Compliment Boards.
- Mindfulness and breathing/meditation in class.
- Anna Freud Schools in Mind, Action for Happiness, Coaching and CBT resources.
- Assembly themes.
- Displays and information around the school about positive mental health and where to go for help and support both within the school and outside the school.
- Mental Health Committee (led by the sixth form)
- Through PSHCEE we teach the knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health problems.

Our approach is to:

- be a non-judgemental, talking school, where we provide a safe environment to enable pupils to express themselves and be listened to.
- ensure the welfare and safety of pupils as paramount.
- identify appropriate support for pupils based on their needs.
- involve parents and carers when their child needs support.
- involve pupils in the care and support they have.
- monitor, review and evaluate the support with pupils and keep parents and carers updated.

7. Early Identification

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- analysing behaviour, exclusions, visits to the medical room, attendance, academic and bullying data.
- pupil surveys, forums and 1:1 learning review meetings with form tutors.
- staff report concerns about individual pupils to the DSL, Head of Year and/or SENCO.

- Regular pastoral meetings for staff to raise concerns about individual children and discuss support.
- gathering information from a previous school at transfer or transition.
- parental meetings.
- enabling pupils to raise concerns to class teacher and support staff.
- enabling parents and carers to raise concerns through the school class teacher or to any member of staff - we have an 'Open Door Policy'.
- confidential school counselling.
- Regular staff training.

Any member of staff concerned about a pupil will take this seriously and talk to the Designated Safeguarding Team, Head of Year and/or SENCO. These signs might include:

- non-verbal behaviour
- isolation from friends and family and becoming socially withdrawn
- changes in activity or mood or eating/sleeping habits
- lowering academic achievement
- talking or joking about self-harm or suicide
- expressing feelings of failure, uselessness or loss of hope
- an increase in lateness or absenteeism
- not wanting to do PE or get changed for PE
- drug or alcohol misuse
- physical signs of harm that are repeated or appear non-accidental
- wearing long sleeves in hot weather
- repeated physical pain or nausea with no evident cause

Staff are aware that mental health needs such as anxiety might appear as noncompliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

If there is a concern that a pupil is in danger of immediate harm then the school's child protection procedures are followed. A risk assessment and plan will be made.

8. Verbal Disclosures by Pupils

We recognise how important it is that staff are calm, supportive and non-judgmental to pupils who verbally disclose a concern about themselves or a friend. The emotional and physical safety of pupils is paramount and staff listen rather than advise. Staff are clear to pupils that the concern will be shared with the Designated Safeguarding Team and recorded in order to provide appropriate support to the pupil.

9. Non-Verbal Disclosures by Pupils

Staff also recognise persistent and unusual non-verbal disclosures in behaviours in line with the NICE (National Institute for Health & Care Excellence) recommendation that behaviour may be an unmet need or message.

10. Confidentiality

All disclosures are recorded and held on the pupil's electronic confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Staff are not permitted to promise confidentiality, but will work with the pupil to ensure they are aware of what information needs to be shared on a "needs to know" basis.

As a qualified medical professional, the school nurse operates at a level of confidentiality informed by the legal principles of Gillick Competence and the Fraser Guidelines. These concepts arise from the judgements in the case of *Gillick v West Norfolk and Wisbech Area Health Authority* and another (1985). In summary, key principles are: If the health-care professional cannot persuade the young person to inform her parents or to allow the health-care professional to inform her parents that she is seeking advice or treatment, it can be provided to a child under 16 without parental consent or knowledge provided that the health-care professional is satisfied the young person has the emotional and intellectual maturity to understand the proposed treatment and its implications. Although the Gillick case was concerned with contraceptive advice and treatment for girls under 16, the principle that a child under 16 can consent to treatment on their own behalf has been extended to treatment and advice other than for contraception.

11. Assessment, Interventions and Support

All concerns are reported to the Designated Safeguarding Team and recorded. We assess based on the levels of need to ensure that pupils get the support they need, either from within the school or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating. We recognise that just like physical health, mental health and emotional wellbeing can vary at any given time and is fluid and changes, there are no absolutes.

12. Working with Specialist Services

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, school refusal and other complex needs. We make links with a range of specialist services and have regular contact with the services to review the support and consider next steps, as part of monitoring the pupils' provision.

School referrals to a specialist service will be made by the DSL/SENCO following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go

ahead with the consent of the parent/carer and when it is the most appropriate support for the pupil's specific needs.

13. Involving Parents and Carers Promoting Mental Health

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting their children with mental health needs.

To support parents and carers:

- we organise a range of Mental Health parent forums.
- we provide information and signposting to organisations on our websites on mental health issues and local wellbeing and parenting programmes.
- have an Open Door Policy.
- supporting parents and carers with children with mental health needs through sensitive and supportive regular meetings and signposting.

When a concern has been raised the school will:

- contact parents and carers and meet with them.
- in most case parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as child protection issues.
- offer information to take away and places to seek further information.
- be available for follow up calls.
- make a record of the meeting.
- discuss how the parents and carers can support their child.
- keep parents and carers up to date and fully informed of decisions about the support and interventions.

Parents and carers will always be informed if their child is at risk of danger. We make every effort to support parents and carers to access services where appropriate. Pupils are our primary concern, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority.

We also provide information for parents and carers to access support for their own mental health needs.

14. Involving Pupils

- we seek pupils' views and feedback about our approach and whole school mental health activities through pupil voice, surveys, and class questions.

- The sixth-form led Mental Health Committee work with the whole school to plan and deliver form times, assemblies and lunchtime groups such as “Year 7 Chocolate Biscuit Club”.

15. Supporting and Training Staff

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in pupils and know what to do and where to get help (see Appendix 3).

Those staff with a specific responsibility have more specialised training and where possible access to supervision from mental health professionals.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing with relaxation activities such as yoga, steel pans and staff choir.

Appendix 1 Protective and Risk factors

(adapted from [Mental Health and Behaviour DfE March 2018](#))

	Risk Factors	Protective Factors
In the Child	<ul style="list-style-type: none"> • Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem 	<ul style="list-style-type: none"> • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the Family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse, or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long-term relationship or the absence of severe discord
In the School	<ul style="list-style-type: none"> • Bullying including online (cyber) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Peer on peer abuse 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • Staff behaviour policy (also known as code of conduct) • 'Open door' policy for children to raise problems

	<ul style="list-style-type: none"> • Poor pupil to teacher/school staff relationships 	<ul style="list-style-type: none"> • A whole-school approach to promoting good mental health • Good pupil to teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships • Effective safeguarding and Child Protection policies. • An effective early help process • Understand their role in and be part of effective multi-agency working • Appropriate procedures to ensure staff are confident to can raise concerns about policies and processes, and know they will be dealt with fairly and effectively
In the Community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

Appendix 2 Specific mental health needs most commonly seen in school-aged children

Where children experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems or disorders. Mental health professionals have classified these as:

- emotional disorders, for example phobias, anxiety states and depression.
- conduct disorders, for example stealing, defiance, fire-setting, aggression and anti-social behaviour.
- hyperkinetic disorders, for example disturbance of activity and attention.
- developmental disorders, for example delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders.
- attachment disorders, for example children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers.
- Trauma disorders, such as post-traumatic stress disorder, as a result of traumatic experiences or persistent periods of abuse and neglect.
- other mental health problems including eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic-depressive disorder.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Non-professional diagnoses, however well meant, can exacerbate or promote mental health problems. Schools, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised.

Information about the different types of mental health illnesses such as Anxiety (including panic attacks, phobias and Obsessive Compulsive Disorder OCD) Depression, Eating Disorders, Substance Misuse and Self Harm can be found on the Mind [website](#).

The DfE guide does not include specific information on suicidal thoughts. Young people may experience thoughts and feelings about wanting to end their lives. Some young people never act on these feelings but may openly discuss and explore them, while other young people die suddenly from suicide without any apparent warning signs.

Appendix 3 Helplines & Support Organisations

<u>Anna Freud</u> (National Centre for Children and Families)	
<u>Anxiety UK</u> (anxiety advice)	Text: 07537 416 905 Helpline: 03444 775 774
<u>Beat</u> (eating disorders)	Helpline: 0808 801 0677
<u>Childline</u> (advice & support for any issue) childline.org.uk	0800 1111
<u>Kooth</u> (online mental wellbeing support)	
<u>The Mix</u> (Essential support for anyone aged 12-25.)	0808 808 4994 or text THEMIX to 85258
<u>National Association for Children of Alcoholics</u> Providing information, advice and support for everyone affected by a parent's drinking	0800 358 3456
<u>NSPCC</u> - (abuse, neglect, domestic violence)	0800 1111
<u>OCD Action UK</u>	0345 390 6232
<u>Papyrus</u> (youth suicide prevention)	0800 068 4141
<u>Rape Crisis</u> (Confidential support for women and girls who have experienced sexual violence.)	0808 802 9999
<u>Refuge</u> (free 24-hour national domestic abuse helpline)	0808 2000 247
<u>Relate</u> (UKs largest provider of relationship support; many resources available on their website)	
<u>Samaritans</u> (distress, despair, suicide prevention)	116 123
<u>Self Harm UK</u>	
<u>Shout</u> (crisis support)	Text 'SHOUT' to 85258
<u>Switchboard</u> (LGBT+ helpline)	0300 330 0630
<u>Victim Support</u> (crime & traumatic events support)	0808 16 89 111
<u>Winston's Wish</u> (children's bereavement support)	08088 020 021

<u>YoungMinds</u> (info & advice about mental health)	Text 'YM' to 85258
<u>Youth Access</u> (championing advice and counselling)	

Appendix 4 – Confidential Counselling Service

The school provides a confidential counselling service for pupils. There are two professionally qualified counsellors, on site, who are based in school from Monday to Thursday during school hours. An appointment can be booked on the portal at any time by either a pupil or staff member in confidence.

- Pupils may arrange to see the counsellor on their own initiative in confidence. Where a pupil arranges an appointment with the counsellor directly, staff and parents are not informed of the appointment and parental permission is not sought.
- Members of staff may suggest that a pupil might benefit from seeing the counsellor. Parents may also request that their daughter sees the counsellor. Where this is the case, the counsellor will offer the pupil an appointment, but the pupil will be under no compulsion to accept it. Once an appointment has been arranged under these circumstances, all matters discussed between the pupil and the counsellor will be confidential.
- No confidential counselling service can offer young people a guarantee of unlimited confidentiality. Where Child Protection issues are concerned or where a pupil appears to be otherwise at risk, the counsellor may have to inform appropriate individuals or agencies. The counsellor will only inform another person of anything that a pupil tells her with the pupil's prior knowledge that she has to do so.

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CITY OF LONDON SCHOOL FOR GIRLS

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

Policy last reviewed by:	Susannah Gilham, Caroline Wright
Date policy last reviewed:	March 2021
Approved by:	
Date approved:	

This policy should be read in conjunction with:

- Careers Education, Information and Guidance (CEIAG) Policy
- Relationships and Sex Education Policy
- Anti-Bullying Policy
- IT and eSafety Policy
- Safeguarding and Child Protection Policy

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

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

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

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

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

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

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

2. PSHCE Education and Safeguarding

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

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

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

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

3. PSHCE Education at CLSG

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

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

The Aims of PSHCE Education at CLSG:

- 1) To develop confidence and responsibility and make the most of abilities
- 2) To develop a healthy, safe lifestyle including online
- 3) To develop good relationships and respect the differences between people

- 4) To prepare to play an active role as citizens and understand the importance of British Values, including enabling pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- 5) To develop economic, financial and enterprise capabilities
- 6) To develop an awareness of different careers and work-related learning

4. The Organisation and Delivery of PSHCE Education at CLSG

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

PSHCE education is also delivered through the academic curriculum particularly in subjects such as Computer Science, Religion, Philosophy and Ethics, History, Geography, Biology, PE and KS4 Critical Thinking lessons.

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

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

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

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

5. The Content of PSHCEE

PSHCE education at CLSG follows the framework provided by the PSHE Association (www.pshe-association.org.uk). This national programme of study covers Key Stages 1 to 5 and is based on three core themes:

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

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

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

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

The Deputy Head (Pastoral) at CLSG writes detailed lesson plans for Years 7 - 11 which are shared with form tutors to use. All resources are provided and each lesson addresses pupils' needs. A spiral programme ensures learning is revisited, reinforced and extended in age- and stage-appropriate contexts.

The Assistant Head of Prep (Pastoral) writes the curriculum map for Years 3 – 6 which is shared with form tutors, who use it to plan lessons for their classes. All lessons and schemes of work follow the PSHE Association's "Ten Principles for Good PSHCE Education".

6. Monitoring and Review

It is the responsibility of the Deputy Head (Pastoral) and the Assistant Head of Prep (Pastoral) to monitor and review the delivery, content, teaching and assessment of PSHCE education.

Annex A

PSHCEE SCHEMES OF WORK

PREP SCHOOL

This is a broad outline of the topics we cover in each year group. In addition, we have visitors come in to support Challenge lessons, which are cross-curricular, mixed-age teaching projects led by teachers. with a focus on careers and the wider community. For example, a marketing challenge, led in conjunction with marketing professionals, and an augmented reality design challenge, during which Facebook designers lead workshops.

YEAR 3

- What makes a family
- Personal boundaries
- Recognising respectful behaviour
- The value of rules and laws
- How the internet is used
- Different jobs and skills
- Health choices and habits
- Personal strengths and achievements
- Risks and hazards; safety in the local environment

YEAR 4

- Positive friendships, including online
- Responding to hurtful behaviour
- Respecting differences and similarities
- What makes a community
- How data is shared and used
- Making decisions about money
- Maintaining a balanced lifestyle
- Physical and emotional changes in puberty
- Medicines and drugs common to everyday life

YEAR 5

- Managing friendships and peer influence
- Physical contact and feeling safe
- Recognising prejudice and discrimination
- Protecting the environment
- Media and online information

- Identifying job interests and aspirations
- Health – sleep, sun-safety, medicines, vaccinations and allergies
- Personal identity and mental wellbeing
- Keeping safe: first aid and FGM

YEAR 6

- Attraction to others; romantic relationships; civil partnership and marriage
- Recognising and managing pressure; consent
- Expressing opinions and respecting other points of view
- Valuing diversity; challenging discrimination and stereotypes
- Evaluating media sources; sharing online
- Mental health, managing change, loss and bereavement
- Human reproduction, independence and transition

Personal information safeguarding, drug use

SENIOR SCHOOL

This is a broad outline of the topics we cover in each year group. In addition, we have speakers come in for the annual Colton Memorial Day Lecture (March) and Founders' Day Lecture (April). Years 9 – 13 hear from a variety of speakers every half term as part of the “Life After City” careers programme. There is also a mock trial twice a year, as well as house debating.

The PSHCEE programme incorporates aspects of Carol Dweck's Growth Mindset Theory, Action for Happiness' GREAT DREAM – Ten Keys to Happier Living and we use coaching and CBT techniques throughout to enable pupils to engage with the material.

Every term pupils write a personal learning review which they then talk through with their form tutor in a 1:1 coaching meeting.

YEAR 7

Learning to Learn Programme:

- Habits of Mind
- The Importance of Emotional Wellbeing
- Getting Organised
- The Importance of Sleep
- GRIT and Growth Mindset
- Digital Solutions

Nutrition 101 (external speaker)

Citizenship: The CLSG 3R's (Respect, Responsibility and Resourcefulness) in the context of British Values and The Equality Act 2010

E-Safety – Internet Safety and Cyberbullying

Relationships and Sex: Me and My Body

- Peer Pressure
- Body Image
- Puberty
- Consent
- Families

Taking Risks: Smoking

Careers and Financial Literacy: The Real Game

YEAR 8

Taking Risks: The Dangers of Alcohol and Drugs:

Me and My Teenage Brain:

- How to Keep My Brain Healthy
- The Brain as a Muscle – Growth Mindset
- Emotional Wellbeing and Self-Esteem

Citizenship: How Democracy Works

E-Safety: Social Media and Offline v Online

Relationships and Sex Education:

- Digital Natives (external speaker)
- How to be a good friend
- Dealing with Conflict.
- Helping a Friend in Need
- FOMO and Self-Esteem

Study Skills

- Pomodoro Technique
- Revision Tips
- Mindfulness

Careers: Take Your Daughter to Work Day

YEAR 9

Relationships: Understanding Parents; Understanding Teenagers

Health and Wellbeing: An Introduction to Coaching

- Exploring fulfilment to enhance wellbeing
- The power of good conversations and empathy
- Identifying your values and building good habits
- Increasing self-awareness and understanding how you think

Mapping ways forward and being accountable

E-Safety: Relationships, Self-Esteem and Technology

Citizenship: Human Rights

-

Relationships and Sex:

- Sexually Transmitted Diseases
- Consent

Drugs and Alcohol: (External Speaker)

Year 9 Independent Learning Project: The Fashion Show

YEAR 10

Relationships and Sex:

- Relationships and Gender
- What are the characteristics of healthy relationships?
- STIs and Contraception
- To Consent, To Conform, To be Coerced

Citizenship: Identity and Society

- The Danger of a Single Story
- Racism and Anti-Racism
- LGBTQ+ History and Stories

E-Safety: Social Media and Mental Health

Drugs and Alcohol (External Speaker)

Study Skills: The Habits of Successful People

10 to 6 day – What is it like in Sixth Form?

YEAR 11

Health and Wellbeing: Understanding Stress

Study Skills Workshop: Revision Techniques

Drugs and Alcohol (External Speaker)

Relationships and Sex: (External Speaker)

Financial Literacy: Understanding Credits, Debits and Pensions

SIXTH FORM

We invite in a range of external speakers for our Sixth Form PSHCEE programme.

These speakers cover the range of PSHCEE topics and are interspersed by workshops and form time discussions.



CITY OF LONDON SCHOOL FOR GIRLS

EXAM POLICY

Policy last reviewed by:	Neil Codd
Date policy last reviewed:	March 2021 February 2018
Approved by:	Board of Governors
Date approved:	February 2018

1. Exam Policy

The purpose of this exam policy is:

- To ensure the planning and management of exams is conducted efficiently and in the best interest of candidates.
- To ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the School's exam processes to read, understand and implement this policy.

The exam policy will be reviewed [by Governors](#) every ~~three~~ years.

The exam policy will be reviewed [annually](#) by the Headmistress, Deputy Head (Academic), Senior Management Team and Exams Officer.

2. Qualifications offered

The qualifications offered at this centre are decided by the Heads of Department.

The qualifications currently offered are:

- GCE and GCSE
- Pre-U
- IGCSE
- FSMQ IGCSE
- [STEP Maths](#)
- [AEA Maths](#)
- EPQ and HPQ
- Vocational Qualifications (e.g. Young Enterprise)
- University Aptitude Tests

The subjects offered for these qualifications in any academic year may be found in the School's published prospectus for that year [and the Exams site of the School Portal](#).

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the candidates/parents/carers and Heads of Section. The final decision will be made by the Headmistress.

3. Exam series and timetables

3.1 Exam Schedules

Public exams and assessments are scheduled in the summer (May and June) exam series. Internal (school) exams are scheduled in December/~~February~~ for years 11, ~~February for Year~~and 13, and in May/June for other years. As far as possible, school exams are held under external exam conditions.

Internal assessments which make up part of a formal qualification are scheduled in agreement with the Exams Officer and may be taken at any time as determined suitable by the Head of Department concerned.

3.2 Timetables

Once confirmed, the Exams Officer will circulate the exam timetables for public exams via the Portal, ~~and staff notice board~~.

Timetables for school exams will be drawn up by the Exams Office after consultation with the Deputy Head (Academic) and HODs. These will be put on the Portal ~~and staff notice board~~, and distributed to students via ~~e-mail, their~~ Form Tutors.

4. Entries, entry details and late entries

Candidates are selected for their public exam entries by the subject teachers.

Candidates or parents/carers can request a subject entry, change of level or withdrawal.

The centre accepts entries from up to 10 external (or 'private') candidates per exam series, under the following circumstances:

- They are known to the School, i.e. leavers or candidates from City of London (Boys) or one of the City of London Academies
- OR they are resident on the Barbican Estate
- AND they are not registered at another centre for the purpose of taking exams unless their centre does not offer the qualification and CLSG does
- AND the exams they are doing are the same as those being taken by internal candidates

Entry lists are circulated to HODs and then to individual candidates the month before the entry deadlines for checking and confirmation. Late entries are authorised by the Exam Officer.

Retakes are allowed as permitted by the respective examination boards for A level subjects. Candidates are encouraged to make decisions about whether to re-sit an exam after consultation with HODs.

Candidates will be entered and allowed to take exams at School for subjects not taught at the school with permission from the Heads of Section and the Headmistress in the autumn prior to the summer exam session.

A candidate is able to take an examination in a subject taught at the School earlier than usual only with the agreement of the Head of Section, Head of Department and the Headmistress.

If an exam is entered and sat at another centre, candidates must notify the School and obtain permission from the Headmistress. The same unique UCI number must be used as is used in the School.

5. Exam fees

Exam entry fees will be charged to individual candidates. Students in receipt of a full bursary are not charged. Those in receipt of less than a full bursary are charged entry fees.

Candidates ~~or departments~~ will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

Late entry or amendment fees made after the deadline are paid by the candidate. Entry fees reimbursement will not be made if a candidate withdraws from a previously entered exam after the withdrawal deadline, or does not meet the necessary Non Examined Assessment (NEA) coursework requirements without medical evidence or evidence of other mitigating circumstances.

External candidates will pay in full and in advance for any exam entries that are made for them. These are not refundable.

External candidates will pay an administration fee to sit an exam for a qualification that is not taught at the School but has internal candidates. If a subject is not taught at the school and does not have any internal candidates, then requests to enter an exam will be refused (see section 4).

6. Disability discrimination act

The School will apply for reasonable adjustments to be made for candidates who meet the following definition of disability, as defined by the Equality Act 2010:

“a physical or mental impairment which has a substantial and long-term adverse effect on someone’s ability to carry out normal day-to-day activities”.

These reasonable adjustments are known as access arrangements and are the joint responsibility of the Exams Officer and Special Education Needs Coordinator.

6.1 Access Arrangements

The Special Education Needs Coordinator will inform subject teachers of candidates with special educational needs. The Special Education Needs Coordinator will also inform individual staff of any special arrangements that individual candidates can be granted during their course and in their exams.

A candidate's access arrangements requirement for exams will be determined by the Special Education Needs Coordinator and/or a Doctor. These requirements and evidence supporting them will be provided to the Exams Office by the Special Education Needs Coordinator.

Submitting completed access arrangement applications to the awarding bodies and meeting access arrangement requirements for candidates to take exams is the responsibility of the Exams Officer.

The Exams Office will keep all access arrangement applications and supporting evidence on file to show if requested in JCQ inspections. The information will also be held on the School's Data Management System for individual candidates.

7. Contingency planning

Contingency planning for exams administration is the responsibility of the Senior Management Team. This is detailed in the Exam Contingency Plan and is saved on the school's shared area.

8. Managing invigilators

The School will comply with exam board regulations for all public exam invigilation. External invigilators will be used to invigilate public exams. These will be recruited from a CLSG invigilator pool.

Recruitment of invigilators to the CLSG pool is the responsibility of the Exams Office. Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the Senior Administrative Officer.

Invigilators will be trained, timetabled and briefed by the Exams Office.

Invigilator's rates of pay are set by the Bursar.

For internal exams the School will adopt comparable procedures with respect to invigilation as for public exams, except that teaching staff will be used as invigilators. The Deputy Head's Secretary will allocate staff to invigilate using requirements specified by the Exams Office.

9. Malpractice

The Exams Office is responsible for investigating suspected malpractice.

10. Exam day arrangements

All exam rooms required will be scheduled by the Exams Office and booked by the Deputy Head's Secretary. Question papers, other exam stationery and materials available for the invigilator will be brought to each exam room on the day of the exam by the Exams Office.

Premises management is responsible for setting up the allocated exam rooms on instruction from the Exams Office.

The Exams Officer, Assistant Exams Officer or Lead Invigilator will start all exams in accordance with JCQ guidelines.

Subject teachers may be on hand in case of any technical difficulties, in practical exams only. For all other written exams subject teachers are not permitted to enter into the examination room, except at the specific request of the Exams Officer.

Public exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Such papers will be distributed to heads of department at the end of the exam session.

11. Candidates

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Exams Officer or Senior Invigilator. For exams longer than one hour candidates may leave the exam early, but no sooner than one hour after the published starting time. They will not be allowed to return.

The Exams Office is responsible for handling late or absent candidates on the exam day. Late or absent candidates will be telephoned as soon as possible to check their whereabouts.

12. Clash candidates

JCQ regulations specify that candidates are considered to have an exam clash if they have two or more papers scheduled in the same exam session (morning or afternoon) and the total time is more than three hours including extra time and/or supervised rest breaks.

Overnight supervision by a parent or School staff is only permissible if three or more exams are scheduled on the same day and the total duration for those papers (including extra time and/or supervised rest breaks) is:

- Six hours for GCE qualifications
- Five and a half hours for IGCSE and GCE qualification

The Exams Office will arrange secure facilities for clash candidates, and overnight supervision if appropriate.

13. Special consideration

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, the Exams Officer, or the Exam Invigilator, to that effect. As an extra back up, the Exams Office will ask Heads of Sections for details of any candidates they believe may have been disadvantaged in any way in an exam.

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from their GP or Consultant. Notes from the School Nurse will not normally be sufficient.

The Exams Office will complete special consideration requests to the relevant awarding body within seven days of the end of the exam series.

14. Non examination assessment policy and appeals

It is the duty of HODs to ensure that all non examination assessments are carried out by the submission deadlines and are ready for despatch at the correct time. The Exams Office will assist by keeping a record when assessments are done and of each despatch, including the recipient details and the date and time sent.

If there is any evidence or indication that the assessment material has not been received by the appropriate person at the Board, the Exams Office will take measures to both clarify what has happened and to take remedial action.

Marks for all internally assessed work and estimated grades are to be provided to the Exams Office by the HODs.

The School's policy with respect to the management and administration of controlled assessments is detailed in a separate document 'City of London School for Girls Non Examination Assessment Procedures' which is available in the exams section of the Portal.

The process for managing appeals against non examination assessments is detailed in a separate appeals policy 'Review Policy and Procedures Relating to Internal Assessment Decisions for External Qualifications' which is available in the school policy section of the Portal and from the Exams Office.

15. Results, enquiries after results (EARS) and access to scripts (ATS)

Results of public exams will be made available in full on the Portal by 7.00am on the day that results are published. Candidates may also receive individual grade result slips on results days, in person at the School, by request.

Arrangements for the centre to be open on results days are made by the Senior Management.

The provision of staff on results days is the responsibility of the Senior Management.

15.1 Enquiries After Results (EAR)s

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidate's consent is required before any EAR is requested.

EAR requests are paid for by the candidate.

15.2 Access to Scripts (ATS)

Centre staff may request original scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained. The cost will be borne by the department making the request.

EAR requests cannot be applied for once an original script has been returned. Therefore it is recommended that candidates only order copies of their script not the original script itself.

16. Appeals against the outcome of EARs

The final decision to make an appeal against the outcome of EARs is made by the Headmistress with guidance from the Exams Officer, Deputy Head (Academic) and the relevant Head of Department. Candidates who wish to proceed to an appeal should write to the Headmistress and the Deputy Head Academic setting out the grounds for appeal. They must do this within 15 calendar days of receiving the outcome of the EAR but preferably much sooner.

An appeal can only be made if the School has a genuine belief:

- that the awarding body has failed to follow its procedures properly or fairly,
- that the procedures were not consistent with regulatory requirements in the first place,
- in the case of AS, A-level, EPQ, HPQ, GCSE English Language and GCSE English qualifications only, that marking scheme was not properly applied, within a reasonable degree of tolerance,

- in the case of the case of AS, A-level and EPQ qualifications only, the mark could not have been given by a trained and standardised marker who had appropriate subject knowledge and who had exercised his/her academic judgement in a reasonable way

These procedures are set by the Joint Council for Qualifications. Should the School conclude that an appeal does not satisfy any of the above criteria, it will not proceed to appeal. The decision will be communicated to the candidate in accordance with JCQ guidelines and the process followed to reach the decision will be explained.

In reaching this decision, the Headmistress will seek advice from the Head of Department and the Deputy Head Academic. In some cases, it will be appropriate to seek the views of another suitably qualified subject teacher, who may or may not be employed by the school. If the School decides not to make an appeal the decision is final.

If an original hard copy script has been returned to the centre under the Access to Scripts service, it cannot form part of an enquiry about results or a subsequent appeal. Therefore candidates should only order copies of their script not the original script itself.

If the appeal goes ahead the candidate will be charged the fees charged by the awarding body.

In the case of internally assessed papers (the EPQ in total and some A-level papers), this policy only applies if the marks submitted to the awarding body have been changed following moderation. If a candidate wants to appeal marks submitted to an awarding body they must appeal the marks before they are submitted by following the Review Policy and Procedures Relating to Internal Assessment Decisions for External Qualifications'

If the candidate remains unhappy with the outcome of an initial appeal it is possible that the School requests an appeal hearing with the relevant exam board. However candidates should be aware that the School will only proceed to a hearing, if the Headmistress is of the view that there are still valid grounds for appeal after considering the board's response to the initial appeal. The same procedure will apply to candidates wishing their appeal to be lodged with OFQUAL after an unsuccessful appeal hearing with the relevant exam board.

17. Certificates

Once received, exam certificates will be posted to a candidate's home address using Royal Mail 'recorded signed for delivery'. The candidate will be notified by email of any certificate returned to the School as undeliverable.

Undeliverable certificates will be kept by the Exams Office for one year before being destroyed.

Requesting certified copies of results from Exam Boards and their cost is the responsibility of the candidate.

APPENDIX 1

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Exam Management Responsibilities

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Head of Centre (Headmistress):

- Has overall responsibility that the School complies with published regulations as an exam centre
- If requested, advises on appeals and re-marks
- Is responsible for reporting all suspicions or actual incidents of malpractice
- Approves any exams sat by candidates that are in addition to those on the school curriculum

Exam Officer & Exams Office Assistant

Manage the administration of public and internal mock exams:

- Advising the Senior Leadership Team, subject and class Tutors and other relevant Support Staff on exam timetables and application procedures as set by the various awarding bodies
- Overseeing the production and distribution to staff, governors and candidates of an calendar for all exams in which candidates will be involved
- Communicating regularly with staff concerning imminent deadlines and events
- Ensuring that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- Consultation with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines.
- Collecting and submitting data on estimated entries and forecasted grades
- Receiving, checking and storing securely all exam papers and completed scripts
- Administering and making applications for access arrangements and special consideration
- Identifying and managing exam timetable clashes
- Accounting for income and expenditures relating to all exam costs/charges
- Organising the recruitment, training and managing of a team of exams invigilators responsible for the conduct of exams
- Submitting candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- Arranging for dissemination of exam results and certificates to candidates
- Processing and submission of requests for remarks and copies of scripts
- Maintaining systems and processes to support the timely entry of candidates for their exams
- Maintaining records and supporting documentation for candidates' exam access arrangements and special consideration requests to satisfy the requirements of the awarding bodies

- Putting all arrangements in place to administer exams in the school, including liaising with premises staff, IT support, media resources and catering staff

Deputy Head (Academic):

- Liaises between Exams Office and teachers/Senior Management
- Deputises for the Exams Officer if both the Exams Officer and Exams Office Assistant are absent

Heads of Departments (HODs):

- Decide qualifications taken, exam options and exam boards used and inform the Exams Office
- Confirm candidates' names with Exams Office for exam entries
- Agree dates and administrative requirements of controlled assessments with Exams Office
- Manage controlled assessments and coursework requirements

The Special Education Needs Coordinator (SENCO):

- Identifies and tests candidates, and determines their requirements for access arrangements
- Notifies the Exams Office of candidates' access arrangement requirements
- Provides all supporting documentation for access arrangement requests to the Exams Office
- Authorises access arrangements for candidates with individual medical needs or special circumstances
- Collects evidence for normal way of working within the School for candidates with access arrangements and makes this available to the Exams Office
- Provides additional support to help candidates achieve their course aims

Heads of Section:

- Provide up to date lists of candidate mobile phone number to Exams Office and Reception
- Give details of any candidates requiring special consideration to the Exams Office within one week of the end of each public exam series

Invigilators:

- Are familiar with the JCQ instructions in conducting exams in the School
- Supervise exams in accordance with JCQ guidelines
- Assist the Exams Office in setting out the exam room prior to the start of an exam
- Collect exam papers in the correct order at the end of the exam and prepare them for return to the exams office.

Form Tutors:

- Distribute candidate exam entries and timetables
- Make sure candidates understand their exam entries

Candidates:

- Confirm their own exam entries
- Understand coursework regulations and sign a declaration that authenticates the coursework as their own
- Keeping their exam certificates safe in a secure place
- Turn up on time for their exams and assessments
- Provide evidence of for access arrangements when requested by the Special Education Needs Coordinator.

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APPENDIX 2

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Word Processor Use (September 2020)

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Introduction

This section of the Examination Policy is updated annually in the Autumn term following publication of the updated JCQ regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments (AA) and Instructions for Conducting Examinations (ICE).

Principles For Using a Word Processor

The purpose of Access Arrangements is to ensure, where possible, that students with additional needs or disabilities are not placed at a substantial disadvantage when sitting examinations or assessments: the intention is to identify and remove barriers arising from persistent and significant difficulties. Word processing is not offered to students simply because it is their preference to type, because they have become accustomed to typing nor that their speed of typing is faster than that of their handwriting.

Students at CLSG may choose to use a word processor when it is demonstrated that the quality of their written expression substantially improves when word processing because it enables students to overcome identified barriers associated with:

A learning difficulty which has a substantial and long term adverse effect on their ability to write legibly.

A medical condition

A physical disability

A sensory impairment

Planning and organisational difficulties when writing by hand

Extremely poor handwriting

Slow speed of handwriting

In accordance with JCQ guidelines the school will first consider whether rest breaks would appropriately address a student's difficulties. In some instances rest breaks will be offered as a reasonable adjustment where the school is in receipt of a professional report suggesting word processing use. If rest breaks are inappropriate or insufficient then a word processor will be offered as an accommodation to address a student's substantial disadvantage.

The Use of a Word Processor

The use of a word processor must reflect a student's usual way of working [as defined by JCQ](#). Students may not require the use of a word processor in all subjects as their methods of assessment may vary. Word processor use will be considered on a subject-by-subject basis with

evidence provided by the student, her teachers and parents. This will include feedback regarding the outcomes of extended writing tasks in lessons, tests and mock examinations, for instance.

It is presumed that a student will use a word processor in non-examination components (for example, controlled assessments or coursework components) unless it is prohibited by the specification.

Students who use word processing as their normal way of working for extended writing tasks will have the spelling and grammar checks disabled, together with any predictive text functionalities. The exception to this is where a successful application has been made for a student to use a scribe.

Students must have had the opportunity to practice using a Word Processor in timed written exercise before the actual exams.

The use of a word processor does not entitle a student to additional time. If it is assessed that a student has persistent and significant difficulties in reading, processing questions and/or formulating their responses, as outlined in the JCQ's published criteria, then an application for additional time may be made.

Word Processor Use in Examinations

The integrity of examinations must be maintained whilst also providing fair access to assessments for students with additional needs or disabilities. A word processor cannot be offered where it will compromise the assessment objectives of the specification questions.

Invigilators invigilating examinations where there are candidates using word processors will have completed appropriated training and the school will have retained copies of the training materials. These will be kept in an accessible format for inspection.

Students entitled to use a word processor will have instructions regarding appropriate use and examination regulations by the SENCO or other member of the Study Centre team. Students will also be advised regarding the formatting that they should use.

When a student word processes an examination a word processor cover sheet must be completed with the candidate's typed script. If the candidate has also used a scribe then a scribe cover sheet must also be completed. Relevant forms may be downloaded from the JCQ website.

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APPENDIX ~~ppendix~~ 3:-'

Review Policy and Procedures Relating to Internal Assessment Decisions for External Qualifications²

REVIEWS OF INTERNAL ASSESSMENT POLICY

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

The policy applies to all qualifications that are administered by awarding bodies that are members of the Joint Council for Qualifications (JCQ). Significantly, the Cambridge Assessment International Education (CIE) awarding body is not a member of JCQ. The CIE does not require students to be given the right to appeal internal assessment decisions. Instead the CIE recommends that schools do not share assessment decisions with students prior to moderation externally by CIE itself. Therefore we do not allow students the opportunity to review internal assessment decisions in subjects that use the CIE board.

Each awarding body publishes its arrangements for appeals against its decisions and specifies detailed criteria for the internal assessment of work. In addition, the awarding body must moderate the assessment. The final judgement on marks awarded is that of the awarding body. Requests to review matters outside the School's control will not be considered in the School's review procedure. This policy refers to candidate requested reviews made concerning the marks sent to awarding bodies prior to the awarding bodies' moderation decisions.

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

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

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

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(e) the students are informed of their marks at least two weeks prior to the marks being submitted to the awarding body;

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(f) the students are given the opportunity to review copies of their assessed material two weeks' prior to the work being submitted to the awarding body;

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(g) work submitted after the deadline may not be accepted and where work is accepted, the candidate loses her right to request a review of marking;

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(h) staff responsible for internal standardisation attend any compulsory training sessions;

(i) candidates' assessment evidence is retained under secure conditions in the event of enquiries about results or reviews and sufficient evidence (documentary, photographic, audio taped or videotaped, as appropriate) will be kept by internal assessors to support their judgements; and

(j) these review procedures are made available and accessible to all candidates.

REVIEWS OF INTERNAL ASSESSMENT PROCEDURE

1. A request for review can be made to the School concerning internal assessment. This procedure will be used for requests for reviews by candidates against internal assessment decisions.

2. The Deputy Head (Academic) will inform candidates of their right to appeal against the procedures used in internal assessment decisions for public examinations and their right to request a review of the decision itself.

3. The request for review must be made by parents in writing addressed to the Headmistress, setting out the grounds for the appeal.

4. The request for a review must be made within one week of the receipt of the mark for the piece of work being assessed and at least one week before the deadline set by the awarding body for submission of the work, the piece of work being assessed might not constitute the whole assignment or project.

5. Management of the matter may be delegated by the Headmistress to the Deputy Heads.

6. The request for a review will then be referred to the School's Internal Assessments Review Panel ('the Panel').

7. The Panel will consist of three people, at least one of whom has not been involved in the internal assessment decision. The Panel will normally consist of the Deputy Head (Academic) the Examinations Officer and the subject specialist assessor ("the Assessor"). The Deputy Head (Academic) will be responsible for choosing the Assessor.

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8. The Assessor must have appropriate competence, have had no previous involvement in the assessment of the piece of work being assessed and have no personal interest in the review. The assessor will be employed by the School unless there is no subject specialist who has not been involved in the marking of the piece of work that is subject to the review.

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9. The meeting of the Panel will be convened as soon as possible, normally no later than two working days of receipt of the request for review, dependent upon availability of the Panel members. The Panel will resolve the internal review in time for the marks to be received by the awarding body's deadline.

10. The Panel will consider whether the procedures used for the internal assessment were in conformity with the published requirements of the awarding body concerned and Ofqual and JCQ rules and regulations.

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11. The Assessor will consider whether the candidate's work has been assessed by the standard set by the School

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12. The Assessor will consider whether the candidate's work has been assessed in accordance with the assessment criteria set out by the examining body.

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13. The Assessor will leave marks unchanged if he or she believes the difference between the mark he or she would award and the original mark is within the range of tolerance the awarding body uses when moderating the piece of work being assessed.

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14. The Assessor may recommend to the Panel that the mark be reduced, kept the same or increased.

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15. The Headmistress will be informed of the Panel's decision and within two (2) working days of this decision the candidate and her parents will be informed in writing of:

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(a) the outcome of the review;

(b) reasons for the decision

16. A record of the Panel meeting, decision and reasons for decision will be kept by the School. These documents will also be given to the awarding body should they request it or where the outcome of a review has implications for the conduct of the examination or the issue of results at the School. A copy will be kept in the pupil's confidential file.

17. The decision of the Panel is final and cannot be appealed further. The marks submitted to the board are subject to moderation by the awarding body.

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18. If the awarding body's moderation process accepts the marks submitted by the School, no further requests for review are possible by the candidate.

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19. If the awarding body's moderation process concludes that the marks submitted need to be changed it is possible for the School and not individual candidates to request a review. This request can only challenge the whole moderation of all marks submitted, it cannot challenge the work of an individual candidate or the work of candidates not in the original sample of work sent to the awarding body.

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This policy does not apply for Centre Assessed Grading decisions due to the Covid-19 pandemic. For Centre Assessed Grading decisions there will be a separate appeal process laid down by the awarding bodies. The School will follow the processes laid out by the awarding bodies.

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Committee:	Date:
Board of Governors of the City of London School for Girls	11 March 2021
Subject: Risk Register 2020-21 for: The City of London School for Girls Bursary Fund incorporating The City of London School for Girls Scholarships and Prizes Fund	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 4, 8
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: The Chamberlain The Bursar of the City of London School for Girls	For Decision
Report author: James Hewett (Chamberlain's Department)	

Summary

This report provides a key risks register at Appendix 2 for The City of London School for Girls Bursary Fund incorporating The City of London School for Girls Scholarships and Prizes Fund for review by Members on behalf of the trustee, the City of London Corporation. The purpose of the review is to ensure that existing risks are reconsidered, any new risks are identified and that appropriate measures are in place to mitigate those risks. This register has been prepared and scored using the City of London Corporation Risk Matrix at Appendix 1.

Currently, the risk register for the Bursary Fund contains eight risks, six of which have a green score and two a score of amber. Two risk scores have changed from last year and the scope of one risk has increased as set out in paragraph 7. There are no red risks and no new risks have been identified in the year.

Recommendation

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

Main Report

Background

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

Review of Risks

4. The method of assessing risk reflects the City of London's standard approach to risk assessment as set out in its Risk Management Strategy as approved by the Audit and Risk Management Committee. The City of London Corporation risk matrix, which explains how risks are assessed and scored, is attached at Appendix 1 of this report.
5. The risk register to be reviewed by the Board of Governors of the City of London School for Girls is set out in Appendix 2. The risk register is now recorded on the City's risk management system 'Pentana', and so it is now inline with the presentation of the other risk registers across the City. The risk register contains eight risks as summarised below:
 1. Risk of decline in the capital value of investments held in and the annual investment income derived from the City of London Charities Pool – overall risk score of amber (12);
 2. Funding from the City may reduce – overall risk score of amber (12);
 3. Lack of strategic direction and forward planning – overall risk score of green (4);
 4. Applicants do not disclose full details – overall risk score of green (3);
 5. Risk of losing staff with the knowledge of the bursary process – overall risk score of green (3).
 6. Conflict of interest – overall risk score of green (1);
 7. Insufficient beneficiaries that meet the objects of the trust – overall risk score of green (1); and
 8. Bursaries may be given for purposes not complying with charity's objectives – overall risk score of green (1).

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

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

7. Risk changes

Risk 1 has been expanded to include the risk of a change in the value invested alongside the risk of a potential reduction in the annual investment income that is generated from funds invested within the charities pool.

Risk 2 has increased from an overall risk score of amber (8) to amber (12) due to a budget review currently being undertaken by the City.

Risk 7 has decreased from an overall risk score of green (4) to green (1), this is largely due to the effect the pandemic has had on increasing the potential number of bursary applicants.

Conclusion

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

Appendices

- Appendix 1 – City of London Corporation Risk Matrix
- Appendix 2 – Charity Risk Register for the The City of London School for Girls Bursary Fund incorporating The City of London School for Girls Scholarships and Prizes Fund

Contacts:

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

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

(A) Likelihood criteria

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

(B) Impact criteria

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

(C) Risk scoring grid

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

(D) Risk score definitions

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

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

Contact the Corporate Risk Advisor for further information. Ext 1297

October 2015

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Charity Risk Register for The City of London School for Girls Bursary Fund incorporating The City of London School for Girls Scholarships and Prizes Fund

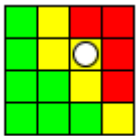
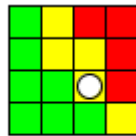

Report Author: James Hewett
Generated on: 26 February 2021



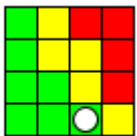
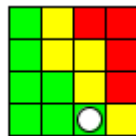
Rows are sorted by Risk Score

Risk no, Title, Creation date, Owner	Risk Description (Cause, Event, Impact)	Current Risk Rating & Score		Risk Update and date of update	Target Risk Rating & Score		Target Date	Flight path (Previous 10 assessments)
CLSG 01 Risk Decline in the capital value of the investment and the investment income that is received annually 12-Jan-2021 Chamberlain	Cause: Economic conditions worsen Event: Reduction in Charities Pool income Effect: Greater reliance on the school to be able to obtain income from other sources	 Likelihood	12	No change to current risk score For the year ended 31 March 2020 Charities Pool income was £158,246 (31 March 2019: £151,654) % of total income for 31 March 2020: 14.9% (31 March 2019: 16.3%) 09 Feb 2021	 Likelihood	12	31-Mar-2022	

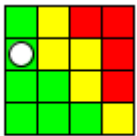
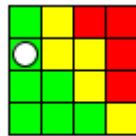
Action no, Title,	Action description	Latest Note	Action owner	Latest Note Date	Due Date
CHAR SC CLSG 01a Professional Fund Management	To maintain the existing arrangements for the fund to be professionally managed.	Continue with existing controls	Kate Limna	09-Feb-2021	31-Mar-2022
CHAR SC CLSG 02b Fund performance review	To ensure that the fund manager's performance is monitored by the Chamberlain.	Continue with existing controls – Report was presented to FIB last year on 13 July and will be presented this year on the 30 June.	Kate Limna	09-Feb-2021	31-Mar-2022

Risk no, Title, Creation date, Owner	Risk Description (Cause, Event, Impact)	Current Risk Rating & Score		Risk Update and date of update	Target Risk Rating & Score		Target Date	Flight path (Previous 10 assessments)
CHAR SC CLSG 02 Funding from the CoL may reduce 12-Jan-2021 Jenny Brown	Cause: CoL look to make changes to their budget policy Event: Shortfall in funding for the charity Effect: Drain charity reserves; Greater reliance on other income sources lead to adverse user reaction and bad publicity.	 Likelihood	12 Impact	Current risk score has increased by 4 to 12. 09 Feb 2021	 Likelihood	8 Impact	31-Mar-2022	

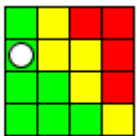
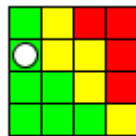
Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CHAR SC CLSG 02a Representation to CoLC	Appropriate representation to be made to the City Corporation if budget policy provides risk to charity.	Continue with existing controls.			Jenny Brown; Katie Kerr	09-Feb-2021	31-Mar-2022
CHAR SC CLSG 02b Additional sources of funding	The School to continue to pursue additional sources of bursary funding	Continue with existing controls.			Jenny Brown; Katie Kerr	09-Feb-2021	31-Mar-2022

Risk no, Title, Creation date, Owner	Risk Description (Cause, Event, Impact)	Current Risk Rating & Score		Risk Update and date of update	Target Risk Rating & Score		Target Date	Flight path (Previous 10 assessments)
CHAR SC CLSG 03 Lack of strategic direction and forward planning 12-Jan-2021 Jenny Brown	Cause: Charity hasn't reviewed and updated their strategic plan, and long term direction. Event: Objects of the charity are not met. Effect: Reputational; fewer bursary students attending CLSG	 Likelihood	4 Impact	No change to current risk score. 26 Feb 2021	 Likelihood	4 Impact	31-Mar-2022	

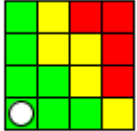
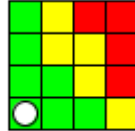
Action no, Title,	Action description	Latest Note	Action owner	Latest Note Date	Due Date
Page 112 CHAR SC CLSG 03a Strategic Plan	Regular review of the strategic plan which sets out the key aims, objectives and policies, financial plans and budgets.	Continue with existing controls. Currently a review of the charities is being undertaken, and we will report on this when it has been completed.	Jenny Brown; Katie Kerr	26-Feb-2021	31-Mar-2022
CHAR SC CLSG 03b Financial monitoring	Monitoring of financial and operational performance.	A report was presented to committee on 8 June 2020 that considers the cash available in the charity, with the next report to be presented in June 2021.	Jenny Brown; Katie Kerr	09-Feb-2021	31-Mar-2022

Risk no, Title, Creation date, Owner	Risk Description (Cause, Event, Impact)	Current Risk Rating & Score		Risk Update and date of update	Target Risk Rating & Score		Target Date	Flight path (Previous 10 assessments)
CHAR SC CLSG 04 Applicants do not disclose full details 12-Jan-2021 Jenny Brown	Cause: The application process is not as thorough as it should be Event: Not enough information is provided to ensure the correct decision is reached Effect: Bursaries may be awarded to students inappropriately.	 Likelihood	3 Impact	No change to current risk score. 09 Feb 2021	 Likelihood	3 Impact	31-Mar-2022	

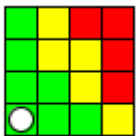
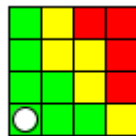

Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CHAR SC CLSG 04a Due diligence	To ensure that effective due diligence is undertaken for every application for financial assistance.	Continue with existing controls.			Jenny Brown; Katie Kerr	09-Feb-2021	31-Mar-2022
CHAR SC CLSG 04b Annual Reviews	Annual reviews will occur for bursaries awarded for longer than one year.	Continue with existing controls.			Jenny Brown; Katie Kerr	09-Feb-2021	31-Mar-2022

Risk no, Title, Creation date, Owner	Risk Description (Cause, Event, Impact)	Current Risk Rating & Score		Risk Update and date of update	Target Risk Rating & Score		Target Date	Flight path (Previous 10 assessments)
CHAR SC CLSG 05 Losing staff involved with processing bursary applications 12-Jan-2021 Jenny Brown	Cause: Natural employee turnover Event: Staff involved with the bursary process leave the school Effect: Fewer staff will have experience of the process with bursary applications	 Likelihood	3	No change to current risk score. 09 Feb 2021	 Likelihood	3	31-Mar-2022	

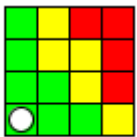
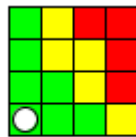
Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CHAR SC CLSG 05a Documentation 09-Feb-2021	Ensure that suitable guidance and notes are maintained and reviewed regularly.	The new bursar will start at the school in March, which will be an opportunity for reviewing current notes.			Jenny Brown; Katie Kerr	09-Feb-2021	31-Mar-2022

Risk no, Title, Creation date, Owner	Risk Description (Cause, Event, Impact)	Current Risk Rating & Score		Risk Update and date of update	Target Risk Rating & Score		Target Date	Flight path (Previous 10 assessments)
CHAR SC CLSG 06 Conflict of interest 12-Jan-2021 Jenny Brown	Cause: Employees take advantage of their knowledge of applying for a bursary. Event: Employees with knowledge of the bursary process apply for their child to have a bursary. Effect: Reputational damage to the school if it was reported to the media that staff were able to take advantage of the bursary process.	 Likelihood	1	No change to current risk score. 09 Feb 2021	 Likelihood	1	31-Mar-2022	

Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CHAR SC CLSG 06a Protocol	Maintain and review protocol for disclosure of potential conflict of interest.	Continue with existing controls.			Jenny Brown; Katie Kerr	09-Feb-2021	31-Mar-2022

Risk no, Title, Creation date, Owner	Risk Description (Cause, Event, Impact)	Current Risk Rating & Score		Risk Update and date of update	Target Risk Rating & Score		Target Date	Flight path (Previous 10 assessments)
CHAR SC CLSG 07 Insufficient beneficiaries that meet the objects of the trust 12-Jan-2021 Jenny Brown	Cause: A potential lack of publicity; objects of the trust are not appropriate. Event: Fewer bursary students attending CLSG Impact: Reputational damage for having fewer bursary pupils than intended/expected	 Likelihood Impact	1	Current risk score has changed from 4 to 1. The impact of COVID-19 has led to an increase in potential beneficiaries. 09 Feb 2021	 Likelihood Impact	1	31-Mar-2022	

Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CHAR SC CLSG 07a Advertising 09 Feb 2021	To advertise, actively looking for beneficiaries (Where possible investigate appropriateness of widening purpose of Trust to increase pool of potential donors).	The impact of COVID-19 has led to an increase in potential beneficiaries.			Jenny Brown; Katie Kerr	09-Feb-2021	31-Mar-2022

Risk no, Title, Creation date, Owner	Risk Description (Cause, Event, Impact)	Current Risk Rating & Score		Risk Update and date of update	Target Risk Rating & Score		Target Date	Flight path (Previous 10 assessments)
CHAR SC CLSG 08 Bursaries may be given for purposes not complying with charity's objectives 12-Jan-2021 Katie Kerr	Cause: Lack of sufficiently robust process in the allocation of bursaries Event: Undeserving students are awarded bursaries Effect: Reputational damage to the School as they are not helping appropriate students	 Likelihood	1 Impact	No change to current risk score. The review of the bursary guidelines has been put on hold until the conclusion of the Tomlinson review. 09 Feb 2021	 Likelihood	1 Impact	31-Mar-2022	

Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CHAR SC CLSG 08a Charity Objects	Ensure that Trustees and school officers have the bursary guidelines before them when agreeing bursaries.	Continue with existing controls.			Jenny Brown; Katie Kerr	09-Feb-2021	31-Mar-2022

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