



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

**Date:** FRIDAY, 11 JUNE 2021  
**Time:** 11.00 am  
**Venue:** VIRTUAL MEETING – ACCESSIBLE REMOTELY

**Members:**

Deputy Philip Woodhouse	Hugh Morris
Michael Hudson	Graham Packham
John Bennett	Deputy Elizabeth Rogula
Nicholas Bensted-Smith (Ex-Officio Member)	Councillor Chris Townsend
Deputy Roger Chadwick	Lady Gillian Yarrow
Deputy Kevin Everett	Tim Levene (Ex-Officio Member)
Nicholas Goddard	Alderman Robert Howard
Tracey Graham	Alderman David Graves
Andrew McMillan	

**Enquiries:** Polly Dunn  
[polly.dunn@cityoflondon.gov.uk](mailto:polly.dunn@cityoflondon.gov.uk)

### Accessing the virtual public meeting

Members of the public can observe this virtual public meeting via YouTube at the following link <https://youtu.be/8wpw76U2AjQ>

This meeting will be a virtual meeting and therefore will not take place in a physical location. 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. **ORDER OF THE COURT OF COMMON COUNCIL**  
To receive the Order of the Court of Common Council appointing the Board, dated Thursday 15 April 2021.  
**For Information**  
(Pages 7 - 8)
4. **ELECTION OF CHAIRMAN**  
To elect a Chairman in line with Standing Order 29.  
**For Decision**
5. **ELECTION OF DEPUTY CHAIRMAN**  
To elect a Deputy Chairman in line with Standing Order 30.  
**For Decision**
6. **MINUTES**  
To agree the public minutes and summary of the meeting held on Thursday 4 February 2021.  
**For Decision**  
(Pages 9 - 16)
7. **OUTSTANDING ACTIONS**  
Report of the Town Clerk.  
**For Information**  
(Pages 17 - 20)
8. **APPOINTMENT OF COMMITTEES**  
Report of the Town Clerk.  
**For Decision**  
(Pages 21 - 30)

9. **COMMITTEE MINUTES**

**For Information**

- a) **Academic & Personnel Committee** (Pages 31 - 34)  
To receive the draft public minutes and non-public summary of the meeting held on 12 May 2021.
- b) **Finance, General Purposes & Estates Committee** (Pages 35 - 38)  
To receive the draft public minutes and non-public summary of the meeting held on 12 May 2021.

10. **HEADMASTER'S REPORT**

Report of the Head of the City of London Freeman's School.

**For Information**  
(Pages 39 - 48)

11. **REPORT FROM HEAD OF JUNIOR SCHOOL**

Report of the Head of the City of London Freeman's School.

**For Information**  
(Pages 49 - 52)

12. **DEPUTY HEAD'S REPORT ON POLICIES**

Report of the Head of the City of London Freeman's School.

**For Decision**  
(Pages 53 - 140)

13. **TACKLING RACISM TASKFORCE: EDUCATION WORKSTREAM ACTION PLAN**

Report of the Director of Community & Children's Services.

**For Information**  
(Pages 141 - 150)

14. **TOM REVIEW, PILOT PROJECT AT THE 3 CITY OF LONDON SCHOOLS - PEOPLE MANAGEMENT - GREATER LOCAL DELEGATION**

Report of the Director of Human Resources.

**For Decision**  
(Pages 151 - 156)

15. **THE CHARGING OF ADMINISTRATION COSTS AND EXTERNAL AUDIT FEES TO THE CLFS CHARITIES FROM 2021/22 AND UPDATES TO THE RESERVES POLICIES OF THE CHARITIES TO REFLECT THIS CHANGE**

Report of the Chamberlain.

**For Decision**  
(Pages 157 - 160)

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

Joint report of the Chamberlain and the Bursar of the City of London Freemen's School.

**For Decision**  
(Pages 161 - 186)

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

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

19. **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**

20. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on Thursday 4 February 2021.

**For Decision**  
(Pages 187 - 192)

21. **COMMITTEE MINUTES**

**For Decision**

- a) **Academic & Personnel Committee** (Pages 193 - 196)

To receive the draft public minutes and non-public summary of the meeting held on 12 May 2021.

- b) **Finance, General Purposes & Estates Committee** (Pages 197 - 200)  
To receive the draft public minutes and non-public summary of the meeting held on 12 May 2021.

22. **HEADMASTER'S REPORT**

Report of the Headmaster of the City of London Freemen's School.

**For Discussion**  
(Pages 201 - 266)

23. **BURSAR'S REPORT**

Report of the Bursar of the City of London Freemen's School.

**For Information**  
(Pages 267 - 326)

24. **REVENUE OUTTURN 2020/21**

Joint report of the Chamberlain and the Bursar.

**For Information**  
(Pages 327 - 340)

25. **FINANCIAL INFORMATION DASHBOARD**

Joint report of the Chamberlain and Bursar.

**For Information**  
(Pages 341 - 362)

26. **HEALTH AND SAFETY REPORT**

Report of the Head of the City of London Freemen's School.

**For Information**  
(Pages 363 - 370)

27. **SAFEGUARDING REPORT**

Report of the Deputy Head of the City of London Freemen's School.

**For Discussion**  
(Pages 371 - 378)

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

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

**Part 3 - Confidential Agenda - Circulated Separately**

**30. TEACHER PAY AND REWARDS UPDATE**

Joint report of the Head of the City of London School, Head of the City of London School for Girls and Head of the City of London Freeman's School.

**For Decision**

RUSSELL, Mayor	<b>RESOLVED:</b> That the Court of Common Council holden in the Guildhall of the City of London on Thursday 15 <sup>th</sup> April 2021, doth hereby appoint the following Committee until the first meeting of the Court in April, 2022.
----------------	---

## **BOARD OF GOVERNORS OF THE CITY OF LONDON FREEMEN'S SCHOOL**

### 1. **Constitution**

A Non-Ward Committee consisting of,

- up to two Aldermen nominated by the Court of Aldermen
- up to 8<sup>1</sup> Commoners elected by the Court of Common Council at least one of whom shall have fewer than five years' service on the Court at the time of their appointment
- the following ex-officio Members:-
  - the Chairman of the Board of Governors of City of London School
  - the Chairman of the Board of Governors of City of London School for Girls
- up to six co-opted non-City of London Corporation Governors with skills relevant to the needs of the School.

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

### 2. **Quorum**

The quorum consists of five Governors, of which not more than one of whom may be co-opted.

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

- 1 Robert Picton Seymour Howard
- 1 David Andrew Graves

#### COMMONERS

- 17 (4) Roger Arthur Holden Chadwick, O.B.E, Deputy
- 8 (4) Hugh Fenton Morris, Deputy
- 2 (2) Tracey Graham *for three years*
- 12 (3) Elizabeth Rogula, Deputy
- 8 (3) Philip Woodhouse, Deputy
- 16 (2) John Alfred Bennett, M.B.E.
- 2 (2) Kevin Malcolm Everett, Deputy
- 12 (2) Michael Hudson
- 8 (1) Graham David Packham

together with :-

Nicholas Goddard

Andrew McMillan

Chris Townsend

Lady Gillian Yarrow

*Vacancy*

*Vacancy*

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

### 4. **Terms of Reference**

To be responsible for:-

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

<sup>1</sup> Reduction from 12 to 8 Common Councillors to take effect as of July 2021 Court of Common Council.

This page is intentionally left blank



## **BOARD OF GOVERNORS OF THE CITY OF LONDON FREEMEN'S SCHOOL** **Thursday, 4 February 2021**

Minutes of the meeting of the Board of Governors of the City of London Freeman's School held via Microsoft Teams on Thursday, 4 February 2021 at 11.00 am

### **Present**

#### **Members:**

Deputy Philip Woodhouse (Chairman)	Alderman Bronek Masojada
Michael Hudson (Deputy Chairman)	Andrew McMillan
Deputy John Bennett	Hugh Morris
Deputy Roger Chadwick	Graham Packham
Deputy Kevin Everett	Deputy Elizabeth Rogula
Nicholas Goddard	Gillian Yarrow
Alderman Robert Howard	

#### **Officers:**

Roland Martin	- Headmaster
Jo Moore	- Bursar
Stuart Bachelor	- Deputy Head
Paul Bridges	- Deputy Head (Academic)
Jason Harrison-Miles	- Director of External Relations
Matt Robinson	- Head of the Junior School
Nicholas Basye	- Chamberlain's Department
James Gibson	- Chamberlain's Department
Steven Reynolds	- Chamberlain's Department
Ola Obadara	- City Surveyor's Department
Polly Dunn	- Town Clerk's Department
Kerry Nicholls	- Town Clerk's Department

### **1. APOLOGIES**

The Chairman led the Committee in congratulating Shravan Joshi, Common Councillor and a parent of the City of London Freeman's School 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. The Chairman also welcomed Jason Harrison-Miles, Director of External Relations to his first meeting of the Board of Governors and noted that he would be speaking to two reports for consideration within the non-public session.

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

There were no declarations.

### **3. MINUTES**

**RESOLVED**, that the public minutes and non-public summary of the meeting held on 20 November 2020, be approved as an accurate record.

#### 4. **COMMITTEE MINUTES**

a) **Nominations Committee**

**RESOLVED**, that the public minutes and non-public summary of the Nominations Committee meeting held on 1 December 2020, be received.

b) **Finance, General Purposes and Estates Committee**

**RESOLVED**, that the public minutes and non-public summary of the Finance, General Purposes and Estates Committee meeting held on 21 January 2021, be received.

c) **Academic and Personnel Committee**

**RESOLVED**, that the public minutes and non-public summary of the Academic and Personnel Committee meeting held on 21 January 2021, be received.

#### 5. **PUBLIC OUTSTANDING ACTIONS**

Governors received a report of the Town Clerk regarding the Board's public outstanding actions and the following point was made:

- The potential for the School's Development Fund to be registered as a charity continued to be explored as part of ongoing work to review the City of London Corporation's charities (Action 2P/CLFS/2020).

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

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

Governors received a report of the Town Clerk presenting the Terms of Reference and composition of the Board of Governors for annual review and the following points were made:

- The Nominations Committee recommended two changes be made to the Terms of Reference of the Board of Governors which comprised a reduction in the number of Common Councillor Governors from twelve to eight, and a reduction to the quorum from five to four Governors, of which not more than one might be Co-opted. The Nominations Committee had considered increasing the number of Co-opted Governors but as the Board of Governors had carried two vacancies for Co-opted Governors for some time, this was not considered practical. Governors agreed to delegate authority to the Town Clerk in consultation with the Chairman and Deputy Chairman of the Board of Governors to agree any further changes to the Terms of Reference for 2021/22.
- In response to a question from a Governor, the Deputy Chairman confirmed that it was in the remit of the Court of Aldermen to review the number of Aldermen Governors. The potential to introduce fixed terms for Governors had also been discussed by the Nomination Committee

and would be revisited when the outcome of Lord Lisvane's Governance Review of the City of London Corporation was known.

**RESOLVED**, that:

- The terms of reference of the Board of Governors be approved for consideration by the Policy and Resources Committee and Court of Common Council, subject to the below requested amendment;
  - The composition of the Board be changed by reducing the number of Common Councillor Governors from 12 to 8; and,
  - The quorum of the Board of Governors be reduced to four Governors, of which not more than one may be Co-opted.
- The current frequency of meetings of the Board was appropriate; and,
- Authority be delegated to the Town Clerk, in consultation with the Chairman and Deputy Chairman, to agree any further changes to the Terms of Reference for 2021/22.

**7. HEADMASTER'S PUBLIC REPORT.**

Governors received a report of the Headmaster providing an update on School activities and the following points were made:

- Two pupils had been successful in gaining offers from Oxford University for the 2021/22 academic year, with four offers from Cambridge University. A student placed with the School's Sixth Form by the Royal National Children's Springboard Foundation on a 100%+ bursary had successfully secured the offer of a place at Cambridge University to read medicine.
- A large number of pupils had participated in the Under 12 to Under 18 age ranges of the virtual District Cross Country Championships and the School had taken first place overall in the Boy's Under 17 and Girl's Under 17 competitions. Owing to the ongoing COVID-19 situation, schools had run individual events and submitted the results to the Championships' organisers to meet social distancing requirements.

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

**8. REPORT FROM THE HEAD OF JUNIOR SCHOOL**

Governors received a report of the Headmaster regarding the activities at the Junior School and the following point was made:

- The Junior School had chosen Momentum Children's Charity as its charity for the remainder of the School year. This local charity offered support to children facing cancer or another life-challenging condition and their families, and some pupils had previously been helped by Momentum. A Governor praised the excellent fundraising activity

undertaken by the Junior School and asked that the Governors' thanks be communicated to pupils. The Deputy Chairman observed the enthusiasm for fundraising in the Junior School and suggested that there could be a greater focus placed on this in the Senior School after Year 7 was moved into the Senior School from September 2022.

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

## **9. DEPUTY HEAD'S REPORT ON POLICIES**

Governors received a report of the Headmaster presenting School policies for approval and the following points were made:

- In response to a question from a Governor on the Right to Study Checks policy, the Deputy Head confirmed that the School did not currently request ethnicity data for its pupils. A Governor suggested this might be useful in providing baseline data for the School on diversity and inclusion and the Headmaster would discuss this with the Senior Leadership Team. The School was required to meet Government requirements for verifying the immigration status of pupils that were not resident in the UK and this was subject to spot-checks by the Government.
- In considering the Admissions Policy, Governors discussed whether to retain a reference to the Common Entrance Exam as many feeder schools no longer asked pupils to sit the exam. Governors agreed to retain this reference within the policy in the short to medium term to accommodate pupils who still sat the Common Entrance Exam.
- With regard to the proposed Code of Conduct and School Rules policy, the Headmaster agreed that the School would need to give permission for a pupil to ride to school on a motorcycle but suggested that in ten years as a Head, he had never been approached by a pupil with this wish. A Governor suggested that the policy be clarified to state that learner drivers were not allowed to drive in any part of the School estate rather than the 'Park'. In response to another question, the Headmaster advised that pupils had been specifically directed to wear trainers whilst playing football during breaktimes to mitigate the safety risks of wearing studs.

**RESOLVED**, that the following policies be approved:

- Policy on Conducting Right to Study Checks;
- Admissions Policy; and,
- Code of Conduct and School Rules.

10. **CITY OF LONDON FREEMEN'S SCHOOL REVENUE WORKS PROGRAMME 2021/2022**

Governors received a report of the City Surveyor outlining the City of London Freemen's School Revenue Works Programme and the following point was made:

- The City of London Freemen's School Revenue Works Programme 2021/22 had been approved at the meeting of the Board of Governors on 20 November 2020. The proposed programme of works had been supported by the Corporate Projects Board and Projects Sub-Committee and all works would be funded by the School.

**RESOLVED**, that:

- Budget of £12,000 be approved to reach the next Gateway;
- The estimated cost of the project of £829,000 (excluding risk) be noted;
- The estimated staff cost of £10,000 be noted;
- The risk register as outlined at Appendix 2 be accepted; and,
- The request to proceed to Gateway 5 be approved.

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

There were no questions.

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

There was no other business.

13. **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.

14. **NON-PUBLIC MINUTES**

**RESOLVED**, that the non-public minutes of the meeting held on 20 November 2020, be approved as an accurate record.

15. **COMMITTEE MINUTES**

a) **Nominations Committee**

**RESOLVED**, that the non-public minutes of the Nominations Committee meeting held on 1 December 2020, be received.

b) **Finance, General Purposes and Estates Committee**

**RESOLVED**, that the non-public minutes of the Finance, General Purposes and Estates Committee meeting held on 21 January 2021, be received.

c) **Academic and Personnel Committee**

**RESOLVED**, that the non-public minutes of the Academic and Personnel Committee meeting held on 21 January 2021, be received.

16. **NON-PUBLIC OUTSTANDING ACTIONS**

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

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

Governors received a non-public report of the Headmaster providing an update on School activities.

18. **COMMUNITY AND PARTNERSHIPS**

Governors received a report of the Headmaster outlining the community and partnerships work of the School.

19. **BURSAR'S REPORT**

Governors received a report of the Bursar regarding financial and operational matters at the School.

20. **FINANCIAL INFORMATION DASHBOARD**

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

21. **CITY OF LONDON FREEMEN'S SCHOOL MAIN HOUSE REFURBISHMENT**

Governors received a report of the City Surveyor providing an update on the City of London Freemen's School Main House Refurbishment.

22. **HEADMASTER'S SAFEGUARDING REPORT**

Governors received a report of the Headmaster regarding safeguarding matters.

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

There were no questions.

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

There was no other business.

25. **CONFIDENTIAL MINUTES**

**RESOLVED**, that the confidential minutes of the meeting held on 20 November 2020, be approved as an accurate record.

**The meeting ended at 1.09 pm**

-----  
Chairman

**Contact Officer: Polly Dunn**  
**[polly.dunn@cityoflondon.gov.uk](mailto:polly.dunn@cityoflondon.gov.uk)**

This page is intentionally left blank



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

### Outstanding Public Actions

Ref.	Date	Action	Officer responsible	Progress Update
1P/CLFS/2019	7 February 2019	Freemen's Estate Development Plan update to feature as a standing item on future Board agendas	Town Clerk	Ongoing
8P/CLFS/2019	25 September 2019	Worst-case BREXIT scenarios to form part of the 3-5 year strategic plan	Headmaster	Ongoing
17P/CLFS/2019	13 January 2020 (AP)	Town Clerk to gather availability of Governors to participate in classroom visits on Board (and Sub-Committee) meeting dates	Deputy Head (Academic)	Members to contact Paul Bridges to arrange a visit.
1P/CLFS/2020	5 February 2020	New date to be identified for the Governor Away Day	Town Clerk	To be arranged after COVID-19 restrictions are lifted.
2P/CLFS/2020	5 February 2020	The potential for the fund to which the School's development fund was direct to be a registered charity to be explored as part of the ongoing work to examine the City's charities.	Chamberlain	Ongoing.
3P/CLFS/2020	5 February 2020	Future iterations of the Community and Partnerships Report to detail whether the schools being collaborated with were from the state or independent sector.	Bursar	Completed.
4P/CLFS/2020	3 June 2020	Guidance on appropriate starting salary for teachers to be developed	Headmaster/Bursar	Ongoing
5P/CLFS/2020	3 June 2020	Confirmation to be provided on any legal obligations over length of time data should be retained by the School	Deputy Head	Deputy Head to provide update.
6P/CLFS/2020	12 October 2020	Safeguarding lead Governor's mobile number to be included within the contact details section of the Safeguarding and Child Protection Policy	Deputy Head	Deputy Head to provide update.
7P/CLFS/2020	12 October 2020	Board to receive an update from the Treasury Team regarding the level of recovery within the Charities Pool	Chamberlain	Chamberlain to provide update.

Ref.	Date	Action	Officer responsible	Progress Update
1P/CLFS/2021	4 February 2021	Delegated Authority be granted to the Town Clerk in consultation with the Chairman and Deputy Chairman to agree any further changes to the CLFS Terms of Reference for 2021/22.	Town Clerk	Complete

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

### Completed Actions

Ref.	Action	Progress Update
16P/CLFS/2019	Report to be submitted on the recommendations to, and actions taken by, the Freeman's School in response to the Corporation's Internal Audit processes	Completed June 2020

This page is intentionally left blank

<b>Committee(s)</b>	<b>Dated:</b>
Board of Governors of the City of London Freeman's School	11 June 2021
<b>Subject:</b> Appointment of Committees	<b>Public</b>
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	1d-e; 3a-d, 8d; 10e; 12a
<b>Does this proposal require extra revenue and/or capital spending?</b>	No
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b> Town Clerk	<b>For Decision</b>
<b>Report author:</b> Polly Dunn, Town Clerk's Department	

## Summary

This report requests Governors agree Governors' Designated Roles for the 2021/22 academic year. This report also gives Governors the opportunity to review the composition, terms of reference and membership of its Committees and Working Parties and refresh them for the 2021/22 academic year.

## Recommendations

That the Board of Governors,

- Agree Governors' Designated Roles for the 2021/22 academic year.
- Consider and approve the terms of reference of the Committees of the Board at **Appendix 1**, which includes any proposed amendments to the terms of reference.
- Appoint the membership of those Committees for the 2021/22 academic year, including Chairmen and Deputy Chairmen of each.

## **Main Report**

### **Background**

1. This report requests Governors appoint the School's representative to the Association of Governing Bodies of Independent Schools and agree Governors' Designated Roles for the 2021/22 academic year. This report also asks Governors to consider the appointment, terms of reference and composition of the Bursary Committee, Nominations Committee, Finance, General Purposes and Estates Committee, Academic and Personnel Committee and Teachers' Pay Panel.

### **Governors' Designated Roles**

2. Individual Governors are responsible for overseeing particular areas of the School. Governors' Designated Roles are currently allocated as set out below, with vacancies arising as a result of Governors stepping down from the Board:

Andrew McMillan	Boarding
Nicholas Goddard	Health & Safety
Deputy Elizabeth Rogula	Safeguarding (lead)
Lady Gillian Yarrow	Safeguarding (support)

3. **The Board is asked to agree Governors' Designated Roles for the 2021/22 academic year.**

### **Bursary Committee**

4. There are a number of different awards provided to pupils at the City Schools, either at entry to the Schools or once the pupil is established. The Bursary Committee is concerned with applications for Hardship Bursaries to pupils where the parents or carers fall into financial hardship and are unable to pay the school fees and associated costs. These awards are funded from the charitable trust funds for the school and any awards made are reviewed on an annual basis (after three terms' assistance). The Bursary Committee will meet up approximately two-three times per annum (depending on whether there are applications to be considered)
5. The membership of the Bursary Committee automatically includes the Chairman and Deputy Chairman of the Board of Governors who act as its Chairman and Deputy Chairman. It requires up to five further Governors.
6. **The Board is asked to appoint up to five other Governors and agree the terms of reference and composition of the Committee.**

### **Nominations Committee**

7. The purpose of the Nominations Committee is to advise on the skills needed on the Board of Governors to assist in the selection of new Governors and to

provide advice on governance matters concerning the School, acting as a sounding board for proposals for new committees or changes to existing committees. The Governance Committee meets on an ad hoc basis but not less than once per annum.

8. The membership of the Governance Committee automatically includes the Chairman and Deputy Chairman of the Board of Governors who act as its Chairman and Deputy Chairman.
9. **The Board is asked to appoint up to four other Governors and to agree the Committee's terms of reference.**

### **Finance, General Purposes and Estates Committee**

10. The purpose of the Finance and Estates Committee is to monitor and take an advisory role relating to financial matters impacting the School finances, identifying any financial problems before they become serious and recommending a course of action to the Board to take any relevant decisions. The Committee also considers arrears of school fees and associated cost estimates (with power to act) and other such matters as the Board may from time to time decide for the year ensuing.
11. The Finance, General Purposes and Estates Committee meets three times per annum.
12. The membership of the Finance, General Purposes and Estates Committee automatically includes the Chairman and Deputy Chairman of the Board of Governors; however, the Chairman of the Board of Governors should not be appointed Chairman of the Finance and Estates Committee (as per AGBIS guidelines). The role has been previously been held by the Deputy Chairman of the Board.
13. **The Board is asked to appoint up to four other Governors to the Finance, General Purposes and Estates Committee, to appoint its Chairman and Deputy Chairman to agree the Committee's terms of reference.**

### **Academic & Education Committee**

14. The Academic Working Party is responsible for overseeing all matters pertaining to academic performance at the School, including safeguarding, school trips, Special Educational Needs, International links, Admissions, Staffing and Compliance. It has the power to act in the granting of sabbatical leave.
15. The position of Chairman and Deputy Chairman automatically includes the Chairman and Deputy Chairman of the Board of Governors.
16. **The Board is asked to appoint up to seven Governors to the Academic & Education Committee, to appoint its Chairman and Deputy Chairman and to agree its terms of reference.**

## **Teachers' Pay Panel**

17. In February 2015 the Boards of Governors of the City of London School, the City of London School for Girls and the City of London Freeman's School delegated to a Teachers' Pay Panel, consisting of the Chairmen of their Boards, the authority to consult and decide upon the annual teachers' pay award within agreed parameters from the Boards.
18. Governors are asked to note the composition, purpose and schedule of the Teachers' Pay Panel set out in the appendix.

## **Appendices**

- Appendix 1 – Composition, Terms of Reference and Current Memberships of Committees

### **Polly Dunn**

Town Clerk's Department

E: [polly.dunn@cityoflondon.gov.uk](mailto:polly.dunn@cityoflondon.gov.uk)



(A) **Bursary Committee**

**Composition**

- Chairman and Deputy Chairman of the Board of Governors of the City of London Freemen's School
- The Chairman and Deputy Chairman of the Board shall act as Chairman and Deputy Chairman of the Committee
- Up to five other Governors appointed by the Board of Governors.

**Quorum**

The quorum shall be any three Governors.

The Committee shall report to each following Board of Governors meeting.

**Terms of Reference**

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

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

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

(B) **Finance, General Purposes and Estates Sub-Committee**

**Composition**

- The Chairman and Deputy Chairman of the Committee shall be selected from amongst its members with the agreement of the Board of Governors.
- Chairman and Deputy Chairman of the Board of Governors of the City of London Freemen's School
- Up to four other Governors appointed by the Board of Governors (at least one of whom must be a Common Council Governor).

**Quorum**

The quorum shall be any three Governors.

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

The Committee should report to each following Board of Governors' meeting.

**Terms of Reference**

With power to act on the following matters:

- To agree action to be taken on arrears of fees;
- To approve non-statutory policies relevant to the wider remit of the Committee; and
- To co-opt any Governor of the Board or any appropriately qualified professional to give advice on specific matters

To make recommendations for the Board's approval on the following matters:

- the annual budget, scrutinised at the appropriate stage in the planning cycle and to monitor spending against the budget each term;
- the acceptance, or not, of the annual budget;
- any proposed Fee increases;
- consideration of any proposals for Major capital spending, as defined in the Capital Programme;
- the review of any investments and reserves held by the school;
- major developments (e.g. new buildings);
- compliance with health & safety requirements; and
- to make recommendations to the full Board on any other finance issues which may arise (e.g. a rise in employers' contribution to pensions, salary structure, etc).

(C) **Academic and Personnel Committee**

**Composition**

- The Chairman and Deputy Chairman of the Committee shall be selected from amongst its members with the agreement of the Board of Governors.
- Chairman and Deputy Chairman of the Board of Governors of the City of London Freemen's School
- Up to seven other Governors appointed by the Board of Governors (at least one of whom must be a Common Council Governor).

**Quorum**

The quorum shall be any three Governors.

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

The Committee should report to each following Board of Governors' meeting.

**Terms of Reference**

To make recommendations for the Board's approval on the following matters:

- to monitor general compliance with child protection requirements (not involving individual cases); and
- the development, monitoring and review of policies relating to educational provision to ensure compliance with legal or good practice requirements;
- curriculum and co-curricular issues;
- standards, including academic results;
- pastoral and ethos policy and practice;
- INSET and Professional Development policy and practice;
- staffing issues;
- to make recommendations on any other issues which have been referred by the full Board.

With power to act on the following matters:

- To agree requests for Sabbatical Leave;
- To approve non-statutory policies relevant to the wider remit of the Committee; and
- To co-opt any Governor of the Board or any appropriately qualified professional to give advice on specific matters.

## **(D) Nominations Committee**

### **Composition**

- The Chairman and Deputy Chairman of the Committee shall be selected from amongst its members with the agreement of the Board of Governors.
- Chairman and Deputy Chairman of the Board of Governors of the City of London Freemen's School
- Up to four other Governors appointed by the Board of Governors (at least one of whom must be a Common Council Governor).

### **Quorum**

- The quorum shall be any three Governors.
- Any decision taken by the Committee shall require the agreement of a majority of Common Council Governors present at the meeting and voting.
- The Committee should report to each following Board of Governors' meeting.

### **Terms of Reference**

The Committee has the power to act on the following matters:

- The Committee will maintain and annually update a skills audit of the Governing Board, identifying and noting gaps;
- The Committee will seek to identify individuals able to serve as co-opted Governors;
- Such gaps as may occur should be used as guidance helping to assist in the selection of Common Council Governors.

To make recommendations for the Board's approval on the following matters:

- Having sought individuals to serve as co-opted Governors, the Committee will recommend these appointments to the Board for final approval;
- The Committee will make recommendations to the Board on designated governor roles;
- The Committee will provide recommendations on any other governance matters concerning the School, including scrutinising proposals for new committees and working parties.

## **Teachers Pay Panel**

### **Purpose of the Teachers' Pay Panel**

- The Boards of Governors of the City of London School, the City of London School for Girls and the City of London Freeman's School have delegated to a Teachers' Pay Panel, consisting of the Chairmen of their Boards, the authority to consult and decide upon the annual teachers' pay award within agreed parameters from the Boards.
- The Teachers' Pay Panel will consult with the Schools' Staff Side or Common Room representatives and an official from the National Education Union and Lecturers regarding the Teachers' pay submission.
- The Teachers' Pay Panel will usually meet in March of each year. The Panel may decide to hold further meetings or conduct further communications via letter if necessary. However the aim will be to have made any decisions regarding pay by the end of the Spring term.

### **Membership:**

The Chairmen of the Boards of Governors of the City of London School, the City of London School for Girls and the City of London Freeman's School. In their absence they may nominate a deputy from the membership of their Board of Governors.

One of the Chairmen of the Boards of Governors will act as the Chairman of the Teachers' Pay Panel on an annual rotation.

### **Quorum:**

The Quorum will be three and will consist of a Governor from each of the three Boards.

### **Consultation Process:**

During the process of deliberation, the Teachers' Pay Panel will meet with:

One representative from the Staff Side or Common Room of the City of London School, the City of London School for Girls and the City of London Freeman's School; and

The full time official from the National Education Union and Lecturers.

The following will be in attendance during deliberations in an advisory capacity:

- The Director of Human Resources
- The Heads of the City of London School, the City of London School for Girls and the City of London Freeman's School or in their absence their Deputy.

### **Remit of the Teachers' Pay Panel:**

To approve any pay award that will apply to the teachers' main grade and all teachers' management grades.

Any decisions around responsibility and other allowances or payments will be specified.

**Timing**

The timing of the process will be as follows:-

Financial information will be provided by the schools to the Staff Side and Common Room representatives in the autumn term of each year.

Any pay submission made by the Staff Side and Common Room will be made to a meeting of the Joint Consultative Committee in January/early February of each year.

Teachers' Pay Panel will usually meet in March.

Final decision to be made by the end of the Spring term if at all possible.

**Termination**

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

**ACADEMIC AND PERSONNEL COMMITTEE OF THE BOARD OF GOVERNORS  
OF THE CITY OF LONDON FREEMEN'S SCHOOL  
Wednesday, 12 May 2021**

Minutes of the meeting of the Academic and Personnel Committee of the Board of Governors of the City of London Freemen's School held at Virtual Meeting on Wednesday, 12 May 2021 at 10.00 am

**Present**

**Members:**

Andrew McMillan (Chairman)  
Deputy Philip Woodhouse (Deputy Chairman)  
Deputy Roger Chadwick  
Nicholas Goddard  
Tracey Graham  
Michael Hudson  
Councillor Chris Townsend  
Lady Gillian Yarrow

**Officers:**

Roland Martin	-	Headmaster of the City of London Freemen's School
Stuart Bachelor	-	Deputy Head, City of London Freemen's School
Paul Bridges	-	City of London Freemen's School
Polly Dunn	-	Town Clerk's Department
Sarah Phillips	-	Town Clerk'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 non-public summary of the meeting held on 21 January 2021, be approved as an accurate record.

**4. DEPUTY HEAD'S REPORT ON POLICIES**

Members considered a report of the Headmaster regarding policies.

An apostrophe would be added to correct the "Teachers", rather than "Teachers", Professional Development Policy.

The School encouraged Governors to volunteer to review the SCR and offered to provide training, so Governors knew what they were looking for when undertaking the check. There were no Covid-19 restrictions presently in place

that prevented Governors (in limited numbers) from visiting the School for this purpose.

The Equality, Diversity & Inclusion Policy had been reviewed in light of good work of an internal Diversity & Inclusion Committee. The Policy would be published on the website to ensure there was transparency around this subject.

**RESOLVED**, that Governors approve the Teachers' Professional Development Policy, Single Central Register Policy; and Equality, Diversity and Inclusion Policy.

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

8. **NON-PUBLIC MINUTES**

**RESOLVED**, that the non-public minutes of the meeting held on 21 January 2021, be approved as an accurate record.

9. **OUTSTANDING ACTIONS**

Governors received a report of the Town Clerk regarding the Committee's outstanding actions.

10. **REPORT FROM HEADMASTER**

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

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 was no other business.

**The meeting ended at 11.08 am**



-----

Chairman

**Contact Officer: Polly Dunn**  
**[polly.dunn@cityoflondon.gov.uk](mailto:polly.dunn@cityoflondon.gov.uk)**

This page is intentionally left blank

**FINANCE, GENERAL PURPOSES AND ESTATES COMMITTEE OF THE BOARD  
OF GOVERNORS OF THE CITY OF LONDON FREEMEN'S SCHOOL  
Wednesday, 12 May 2021**

Minutes of the meeting of the Finance, General Purposes and Estates Committee of the Board of Governors of the City of London Freeman's School held at Virtual Meeting - Accessible Remotely on Wednesday, 12 May 2021 at 9.00 am

**Present**

**Members:**

Nicholas Goddard (Chairman)  
Deputy Philip Woodhouse (Deputy Chairman)  
Deputy Roger Chadwick  
Michael Hudson  
Andrew McMillan  
Councillor Chris Townsend

**Officers:**

Roland Martin	- Headmaster of the City of London Freeman's School
Jo Moore	- Bursar, City of London Freeman's School
Stuart Bachelor	- Deputy Head, City of London Freeman's School
Steven Reynolds	- Chamberlain's Department
Nicholas Basye	- Chamberlain's Department
Polly Dunn	- Town Clerk's Department
Sarah Phillips	- Town Clerk'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 non-public summary of the meeting held on 21 January 2021, be approved as an accurate record.

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

Members considered a joint report of the Chamberlain and the Bursar regarding the annual review of risk registers for: City of London Freeman's School Bursary Fund and Charities Administered in Connection with the City of London Freeman's School.

**RESOLVED**, that Members agree that the registers satisfactorily set out the risks facing the charities and agree that there are appropriate measures in place to mitigate those risks.

5. **DEPUTY HEAD'S REPORT ON POLICIES**

Governors considered a report of the Headmaster regarding policies.

A correction was made on the cover report. The Equal Opportunities Policy was not new, and it is not statutory, the only changes made to it were in response to the issues raised by the Black Lives Matter movement and Everyone's Invited campaigns.

**RESOLVED**, that Members approve the Transport Policy and Equal Opportunities Policy.

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

A question was raised on what steps were being taken to mitigate student parking on local residential roads. The Chairman noted that this would be taken up with the Headmaster outside of the meeting and was a matter that needed to be taken seriously to ensure good relationships were maintained with residents.

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

There was no other business.

8. **EXCLUSION OF THE PUBLIC**

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

9. **NON-PUBLIC MINUTES**

**RESOLVED**, that the non-public minutes of the meeting held on 21 January 2021, be approved as an accurate record.

10. **OUTSTANDING ACTIONS**

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

11. **DEPUTY HEAD'S NON-PUBLIC REPORT ON POLICIES**

Governors considered a report of the Headmaster regarding non-public policies.

12. **FINANCIAL INFORMATION DASHBOARD**

Governors received a joint report of the Chamberlain and the Bursar regarding the School's Financial Information Dashboard.

13. **BURSAR'S REPORT**

Governors received a report of the Bursar regarding various School matters.

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

There were no questions.

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

There was no other business.

**The meeting ended at 10.01 am**

-----

Chairman

**Contact Officer: Polly Dunn**  
**[polly.dunn@cityoflondon.gov.uk](mailto:polly.dunn@cityoflondon.gov.uk)**

This page is intentionally left blank

<b>Committee(s)</b>	<b>Dated:</b>
Board of Governors of the City of London Freeman's School	11 <sup>th</sup> June, 2021.
Subject: Report from Headmaster	<b>Public</b>
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1(d); 2(a); 3(b) (c), (d); 4(a), (b); 9 (a); 10(a), (b), (c), (d), (e); 11(a), (c); 12(a), .
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
<b>Report of:</b> Roland Martin, Headmaster	<b>FOR INFORMATION</b>

## Summary

This report is intended to give the Board pertinent information regarding Freeman's since the last meeting held on 29<sup>th</sup> November, 2018.

- a) COVID-19
- b) School Roll
- c) Wider impact of BREXIT
- d) Recent and forthcoming events
- e) Pupil achievements and successes

## Recommendation(s)

Members are asked to:

- note the contents of this report.

## Main Report

### a) COVID-19

FOR INFORMATION:

1. The School is delighted to be resuming educational activity under some sense of normality. Although the School is not at full tilt, colleagues are working exceptionally hard to fulfil the educational obligations of the business and to enrich young people as much as possible beyond the academic curriculum.
2. There is further detail in the Non Public papers in this information pack.

**b) School roll**

FOR INFORMATION:

3. Current School Roll data is provided for members in **Appendix 1**.
4. This has been another challenging year in terms of withdrawals from the School and the impact of the pandemic has certainly played a part in the decisions that some parents are making, a mixture of affordability and relocation in many instances. This said, at least we are dealing with a trickle rather than a flood and boarding numbers remain strong.
5. A reserve entrance examination day was held on Saturday 15<sup>th</sup> June to allow the opportunity for later additions to the school. Interest in Freeman's remains strong; conversion rather could be better.
6. I am retaining the high academic standard expected at point of entry.

**c) Wider impact of BREXIT**

FOR INFORMATION:

7. The Town Clerk has asked for this item to be put as a Standing Item at all Grand Committees.
8. There have been no significant developments in this area since my last report to Governors.

**d) Recent and forthcoming events**

FOR INFORMATION

9. Although the events calendar is lighter than we might be used to, it is at least encouraging to have some activity in this area.
10. I have proposed to the Chairman after discussions at SLT level that Prize Day is a scaled down affair with limited guests though Governors are more than welcome.
11. On 17<sup>th</sup> June 1926, City of London Freeman's was officially opened in **Ashted** by the then Lord Mayor, Sir William Pryke. Although we will not be ready for an official opening of the Main House on this date, it is proposed that an informal but symbolic handing over the keys (possibly metaphorical keys!) takes place seventy five years to the day after that historic event and Governors are more than welcome to attend.
12. The Chairman and I are in conversations about a more formal opening of Main House which I imagine would be in September.



**e) Pupil achievements and successes**

**FOR INFORMATION**

13. Four students have offers from Cambridge to read Medicine, Economics, HSPS (Human Social and Political Science) and Natural Sciences. We are especially delighted that our full bursary (Royal SpringBoard) student who joined at the start of L6 has been offered a place to read Medicine at Robinson College.
14. Two students have offers from Oxford, both for PPE.
15. It is pleasing that, given the tremendous pressure on University places this year, a number of our students were successful in securing places on some of the most competitive courses. All students in Upper 6 have secured offers following this year's UCAS cycle.
16. A pupil in Lower 5 has qualified for, and is participating in, the prestigious Dodson and Horrell National Showjumping Championship at Aintree.
17. In May, a Lower 6 pupil was selected to be in the starting fifteen for the under 18's London Irish team against Harlequins.
18. An Upper 4 girl was selected for the Surrey Cricket Performance training squad.
19. One of our Lower 5 boys will be competing in the Scottish Boys Golf Tournament and the European Open in November.
20. One of our Lower 5 girls has won the bronze medal in the senior UK open fencing competition; the world competition was unfortunately cancelled due to COVID.
21. An Upper 5 boy went as a UK Shooter to the Junior International Shooting competition and made the final.

**f) External Relations**

*Admissions and Marketing:*

22. In the light of the pandemic, and as set out in the External Relations Strategy, we are taking the opportunity to review our entire admissions process from the way that we do Open Events and Entrance Exams, to how we convert those families who have been made offers. Strategies regarding Open Events and Retention and Conversion will be presented to the Admissions and Marketing Strategy Group in June. A new admissions system that aims to refocus the Admission's Department is on track to be implemented by September.

23. There are some initial signs of growth. There was a small drop in the number of leavers this year compared to last (32 in 2021, compared to 37 in 2002) as well as a significant 16% increase this year in the number of candidates who went from enquiring about a place at a key entry point to registering to sit the exam for that place. (65% compared to 49% in 2019/20). Unfortunately, these figures are not reflected in the acceptance rates. Initial research suggests not being able to tour the school in the latest lockdown, availability of Grammar school places or staying at current schools due to COVID are the key reasons why offers have been declined. The strategies mentioned above will help tackle these issues as we go into the next academic year.

#### *Development*

24. Following the departure of the Development Officer in May, we are looking at the best way to staff the department to meet our strategic fundraising goals for the next year.

#### *Community and Partnerships*

25. Strength in Numbers - online maths support programme  
Originally devised last summer by St Paul's School and EasyA (a maths tutoring app), Freeman's launched the programme at the end of February.
26. Volunteer A level maths students (mentors) provide online support via a Whatsapp-type app to younger students (mentees) needing help with their maths homework, during designated homework hours. Over 80 volunteer A level maths students from Freeman's, City of London School, City of London Girl's School and The Beacon School in Leatherhead are now providing support each week to a group of younger students. Younger students from COLA Shoreditch are the latest mentees to join the programme. The programme is being offered to all City of London secondary schools.

#### *Freeman's Music Partnership*

27. Year 4 children from three local maintained primary schools (Walton-on-the-Hill, Epsom and West Ashted), along with pupils from Freeman's, have participated in this term's pre-recorded lessons, with a focus on the plight of refugees around the world.
28. The summer term's collaborative piece of music is a song about refugees and will be shared with the school communities of all four schools during Refugee Week, 14th - 20th June 2021.

#### *Momentum Children's Charity*

29. Money left over from last year's fundraising appeal to purchase more materials to make PPE equipment, will be donated to Momentum Children's Charity, specifically to help families connected to Epsom Hospital. The donation of £1820 will be used to pay for a variety of play, art, and music therapy services to help children with life-challenging conditions.

## **Appendices**

- Appendix 1: School Roll
- Appendix 2: Upcoming Events

### **Roland Martin**

Headmaster

T: 01372 822 453/07747 563 634

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

Tw: @RJMHM

This page is intentionally left blank

## VACANCIES 2021

	Enquiries	Registrations	Registration Boys	Registration Girls	Offers Made	Waitlisted	Total Offers Accepted	Accepted Boys
60	136	85	39	46	72		54	26
60	8	9	7	2	2		1	
60	27	15	10	5	7		4	3
63	37	22	12	10	4		4	1
88	370	197	107	90	49		11	5
88	25	3	3	0			0	
100	212	148	104	44	51		28	20
110	47	44	17	27	13		8	3
100	n/a	n/a	n/a	n/a			0	
125	162	107	41	66	57		23	8
125	n/a	n/a	n/a	n/a				
979		n/a	n/a	n/a				
	1024	630	340	290	255		133	66

Accepted Girls	Offers Declined	Notice Given July 2021		Confirmed Total 2021	Confirmed Boys 2021	Confirmed Girls 2021	Offers Pending	Vacancies	
		Boys	Girls						
28	14			54	26	28	4	2	F1
1	1	1	1	52	29	23	0	8	L2
1	1	2		59	29	30	2	-1	U2
3			1	63	31	32	0	0	L3
6	38	2	1	71	34	37	0	17	U3
		1		87	42	45	0	1	L4
8	20	1		111	62	49	3	2	U4
5	4	1		107	56	51	1	2	L5
			2	99	54	45	0	1	U5
15	33	10	9	103	55	48	1	21	L6
				98	60	38		n/a	U6
		48	50	n/a	n/a	n/a		n/a	
67	111	66	64	904	478	426	11	53	

Name of Trip	Depart Day and Date	Depart Time	Return Day and Date	Return Time	Staff i/c	Subject	Year Group	Location	Number of Pupils Going
<b>2020 - 2021</b>									
<b>June</b>									
L4 Geography Trip to Kingston	08 June 2021	10.00am		3.30pm	OBL	Geography	L4		84
U2 Bough Beech Trip	08 June 2021	8.50am		3.30pm	VCS	Geography	U2		20
U2 Bough Beech Trip	10 June 2021	8.50am		3.30pm	VCS	Geography	U2		20
Form 1 Butser Ancient Farm	10 June 2021	8.30am		4.00pm	JWK	History	F1		52
U2 Bough Beech Trip	11 June 2021	8.50am		3.30pm	VCS	Geography	U2		20
U4 Geography Trip to Dorset	11 June 2021	tbc	12 June 2021	tbc	OBL	Geography	U4		60
L3 Osmington Bay Residential Trip	11 June 2021	11.30am	14 June 2021	5.00pm	ECS	Year 6	L3		63
IELTS Exam	12 June 2021	9.45am		tbc	ASC	L6	L6		1
U3 Marwell Zoo Trip	14 June 2021	8.30am		4.00pm	RMF	Biology	U3		88
L5 Churt Sculpture Park Trip	14 June 2021	8.30am		4.00pm	RCH	Art	L5		21
L6 Geography Coursework - non residential	17 June 2021	8.30am	18 June 2021	4.00pm	OBL	Geography	L6		18
U25 Enrichment Hike to Ashted Park Ponds	17 June 2021	2.00pm		3.15pm	JRP	Year 6	U3		20
L3 Bikeability	21 June 2021	9.00am	02 July 2021	4.00pm	LJJ	Cycling	L3		63
L6 Biology Field Trip	22 June 2021	8.30am		4.00pm	JCG	Biology	L6		19
L4 City Day	22 June 2021	8.30am		5.00pm	FIM	Year 8 (and maybe 13)	L4 and maybe U6		183
Form 1CW Ashted Village Trip	Wednesday 23 June 2021	9.00am		12.00pm	JWK	Year 3	F1		18
CCF Silver DofE	Thursday 24 June 2021	9.00am	Sunday 27 June 2021	3.00pm	CER	Y11	U5		17
CCF Ex Final Fling	Friday 25 June 2021	4.30pm	Sunday 27 June 2021	3.00pm	CER	CCF	U4 - L6		40
Form 1WK Ashted Village Trip	Friday 25 June 2021	9.00am		12.00pm	JWK	Year 3	F1		17
L2 High Ashurst Residential	Monday 28 June 2021	9.00am	Wednesday 30 June 2021	2.00pm	SIG	U2	U2		58
L4 End of Junior School Trip	Tuesday 29 June 2021	7.45am		4.30pm	FIM	L4	L4		84
U6 DofE Gold Qualifying Expedition	Tuesday 29 June	tbc	Friday 2 July 2021	tbc	JRP	DofE	U6		
Form 11R Ashted Village Trip	Wednesday 30 June 2021	9.00am		12.00pm	MIR	Year 3	F1		18
<b>July</b>									
U4 DofE Bronze Practice Expedition	03 July 2021	tbc	04 July 2021	tbc	JRP	DofE	U4		
L4 Marwell Zoo	06 July 2021	8.30am		4.00pm	RMF	Biology	L4		84
CCF Summer Camp	13 July 2021	9.30am	17 July 2021	10.00pm	ART	CCF	U4 - L6		30
Borneo Expedition	Jul-21		Jul-21		JCG	Challenge	L5 - L6	Borneo	approx 20
<b>August</b>									
Edinburgh Festival	07 August 2021		14 August 2021		JOW	Drama	U4 - L6		approx. 30
L6 DofE Gold Qualifying Expedition	25 August 2021	tbc	30 August 2021	tbc	JRP	DofE	L6		
<b>2021 - 2022</b>									
<b>September</b>									
U4 PGL Marchants Hill	Friday 17/09/2021	8.30am	Saturday 18/09/2021	3.30pm	JJE	U4 Teambuilding	U4		109
U5 Geography Trip to Preston Montford	21 September 2021	tbc	#####	tbc	OBL	Geography	U5		51
<b>October</b>									
L5 DofE Bronze Qualifying Expedition	02 October 2021	tbc	03 October 2021	tbc	JRP	DofE	L5		
U5 DofE Silver Qualifying Expedition	20 October 2021	tbc	22 October 2021	tbc	JRP	DofE	U5		
Potential Trip to Japan									
<b>November</b>									
<b>December</b>									
<b>January</b>									
<b>February</b>									
<b>March</b>									
<b>April</b>									
Junior School Snow Trip	Saturday 2 April	tbc	Saturday 9 April	tbc	HDJ	Ski	U2 - L4		tbc 40
<b>May</b>									
<b>June</b>									
<b>July</b>									
Senior Girls' Netball / Hockey Sports Tour									
Senior Boys' Rugby Sports Tour	July								
<b>August</b>									

Name of Trip	Depart Day and Date	Depart Time	Return Day and Date	Return Time	Staff i/c	Subject	Year Group	Location	Number of Pupils Going
<b>2022 - 2023</b>									
September									
October									
America History / Politics Trip	tbc	tbc	tbc	tbc	AWW	History / Politics	L6 - U6	New York and Washington	30
November									
December									
January									
February									
March									
Senior School Play - Twelfth Night	Wednesday 2 March		Friday 4 March		RJM	English	U5 - U6		TBC
April									
May									
June									
July									
August									
Edinburgh Festival	August								



<b>Committee(s)</b>	<b>Dated:</b>
Board of Governors of the City of London Freeman's School	11 June 2021
Subject: Report from Head of Junior School	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1(d); 3(c); 9(a)
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	£
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/AN
<b>Report of:</b> Roland Martin, Headmaster	For information
<b>Report author:</b> Matt Robinson, Head of Junior School	

## Summary

This report details what has happened in the Junior School at Freeman's since the last Governors' report of January 2021. It lists staff news, pupil activity and achievement, both during and since the second lockdown.

## Main Report

### School Roll

1. The current Junior School roll remains at 405. Two children left the Junior school in March, but two joiners after Easter (one a younger brother of an existing pupil) mean that the roll has not changed. We continue to receive regular enquiries as to whether there are places to join within the academic year.
2. We continue to assess children to start in September, and have good numbers in all year groups except for, disappointingly, Upper 3. We are unsure as to why so few of the children to whom we offered places in January accepted, but the Admissions Department is investigating. On Saturday 15<sup>th</sup> May, two Junior School teaching colleagues and I were in School, further assessing five children to join in September; of those assessed, four are coming to us.
3. A virtual Freeman's Fun event took place on 28<sup>th</sup> April. Colleagues and I set fun tasks for the watching Year 1 children to try, and there was a Question and Answer session for prospective parents to find out more about Freeman's and the Junior School in particular. Tours have restarted and we are confident

that numbers will be strong again in the near future. The Virtual Open Evening on the 5<sup>th</sup> May received favourable reviews.

### **Colleagues**

4. Much thought and preparation has gone into staffing for next year. A new KS2 teacher has been appointed; an old-Free, she will start in Lower 3 in September. A colleague responsible for two Junior School middle management roles has been promoted to an SLT position at another school, and we have addressed that departure by appointing externally to the Head of Junior Sport role and internally to the Head of an Upper Junior Year group post. We now need a Head of Junior Hale to ensure responsibilities have been covered.

### **Academic**

5. Five Junior School children secured 11+ and 13+ Academic and Music Scholarships, and all five joined me for celebratory hot chocolates at the start of the first full week of the Summer term.
6. The Upper 3 iPad trial continues to be successful, in that the children and teachers' use of the devices has developed. It is used more creatively, utilising different apps in different subjects, but also it is less of a novelty, and so is used more sparingly. We have confirmed that all students in Upper 3 and Lower 4 will receive iPads at the start of the new academic year. Training for staff is regular and ongoing.
7. Throughout last term and this, children have continued to receive assemblies on the themes of tolerance and diversity, anti-bullying, the census, the Mars Rover exploration, and HS2. On 12<sup>th</sup> of May, and from a languages teacher, we received a superb assembly on Ramadan, which featured 15 Muslim students from across the School. On Fridays, the KS2 children were taught the Lord's Prayer, line by line, and prepared for Easter. Since our return the pupils have received messages from our Chaplain based on the Psalms. I am proud of the way the Junior community has embraced the importance of inclusion, democracy and kindness.
8. The anti-bullying assembly from earlier in the academic year was followed up with anti-bullying ambassador training from the Diana Award organisation. Twenty Junior School children and 11 from the Senior School have attended (or soon will attend) online workshops to help them develop their skills and awareness.
9. Mental Health Awareness week (10<sup>th</sup> – 14<sup>th</sup> May) led to discussions around its theme of Connecting with Nature. This was timely as, just a week before, we had opened the new outdoor classroom in the woods. The Woodland Grotto has been used by children and students of all ages for meetings, Science lessons, art, creative writing and more. An area just above the top pitch was cleared, and logs for seating and to lean on were moved into position. Some sort of roofing has been mooted (not by me, but by a very excited Head of Grounds who has thrown his and his team's energies into the project). I hope Governors have seen pictures of our newest learning facility.

10. Lower 3, Upper 3 and Lower 4 children have had “Girls on Board” sessions, which help girls and boys to understand and navigate girls’ friendship problems, which can often be quite treacherous at this stage of their lives. Led by the three Heads of Year, the sessions were very successful in encouraging the children to think empathetically.
11. At the time of writing, we are hoping to arrange specific training for the boys in the same year groups with regards understanding how to become a tolerant, considerate man. It is hoped an organisation called “Beyond Equality” will provide this (once the Good Lad Initiative).
12. In the second week of the Summer term Upper 2 and Upper 3 children worked through study skills sessions presented by an external speaker, who offered interesting strategies and tricks for the children to enhance their own learning.

### **Charity**

13. Four children have raised money for charities that have affected their families. A boy in Upper 2 raised over £4000 for the British Asian Trust, providing Oxygen for India. A boy in Lower 2 raised money for the Junior School Charity Momentum which supports children with cancer by making sweets and cakes and selling them door-to-door. And two sisters in Upper 2 and Lower 4 joined the Royal Marsden March to raise funds for the new cancer treatment Oak centre. All were celebrated in a recent assembly.

### **Arts**

14. Over the lockdown the foyer had an arboreal flavour, hosting large boards showing photos of parents and their children up trees.
15. Rehearsals have started for Junior School performances, to be shared with parents (virtually) by the end of term. Choirs have restarted, too. We have just engaged with Shakespeare Schools’ Festival for next year’s production. The Virtual Dance show incorporated several Junior school artistes ... disappointingly, no boys this time.
16. Various Junior School children contributed to the recorded concerts, some with peers from other local schools as part of our outreach work. All showcased some of the fantastic musicianship in the youngest section of the School.
17. A boy in Lower 3 has secured the part of “young” Moses in the West End production of *Prince of Egypt*. Rehearsals start very soon.

### **Sports**

18. The Games Department is back in full flow, and matches are occurring against other schools. By the time Governors read these papers, over 300 of

our 405 girls and boys will have represented the School in cricket, tennis and athletics ... assuming the rain has stopped!

### **Conclusion**

19. It is glorious to be back on site properly, with all the children and staff. Although things are not quite right yet, we are starting to play sports matches, run after-school activities, and re-engage as a community. We will be heading off on residential trips after half term but sadly not coming up to the Square Mile for City Day. Prize day will not be the same, but life is returning to a sort of normal.
20. I look forward to the next report ... in which I will have much more to report!

### **Matt Robinson**

Head of the Junior School at Freeman's

T: 01372 822474

E: [matt.robinson@freemens.org](mailto:matt.robinson@freemens.org)

Twitter: [@JuniorFreemens](https://twitter.com/JuniorFreemens) (776 followers)

<b>Committee</b>	<b>Dated: 11062021</b>
<b>Board of Governors of the City of London Freemen's School</b>	
<b>Subject: Deputy Head's Report on Policies</b>	<b>Public</b>
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	<b>1a, 2b, 3a, 3c, 3d</b>
<b>Does this proposal require extra revenue and/or capital spending?</b>	<b>No</b>
<b>If so, how much?</b>	<b>n/a</b>
<b>What is the source of Funding?</b>	<b>n/a</b>
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	<b>n/a</b>
<b>Report of: Roland Martin, Headmaster</b>	<b>For Decision</b>
<b>Report author: Stuart Bachelor, Deputy Head</b>	

## Summary

This report is for Governor engagement and decision.

- a) Background
- b) Recommendation

## Recommendation(s)

Members are asked to:

- Scrutinise the policies in this report;
- Ask questions of the Deputy Head and Headmaster surrounding these policies;
- Approve the policies presented.

## Main Report

### a) Background

1. Members will understand that they are responsible for the School's policies and that oversight of them is an important part of their duties.
2. Documents in need of oversight at this meeting are:

*Appendix 1: Equal Opportunities Policy*

*Appendix 2: Behaviour Policy*

*Appendix 3: First Aid Policy*

#### *Appendix 4: Governor Policy Scrutiny Schedule*

3. The only amendments to the Equal Opportunities Policy are in response to the issues raised by Black Lives Matter and Everyone's Invited campaigns; they are shown in track changes. The Policy has been recommended for approval by the Finance, General Purposes and Estates Committee.
4. The Behaviour Policy reflects a simplified sanctions system in U3-U6. In addition, the illustrative list of misdemeanours corresponding to the various sanctions has been updated in the light of recent experience. Amendments are shown in track changes.
5. The First Aid Policy now incorporates several appendices that relate to the work of the Medical Centre, such as treatment of concussion and management of allergies. Other amendments since last reviewed by Governors- highlighted using track changes- are few in number and minor in nature.
6. The updated Governor Policy Scrutiny Schedule covers the period September 2021 to June 2024.

#### **b) Recommendation FOR DECISION**

7. It is recommended that Governors approve the policies included as appendices to this Report.

#### **Appendices**

- *Appendix 1: Equal Opportunities Policy*
- *Appendix 2: Behaviour Policy*
- *Appendix 3: First Aid Policy*
- *Appendix 4: Governor Policy Scrutiny Schedule*

**Stuart Bachelor**  
Deputy Head

T: 01372 822434

E: [Stuart.Bachelor@freemens.org](mailto:Stuart.Bachelor@freemens.org)

# Equal Opportunities Policy

for both the Junior School and Senior School

Issue number	1.2
Name and appointment of owner / author	Anna Atkins, HR Manager and Stuart Bachelor, Deputy Head
Review Body	SLT, Finance, General Purposes & Estates Committee, and Full Board of Governors
Last updated	21 <sup>st</sup> May, 2021
Reason for update	approval by FGP&EC
Last reviewed by SLT	April 2021
Last reviewed by Governors	May 2021 (FGP&EC)
Next SLT review due	March 2023
Next Governor review due	June 2021 (Full Board)
Where available	Freemen's Staff SharePoint site, Governor Portal



## Equal Opportunities Policy

The City of London Freeman's School abides by the policy of the Corporation of London. This is particularly relevant with respect to the recruitment and employment conditions of staff.

Racism, sexism, negative attitudes towards disability and other discriminatory practices will not be tolerated.

### Aims

The School aims

- to provide an educational environment which is open to all pupils, whatever their background, ethnic origin, nationality, religious belief or non-belief, gender, sexual orientation, gender identity or physical ability,
- to foster a sense of community in which all pupils and staff are valued and can thrive, regardless of background, ethnic origin, nationality, religious belief or non-belief, gender, sexual orientation, gender identity or physical ability,
- to promote an atmosphere of positive recognition of each other's achievements and contributions, through the academic curriculum and in the 'hidden' curriculum,
- to appoint staff who are the most suitable for the post, regardless of background, ethnic origin, nationality, religious belief or non-belief, gender, marital status, sexual orientation, gender identity, age, responsibility for dependants, physical capability or trade union or political activity,
- to encourage the professional development of any member of staff, within the School or in other schools, regardless of background, ethnic origin, nationality, religious belief or non-belief, gender, marital status, sexual orientation, gender identity, age, responsibility for dependants, physical disability or trade union or political activity.

### Objectives



The School will:

- help pupils to develop self esteem and recognise that they are valued as individuals,
- encourage pupil to be open-minded and to challenge prejudice,
- enable pupils to contribute actively to the education provided by bringing their cultural differences, values and perspectives to it,
- not restrict access to any suitable academic course,
- ensure that all pupils have equal access to all non-academic activities, given any constraints of the School's traditional provision and facilities,
- be sensitive about equal opportunities issues in the content and processes of the curriculum which stereotype people or label them as inferior or limited,
- act strongly to deal with any instances of intolerance, discrimination or victimisation,
- use every opportunity available to foster the ethos of equal opportunities, particularly in School, form and tutor group assemblies and in PSHE,
- take proactive steps to make members of the School community feel empowered and comfortable in appropriately challenging and then reporting incidents of prejudice, discrimination, bullying, disrespect or microaggressions of any kind, particularly those which involve protected characteristics,
- devise, publicise and enforce a *Diversity and Inclusion Policy* which complements this Policy and specifies in more detail how its Aims will be met in the School community

This page is intentionally left blank

# Behaviour Policy

## Behaviour Policy for both the Junior School and Senior School

Issue number	2.4
Name and appointment of owner / author	Stuart Bachelor, Deputy Head
Review Body	SLT and Full Board of Governors
Last updated	10 <sup>th</sup> May, 2021
Reason for update	changes to U3-U6 sanctions; biennial review
Last reviewed by SLT	May 2021
Last reviewed by Governors	June 2019
Next SLT review due	April 2023
Next Governor review due	June 2021
Where available	Freemen's Staff SharePoint site, School web-site (unrestricted area), Parent Portal, Governor Portal



## Introduction

We want children at Freeman's to learn, to lead and to make a difference.

We will do this by:

- nurturing a community of learners – adults and children – who are ambitious about what they might achieve in and out of the classroom;
- providing relevant opportunities for pupils to expand their horizons intellectually and socially; athletically and creatively; emotionally and spiritually;
- establishing an environment at Freeman's where everyone involved in the community is respected, trusted and supported;
- encouraging responsibility and capability; honesty and reliability; pride and passion;
- promoting determination and innovation; flexibility and adaptability; kindness and consideration;
- fostering in our pupils the confidence, curiosity, independence and wisdom to succeed in the next stages of their lives.

To support these aims, Freeman's believes in identifying strengths within the young people in its care and in celebrating pupil achievements. It is important for young people to feel publicly acknowledged for the good things that they do.

### **Aims**

The School attaches importance to courtesy, integrity, good manners, good discipline and respect for the needs of others. The aim of this policy is to promote good behaviour and respect, prevent bullying, to ensure that pupils complete assigned work and to develop and sustain good conduct of pupils.

The best way to ensure the highest standards in both behaviour and work is to create a positive ethos where self-confidence and self-esteem of pupils is promoted by regular praise, congratulation and affirmation. A school culture which is dominated by a mutual respect between all members of the community will lead to the fulfilment of the pupils' potential both academically and socially.

Pastoral care at Freemen's is rooted in the individual relationships between staff and students. Students are valued for their unique contribution to the community. Ensuring good behaviour is the responsibility of all staff, students and parents. Disciplinary action, where necessary, combines understanding of the individual with the community's belief in justice.

The School will promote good citizenship through the pastoral systems and via PSHE curriculum.

This policy and the associated School Rules are applied fairly and consistently, without regard to race, gender or seniority, are consistent from person to person and from occasion to occasion as far as possible so that each case is reviewed on its merits. In addition, and in relation to our duties under the Equality Act 2010, reasonable adjustments are made for pupils with special educational needs or disabilities (such as not awarding a sanction for repeated fidgeting to a pupil with Attention Deficit Hyperactivity Disorder). The School is also aware that bad behaviour can be a sign that a pupil is suffering or has suffered abuse or neglect.

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

- Alcohol Consumption by Pupils Policy*
- Attendance Policy*
- Boarding Policy*
- Code of Conduct and School Rules*
- Colours Policy*
- Complaints Policy*
- Drugs Policy*
- Equality, Diversity and Inclusion Policy*
- Exclusions Policy*
- IT Acceptable Use Policy (pupils)*
- Physical Restraint Policy*
- Safeguarding Policy*
- Searches and Confiscation Policy*

## **Expectations**

The School rules are set out in the *Code of Conduct and School Rules* booklet and a copy of this is given to all parents and pupils at the time a place in the School is offered. The Headmaster is entitled to exercise a wide discretion in relation to the School's policies, rules and regime.

This Behaviour Policy applies to all pupils when they are on School premises, or in the care of the School, or wearing School uniform, or otherwise representing or associated with the School,

and also when boarders are in the company of day pupils at, or away from School premises, or outside School hours.

Pupils are expected to attend School regularly, arrive for lessons and activities punctually, in an orderly fashion and with all the necessary equipment.

Pupils are expected to respect the physical environment of the School by leaving classrooms and communal areas tidy and by not maliciously damaging buildings and equipment.

Pupils are expected to treat all other members of the School Community (i.e. fellow pupils, academic staff, support staff and visitors) with respect. The term "respect" covers good manners, honesty, a readiness to accept blame where necessary and respect for other people's possessions. It also means thinking about the language that we use and how it will be perceived by those around us. In particular, language that belittles or offends someone on account of his/her gender, race, religion, disability, sexuality or gender identity must be avoided.

Pupils are expected to wear their uniform with pride and in accordance with the dress of the day.

Pupils are expected to give due time and diligence to the completion of work in class and homework. Deadlines should be adhered to. Academic staff will keep records of late or poor work so that an overall picture of a pupil's performance can be obtained and suitable help or sanctions applied.

Pupils are encouraged to take responsibility e.g. through being Form Representative, a Prefect, a peer mentor, captain of a sports team or by being in charge of House events.

Pupils are encouraged to take full advantage of the wide range of co-curricular activities.

Consideration for those less fortunate is encouraged through the School's charitable fund-raising efforts.

Allegations of wrongdoing or inappropriate behaviour made by pupils against members of staff are always taken seriously and investigated thoroughly in line with the process detailed in our Safeguarding Policy. The lead Government safeguarding document, *Keeping Children Safe in Education*, recognises the concept of a malicious allegation, defining it as where "there has been a deliberate act to deceive". Such instances can, also in line with *Keeping Children Safe in Education*, be dealt with as a disciplinary matter and would, in the absence of exceptional extenuating circumstances, attract a serious sanction.

We expect students to treat the digital domain of Freemen's as we do the physical and to behave with all due care, consideration and respect for both other users and equipment. Pupils must abide in full by the School's *IT Acceptable Use Policy* for pupils, which is made available to pupils.

## **Expectations around COVID and social distancing**

The School has a duty to implement Government measures designed to limit the spread of COVID-19, and we are fully supportive of those measures. The School expects pupils to abide by rules put in place around social distancing and hand / respiratory hygiene, and these will be explained to them patiently and clearly. Teachers will enforce those rules with patience and good humour initially, recognising that young people can easily forget to keep their distance from one another or to wash their hands when required. However, any deliberate flouting of rules designed to protect everyone in the school community will be met with a verbal reprimand or Behaviour Warning. Although it is unlikely to occur, for more egregious anti-social behaviour, or where minor sanctions fail in their purpose, more serious sanctions may be issued as necessary.

## **Prefects**

Prefects are authorised by the Headmaster to challenge behaviour by pupils that is in breach of the Code of Conduct and School Rules, or which is in any way contrary to the ethos of the School. They should report any such incidents to the pupil's Head of Year, who will issue sanctions accordingly.

Pupils are expected to comply with any reasonable request by a Prefect to behave or to desist from behaving in a certain way. If a pupil feels that a Prefect has behaved inappropriately or unfairly in the execution of his/her duties, he/she should speak to his/her Head of Year so that the matter can be investigated further if necessary.

## **Rewards**

Freemen's has always been a school where the achievements of the individual have made a significant impact on the whole community and the whole community has valued the individual. High academic standards, sporting prowess, musical, artistic and dramatic accomplishments and not least civilised behaviour have been of direct benefit to all and the greatest reward for the individual is the recognition of such achievements within and by the community.

The success of the School in a wide range of academic, sporting and cultural pursuits is owing to the collective input of a whole year group, to teamwork and to a determination not to let others down. Reward comes from outside the School in the shape of trophies won, certificates awarded and recognition in public performances and in such schemes as the Duke of Edinburgh Award Scheme.

Rewards can be given to pupils for good academic work or for good behaviour, kindness to others and initiative in and outside the classroom. These descriptors are not designed to cover all the possibilities that pupils may gain reward but it is designed to give an overview of the possible situations in which a pupil may receive a reward.

Pupils are eligible for Junior or Senior Colours in the following areas of school life: Art; Design and Technology; Drama; Music; Sports (rather than individual sports). Information about Colours can be found in a separate policy, which can be found in the parental handbook in our website's parent portal.

## **Junior School**

### **Merits**

Merits should be awarded for encouragement and reward. Any piece of work or exemplary behaviour, acts of kindness and initiative may be awarded up to five merits. Any member of staff may award merits that will be recorded in homework diaries and exercise books.

Totals for each pupil should be recorded on Schoolbase regularly. Pupils are awarded badges and certificates on a sliding scale.

Merits should be added to House point totals.

### **Distinctions**

If a pupil produces a piece of work that is notable, or above his/her usual level of effort, or demonstrates particularly good manners or behaviour, a Distinction should be awarded. Any member of staff may award a Distinction. Teachers record Distinctions on Schoolbase and they are collected and celebrated. Distinctions equate to three Merits and are added to the termly totals for badges, certificates and house points.

### **House points**

House points are awarded for academic, sporting and cultural events held during the school year. Any member of staff may award them where appropriate to the event. A running total is kept by Heads of Houses. Winning houses are announced at the end of events and in assemblies. The Kemp House shield is awarded to the winning House at the end of the School year.

## **Senior School**

### **Merits**

Merits may be awarded by any member of staff for: good work at all ability levels; good achievement in co-curricular activities; helping the School community; demonstrating initiative and/or leadership; any behaviour that conspicuously promotes the values of the School. Although staff are encouraged to give them open-handedly, in order to maintain their value



Merits should not be given out for trivial reasons or repeatedly to the same pupils for the same thing. Merits are recorded by the awarding member of staff on Schoolbase and totals for each pupil are monitored by Form Tutors and mentioned in reports. Merits count towards House Points.

## Merit certificates / postcards

a. Upper School. Pupils earn certificates for accumulating Merits over the academic year: 25 for Bronze (signed and sent home by Head of Year); 50 for Silver (Head of Section); 75 for Gold (Deputy Head); 100 for Platinum (Headmaster), plus £20 Book Token. Pupils who achieve Gold and Platinum Certificates are invited to refreshments at Break in the Headmaster's Office with the Headmaster and Deputy Heads. A pupil's Form Tutor, Head of Year and Head of Section are e-mailed when he/she receives a Merit certificate.

b. Sixth Form. Students earn postcards for accumulating Merits over the academic year: 15 for Bronze (signed and sent home by Head of Year); 30 for Silver (Head of Sixth Form); 50 for Gold (Deputy Head); 75 for Platinum (Headmaster), plus £30 Book Token. A pupil's Form Tutor, Head of Year and Head of Section are e-mailed when he/she receives a Merit postcard.

## Distinctions

Distinctions are given for work or achievement of **truly exceptional quality** - often a lengthy project or presentation – and, although they should not be awarded lightly, staff are encouraged to recognise excellence when major pieces of work have been produced to a high standard. Distinctions can also be awarded for exceptional supererogatory behaviour, as well as for genuinely outstanding performance in a co-curricular activity. Distinctions count toward House Points and, as such, are of equal weight to 5 Merits.

## Distinctions certificates

Distinction certificates are signed and sent home by Head of Year. They are also rewarded with an Early Lunch Pass for a day with a plus-one for a friend (for Upper School only) or a snack from the tuck van up to the value of £1. A pupil's Form Tutor, Head of Year and Head of Section are e-mailed when he/she receives a Distinction.

## House points

House points are awarded for academic, sporting and cultural events held during the school year. A running total is kept by Heads of Houses. Winning Houses are announced at the end of events and in assemblies. The Cock House Shield is awarded to the winning House at the end of the School year.

24 points towards the Cock House Shield are competed for annually on the basis of House Points won for Merits and Distinctions. The 24 points are divided between the three Houses in proportion to the House Points achieved by members of each.

## Sanctions

It is essential that colleagues are consistent in the awarding of sanctions; however, this is by no means to say that there is no room for discretion and professional judgement in awarding them. There is a time and a place for clemency, such as when a pupil has particularly challenging pastoral problems; each case must be judged on its merits.

It is anticipated that minor offences can be dealt with quickly and concisely with a verbal reprimand. Whenever possible, a pupil should be reminded of the consequences of his/her actions.

In general teachers should take responsibility for the behaviour of children in their care rather than turning to a Form Tutor or Head of Year. They therefore impose their own sanctions in the first instance: asking a child to catch up work missed through absence, talking to a pupil about poor attitude, giving a pupil time to reflect etc. In Form One and Lower Two, for example, a pupil is asked to complete a 'thinking time' sheet after discussion with the Head of Year about the misdemeanour. The sheet is then sent home to parents to read and sign.

However, should a pupil fail to heed advice and continue to misbehave, or for more serious misdemeanours, he or she may receive a more formal sanction. These are rarely used for younger pupils.

The use of corporal punishment is forbidden. Physical force is never used as a sanction, and it is only ever used on pupils to prevent them from hurting themselves or others, from damaging property or from causing disorder. Further details can be found in our *Physical Restraint Policy*, which is in the parent handbook accessed through the parent portal on our website.

### Sanctions at KS2 (Form 1–L3)

#### Specific year group sanctions/procedures:

Stage/Year group	F1	L2	U2	L3
<b>Stage 1</b> <b>Classroom management</b>	Traffic light system (see below)			
<b>Stage 2</b> <b>One-to-one</b>	May involve: verbal telling off, missing a break time or completing a thinking time sheet or letter of apology	May involve: verbal telling off, name on board, missing a break time, completing a thinking time sheet or letter of apology	May involve: verbal telling off, name on board, missing a break time or letter of apology	May involve: verbal telling off, name on board, missing a break time or letter of apology
<b>Stage 3</b>	Discuss issue (i.e. what happened, why, how else could pupil have responded?).	Discuss issue (i.e. what happened, why, how else could pupil have responded?).	Discuss issue (i.e. what happened, why, how else could pupil have responded?).	Discuss issue (i.e. what happened, why, how else could pupil have responded?).

Form teacher (if sent by subject teacher) or HOY (if sent by form teacher)	Decide on appropriate sanction (e.g. from one-to-one section above) and consider contacting parents	Decide on appropriate sanction (e.g. from one-to-one section above or detention) and consider contacting parents	Decide on appropriate sanction (e.g. from one-to-one section above or detention) and consider contacting parents	Decide on appropriate sanction (e.g. from one-to-one section above or detention) and consider contacting parents
Stage 4 AHJS/HJS	Discuss sequence of events leading to this point and decide on appropriate formal sanction (e.g. lunchtime DT, after school DT or suspension)	Discuss sequence of events leading to this point and decide on appropriate formal sanction (e.g. lunchtime DT, after school DT or suspension)	Discuss sequence of events leading to this point and decide on appropriate formal sanction (e.g. lunchtime DT, after school DT or suspension)	Discuss sequence of events leading to this point and decide on appropriate formal sanction (e.g. lunchtime DT, after school DT or suspension)

Parents may be contacted at any point in above proceedings – depending on nature of incident and at discretion of teacher.

## F1 Traffic Lights:

If we are given a third warning, we will be put on red for the rest of the day. We will also need to complete a Thinking Time sheet which will be sent home to review with our parents.

If we are given a second warning, we will be put on amber for the rest of the day.

We all start on green. We might be given 1 warning.

## Sanctions in U3-U6

The following sliding scale of sanctions is designed to ensure that: there is not an over-reaction to less serious misbehaviour and that pupils have the opportunity to amend their conduct without the matter going further; repeated behaviour of this kind nonetheless attracts a higher sanction; both repeated misbehaviour and single serious misdemeanours are accompanied by an opportunity for concerted teacher intervention so that the root of the problem can be tackled; misdemeanours can be categorised, enabling pastoral leaders to spot patterns and act accordingly.

All pupils have a grace period of a couple of days at the beginning of the school year while they adjust to / re-acquaint themselves with the pattern of school life. During this time minor infringements of the Code of Conduct and School Rules are not sanctioned. Beyond that, clemency is informally extended to new pupils for a while longer.

## Warnings ('Day Books') and Head of Year Detentions

A Warning (often referred to as a 'day book') can be given for minor infractions of the Code of Conduct and Schools Rules such as:

- horseplay, swearing, chewing gum, inconsiderate or disruptive behaviour, minor breach of mobile 'phone rules, casual dishonesty, not using proper changing facilities, or failure to sign in/out
- major breaches of the School's rules on uniform or for minor breaches following an earlier informal warning
- late work / no work / work showing an unacceptably low level of effort
- not bringing essential equipment to the lesson, including Games kit
- being late without good excuse, usually to Registration or periods 3 or 5

In **U3 to U5**, 6 Warnings in a rolling 8-week period excluding holidays triggers a Head of Year Detention. These are one-hour Detentions run weekly by the Head of Year on a day of his/her choosing 4.05-5.05 p.m..

In the **Sixth Form**, 5 Sixth Form Warnings in a rolling 8-week period excluding school holidays triggers a Head of Year Detention.

In respect of accumulation of Warnings, totals are set to zero at the start of a new academic year.

While preserving scope for professional judgement and discretion, colleagues are consistent in awarding Warnings for arriving after the bell without good excuse and late/non-submission of work.

Warnings can be deleted before 1700 every day if entered error without them irretractably counting towards a Detention.

A straight Head of Year Detention can be awarded for less venial misdemeanours such as bringing alcohol on site, smoking-related incidents, insolence, unkind behaviour, obscenity, plagiarism, cheating in tests, deliberate damage to school property, 'play' fighting, failure to delete youth-produced sexual imagery when received, intentionally missing Registration or a lesson, direct disobedience, sharing network log-ins or withdrawal from a school fixture without due notice.

A teacher who has decided to issue a straight Head of Year Detention e-mails the pupil's Head of Year, who issues it on his/her behalf and then schedules the Detention.

A pupil's Form Tutor, Head of Year and Head of Section are e-mailed when he/she attracts a Head of Year Detention.

During these Detentions, the Head of Year speaks to one pupil at a time to uncover the underlying reasons why the pupil is there and to agree an action plan. It may be appropriate for pupils to spend some of the time writing a reflective piece to examine their own behaviour or to engage in "community work" of some kind. In any case, there is always a clear restorative

element to the Detention. Subject teachers play their part in these Detentions by responding to requests for extension work. These Detentions are not, however, opportunities to obtain missing work from a pupil. Missing work should be handed in before the Detention is sat, and responsibility for checking this lies with the relevant subject teacher.

Given the proximity of public examinations, U5 and U6 pupils in Detention after mock exams can use the time to catch up missed work or to revise.

Failure to attend a Head of Year Detention without a very good reason means that it is escalated to a Head of Section Detention.

## **Head of Section Detentions**

Any 3 Head of Year Detentions in a rolling 12-week period excluding holidays triggers a Head of Section Detention, which is served 4.05-5.35 p.m. on Fridays in the place of the third Head of Year Detention. Head of Section Detentions follow the same format.

A straight Head of Section Detention can be awarded for more serious misdemeanours such as serious and deliberate damage to school property, theft, bullying, lying to a teacher investigating a serious incident, soliciting youth-produced sexual imagery, using a Virtual Private Network (VPN), seeking unauthorised access to the School's computer network, truancy, being under the influence of alcohol on the school premises or while representing the school.

A teacher who has decided to issue a straight Head of Section Detention e-mails the pupil's Head of Year, who issues it on his/her behalf and then schedules the Detention.

A pupil's Form Tutor, Head of Year and Head of Section are e-mailed when he/she attracts a Head of Section Detention.

Telephone contact is made by the Head of Section with parents following a Head of Section Detention triggered by an accumulation of sanctions, with an action plan and timeframe agreed.

Failure to attend a Head of Section Detention without a very good reason means that 30 minutes are added to the re-arranged Detention.

On the occasion of a second Head of Section Detention in an academic year, parents are called in for a meeting. A Headmaster's Detention or external suspension is usually the next step if such behaviour persists.

## **Headmaster's Detention**

A 2-hour Headmaster's Detention on a Saturday morning is served in the place of the third Head of Section Detention in one academic year. This is calculated by the relevant Head of Section rather than automatically through Schoolbase. A Headmaster's Detention can also be awarded

directly for a misdemeanour that is too serious to warrant a Head of Section Detention but does not meet the threshold for suspension. In this case, it may, at the discretion of the Headmaster, last anywhere between 2-4 hours depending on the gravity of the misdeed.

## **Administration of Detentions**

It is important that the administration of Detentions is efficient and timely. Every pupil must be informed clearly of its date, time and location, as well as the reason why it has been awarded.

Although parental permission as such is not required to detain pupils, parents have a right to know when and why their child is being detained. We also need to know that they know before we detain their son/daughter. Parents are informed as soon as possible and no later than the day before the Detention is scheduled.

## **Resolving clashes between Detentions and other activities**

Head of Year Detentions take precedence over school rehearsals, sports practices and voluntary academic clinics. If a pupil is committed to a compulsory academic clinic, school match, concert or performance, he/she may respectfully request that his/her Head of Year Detention be sat at a later date.

Head of Section Detentions take precedence over all school activities unless a replacement for the detainee for the school activity cannot be found.

If parents express the wish that their son/daughter not miss a non-school activity (e.g. tennis lessons or private tutoring) in order to attend a Detention, inconvenience caused to the pupil him/herself is not a mitigating factor. Yet, if the activity is paid for in advance by the parents and cannot be re-arranged, or if missing it would involve letting down a number of other people, an alternative date is set. The support of parents in trying as far as possible to honour the date of the Detention set by the School is greatly appreciated.

There may be circumstances in which it is not a clash but rather concerns for the safety of the pupil that lead to a parental request for the Detention to be re-arranged. For example, it may be that an U3 pupil cannot be picked up by a parent on a certain day in winter at 5 p.m., and that the parent isn't content for the pupil to travel home alone in the dark. In such circumstances, the Detention is re-arranged for another day after school. Detentions are only scheduled during lunch-times as a last resort and only after consultation with the Deputy Head.

## **Suspension (all years)**

In the case of a serious breach of discipline such as aggravated bullying (including cyber bullying), racism and other forms of serious discrimination, drugs, vandalism, violence, theft,

arson, verbal abuse of a member of staff, sexual misconduct, being under the influence of alcohol on the school premises or while representing the school such that the pupil requires adult assistance, visible tattoos, distributing youth-produced sexual imagery without consent, aggravated soliciting of youth-produced sexual imagery, attempting to sabotage the School's computer network, or because of bad behaviour that has persisted despite the awarding of Head of Section Detentions, it may be necessary and appropriate to suspend a pupil- either internally or externally. Only the following members of the School's Senior Leadership Team have the authority to suspend pupils: the Headmaster; Deputy Head; Deputy Head (Academic); Heads of Section; Head of Boarding.

Serious breaches of discipline are properly investigated and written statements produced, the principal aim of which is to establish the facts of the matter. The investigator is typically a Head of Section or the Head of Boarding and usually reports to the Deputy Head; for unusually complex or wide-ranging investigations, a deputy investigator may be appointed to share the burden of interviewing. A pupil's Form Tutor or Head of Year will usually be present in any interview with a pupil both to act as a support for the child and to take a note of the meeting.

A pupil may have his/her accommodation or belongings searched if it is believed he/she is in possession of prohibited items, including weapons, illegal drugs, alcohol or stolen items in accordance with the School's *Searches and Confiscation Policy*.

The member of SLT who receives the investigation then determines the most appropriate sanction. Any insight and/or remorse shown by a pupil in relation to his/her wrongdoing is taken into account, as is previous behaviour. The Head is consulted before committing to a suspension.

Internal suspension means isolating him/her within school for a period of time. This sanction would be applied when a pupil has committed a significant offence that required some time for reflection and when an external suspension would be inappropriate or disproportionate.

External suspension means that a pupil is sent or released home (or alternatively, in the case of a boarder, to a guardian) for a limited period either as a disciplinary sanction or pending the outcome of an investigation. The purpose of such a suspension is for a pupil to reflect on his or her actions, supported by his or her parents.

The Head, the Deputy Heads, Heads of Section and Head of Boarding are empowered to suspend a pupil or pupils from School for up to eleven days for a serious breach of discipline. A pupil may be given a Final Warning as part of his or her suspension. This means that a repeat of any of the forms of behaviour noted in the Final Warning letter would most likely result in the pupil being asked to leave the School.

Parents are informed as soon as reasonably practicable after it becomes clear that a pupil will face formal disciplinary action. Within reason, a pupil should be accompanied and assisted by a parent, education guardian, or member of staff chosen by the pupil at the point at which the suspension is handed out. "Within reason" in this case should take into account practicalities,



the seriousness of the matter, the age of the pupils, the attitude of the pupil (i.e. in denial, distressed, taciturn).

Except as required by law, the School and its staff shall not be required to divulge to parents or others any confidential information or the identities of pupils or others who have given information which has led to the complaint or which was acquired during an investigation.

A written notification of a suspension should include brief details of the incident(s) in question and should state why the pupil is being suspended, the length of suspension and the date of return to School. A copy of the letter should go to the Head and will be placed on the pupil's file. The member of SLT who has suspended the pupil must also enter the details of the suspension onto the Serious Breaches of Discipline form. These forms are inspected by the Head and Deputy Head on a termly basis.

Serious breaches of discipline will be recorded in the school file of the pupil. These sanctions will be reviewed by Headmaster periodically, usually at the point of transition between sections, and may be deemed to have expired but will still remain on file. In the event of a sanction being deemed to have expired pupil and parents will be informed. An expired sanction will not be referred to in internal or external references.

Staff should be notified of a suspension (pupil name and duration). The details of a disciplinary matter and its investigation should only be divulged to pupils and staff on a need-to-know basis. In a case where another Freeman's pupil has been the victim of a pupil who has been suspended for that misdemeanour, the victim and his/her family is informed **in confidence** of the sanction that has been awarded and why.

Once a pupil has completed a suspension and has returned to School, reasonable efforts should be made to rehabilitate the pupil concerned and help put the matter behind him/her. As part of this, the Headmaster sees all suspended pupils on their return to School.

There is no appeal as such against a suspension. However, if parents have an objection to any part of the process they should use the School Complaints Policy.

A Permanent Exclusions Policy exists as a separate document.



# First Aid Policy

for both Junior and Senior Schools

Version number	2.1
Name and appointment of owner / author	Kate Barron and Elizabeth Holmden, School Nurse Managers
Review Body	Health & Safety Committee and Full Board of Governors
Last updated	27 <sup>th</sup> April, 2021
Reason for update	changes to procedures; biennial review
Last reviewed by H&S Committee	26 <sup>th</sup> April, 2021
Last reviewed by Governors	September 2019
Next H&S Committee review due	April 2023
Next Governor review due	September 2021
Where available	Freemen's Staff SharePoint site, School website (unrestricted area), Parent Portal, Governor Portal

## FIRST AID POLICY

### Contents:

#### 1) Policy Statement

#### 2) Definitions in *Health and Safety (First Aid) Regulations 1981*

#### 3) Responsibilities under the Policy

- 3.1.1 Health and Safety Committee
- 3.1.2 HR Manager and Deputy Head
- 3.1.3 The school Nursing Team
- 3.1.4 Qualified First Aiders
- 3.1.4 Director of Sport
- 3.1.5 Heads of other Departments

#### 4) First Aid Risks

- 4.1. Risk Assessment of First Aid needs
- 4.2 Layout and Location of Buildings and Grounds
  - 4.2.1 Specific Hazards
  - 4.2.2 Specific Health Needs
  - 4.2.3 Out of Hours and Off-Site activities

#### 5) Provision of First Aid Personnel and Equipment

- 5.1 The Medical Centre
  - 5.1.1 First Aid Kits
  - 5.1.2 Sports Specific First Aid Kits and Asthma Kit
  - 5.1.3 First Aid kits for Trips/off site activities
  - 5.1.4 Vehicle First Aid kits
  - 5.1.5 First Aid Out of Hours and Lone Working
  - 5.1.6 Stocking of First Aid Kits
  - 5.1.7 AED – Automated External Defibrillator
  - 5.1.8 Asthma Inhalers for Emergency Use

#### 6) Information

- 6.1 New Staff/ Induction
  - 6.1.1 First Aid notices/Alerts

#### 7) Training

- 7.1 Training Qualifications
- 7.2 Pupil Involvement and Enrichment

- 7.3 Training Qualifications
- 7.4 List of Trained First Aiders
- 7.5 Mental Health First Aid

## **8) Emergency Procedures**

- 8.1 During school hours
- 8.2 Out of hours
- 8.3 Walbrook (Boarding House)

## **9) Reporting, recording and investigation of accidents and incidents**

- 9.1 Record keeping and Documentation.
- 9.2 Reporting an accident/incident on a local accident form or via the City Of London Report line
- 9.3 (RIDDOR) Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- 9.4 Reviewing accident data

## **10) Infection Control Procedures**

- 10.1 Procedures for dealing with spillages of body fluids
- 10.2 Guidelines for prevention of COVID-19 transmission

## **11) Policy Review**

## **Appendices**

- A. List of first aiders
- B. AED Location map
- C. AED Guidelines
- D. Medication
- E. Procedure for pupils with Asthma
- F. Asthma flow chart
- G. Procedure for managing food allergies and intolerances
- H. Managing the care of pupils with Diabetes
- I. Management of Epilepsy guidelines
- J. Concussion and Head Injuries
- K. Guidance on Immunisations within school
- L. Use of Medical Gases Policy

## 1) Policy Statement

City of London Freeman's school aims to produce confident, motivated, happy young achievers. As part of this aim pupils need to feel safe, secure and healthy.

In order to achieve this aim, this policy has been devised for use by parents, pupils and staff. The policy adheres to the principles set out by the *Health and Safety legislation (Health and Safety (First Aid) Regulations 1981)*, *Department for Education Guidance on First Aid in Schools (2014)*, *Supporting Pupils at School with medical conditions (2017)* and *National Minimum Standards for Boarding (2015)*.

It is the responsibility of the City of London Freeman's School to ensure adequate and appropriate first aid provision at all times when there are people on the school premises and for staff and pupils during off-site visits and activities.

In order to ensure adequate first aid provision it is the policy of City of London Freeman's School that:

- There are sufficient numbers of trained personnel together with appropriate equipment available to ensure that someone competent in basic first aid techniques can rapidly attend an incident at all times when the school is occupied
- A qualified first aider is always available on site when children are present
- Adequate First Aid/pitch side arrangements are made for on-site sporting activities with appropriately trained First Aiders/nursing staff
- The trip organiser has responsibility to ensure, in liaison with the Medical Centre, that appropriate first aid arrangements are made whenever staff and pupils are engaged in off-site activities and visits

City of London Freeman's School is fully committed to ensuring that the application of the First Aid Policy is non-discriminatory, in line with the Equality Act (2010)

This policy should be read in conjunction with the School's:

- *Boarding Policy*
- *Data Protection Policy*
- *Health and Safety Policy*
- *Safeguarding Policy*
- *Trips and Educational Visits Policy*

## 2) Definitions in "The Health and Safety (First Aid) Regulations 1981

"First Aid" is defined as:

- "in cases where a person will need help from a medical practitioner or nurse, treatment for the purpose of preserving life and minimising the consequence of injury or illness until such help is obtained"; and:
- The "treatment of minor injuries which would otherwise receive no treatment or which do not require treatment by a medical practitioner or nurse".

### 3) Responsibilities under the Policy

3.1.1 Health and Safety Committee of City of London Freemen's School, on behalf of the City of London Corporation, is responsible for ensuring:

- Adequate First Aid provision, including appropriate equipment and facilities;
- Sufficient numbers of "suitable persons" are available at all times. This may be a first aider or an appointed person depending on circumstance and risk;
- The provision of first aid services during school hours;
- Appropriate first aid cover is available for out-of-hours and off-site activities;
- Annual review of First Aid provision.

3.1.2 HR Manager, Deputy Head and Nurse Managers are responsible for:

- Arranging attendance on appropriate first aid training courses;
- Maintaining a record of all first aid training undertaken by school staff;
- Maintaining a current list of first aiders for distribution throughout the school;
- Liaison with Heads of Departments for PE/Games and Medical Centre to determine First Aid arrangements for matches and that appropriate cover available for all out of hours sports activities;
- Line-management of Medical Centre (Deputy Head).

3.1.3 The school Nursing Team, on behalf of the Health & Safety Committee, is responsible for:

- Risk assessing the First Aid needs throughout the school; identifying and advising on appropriate levels of First Aid provision;
- Liaise with the Director of Sport to ensure there is adequate pitch side cover for sports events (Appropriately trained first Aid personnel must be present for all Home Rugby matches);
- Providing First Aid training to identified staff as part of an Awarding body;
- Arranging supplementary in-house training in between official, first aid re-qualifying courses;

- Providing training for staff involved with pupils with special health needs. For example, training in the use of epi-pens and anaphylaxis;
- Reporting to the Health and Safety Committee on first aid issues;
- Providing first aid cover at the school during normal school hours;
- Organising provision and replenishment of first aid equipment;
- Maintaining accurate records of first aid treatments given in the School Medical Centre.

#### 3.1.4 Qualified First Aiders are responsible for:

- Responding promptly to calls for assistance;
- Providing first aid support within their level of competence;
- Summoning medical help as necessary & informing parents/guardians;
- Reporting to the Medical Centre all first aid treatments given to an individual;
- Ensuring pupil's individual care plans, medication and first aid kits for off-site trips are collected and subsequently returned promptly as agreed on collection;
- Taking responsibility for the safe storage of care plans and medication;
- Wearing green First Aider lanyards;
- checking and replenishing first aid kits, asking Medical Centre for the stock as necessary;
- Ensuring own first aid knowledge is kept current and contact Medical Centre for additional training if required.

#### 3.1.5 Director of Sport is responsible for establishing systems within the PE Department that deliver the following:

- Risk assessing the First Aid needs throughout the sports department, liaising with the Medical Centre to ensure appropriate levels of First Aid provision for all sporting activities and events;
- Ensuring First Aid kits & emergency medication are taken to all practice sessions and matches (accessing care plans);
- Ensure staff are reporting all first aid treatments and incidents to the Medical Centre and/or incident line if appropriate and to parents/guardians as soon as is practicable;
- Ensure staff are checking and replenishing first aid kits.

#### 3.1.5 Heads of other Departments are responsible for:

- Ensuring replenishment of first aid supplies in their area of work. This duty may be delegated but must be to a named individual. At the start of each term the Medical Centre should be e-mailed with any supplies that need replenishing via [medical@freemens.org](mailto:medical@freemens.org);
- Highlighting the need for a staff member to access first aid training and ensuring that there are appropriately trained first aiders for the department.

It is the duty of all staff to act in the capacity of a responsible adult in the event of an emergency and to summon help as needed.

## 4) First Aid Risks

The School Nursing Team alongside the Health & Safety Committee will carry out continuous assessment of first aid needs. The assessment takes account of:

- Numbers of pupils, staff and visitors on site;
- Layout and location of buildings and grounds;
- Specific hazards;
- Special health needs;
- Hours of work;
- Out-of-hours and off-site activities.

### 4.1. *Risk Assessment of First Aid needs*

The first aid risk assessment identifies:

- How many first aiders are needed during the school day;
- Out-of-hours and off-site arrangements;
- Arrangements to cover absence of first aiders;
- High-risk areas needing a qualified first aider within the department;
- First aid equipment needed;
- Location of first aid equipment;
- Necessary first aid notices and signs;
- Good practice in record keeping.

During the school day there are approximately 1,169 people on site. At the time of this report, this comprises 905 pupils, including 56 boarders, and 208 staff which includes the visiting music teachers. The number of visitors will vary on a day to day basis but the average is 0-20.

The level of first aid provision is based on perceived risk and legislation on the minimum number of First Aid at Work/Paediatric First Aid trained personnel as set by Health and Safety (First Aid) Regulations 1981.

### 4.2 *Layout and Location of Buildings and Grounds*

The school has extensive grounds and some scattered buildings. Accidents can happen anywhere at any time and therefore all staff need to be aware of how and where to obtain

help in a first aid emergency situation. (See Appendix for list of First Aid kit locations and trained staff.)

Additional reviews of First Aid provision will be carried out by the Health and Safety Committee following any significant changes in structure, such as new buildings, relocation or changes in staffing and/or student numbers.

#### 4.2.1 *Specific Hazards*

Statistics of incidents/accidents can provide vital information on the most common locations, times and causes. Review of such incident reports indicate that injuries and accidents are most likely to occur during games lessons or matches, during science, technology and art lessons. There are also more incidents at break-times (especially on the outdoor play equipment at the Junior School) and for staff in the kitchens and maintenance departments.

There may be certain activities out of hours and off site which have particular risks involved depending on its nature, the location the numbers of pupils and staff involved. For example, outdoor pursuits and remote locations.

Rugby matches carry a particularly high risk of serious injury, especially at senior level. Therefore, appropriately trained first aid personnel must be present at all senior rugby matches played at home. Currently this is provided in the first instance by the Medical Centre as a separate out-of-hours provision. If they are unable to cover, an external agency will be sourced. It is the responsibility of the member of staff in charge of the match to check the presence of specialist first aid cover before the match commences.

The school uses an external service called Return 2 Play to help support pupils and staff following injury. This service has a team of doctors to guide and assess those with injuries particularly concussion, the aim being to safely manage their recovery and return to sporting activity. As part of this service they provide the school with termly data and trends of recorded injuries. This data can highlight risks and any need for additional training.

#### 4.2.2 *Specific Health Needs*

There are a number of pupils who have specific health needs, for example; Epilepsy, Diabetes, Asthma and those at risk of Anaphylaxis. These pupils have care plans to support staff in recognising and providing appropriate help.

Parental consent to the sharing of health information in school is obtained when the child joins the School. The School Nursing Team will then be able to give advice and information to staff as appropriate on a need to know basis. Parents can update this at any time via the parent portal.



It is the parents' responsibility to keep the school up to date with changing health needs and medications so that the school can keep their children safe.

#### 4.2.3 *Out of Hours and Off-Site activities*

Many school activities take place outside of normal school hours and/or off-site and First aid provision must be available for these times.

As a general rule, at least one trained First Aider is on every trip, although on occasions this requirement is waived by the Educational Visits Co-ordinator if safe to do so. They are responsible for ensuring all the care plans and first aid equipment is collected in advance of the trip. A list of relevant pupil conditions will be provided to this staff member.

### 5) Provision of First Aid Personnel and Equipment

#### 5.1 *The Medical Centre*

The School has a well-equipped Medical Centre staffed by a team of four Registered Nurses, with Paediatric and Adult specialism. They have a range of acute A&E and community experience.

The Medical Centre is open Monday to Friday 8.30am – 5.30pm in term time and can be contacted on **01372 822451**. The School Nursing Team has a mobile phone to enable contact during emergencies at any time during the above hours on **07769 955704**.

In the unlikely event that the school nursing staff are off-site during the school day, a notice will be displayed on the door of the Medical Centre and an email sent to the whole school giving details of how and where to obtain first aid assistance.

##### 5.1.1 *First Aid Kits*

The school has numerous BSI-compliant First Aid kits across site to ensure easy access when required. These kits are clearly labelled in a green box or bag with white cross in accordance with Health and Safety Regulations. A list of locations can be found in the Appendix. The contents of first aid kits may vary depending on the particular needs in each location. For example, burns dressings in food areas or chemistry laboratories.

##### 5.1.2 *Sports Specific First Aid Kits and Asthma Kit*

All first aid trained PE staff are allocated a sports first aid kit, which is taken to all games lessons, practices and matches. The member of staff with an allocated kit is responsible for replenishing its

contents and checking expiry dates. The Director of Sport is responsible for the universal first aid kits within the sports department. This duty may be delegated to a named individual to check and replenish on their behalf.

First aid trained Sports staff are provided with an emergency asthma kit. This can be used should a pupil or staff member develop an asthma attack, but only if they are prescribed Salbutamol or are a known asthmatic. Specific training is provided to staff before they are issued. The asthma kit must not be stored within the first aid kit but as an additional bag/attachment.

#### 5.1.3 *First Aid Kits for Trips/off site activities*

Adequate first aid kits must be taken to all off-site activities and visits. This is currently provided 1 kit to every 10 pupils. However, this is flexible and may be altered depending on where the trip is being held and how many staff members attending. The nurses and accompanying first aider will discuss at collection. A Qualified First Aider collects the kits from the Medical centre; they are responsible for them and take charge of an emergency situation. The kits provided are suitable for use on day trips and overnight stays. Any pupils care plans and emergency medication will also be provided at this time but must not be stored inside the first aid kits. The First aider is responsible for reporting any intervention required to the medical centre and the safe return of the care plans and first aid kits. Reference should be made to the *Trips Policy* for further information.

#### 5.1.4 *Vehicle First Aid Kits*

First aid boxes are provided in all vehicles used for transporting students. It is the responsibility of the driver to ensure that the contents of the first aid box checks with the contents list attached within the box or that the box is still sealed since its last use. Drivers using any items from the first aid box should notify the Medical Centre as soon as is practicable.

#### 5.1.5 *First Aid Out of Hours and Lone Working*

Permission to work outside of school opening hours should be granted by the Bursar, and the Gatehouse informed if working alone. They will hold a list of First aiders on site.

#### 5.1.6 *Stocking of First Aid Kits*

It is the responsibility of the allocated staff member to check the first aid kit in their area. The check needs to include expiry dates and stock levels. If any replacement items are needed then email the medical centre and request.

#### 5.1.7 *AED – Automated External Defibrillator*

The School recognises that, in the case of cardiac arrest, early intervention is vital to optimise survival and that this includes the early use of a defibrillator. AED'S are safe and effective when used by lay people, including if they have minimal or no training (Resuscitation Council UK Guideline 2015).

City of London Freemen's school has five AED machines, two of which are located on external buildings for ground/ maintenance staff or visitors to access if buildings are closed.

The AED's are situated in (see map at Appendix B):

- The Medical Centre foyer
- Haywood Centre Entrance (external)
- The Sports Block Entrance (external)
- Walbrook (Boarding House) Foyer
- Gatehouse

#### 5.1.8 Asthma Inhalers for Emergency Use

In line with the Department for Health and Social Care's *Guidance of the use of emergency Salbutamol inhalers in schools* (March 2015), the School holds Emergency Asthma kits in various locations across the school including:

- The Medical Centre
- Walbrook (Boarding House)
- Sports Office
- Junior School Reception
- Senior School Reception

The Medical Centre also have a supply of Emergency Asthma kits which can be taken on off-site trips if a pupil prescribed an inhaler is attending. The sports department have all been issued with a small travel Emergency Asthma kit, which they take with them to sports fixtures. It is the staff's responsibility to check that it has not expired and to replace after use.

## 6) Information

In order to keep pupils safe it is essential that there is accurate, accessible information regarding how to obtain emergency first aid assistance. It is also crucial that staff have awareness of pupils who have an emergency care plan and where these medications are held. All staff should be aware of the *General Data Protection Regulations (GDPR) 2018* and its implications when sharing pupil details.

### 6.1 New Staff/ Induction

All new staff and pupils will be provided with appropriate information about how to access first aid assistance. This will include:

- location of Medical Centre;
- how to contact School Nursing Team in an emergency;
- how to contact a qualified first aider in an emergency;
- names, locations and contact details of qualified first aiders and appointed persons;
- location of first aid kits;
- how to call an ambulance.

## 6.2 *First Aid notices*

First Aid notices are displayed throughout the school. They are easily recognisable by a white cross on a green background and are displayed in communal and high-risk areas such as science, technology and games departments. They include information on:

- location of first aid boxes;
- names and locations of qualified first aiders;
- emergency telephone numbers within the school;
- arrangements for obtaining first aid outside normal hours, including how to call an ambulance.

The Medical Centre, supported by the secretariat team, is responsible for ensuring the information on these signs remains accurate.

## **7) Training**

The Medical Centre nurses are responsible for facilitating first aid training for school staff. This training is guided by an overseeing body and certificates are issued by an organisation approved by the Health and Safety Executive.

### 7.1 *Additional health needs and care plans*

The Medical Centre provides additional training for staff involved with pupils with specific health needs such as the use of emergency asthma inhalers and Automated Adrenalin Injectors for Anaphylaxis treatment.

### 7.2 *Pupil Involvement and Enrichment*

Pupils will be encouraged to learn basic first aid and CPR through Enrichment, Duke of Edinburgh, PSHE and Heart Start campaign.

## 7.3 *Training Qualifications*

A qualified first aider is someone who holds a valid certificate in First Aid at Work or Emergency First Aid at Work.

## 7.4 *List of Trained First Aiders*

This can be found in Appendix A

## 7.5 *Mental Health First Aid*

In line with its commitment to parity between physical and mental ill health, the School invests in Mental Health First Training led by a qualified instructor. This enables colleagues to assess risk and seek assistance at the appropriate level.

## **8) Emergency Procedures**

### 8.1 *During school hours*

In a life-threatening situation the priority is to call 999 before then immediately contacting the Medical Centre.

In the event of a pupil or member of staff becoming unwell or having had an accident, the nearest first aider should be used initially and contact made to the Medical Centre for further care. There is good access to phones across the site so help can be summoned quickly. Parents will be informed by an appropriate member of staff at the earliest opportunity.

### 8.2 *Out of hours*

If life-threatening, call 999.

If the school nursing team are not on-site or are unavailable, the nearest qualified first aider should be contacted. This can be done through Gatehouse, Junior Reception or Senior Reception.

Whenever possible, someone, ideally a first aider, should remain with the casualty until help arrives.

In the event of an ambulance being required, the Gatehouse on extension 114 need to be informed so they can direct the emergency services. Contact a member of SLT at the time of event or shortly afterwards.

### 8.3 *Walbrook (Boarding House)*

999 Ambulance are to be called if an emergency situation occurs or it is not safe to move the casualty.

Boarding staff can summon extra help from first aiders within the boarding house and Gatehouse if available but must not delay calling for emergency services when required.

If a boarding pupil is unwell or injured when the Medical Centre is shut, Ashlea Medical Practice (with whom all boarders are registered) offers an out-of-hours service that can be used. These can be booked in advance or on the day through the surgery or by calling **01372 738373** after normal practice hours.

For medical help or advice with a situation that is urgent but not life-threatening, staff can call **NHS 111**. If a pupil is taken ill in the night or outside Medical Centre hours and needs to go to hospital, there is always a spare member of staff on duty who is qualified and in a fit state to drive the School Car to hospital.

## 9) Reporting, recording and investigation of accidents and incidents

### 9.1 *Record keeping and Documentation*

A written record must be made of any first aid treatment given by emailing the Medical Centre, preferably using the designated form that can be found on Freeman's Staff SharePoint site / Useful Forms. This must include the following details:

- date, time and place of incident;
- name of casualty;
- details of the illness/injury (known facts);
- treatment/ advice given;
- destination of casualty (e.g. hospital, home or returned to class);
- name of person dealing with the incident, plus signature if written notes.

### 9.2 *Reporting an accident/incident on a local accident form or via the City Of London Report line*

Depending on the nature and severity of illness/injury there may be additional actions and documentation. Further clarification can be sought from the Medical Centre, Bursar or other member of the Health and Safety Committee.

Accident Report Forms for pupils must be completed by the member of staff who witnessed the incident or first responded to the injured pupil. A template Accident Report Form can be found on Freeman's Staff SharePoint site under Useful Forms.

However, any incidents where pupils go to hospital as a result or are subsequently off school for more than 7 calendar days as a result of the accident must be reported using **City of London's Accident/Incident Report line 02073321920 or by scanning the QR code on the accident reporting posters displayed around the site.** 'Near misses' that would have otherwise had the same consequences should also be reported in this way.

All accidents involving a member of staff or visitor must be reported using **City of London's Accident/Incident Report line 02073321920 or by scanning the QR code on the accident reporting posters displayed around the site.** 'Near misses' that would have otherwise had the same consequences should also be reported in this way.

For accidents / near misses which are reportable to the City, it is the responsibility of the line manager of the reporting person to ensure that it is properly investigated so that future risks can be managed and therefore prevented in future.

### 9.3 *(RIDDOR) Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013*

The School recognises the duty that RIDDOR places on employers, the self-employed and people in control of work premises (the responsible person) to report certain serious accidents, diseases and specific dangerous occurrences (near misses).

The School discharges this duty by reference to *Health and Safety Schools Guidance (HSSG) 1: Guidance on Reporting Schools Accidents, Incidents and Dangerous Occurrences (City of London Corporation 2016)*, which can be accessed on the COL Intranet website.

### 9.4 *Reviewing accident data*

The data received from the accidents and incidents are reviewed thrice-yearly by the Health and Safety Committee and Medical Centre to identify correlations or causes for accidents or illness. This can then help to formulate new ways of working to improve safety and reduce risks.

## 10) Infection Control Procedures

### 10.1 *Procedures for dealing with spillages of body fluids*

Body fluids include blood, urine, vomit and faecal matter. All must be regarded as potentially infective and dealt with in a safe and effective manner.

- In the event of blood loss or vomiting the School nurse on duty in the Medical Centre must be informed immediately to provide the appropriate treatment to the affected person.

- The area of the incident should be made safe by the first member of staff at the scene using warning signs if necessary. Where appropriate the spillage may be covered with disposable towels.
- Sodexo staff should be notified.
- Disposable personal protective equipment (PPE), such as gloves and aprons, is available in the office and Medical Centre, as are disinfectant solutions.
- The spillage must be cleared at the earliest opportunity. The area should be covered using the spillage compound available. Spills kits with the spillage compound can be found in the Medical Centre, Gatehouse, Boarding House, Junior & Senior Reception and in Sodexo Office.
- This should be sprinkled over the spillage ensuring absolute coverage.
- Allow 90 sec approximately before scooping debris into a suitable disposable bag, preferably a yellow clinical waste bag.
- Any paper towels or similar should be sealed in a plastic rubbish bag, together with any PPE used. Disposal of infected or potentially infected material is through the Medical Centre and according to Local Authority guidelines.
- Following cleaning with disinfectants the area may subsequently be washed in the normal manner, and left to dry, using warning signs where necessary.
- Cleaning equipment must be washed after use and stored dry.

## 10.2 Guidelines for prevention of Covid 19 transmission

The following guide is taken from The Health and Safety Executive website and the Resuscitation Council UK in relation to first aid provision during Covid 19 Pandemic.

- Try to assist at a safe distance from the casualty as much as you can and minimise the time you share within a 2-metre distance.
- Wear a face mask/covering if possible.
- Use disposable gloves
- If they are capable, ask them to do things to help, but treating the casualty properly should be your first concern.
- If you need to call 999- tell the call handler if the patient has any COVID-19 symptoms
- In adults requiring CPR, only deliver chest compressions. There is no need for rescue breaths.
- In children it is still advised to give rescue breaths and mouth to mouth. There are face shields available in all first aid kits across the school and with the AED machines. This is because if a child is not breathing effectively and no action is taken, a full cardiac arrest will occur. Although providing rescue breaths will increase risk of transmitting the Covid 19



Virus, either to the first aider or the child, the risk is small compared to the risk of not providing adequate CPR.

- Ensure you safely discard disposable items and clean reusable ones thoroughly.
- Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible

## 11) Policy Review

First aid arrangements within the school are continually monitored by the Medical Centre and regularly discussed with the Deputy Head. In addition, they are formally reviewed biennially by the Health and Safety Committee to ensure provision is adequate and effective. Any concerns regarding first aid provision should be reported immediately to the Bursar, who is the Chair of the Health and Safety Committee.

## Appendix A

### First Aid trained staff available (accurate as of 19/4/2021)

Medical Centre – Tel: 151 / 07769 955 704

All of the staff listed below can be identified by a green first aid lanyard.  
First aid can be administered prior to a student being sent to the Medical Centre.

#### Science/Technology Block

Sarah Baxter  
Brandon O'Donnell  
Helen Irwin  
Max Hicks  
Sue Meek  
James Fish

Jennie Cooper

#### Junior School

Simon Davies  
Natalie Keeler  
Vanessa Ielpi  
Matt Robinson  
Janet Wilby-King  
Viv Lingard  
Michelle Feeley

#### Walbrook (Boarding House)

Alan Auld  
Jemima Edney

Isobel Clegg

#### Music Block

Ida Ashworth

#### The Haywood Centre (Ground Floor)

Marie Cast

Anna Atkins

Sophie Blair  
Nicketa Williams  
Tom Marsden  
Liz Newhouse  
Jon Prior  
Bill Ash  
Karen Shelton  
Andrew McEwan

#### Ferndale

Chris Ruby

Joanne McCullagh

#### Philp House

Anna Atkins  
Gyorgy Simon

#### Art Block

Rebecca Houseman  
Elizabeth Bowey

#### Stable Block

Justine Marvin

#### The Haywood Centre (First Floor)

Ofelia Bueno Lopez  
Georgia Farrington  
Liz Joss  
Nicola (Nicci) Bax

#### CCF Office (Sports Centre)

Alex Truelove

Philippa Whiteley  
Claire Robinson  
Sarah Parkin

**Sodexo**

**PE Department**

Tim Deakin  
Louise Shaill  
Jon Moore  
Alison Bennett  
Rachel Keightley  
Peter McKee  
Mike Cudmore  
Nicholas Harris

Jermey Colton

Haydon Jones

M

## Appendix B

# AED LOCATIONS AT FREEMEN'S

### Sports Centre



### Haywood



### Walbrook



**Gatehouse**



**Medical Centre**





## Appendix C

### **Automated External Defibrillator (AED) Guidelines**

This guidance has been written alongside advice from the UK Resuscitation Council and British Heart Foundation. They recommend that Automated External Defibrillators (AED's) are situated in areas of higher population flow given that the chances of survival decline at a rate of 7-10% with every minute of delayed treatment after a cardiac arrest. City of London Freeman's School has 5 AED units.

The AED's are currently situated at:

- The Medical Centre foyer
- The Gatehouse reception
- Haywood Centre entrance – External case fitted to the wall
- The Sports Centre Entrance – External case fitted to the wall
- Walbrook (Boarding House) entrance foyer.

AED's are easy to use, effective, portable and compact. They are designed to be used by lay people with minimal or no training. The machines guide the user with verbal and visual instructions. They will not allow a shock to be given unless the machine detects the heart rhythm is suitable (Resuscitation Council, 2017).

#### **What is an AED?**

The AED is a computerised device that can monitor the heart's electrical rhythm and deliver a shock when needed. The AED is connected to the collapsed patient by placing two adhesive pads to their bare chest. It analyses the heart rhythm. If ventricular fibrillation- a rapid and chaotic rhythm that leaves the heart unable to pump oxygenated blood to the brain and vital organs- is detected, the AED administers a controlled electrical shock to stop it. The earlier this shock is provided the greater the chance of survival.

#### **Model of AED- Zoll AED Plus**

City of London Freeman's School uses the Zoll AED Plus model of AED. These particular machines analyse the cardiac rhythm, determine the need for shock, and then prompt to deliver the shock if appropriate. The voice prompts guide the user with step by step vocal prompts, including when to perform CPR. The machine assesses the quality of chest compressions (whilst Adult pads are attached) and advises if the depth should be adjusted.

## When and how should the AED be used?

An AED should be applied to any casualty who is unconscious and not breathing normally.

1. Make sure that the victim, you and any bystanders are safe. Do not put yourself at unnecessary risk.
2. If the victim is unresponsive and not breathing normally
  - Send someone for the AED and to call for an ambulance.
  - If on your own, do this yourself; if casualty is a small child/infant, take them with you
3. Start Basic Life Support according to the guidelines
4. As soon as the AED arrives
  - Place the AED near the casualties head and switch on the unit
  - Expose the casualty's chest (Open or cut clothing and shave chest if very hairy. Dry chest if wet)
  - Attach the electrode pads. If more than one rescuer is present, continue CPR whilst this is done.
  - Follow the voice/visual prompts.
  - Ensure no one touches the patient whilst the AED is analysing the rhythm.
5. If a shock is indicated
  - Ensure that no one touches the patient
  - Push the flashing button as directed
  - Continue as directed by the voice commands.
6. If NO shock is indicated:
  - Immediately resume CPR using a ratio of 30 Compressions to 2 rescue breaths.
  - Continue as directed by the voice/visual commands.
7. Continue to follow the AED prompts until:
  - Qualified help arrives and takes over
  - The casualty starts to show signs of regaining consciousness, such as coughing, opening eyes, speaking or moving purposefully. But check they are breathing normally.

## Attaching the electrode pads

The casualty's chest must be sufficiently exposed to enable correct placement of the electrodes. Clothing will need to be opened if possible or cut with scissors. Excessive chest hair may prevent the electrodes adhering to the skin and interfere with the electrical contact. In this case, shave the



worst of the chest hair and spend as little time as possible doing this. Do not delay the defibrillation. Within the AED case there are scissors, a razor and a towel to dry the chest if it is wet. The AED pads are labelled, with a diagram to show correct placement and come in one complete piece. With female casualties try to avoid breast tissue by moving the breast aside when placing the electrode pad. Larger patients will need the electrode pads extending by tearing along the perforated line of the pads.

## **Paediatric casualties aged under 8 years**

Within the AED bag, there will be a set of paediatric electrode pads, which are recommended for children under 8 years. If needed remove the adult pads and cable, then apply the paediatric pads and insert the cable to the AED. Continue as normal. If the paediatric pads are unavailable continue with the adult size but the AED will not be able to assess the depth of chest compressions. (These should be 1/3 of the child's body depth).

## **Special Circumstances**

- If the casualty is in water, move them to a dry surface and dry their chest
- If there is a pacemaker (lump identified in chest) do not place the pads over it
- If there is a medication patch in the area, remove and wipe the skin

## **Training**

The use of the AED is incorporated into the First Aid At Work and Emergency First Aid At Work courses. The medical centre run termly drop in first aid meetings where an update is available. The AED is intended for use by people with minimal or no training so is safe to use by all. However, the medical centre is happy to train any staff wishing to know more.

## **Maintenance of the AED**

The medical centre currently checks the AED's on the school site monthly. A record of these checks are held electronically. The monthly checks include:

- Is the unit clean, undamaged?
- Is the casing and the cable free of damage?
- Check the pads are connected to the AED but sealed in their package? Expiry date?
- Batteries within expiration date. Replace if expired.
- Turn the AED on, verify the green light indicates it is ready for use. Turn off again
- Check for supplies (Razor, towel, Paediatric pads, gloves and face shield)

If the unit is showing a red cross instead of a green check, the unit will be removed from service immediately. An email will be sent to all staff to inform them so that, in the event of an emergency, time is not wasted.

The AED takes 10 123A lithium manganese dioxide batteries. Only Duracell, Sanyo or Varta batteries should be used. DO NOT USE Panasonic or Rayovac batteries.

### **After using the AED**

After use a full check should be done, including replacement of used accessories.

An incident report must be made to the City hotline on **0207 3321920**.

A de-briefing should be available to anyone involved in an incident where an AED is used. This is likely to have been traumatic to all and support is important.

## Appendix D

### **Administration of Medication in school**

The administration and storage of medicines here at the school adheres to the principles set out by the *Nursing and Midwifery Council guidelines for Medicine Management 2007* and to the guidance given in the Department of Education's *Supporting pupils at school with medical conditions*, December 2015

Throughout their time at the School, it is likely that pupils will at some time require medication. It is important for the School to be made aware of any medication a pupil may be taking, regardless of the length of time for which it is to be taken, or of any medication prescribed to be taken in the event of a deterioration of a condition with which a pupil has been diagnosed (i.e. Emergency Medication).

### **Classification of medications**

Prescription Medicine. A prescribed Medication is a preparation prescribed by a medical professional for use by a named individual. The prescription stipulates dosage, frequency and method of administration.

Controlled Medications. These have been prescribed by a medical professional for the use of a named individual. These are stored and managed under the *Misuse of Drugs Regulations, 2001*. They must be locked away and accessible only to named staff. A dedicated book is used to monitor all administrations.

Emergency Medication is prescribed by a medical professional to treat a named individual for a potentially life-threatening condition. There are specific recognised circumstances when this medication MUST be administered in line with the pupil's individual care plan.

Over the Counter Medication can be brought without a prescription for the relief of minor, self-limiting ailments. They come with generic directions for use and doses. Parents are advised to provide or withheld consent to their administration via the parent portal.

### **Acquiring information about medical conditions and medication**

On entrance to the School a health history form is completed which should be used for making the School aware of medical conditions or medication required. After this time parents can contact the Medical Centre by either email or phone to update / amend the information provided at entry. The School Nurses may be contacted at [medical@freemens.org](mailto:medical@freemens.org) or 01372 822451

If a prescribed medication is required to be taken within the school day, parents will be asked to complete a Pupil Medication Request form. This can be located on the parent portal .

All medicines should be in their original containers with prescriber or manufacturer's details – child's name, dosage, expiry dates and written instructions clearly intact.

It is the sole responsibility of parents/guardians of pupils to ensure that the School is made aware of this information in a timely fashion. Pupils over 16 years of age are able to consent themselves as long as deemed suitably competent. This information is only shared as appropriate, on a need to know basis, for example staff taking pupils on a school trip, otherwise all medical information is treated confidentially.

The School cannot be held responsible for any problems experienced related to medication in which the School Nurse has not been notified and pupils have self-administered. It is also against the *Code of Conduct and School Rules* for pupils to bring medicines on site without first informing the School.

Parents are responsible for the disposal of expired medicines.

## **Storage of medication at school**

All non-emergency medications must be delivered to one of the school nurses and will be stored in a locked cupboard or fridge while on school premises. The pupil can then attend the Medical Centre for administration at the required times and to collect at the end of day. Emergency Medications- for example, Anaphylaxis Auto injectors, inhalers or insulin- can be carried by the pupils if deemed competent to do so.

The Medical Centre holds a supply of over the counter medications, all of which have been agreed as appropriate by the overseeing doctor. These are purchased from a medical supplies company and kept within a locked medicine cupboard in the Medical Centre. There is also a limited stock in a locked cupboard in Walbrook (the boarding house). Expiry dates are checked monthly in both areas by the nursing staff.

The Medical Centre has a lockable fridge solely for medications which need to be kept cool. This is calibrated annually by an external company and the temperatures checked daily by the nurses.

## **School-held supply of Generic Emergency Medications**

### **Asthma**

The school have supplies of emergency salbutamol inhalers. These are only for use by pupils who have been diagnosed as asthmatic or previously prescribed a reliever inhaler. They can be found in the following areas:

- Junior School Office

- Senior Office
- Sports Department
- Walbrook (boarding house)
- Dining Hall
- Medical Centre
- The sports staff will also hold an emergency asthma kit for away fixtures and have been provided with a list of pupils permitted to use if required.

## Anaphylaxis

A limited supply of spare emergency Adrenaline Auto Injectors (AAI's) are held by the school. These are purchased by the school as per the Department of Health's *Guidance on the use of adrenaline auto-injectors in schools September 2017*. There have been manufacture delays and so this supply cannot always be relied upon. Currently these are stored in the Sodexo Office (Dining Hall) and Medical Centre.

## Medication for School Trips

During residential school trips, staff will be provided with a selection of over the counter medication by the School Nurses. Medication will be provided in a small bag kept separate from first aid kits and is only to be accessed by staff.

Alongside the paperwork with the participating pupils' medical conditions, the staff member will be provided with the consents for each pupil to receive over the counter medications. Parents can access this via the parent portal of SchoolBase and amend as they wish. However this must be done a minimum of 7 days prior to the trip so the relevant paperwork can be produced. A prompt to do this is included on the Trip consent form. No pupil will be given medication by a member of staff without consent being provided.

Should a Prescribed Medication be required during a school trip, parents must complete a copy of the Pupil Medication Request Form for Trips from the Parent Portal. This form is returned to the Medical Centre, who will then ensure the information is passed on to the accompanying staff members.

If a Controlled Medication is required during a school trip, the member of staff responsible for the trip should remain in possession of the medication and ensure that it is stored securely at all times. A lockable box will be provided by the Medical Centre for its storage. Two members of staff will be nominated, who are required to sign the medication out when administered and keep a record of stock levels.

Prior to a trip off-site, the medical team are asked to produce a list of medical conditions and identify care plans for the pupils attending. When a pupil with an emergency care plan- and

therefore Emergency medications- is travelling off-site, it is the responsibility of the accompanying staff member/first aider to collect their care plan from the Medical Centre prior to departure. This is signed out and arrangements agreed for its return to the Medical Centre. For a residential trip, additional supplies may be requested from home.

The member of staff collecting the first aid supplies, care plans and medications are responsible for ensuring that pupils in Upper 3 and above have their emergency medication on their person. They will not be permitted to attend the trip if the emergency medication is not available. At all times a pupil with an Emergency Care plan should have immediate access to their medication as it could save his/her life if ever required, therefore pupils below U3 will need their allocated staff member to remain close by.

It is the responsibility of the parent or guardian to note the expiry date of any emergency medication provided to the School and to ensure it is replaced before the expiry date has passed. Older pupils should be encouraged to regularly check the expiry dates of their emergency medication and to report to their parent or guardian if the expiry date is approaching. The School Nurses will endeavour to provide reminders as a courtesy, but this should not be relied upon as the sole means of checking expiry dates.

## **Sports Events and Fixtures**

All sports staff have access to a SharePoint site which records the pupils' health conditions, and a list of pupils who require emergency medications. The Medical Centre ensures that only relevant information is shared in this way. In order to help to keep the information secure, the settings are fixed such that the information cannot be printed off.

If they are going on an off-site fixture during school hours, it is the staff member's responsibility to collect the Care Plans and Emergency Medication from the Medical Centre prior to departure.

If the fixture is at the weekend or outside school hours, it is the parents' responsibility to provide the relevant care plans and medication. If possible, the sports staff will endeavour to collect the school-held care plans and medications in addition, but this is not to be relied upon.

Sports staff attending off-site fixtures have an allocated Emergency Asthma Kit as well as records of the pupils' health conditions so that they can identify those permitted to use if required. They have been provided with appropriate training to support the pupils who self-administer.

## **Administration of medication by staff**

Staff should only administer medication once the following has been checked:

- the name of the recipient

- any medication already taken by the recipient that day, and times when taken
- any allergies or existing medical conditions of the recipient contraindicating the medication
- the nature of the illness or injury
- the medication's strength, dosage and route of administration
- side-effects and what to do if they occur (see the user leaflet inside packets)
- the expiry date of the medication
- that parental consent has been obtained for the medication (pupils over 16 can self-consent)

Staff should strive to maintain pupil privacy and dignity throughout the process of administering any medication.

Once administered, the staff member will document all details including the date, time, name of medication, dose and signature.

The nurses record all medication administrations on the treatment log on SchoolBase. This is only accessible by Medical Centre staff and the Designated Safeguarding Lead (Deputy Head). Boarding staff and Medical Centre staff both have access to "Boardingware", a live computer system in which they report any medication or treatment given. This is then transferred by the nurses onto the SchoolBase system.

The parents of younger pupils (Lower 2 and below) will receive an electronic notification or medication slip if any over the counter medications have been administered by the nursing team.

### **Procedure to be followed in the event of a medication error**

In the unlikely event that a pupil is given the wrong medication, the wrong dose or at the wrong time, the School Nurse or member of staff administering the medication will:

- ensure that any necessary first aid is promptly administered
- ensure that, if necessary, the pupil is transferred to hospital for further treatment / investigation
- inform a parent / guardian of the situation and provide any relevant information and / or advice as soon as is possible
- record all necessary information and keep it securely with the pupil's medical records
- inform the Nurse Managers and Stuart Bachelor, Deputy Head, who will take any further action or consider further training where appropriate

### **Medication for staff**

Staff should ensure that any medication they bring into school with them is kept securely on their person or locked away.

The Medical Centre staff are happy to see, treat and provide over the counter medication to staff members when required. Please be aware that all medications or treatments provided to staff will be documented within a password protected document that only Medical Centre staff can access. It is the individual staff member's responsibility to share information about allergies and medical history when being assessed by the nursing team.

### **Staff training regarding common medical conditions**

The nursing team will provide or highlight training needs for staff to ensure safe administration of medication, with special consideration given to the administration of inhalers and Adrenaline auto-injectors.



## Appendix E

### **Procedure for pupils with asthma**

This Procedure has been written using advice from Asthma UK and following the Department of Health and Social Care paper "Guidance on the use of emergency salbutamol inhalers in school" (March 2015).

City of London Freeman's School recognises that asthma is a common, serious but controllable condition, which affects many of our pupils.

Asthma is a chronic inflammation of the airways; they can become narrow and clogged with sticky mucus in response to specific triggers. It typically presents with wheeze, dry cough, difficulty in breathing and/or chest tightness.

#### **Managing Asthma In school**

Pupils with asthma are identified from the health history form on admission or by parents at new diagnosis. The school nurses liaise with the parents to ascertain the full extent of the condition and will request that Asthma Treatment Plan is completed. This information is recorded on SchoolBase and available to staff accompanying pupils on school trips or fixtures.

#### **Asthma Medication**

- Immediate access to reliever inhalers is essential. Pupils are encouraged to take responsibility for their asthma from a young age. All pupils should keep their inhalers on their person. The inhaler should be clearly named and in date.

- Parents may provide the Medical Centre with a spare, in-date inhaler (and spacer), which will be kept in the Medical Centre with the pupil's asthma plan. These are sent out with the first aider on school trips or off-site activities.
- The school hold emergency asthma kits in key areas across the school including
  - Junior School office
  - Senior School office
  - Sports Centre office
  - Dining Hall
  - Walbrook (boarding house)

Within these kits is a list of pupils who are permitted to use the inhaler. These are pupils currently or previously prescribed an inhaler or have a formal diagnosis of asthma.

## Asthma and PE

Exercise has proven health benefits to all children, including those with asthma. The School seeks to involve all pupils in sport with appropriate support and guidance from the school nurses to the PE staff as appropriate.

- All sports staff are first aid trained and carry an emergency asthma kit as an addition to their first aid kit for all fixtures. They have electronic access to relevant medical conditions, so are aware of which pupils can use it if required.

## School Trips

In preparation for a trip, a request will be made to the nursing team via the senior school administrator/trip co-ordinator who will provide all the medical information appropriate to the trip. The pupil must be reminded to take their inhaler with them but the accompanying staff will be provided with a spare emergency asthma kit as part of the first aid provision.

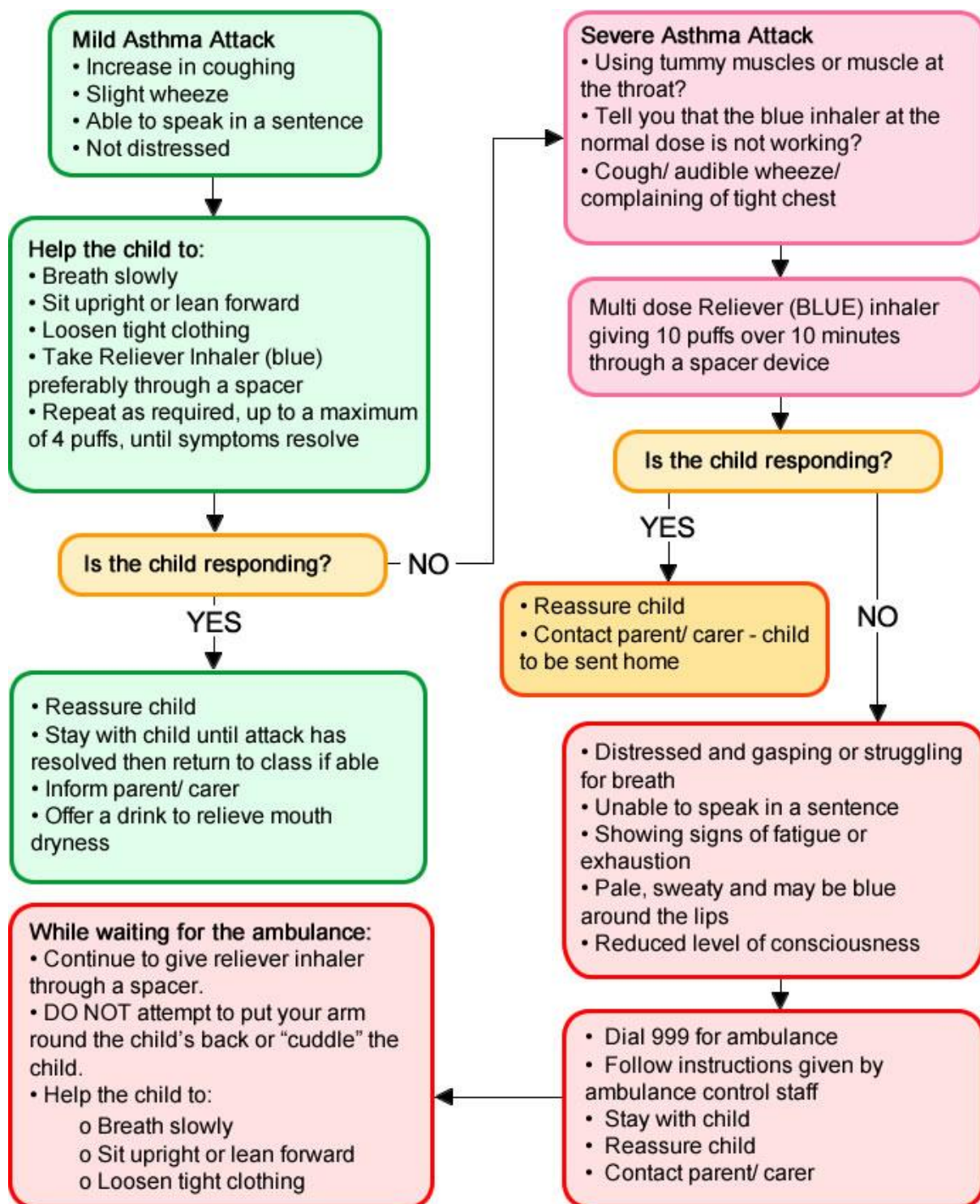
If a pupil has an asthma attack on a trip and the staff have any concerns regarding its severity, an ambulance should be called.

## Staff Education

All qualified first aiders are given guidance on asthma treatment and know what to do in the event of an asthma attack. The sports staff have had additional training when allocated their own emergency asthma kit. The school nurses will provide additional asthma training to staff if required. The asthma

flow chart is held within each asthma kit for easy reference for staff in the event of an asthma attack.  
(See flow chart below in Appendix F)

## Appendix F- Asthma Flow chart



## APPENDIX G

### **Procedure for managing food allergies and intolerances.**

City of London Freeman's School recognises that food allergies and intolerances are relatively widespread but generally manageable conditions affecting a number of pupils in the school. Some pupils have food intolerance where the symptoms can be unpleasant, but a number of pupils in the School have severe or moderate allergies to food, the most common of which is nut allergy. The School therefore is an allergy and nut aware environment. It aims to ensure that none of the foods provided, bought by or produced in the School contain nuts and that other common allergy triggers- raw egg, for example- are minimised.

This guidance is in place to reduce the risk of children having allergy related events whilst in the School's care.

In order to reduce the chances of contact with allergy triggers:

- all parents, pupils and staff are advised that the school is allergy and nut aware;
- all parents requested to ensure that their child does not bring nuts or foods containing nuts into school;
- Sodexo, the School's catering contractors, do not use nuts or nut oils in the preparation of food;
- the tuck wagon and Sixth Form cafe do not sell any nut products or products with nuts as ingredients. However, some products "may contain nuts". They also sell products containing other allergens. Either the products are clearly labelled as such when sold or, if without a label, they each appear on an updated Food Allergen Record kept behind the counter. In the latter case, pupils with allergies can consult the Food Allergen Record with assistance from the vendor so that they know which allergens are in the product or may be contained in the product;
- pupils with a special dietary requirement/allergen know that, when they come in for a meal, they must approach the special dietary counter and identify themselves to the member of staff on that counter (allergen champion);
- similarly, any pupil with a special diet/allergen knows to identify themselves when using of the additional food outlets within the school, so the team can support them in their choice of food item;
- pupils with allergies who are new to the school or who develop new allergies attend an induction session at 1145 on their first day irrespective of whether or not they take school lunches (because free to use tuck wagon etc.).

- these points are iterated at a termly 'induction' session run by Sodexo and attended by all pupils with allergies who have school lunches;
- the Food Technology Department is alerted to pupils with food allergies and intolerance and careful consideration is given to these activities;
- all staff aware of general allergy triggers and are advised to seek clarification before introducing activities that might involve triggers, such as flowers and fruits.

When a pupil joins the school, parents are required to inform the School of any known food allergies or intolerances by completing the Medical History Sheet. They are also requested to inform the Medical Centre of any new diagnosis or changes at any point during their child's time at the School.

Once parents submit the Medical History Sheet electronically it is sent directly to the school nurses. The nurses transfer the information to the medical section within SchoolBase.

- A Nurse will make contact with the parents of the pupils to gain further details and to send for completion a Sodexo form and an Allergy and Anaphylaxis Treatment Plan.
- The information gained through the completion of these forms is used by the nurses to produce a school care plan. Alternatively, parents can provide the care plan as produced by their consultant or specialist nurse.
- For those pupils identified as having been prescribed an auto-injector, an Alert symbol is made visible on their SchoolBase notes. A photograph, together with details of the pupil's allergy and treatment, are then displayed in the staff rooms within the Junior School, Haywood Centre, Sports office and Music Centre. These boards are updated termly. If any new Alerts are added or amended throughout the year, the medical centre will forward the information to an allocated staff member to disseminate.
- Food technician staff and the Sodexo catering Manager have access to the allergy reports so they pull their own termly allergy lists. If any changes occur throughout the year they are updated by Medical Centre via email to update their lists.
- The care plans need annual parental review and signature to ensure the information held is correct and up to date.
- All food allergy information received is shared with Sodexo so that appropriate foods can be provided for the pupils, whether for school lunches or an occasional basis.
- When a pupil with allergies joins the school or develops a new allergy, the relevant Form Tutor is informed by the Medical Centre and asked to arrange an induction meeting for 1145 on the first day at school (if a joiner) / 1145 on a specified date in the next couple of days (if a new allergy). Sodexo are copied in.

- Staff have direct access to a SharePoint site detailing pupil allergies and ailments. Medical centre staff filter this so any sensitive or personal information is shared only on a need-to-know basis. In these circumstances, staff would need to approach nursing staff for more information. In order to help to keep the information secure, the settings are fixed such that the information cannot be printed off.
- Staff planning any off-site trips, request via the Trips administrator for an up to date medical conditions list for the pupils attending the trip. This will include any allergies and dietary requirements, so that appropriate meals can be provided and the risk of exposure to an allergen minimised.
- It is the parent's responsibility to update the Medical Centre straightaway if their child develops an allergy at any point and the same forms will be supplied. This information will be disseminated as above. If a pupil ceases to be allergic, or an auto-injector is no longer required, a letter from a medical practitioner is required before any medical alert or treatment plan is withdrawn.

## F1-L3

Pupils in Lower 3 and below must provide the School with the appropriate medication for the treatment of their allergy. A minimum of 2 Adrenaline auto-injectors must be provided.

The Medical Centre will hold these 2 auto-injectors, which will be sent out on day trips/fixtures during the week. There is emergency provision within the dining hall for emergency auto-injectors which can be accessed by pupils whilst eating lunch.

For weekend fixtures/trips/ events 2 auto-injectors must be provided from home.

## U3 –U6

Parents/ guardians of a pupil with diagnosed allergies are asked to consent that their child carries a minimum of one Adrenaline auto-injector and antihistamine for emergency use as necessary. They also declare that the importance of the medication has been explained to them and that it must be accessible at all times.

A minimum of 1 Adrenaline auto-injector must also be provided to the School and this will be held in the Medical Centre. This is to ensure that a minimum of two auto-injectors are available when on site or off on trips. There is emergency provision within the dining hall for emergency spare Auto-injectors.



For weekend fixtures/on-site events 2 auto-injectors must be provided from home.

## Caveats

- The School avoid serving nuts and nut products but can never guarantee that everything will be free of nuts.
- The School is unable to monitor products sold at events attended by pupils off campus or served on trips.
- City of London Freeman's School cannot guarantee that a pupil will never experience an allergy-related event while at school or that all allergy triggers will be removed. By following this guidance however, we can reduce the risk and ensure a safe environment to all the students.
- Please refer to <https://www.anaphylaxis.org.uk> for further information and guidance.

## Staff Training and guidelines:

Staff follow these simple guidelines to reduce the risk of pupils being affected by an allergen.

- Staff should make themselves aware of the allergy status of the pupils in their form group, which information is available from SchoolBase. If a severe allergy diagnosed and the pupil is prescribed an auto-injector, their photo and details are displayed in the staff rooms, Sports office and Music staff area.
- Staff should make themselves aware of the allergy status of every child attending a school trip or fixture. This information is provided by the Medical Centre. A request is made via Lucy Ryckaert, Trips Administrator, for this medical information. If a pupil requires a care plan or adrenaline auto-injector, staff will be required to collect from the Medical Centre as near as possible to the time of leaving the school site. Pupils must always have access to two auto-injectors, in case of it misfiring or if a second dose is needed. They are unable to leave school site without these being available.
- Food is not to be brought into classrooms to share with pupils without seeking permission of the Head of Year. The pupils bringing it in must be told in advance that any food brought in must not contain nuts, nut oils or nut-based products. Shop-bought products which are labelled as "may contain nuts" are also forbidden to be brought in for sharing. The same standards apply to staff who wish to bring in food to share with pupils, although this is generally to be discouraged.
- It is the responsibility of the teacher in charge of that class to make themselves aware of who, if anyone, is allergic so that those pupils can be alerted to the ingredients (bearing in



mind that it is by no means only nuts that can cause a serious allergic reaction). If in any doubt, a pupil should be told not to risk eating the food.

- Staff must be alert to the risk of cross-contamination. Therefore, surfaces in the Form room where the foods are eaten must be wiped down properly afterwards and crumbs put in the bin.
- In the case of a properly organised charity sale with a teacher in charge, products that “may contain nuts” may be sold if and only if either a) they are sold in a labelled packet and a verbal warning is given b) they are sold loose and there is plenty of prominently displayed signage declaring that they “may contain nuts”.
- If pupils are required to bring in any ingredients for an activity, they should never be asked to bring in nut products or other allergy triggers. If unsure seek advice from the Deputy Head.
- Staff are welcome to bring in cakes and chocolates to the common rooms to share with colleagues but should ensure these are nut free and take precautions to prevent allergy triggers being transferred out of the common rooms into other areas of the schools.
- An online course is available free to any staff wishing to gain further information at <https://www.anaphylaxis.org.uk>

## APPENDIX H

### **Procedure for managing the care of pupils with Diabetes within the school.**

This procedure has been written with advice from the Department for Education and Diabetes UK. It applies to all staff who provide care and support within the school to pupils with diabetes.

The information in this policy will focus on Type 1 Diabetes.

Diabetes is a serious condition where your blood glucose level is too high. There are two main types of diabetes, Type 1 and 2. There are also some much rarer forms of diabetes.

All types of diabetes cause people to have too much glucose (sugar) in their blood. However, we all need some glucose in our blood because it's what gives us our energy. We get glucose when our bodies break down the carbohydrates that we eat or drink. That glucose is released into our blood.

Our bodies release a hormone called insulin, made by our pancreas. The insulin allows the glucose in our blood to enter our cells and fuel our bodies. In Type 1 diabetes insulin is not made at all whereas type 2 the insulin you make either can't work effectively, or you can't produce enough of it.

Staff should be aware of the pupils diagnosed with diabetes and know to contact the school nursing team if the pupil becomes unwell during school hours. This information is stored on the One Drive "Medical Condition and Allergy report". This information is maintained by the Medical Centre and provides relevant medical conditions for the pupils. There are also Medical Alert lists of pupils in the Junior and Senior Common Rooms, Senior School office and Music Centre office.

## **Individual Diabetes Healthcare plans**

- All pupils with diabetes should have a healthcare plan agreed by the parent/carer, child, school nurse and responsible healthcare team.
- The healthcare plan should describe the responsibility of all parties, address the pupil's individual needs and provide clear instructions for ongoing and emergency care.
- The healthcare plan should be reviewed and signed annually by a school nurse and the Deputy Head, and updated as and when any changes are made. It is the responsibility of the parents/healthcare team to notify the school of any changes.
- The Medical Centre will hold the care plans along with spare medications and equipment.
- The individual Emergency care plans are given to the accompanying member of staff if a pupil is going on a day trip or fixture. Parents may need to provide additional equipment for residential trips.
- There have been many modifications and improvements made in recent years with diabetes equipment and monitoring. Some pupils now wear insulin pumps and blood glucose monitors that constantly assess levels and link with mobile phones. Pupils with such equipment are allowed to wear smart watches and keep their phones, but only for use of managing their diabetes. This allows parents to monitor younger pupils blood glucose levels and advise if any intervention required. Please always refer to the individual care plans for this information.

## **Managing complications of Diabetes**

### **Hypoglycaemia**

- Low blood glucose levels (below 4mmol in an insulin dependent diabetic) constitutes a medical emergency and a school nurse must be contacted immediately if on-site or a trained first aider if not.
- Low blood glucose or Hypoglycaemia occurs when the level of glucose in the blood is too low. This may be due to: too much insulin, exercise, stress, too little food or overheating.
- Each pupil /adult with diabetes will have unique signs and symptoms that their blood glucose level is low and should be clearly stated in their care plan. They may become clammy, drowsy, shaky, lose concentration or behave erratically.
- Pupils with diabetes must be able to test their blood glucose level and access emergency glucose or “hypo kit” if a low glucose level is suspected. This equipment and “hypo kit” is provided by the pupil’s parents/carers for which they are responsible for ensuring is well stocked and in date.
- Pupil should be allowed to remain where they are to treat a Hypo; do not ask them to walk to Medical Centre or office as this uses more glucose and will worsen the condition.
- Severe symptoms of hypoglycaemia require the assistance of another person to treat the hypo.
- During a severe hypo, the affected person has impaired consciousness, or becomes unconscious, may have a seizure. They will be unable to swallow so nothing to be given by mouth.
- The treatment for a severe hypo:
  - Stay with them at all times
  - Check the airway is clear
  - Put them on their side in the recovery position
  - Call an ambulance on 999
  - Alert school nurse and ask another staff member to contact parents.
- Pupils with diabetes should be able to eat appropriate food when needed to treat or prevent a hypoglycaemic event.
- Blood sugar levels can fluctuate more so in the presence of illness so the pupil may need to test more frequently.
- Staff should be aware that following an episode of hypoglycaemia their cognitive function can be affected for several hours, so they may struggle academically.

- Pupils taking public exams should be allowed to check their blood glucose level immediately before an exam and have food/drink available to them in case of hypoglycaemia. Prior to the exams, a request for special consideration in relation to the impact of stress on glucose levels should be made in writing to the education authority / examination board. Advice on this process is available from the Examinations Office.
- Repeated episodes of mild hypoglycaemia may result in a more severe episode and it is vital to liaise closely with parents/carers to discuss any concerns and make them aware of any episodes.

### **Hyperglycaemia**

- Hyperglycaemia or high blood glucose occurs when the level of glucose in the blood is too high. This can be due to too much food, not enough insulin, stress or illness.
- Pupils may feel lethargic, behave erratically, be excessively thirsty and pass lots of urine.
- Pupils will need access to check their blood glucose levels, drink as they need and use the toilet as required.
- Prolonged Hyperglycaemia can lead to Diabetic Ketoacidosis, a serious condition which can develop within hours or days. It is life threatening if not treated so early recognition is essential.
- Each individual care plan clearly identifies the action required if hyperglycaemia is indicated.

### **Other implications:**

#### **Exercise, Activities and Physical Education**

- Taking part in sports, games and activities is an essential part of school life for all pupils
- Staff supervising physical activity must be aware of the pupils with diabetes, and how exercise may affect them.
- Sports staff to collect the pupil's care plan for off-site fixtures.
- A blood glucose test is recommended before swimming and the pupil may take before other activities.

- Exercise uses carbohydrate as a fuel and therefore lowers blood glucose. The risk in a pupil with type 1 Diabetes is the blood glucose can drop too low causing hypoglycaemia. Therefore the following actions are important:
  - Eating a small snack containing carbohydrate before exercise
  - Eating a further snack during exercise if it lasts longer than 45 minutes.
  - Ensuring normal meals are not delayed after exercise.
  - Access to blood monitoring kit

## School Meals

- There is no specific diet for someone with diabetes but food eaten should be based on healthy eating principles.
- Meals should be eaten at regular intervals and contain some non-refined complex carbohydrates, avoiding sugary drinks or too many sweet foods.
- Pupils prescribed insulin will do a blood glucose test before lunch. This provides information to assist decision-making about the effectiveness of the insulin dose and guide for the next meal.
- Pupils who inject insulin or have insulin pump may need extra time before meals to administer. It is important there is no delay in eating meal following the administration of insulin.

## School trips /residential

- Diabetes should not prevent a pupil from going on day or residential school trips. Full participation and opportunities in all academic, social and sporting activities should be encouraged. This develops self-esteem and confidence and positive effects on health.
- Careful planning may be necessary prior to the trip so it is recommended that school staff meet with the pupil and parents to discuss the pupil's individual needs.
- Depending on the activities involved a risk assessment may be needed and additional safety measures may be necessary.
- A copy of the pupil's care plan must be taken on the trip alongside any medication.

## APPENDIX I

### **Management of Epilepsy guidelines**

Epilepsy is a widespread, serious but generally controllable condition affecting some pupils within the School. Epilepsy is a medical diagnosis when there is a tendency to have seizures. A seizure happens when there is a sudden burst of intense electrical activity in the brain. This causes a temporary disruption to the way the brain normally works, so the brain's messages become mixed up. The result is an epileptic seizure.

- It is the parent's responsibility to ensure the school is made aware of a history of, or diagnosis of epilepsy for their children. If prescribed medication is required then parents are requested to ensure that it is clearly labelled and in date.
- Most children with Epilepsy take regular medications to prevent them occurring or reducing their impact. However the right combination and doses can be hard to achieve and can alter as the child grows. It can take some time to find the correct mix.
- For some children seizures may still occur despite taking regular medication. This may require prescribed emergency medication, such as Midazolam or rectal Diazepam. Only trained staff can administer this, maintaining dignity throughout. If emergency medication is required, the nursing team will provide specific training to staff for that pupil as per their personalised plan.
- All first aid trained staff have had training included on dealing with epileptic seizures. The school nurses are able to provide additional training in regards to specific pupils if required.
- All pupils with a diagnosis of epilepsy have a personalised care plan, which must be taken by staff for off-site trips and fixtures. This will contain the emergency medications if required or simply contact details and instructions of action to take in the event of a seizure.

Types of seizures:

Generalised Seizures:

- Absence seizures – the person will stop what they are doing, maybe stare, look vague or blink for just a few seconds.

- Myoclonic seizures involve sudden contractions of muscles. This could be a single movement or a cluster of jerks. They can affect the whole body but usually the arms alone.
- Tonic-clonic seizures are the most widely recognised seizure. The person will be unresponsive, fall to the ground, their body stiffen following jerky movements. There may be a loss of bladder control. Even once the seizure has ended they are likely to be confused and very tired.
- Atonic seizures, also known as a drop attack is when the muscles suddenly weaken so the person will fall to the floor.

#### Partial Seizures:

- A group of different seizures where just small areas of the brain are affected. For example a change in sensory sensations, or repetitive movements such as plucking at clothing and smacking lips. They are conscious throughout but unable to control the activity.

#### Emergency management of Tonic-Clonic seizures

- Remove any danger from around the pupil
- Protect pupil from injury
- Call for help – ask for the school nurses to be called
- Time the seizure
- Maintain dignity and encourage other pupils to move away
- Administer any emergency medication if trained to do so
- Once the seizure has ended place the pupil in the recovery position
- Contact the parents /carers once the situation allows.
- **Do not leave the pupil**
- Do not restrain the pupil during the seizure
- Do not put anything in their mouth
- Do not give them anything to eat or drink until fully recovered.

#### Call 999 if:

- It is their first known seizure
- The seizure continues for more than 5 minutes
- If emergency medication is administered.
- If one Tonic-Clonic seizure follows another without the pupil recovering in between
- The pupil is injured
- They were unwell prior to seizure
- You believe further medical attention is required

- The care plan advises that you call 999

## Status Epilepticus

This a prolonged seizure or cluster of seizures without gaining consciousness in between. If this continues for more than 30 minutes it is called status Epilepticus and is a medical emergency, due to a risk of reduced oxygen to the brain. This is why, for any seizure lasting more than 5 minutes, an ambulance must be called.

Management of other seizures:

- Guide the pupil away from danger or clear the area round them
- Keep calm and give reassurance
- Speak clearly to the pupil and explain what happened once it has ended
- **Do not** shout or raise your voice
- Maintain dignity and encourage other pupils to move away
- Inform their parents/carers



## APPENDIX J

### Head Injury and Concussions

#### Head injuries

For the purposes of this guidance, a head injury or traumatic brain injury is defined as any trauma to the head other than superficial injuries to the face.

The City of London Freeman's School has a Medical Centre that is staffed from 0830-1730 weekdays. For out of hours there are qualified first aiders throughout the School. Pitch side cover is provided by the Medical Centre and booked by the sports department.

All head injuries are potentially dangerous and require proper assessment and management. If a pupil sustains a head injury, even if thought to be minor, they must not be left alone and must always be assessed by the Medical Centre if within working hours. They should be escorted there by staff or witnessing pupils, or they must seek immediate adult assistance. If the injured pupil cannot be escorted, then the nurses should be called to assess the pupil at the site of the accident.

Staff can take the decision to call for an ambulance if they suspect the injury is serious, prior to the medical staff arriving, or if it is out of Medical Centre hours.

If the person is unconscious, has lost consciousness (even momentarily) or a neck or spine injury is suspected they should be sent to A&E by ambulance with an adult escort as a matter of urgency and without delay. The person must not be moved and neck immobilisation started if trained.

The parents or guardian should be informed as soon as possible, and the school's accident reporting procedures followed.

Potentially serious complications can develop up to 24 hours after an apparently minor head injury. Medical advice must be sought if any of the following occur:

1. Headache which persists
2. Drowsiness leading to unconsciousness
3. Irritability
4. Confusion and loss of concentration
5. Vomiting
6. Convulsions
7. Blurred vision
8. Weakness of limbs or irregular movement

A head injury information leaflet from the Medical Centre, which contains this information and further advice, must always be given to a pupil who has sustained any type of head injury.

## **Head Injuries with potential C-spine injury**

With any head injury consider the possibility of a spinal injury. Attempt and maintain full cervical spine immobilisation (if appropriately trained) for patients who have sustained a head injury and present with any of the following risk factors unless other factors prevent this:

1. Neck pain or tenderness
2. Focal neurological deficit (weakness in a certain part of the body e.g left side face, right arm)
3. Paraesthesia in the extremities (tingling/numbness)
4. Any other suspicion of cervical spine injury

An ambulance must be called to ensure C-spine immobilisation on transport to hospital.

## **Concussion**

### **Definition**

Concussions occur in everyday life and not just in sport. Rugby as a contact sport does involve frequent body impacts and therefore a risk of accidental head impacts, and thus a significant potential risk of concussion.

A range of signs and symptoms are typically seen, affecting the player's thinking, memory, mood, behaviour, level of consciousness, and various physical effects. Clear loss of consciousness occurs in less than 10% of cases.

Recovery typically follows a sequential course over a period of days or weeks, although in some cases symptoms may be prolonged.

The City of London Freeman's School Medical Centre adheres to a protocol that incorporates the guidance from the Rugby Football Union.

This uses the word 'player'; however it applies to any staff member/pupil with head injuries from any cause.

### **Summary Principles**

1. Concussion must be taken extremely seriously to safeguard the short and long term health and welfare of players

2. Players suspected of having concussion must be removed from play and must not resume play in the match
3. Players suspected of having concussion must be medically assessed
4. Players suspected of having concussion or diagnosed with concussion must go through a graduated return to play protocol (GRTP)
5. Players must receive medical clearance before returning to play.

## Common Early Signs and Symptoms of Concussion

### Indicator

#### Symptoms

#### Physical Signs

#### Behavioural changes

#### Cognitive impairment

#### Sleep disturbance

### Evidence

Headache, dizziness, 'feeling in a fog'

Loss of consciousness, vacant expression, vomiting, inappropriate playing behaviour, unsteady on legs, slowed reactions, visual disturbances such as blurred or 'fuzzy' vision

Inappropriate emotions, irritability, feeling nervous or anxious

Slowed reaction times, confusion/disorientation, poor attention and concentration, loss of memory for events up to and/or after the concussion

Drowsiness

## Onset of Symptoms

It should be noted that the symptoms of concussion can first present at any time (but typically in the first 24-48hrs) after the incident that caused the suspected concussion.

If a player does not show immediate signs or symptoms of a concussion but the force of the injury is such that a concussion is a possibility, s/he should be observed for at least 30 minutes before s/he is allowed to resume what they were doing. "When in doubt, sit them out."

## Assessment

### Concussion on the pitch

The identification of a concussed player on the pitch may be difficult; the condition should be suspected if one or more of the visible clues, signs, symptoms or errors in memory questions are present using the Pocket Concussion Recognition Tool.



The player must then be removed from play and referred to a medical professional for diagnosis and guidance. They must not be left alone at any time. Parents should be notified in all cases of head injury as they need to monitor their child following such an incident and if concerned advised to see a doctor immediately.

If a pupil presents with the symptoms listed in the Red Flag section call 999.

## RED FLAGS

If **ANY** of the following are reported then the player should be safely and immediately removed from the field. If no qualified medical professional is available, consider transporting by ambulance for urgent medical assessment:

- Athlete complains of neck pain - Deteriorating conscious state
- Increasing confusion or irritability - Severe or increasing headache
- Repeated vomiting - Unusual behaviour change
- Seizure or convulsion - Double vision
- Weakness or tingling / burning in arms or legs

## At the Medical Centre

For the assessment, monitoring and review of concussion in the Medical Centre the Pocket Concussion Recognition Tool identifies concussion. For any pupils with suspected concussion and showing signs of red flag symptoms (listed previously) an ambulance must be called and observations recorded every 15 minutes until the ambulance arrives. Incident reporting procedures should be followed.

A concussion leaflet is given to parents and they are advised on the graduated return to play process.

A record will be made of the mechanism of injury. A history of events will be obtained from witnesses of the accident, or the person.

Pupils with less serious injuries will stay within the medical centre to be monitored until the condition is stable and evidence suggests that there has not been a significant effect to the brain. The pupil can return to school with verbal and written information about head injuries advice/symptoms. Dependent on the age and ability of the pupil it may be prudent to email head injury/concussion advice to parents at this stage.

### **Recognising concussion:**

Concussion is a temporary impairment of brain function usually caused by a blow that has shaken the brain within the skull. Signs and symptoms include:

1. Headache, feeling dazed
2. Balance problems, dizziness
3. Hearing problems, ringing in ears
4. Vision problems
5. Confusion
6. Nausea or vomiting
7. Drowsiness
8. Irritability, emotional changes
9. Poor concentration

Please note that, as medical health care professionals, the nursing staff can suspect and therefore treat as concussion if any of the above symptoms are present. The GRTP process does not stipulate that a concussion diagnosis needs to be made by a doctor. However, the nursing staff may refer a pupil for further medical assessment if they feel symptoms are severe or not recovering as expected.

### **Treatment of Concussion**

The majority (80-90%) of concussions resolve in a short (7-10 days) period in adults but this may be longer in children and adolescents, and a more conservative approach should be taken with them. During this recovery time, however, the brain is more vulnerable to further injury, and, if a player returns to sport before they have fully recovered, this may result in:

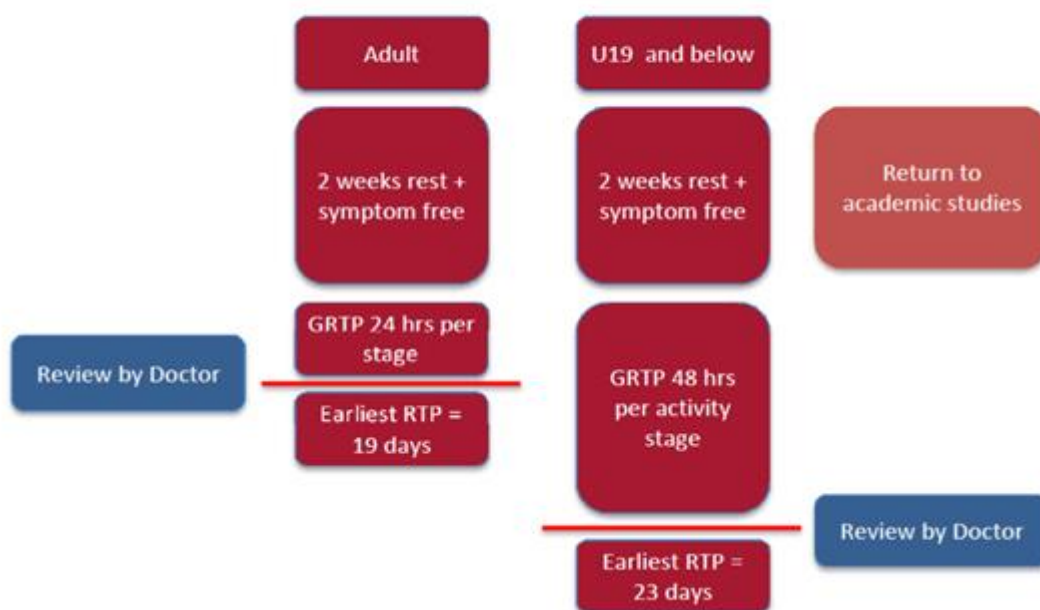
1. Prolonged concussion symptoms
2. Possible long term health consequences such as psychological and/or brain degenerative disorders.
3. Further concussive events being fatal, due to severe brain swelling, known as second impact syndrome.

Pupils who sustain two or more concussions in a 12-month period should be referred to their doctor for a specialist opinion in case they have an underlying predisposition.

## Return to Play Protocol for Under 19 year olds following concussion

The routine return to play pathway is shown below:

### Recover and Return - RTP guidelines:



Individuals should avoid the following initially and then gradually re-introduce them:

1. Reading
2. Screens
3. Driving

It is reasonable for a student to miss a day or two of academic studies but extended absence is uncommon.

Graduated Return to Play (G RTP) will commence once all symptoms have resolved. At City of London Freeman's School we take concussion and the management of it very seriously, so therefore we assiduously implement our guidance and will not advocate any pupil to return to play within the school setting without a clearance by a doctor.

As part of the process the nurses may consult and advise the Sports department and the pupil's tutor to ensure that their academic performance has returned to normal prior to commencing their G RTP.

After being placed on the G RTP, the School Nurse will discuss G RTP with the pupil unless he/she is registered with the external company Return2Play who offer a guided return to play with access to concussion-trained doctors for assessments.

It must be emphasised that these are minimum return to play times and some may require longer to recover.

## Graduated Return to Play (G RTP)

The G RTP should be undertaken with the full cooperation of the player and their parents/guardians.

A summary of the G RTP is shown in the following diagram.

Stage	Rehabilitation Stage	Exercise Allowed	Objective
1	Rest	Complete physical and cognitive rest without symptoms	Recovery
2	Light aerobic exercise	Walking, swimming or stationary cycling keeping intensity, <70% maximum predicted heart rate. No resistance training.	Increase heart rate and assess recovery
3	Sport-specific exercise	Running drills. No head impact activities.	Add movement and assess recovery
4	Non-contact training drills	Progression to more complex training drills, e.g. passing drills. May start progressive resistance training.	Add exercise + coordination, and cognitive load. Assess recovery
5	Full Contact Practice	Normal training activities	Restore confidence and assess functional skills by coaching staff. Assess recovery
6	Return to Play	Player rehabilitated	Safe return to play once fully recovered.

The pupil can progress through each stage as long as no symptoms or signs of concussion return. In under 19 year olds where the pupil completes each stage successfully without any symptoms, the progression should take 2 days for each stage. If at any time symptoms return the pupil should stop



and rest for 48 hours before returning to recommence the previous stage. The earliest possible rehabilitation is 23 days.

## Further Considerations for Staff

All teaching staff should be aware that in order for full recovery it is necessary to rest the brain following concussion, and it may be necessary to reduce the:

1. Workload
2. Reading requirements
3. Use of screens

They should also be aware that during the two week rest period following a concussion, pupils will have been advised of mental activities (e.g. reading, concentrating, using the computer) worsen their symptoms, they may have to stay home from school and initially avoid the following before gradually re-introducing such activities:

1. Reading
2. TV
3. Computer games
4. Driving (if relevant)

Tutors will be informed by the School Nurses via email of any pupils who have concussion. They should observe the pupils for the following and report any concerns to the School Nurses, such as:

1. Drop in academic performance- difficulties with school work or problem solving
2. Poor attention and concentration in class
3. Unusual drowsiness or sleeping during class
4. Inappropriate emotions
5. Unusual irritability
6. Increased anxiety or nervousness

## Training

First Aid training is held within the school for staff who wish to be first aiders. Any staff member needing additional training should contact the School Nurses. In addition, staff are encouraged to use the reference websites as sources of information. School Nurses work closely with the RFU and have undertaken their specialist training.

The RFU HEADCASE programme is recognised as the leading concussion awareness and education resource in UK.

## References



**England Rugby:** [www.englandrugby.com](http://www.englandrugby.com)

**Headcase:** [www.englandrugby.com/my-rugby/players/player-health/concussion-headcase/](http://www.englandrugby.com/my-rugby/players/player-health/concussion-headcase/)

**Schools specific guidance:** [www.englandrugby.com/my-rugby/players/player-health/concussion-headcase/schools-and-colleges/](http://www.englandrugby.com/my-rugby/players/player-health/concussion-headcase/schools-and-colleges/)

**Patient Information Leaflet Head Injury:** <https://www.nhs.uk/conditions/minor-head-injury/>

**Patient Information Leaflet Concussion:** <https://www.nhs.uk/conditions/Concussion/>

## APPENDIX K

### Guidance on Immunisations within the School.

The aim of this guide is to facilitate a comprehensive immunisation programme to prevent the spread of infectious diseases and to educate staff and pupils about the importance of disease prevention.

The school will cooperate fully with outside agencies to ensure that the National Childhood Immunisation Schedule are complied with.

#### Protocol

- Parents are requested to complete a Medical History Form prior to their child starting at the School. This information includes dates of all childhood vaccinations.
- Parents should inform the School Nurse of any vaccinations given during their time at Freeman's so that they can update the medical records.
- All U4 pupils will be offered the Final School Booster (Tetanus / Diphtheria and Polio vaccination and Meningitis ACWY vaccine) in line with the National Childhood Immunisation Schedule
- All L4 Pupils will be offered the two doses of Human Papilloma Virus vaccination in line with the National Childhood Immunisation Schedule
- All year groups eligible for the Nasal flu vaccine to be offered in line with National Childhood Immunisation Schedule
- All boarders who are eligible for the Seasonal Influenza vaccination will be offered it via Gilbert House, Ashlea Medical Practice, in the Autumn Term
- City of London staff and Sodexo staff based at the School have the opportunity to receive the Seasonal Influenza vaccination free of charge
- Consent must be obtained from parents/guardians prior to giving any vaccination
- The NHS Immunisation Team from Central Surrey Health (CSH) will offer and administer current routine vaccinations in line with the National Childhood Immunisation Schedule
- Should vaccinations at school not be possible pupils will be referred to CSH Immunisation clinics or to their own GP

#### Procedure

Medical Centre staff will:

- Identify pupils eligible for immunisations
- Send out all information received from the CSH Immunisation Team to all eligible pupils, including the link for parents/guardians to give/withdraw consent
- Arrange vaccination sessions with CSH Immunisation and inform all school staff involved of relevant dates and times
- Organise room booking for the school immunisations to take place
- Complete a schedule for pupils to arrive at a specified time and send out to all relevant staff
- Dispose of all equipment safely (all sharps used by the CSH Immunisation Team are taken away by them)
- Maintain clear record keeping documentation in pupils school notes
- Report any adverse reactions to the correct authorities

## **Adverse Event Following Immunisation**

- An Adverse event following immunisation (AEFI) can be caused by 4 main categories:
  - 1) resulting from inappropriate practices
  - 2) vaccine induced
  - 3) coincidental (not true adverse reactions but only linked due to the timing of their occurrence)
  - 4) Unknown
- Owing to the possibility of a pupil having an adverse reaction, pupils should remain onsite for 10 minutes after each vaccination
- Owing to the possibility of a pupil having an adverse reaction after the HPV vaccination, pupils should remain in the same room as the CSH Immunisation Team for 10 minutes
- An anaphylaxis pack containing adrenaline will be onsite at all times while immunisations take place.
- Nurses are ready to give emergency care due to an AEFI if life threatening.
- All suspected AEFI's in children due to the vaccines are reported to the Commission on Human Medicines using the Yellow Card Scheme. The CSH Immunisation Team will do this.
- Medical Centre staff complete an Accident Report Form due to AEFI according to the School's policies and procedures.

## APPENDIX L

### Use of Medical Gases Policy

#### Contents:

1. Introduction
2. Definitions in "The Health and Safety (First Aid) Regulations 1981"
3. Responsibilities
4. Use and Storage of Medical Gases Risk Assessment
  - 4.1 – Specific Hazards
    - 4.1.1 – Contraindications
  - 4.2 – Control Measures
    - 4.2.2 – Uses of cylinders.
    - 4.2.3 – Leaks
    - 4.2.4 – Storage of Cylinders
    - 4.2.5 – Procedure in the event of a fire
    - 4.2.6 – Transporting Cylinders in vehicles
5. Record Keeping/Incident Reporting
6. Policy Review

#### 1. Introduction

Entonox is a medical gas used within emergency situations. It is an analgesic gas containing 50% Nitrous oxide and 50% oxygen. We use it in 700 litre cylinders.

The patient can self-administer under healthcare professional supervision, via a demand valve. It affects the pain centres within the brain and spinal cord, although its full mechanism is currently unknown. It produces a pain-relieving and sedative effect without loss of consciousness where rapid onset and offset is required. The gas is rapidly expelled from the body, so the patient does not feel lasting effects.

Entonox is a compressed gas and therefore an elevated risk for explosion and escalating combustion. This policy aims to explain safe use, storage, and servicing of the equipment to ensure safety to its users.

#### 2. The Health and Safety Regulations.

Materials that do not normally burn in air will burn more easily in the presence of most medical, gaseous mixtures. For this reason smoking or naked flames must not be permitted in the vicinity of the gas cylinder or the patient who is using Entonox. Also, because of the high risk of spontaneous combustion that is associated with highly pressurised gases such as nitrous oxide, the cylinder should not be lubricated with oil or grease (BOC, 1995).

#### 3. Responsibilities

The School Nursing Team, on behalf of the Health & Safety Committee and with support from the Facilities team, will carry out continuous assessment of how the medical cylinders are stored and used safely. A risk assessment must be in place and yearly audits undertaken.

Any patient using the Entonox gas will remain under the observation of the administering nurse, so they can monitor its effect and supervise its use.

Nitrous oxide may have a deleterious effect if used in patients with an air-containing closed space since nitrous oxide diffuses into such a space with a resulting increase in pressure. This effect may be dangerous in conditions such as pneumothorax, which may enlarge to compromise respiration, or in the presence of intracranial air after head injury, entrapped air following recent underwater dive, or recent intra-ocular gas injection.

#### **4. Use and Storage of Medical gases- Risk assessment.**

It is paramount that good practice is observed when compressed gas cylinders are in use or stored. They present an extremely substantial risk of combustion.

The risk assessment identifies:

- Where the Entonox should be stored. This is currently in the Medical Centre office/treatment room.
- Stored in a well-ventilated room and kept clean from dust.
- When and how often checks should be made by the nursing staff of the cylinder and associated equipment. A leaking valve or hose can quickly increase the oxygen level to a dangerous level.
- How often the supplier will service the equipment.
- Specific safety notices and signs in place.
- Relevant training for nursing staff to use.
- Report any issues or concerns immediately to BOC.

The risk assessment must be accessible to all staff (Appendix 1). It needs to include the risks involved and the measures put in place to reduce the risk.

##### **4.1 Specific Hazards**

- Entonox is not flammable itself but strongly supports combustion. In an oxygen enriched atmosphere, a fire will burn more fiercely: it may be almost impossible to put out and things that would not normally burn easily may catch fire.
- There is an added risk of explosion if an Entonox cylinder is exposed to excessive heat.
- There is a risk to the patient/person administering within an oxygen enriched atmosphere that clothing, or hair can easily catch fire, causing serious or even fatal burns, for example by smoking while receiving oxygen treatment or being near a naked flame.
- Avoid all oils and grease as these can ignite in the presence of oxygen. Ensure Vaseline not applied to the lips.
- impact from the blast of a gas cylinder explosion or rapid release of compressed gas
- impact from parts of gas cylinders or valves that fail, or any flying debris

##### **4.1.1 Contraindications**

Entonox should not be used for any condition in which air may be trapped in a confined space within the body (BOC, 2001). In such conditions, the N<sub>2</sub>O content of Entonox passes into tall gas-containing spaces in the body faster than nitrogen passes out of these spaces (BOC, 1995). This causes expansion and/or an increase in pressure within the space.

Entonox should not be used in cases of:

- Tension pneumothorax;
- Air embolism;
- Decompression sickness;
- Chronic lung disease;
- Myringoplasty;
- Suspected intestinal obstruction;
- When the patient has had a recent underwater dive (Pickup, 2000; BOC, 2001).

Entonox is also contraindicated where there is an actual or potential impaired level of consciousness such as with head injury, intoxication and maxillofacial injury. Furthermore, as with most analgesics, addiction is a possibility and should be considered in the use of Entonox.

## 4.2 Control Measures

4.2.1 All medical centre staff should have adequate knowledge and training on the

- Properties of the gas
- Correct operating procedures on the use of Entonox.
- Risk assessment accessible to include the risks involved and the measures put in place to reduce the risk.
- Precautions and actions to be taken in an emergency.

Specific training is available for nurses on the use of Entonox. <https://www.boctraining.co.uk/>

The nurses receive weekly updates from Department for Health on medications, equipment, and NICE guideline changes via emails. This highlights any adaptations required to this policy and any further training needs,

4.2.2 Use of Cylinders – Below are the general guidelines for use.

**The supplier specific instructions for the Entonox cylinders can be found on the Medical centre OneDrive.**

- Do not allow children or untrained persons to use the equipment.
- Before use, make sure that the cylinder is laid down in a safe position.
- Smoking and naked flames must not be allowed near the cylinder, or in the building.
- Under no circumstances should oils or grease be used to lubricate any part of the Entonox cylinder, valves, or associated equipment.
- When handling the cylinder and associated equipment, hands and clothes must be free from any oils or grease, including cosmetic products.
- When the cylinder is not in use, close the cylinder valve fully in a clockwise direction and release the pressure in the regulator. Use hand tight pressure only; if excessive force is used it will damage the valve seats and spindles.

- When the cylinder is empty, close the valve and put the plastic cap back onto the valve outlet to prevent moisture getting into the cylinder.
- Cylinders must be handled with care and not knocked violently or allowed to fall.
- Medical gases must only be used for medicinal purposes.

#### 4.2.3 Leaks

- Should a leak occur, this will usually be evident by a hissing noise. The hose must be disconnected, and the cylinder turned off in this event.
- Cylinder valves must be checked for leaks weekly or on use. Never use soapy water or washing up liquid to check for leaks.
- Sealing or jointing compounds must never be used to cure a leak. A leak may occur in the connection between the valve and the regulator. This type of leak can be confirmed by closing the cylinder valve and seeing if there is any fall on the pressure gauge attached to the equipment. Stop the leak by tightening the connection to the valve.
- If any leaks are found the area should be ventilated and the cylinder moved to the open air immediately. Do not let the concentration of gas to build up in a room.
- A cylinder with a damaged or leaking valve should be returned it to the supplier as soon as possible.

#### 4.2.4 Storage of cylinders

- Cylinders must only be allowed in small quantities, for example, one small cylinder for use and one in storage if necessary.
- Cylinders must not be stored outside but in a secure, well ventilated room/area. They must be kept dry and clean and away from materials that combust or ignite easily. They also should not be exposed to extreme temperatures.
- Full and empty cylinders must be stored separately. When empty, the cylinder should be returned to the supplier promptly.
- Cylinders should always be stored vertically.
- Smoking and any other sources of ignition must be prohibited within the area. The area of storage must have warning signs in prominent areas, alerting people of the location of the cylinders.
- Cylinders must not have any of their labels or markings removed.
- In case of fire, the fire services must be informed that compressed medical gas cylinders are on site. This must be done by the person responsible for the evacuation of premises.

#### 4.2.5 Procedure in an Event of a Fire.

If you discover a fire or one is reported to you:

- **Sound the nearest alarm bell.**

If you hear a continuous alarm bell:

- **Leave the building and make your way to the main field behind (North side) of Main House.**
- **Do not enter or re-enter any building until told to do so by the Headmaster, Bursar, Facilities Manager or Deputy Facilities Manager.**

- If a fire is discovered, notify the Fire Service, and warn them that there is a compressed gas cylinder on the premises.
- It is good practice to fix a note next to the fire panel referring to the fact that gas cylinders are being kept in the Medical Centre.

#### 4.2.6 Transporting cylinders in vehicles.

This is not a practice we use here at the current time. It will be reviewed in the future and a suitable risk assessment identified.

### 5. Record keeping/ Incident Reporting.

In the event of using the Medical Gas cylinders for medical purposes, the event must be documented including the following details:

- Date, time, and place of incident
- Name of casualty
- Factual details of the injury/illness
- Treatment and advice given.
- Destination for the casualty after treatment, for example, ambulance called, taken to hospital.
- Accident report completed by phoning the Health and Safety Incident line 0207 332 1920
- Name and signature of the person dealing with the incident.

The above is all documented in the treatment section of the medical notes on School base. Depending on the nature and severity of the injury/illness, further written records may be required.

### 6. Policy Review

The use of Medical Gases within the school is continually being monitored by the Medical Centre. The Health and Safety Committee formally review these arrangements annually to ensure use and maintenance is adequate and effective.

Any concerns regarding Medical Gases being held and used in the Medical Centre should be reported to the Bursar who is the Chairman of the Health and Safety Committee.

### 7. References

Medical gases on-line training for registered nurses <https://www.boctraining.co.uk/>

Entonox Standard Operation instructions.

[Download%20Patient%20Information%20Leaflet%20nitrous%20oxide\\_tcm409-528657.pdf](#)  
([bochealthcare.co.uk](http://bochealthcare.co.uk))

Medical Gas Data Sheets (MGDS) [Medical Gas Data Sheets \(MGDS\) | BOC Healthcare](#)

British National Formulary (child) [NITROUS OXIDE | Drug | BNFc content published by NICE](#)

Information for parents [Nitrous oxide for pain | Medicines for Children](#)



BOC Essential guide on the use of Entonox. [entonox\\_essential\\_guide\\_hlc401955\\_Sep10\\_tcm409-64836.pdf \(bochealthcare.co.uk\)](#)

The Pressure Equipment Regulations 1999

The Dangerous Substances and Explosive Atmospheres Regulations 2002

The Provision and Use of Work Equipment Regulations 1998

Guidance on storage of hazardous materials (COL):

[https://corpoflondon.sharepoint.com/sites/Intranet/Shared%20Documents/Health-Safety-Wellbeing/HSG%2041%20\(v2\)-](https://corpoflondon.sharepoint.com/sites/Intranet/Shared%20Documents/Health-Safety-Wellbeing/HSG%2041%20(v2)-)

[COSHH%20Safe%20storage%20guidance.pdf?csf=1&e=1cjUI3&cid=8a60b2b3-0574-4175-8f15-1d19ae483fc7](https://corpoflondon.sharepoint.com/sites/Intranet/Shared%20Documents/Health-Safety-Wellbeing/HSG%2041%20(v2)-COSHH%20Safe%20storage%20guidance.pdf?csf=1&e=1cjUI3&cid=8a60b2b3-0574-4175-8f15-1d19ae483fc7)

This page is intentionally left blank

<b>FB 23rd Sept 2021</b> Searches and Confiscation  Exclusions  Safeguarding  Trips	<b>APC Oct 2021</b> Assessment, Recording and Reporting SEN & EAL  PSHE Schemes of Work	<b>FEGPC Oct 2021</b> Online safety and digital devices	<b>FB 24th Nov 2021</b> PSHE Schemes of Work  Fire  Online safety and digital devices SEN & EAL	<b>APC Jan 2022</b> Attendance  Teaching & Learning
<b>FEGPC Jan 2022</b>	<b>FB Feb 2022</b> Mission and Aims Careers Drugs	<b>APCSC May 2022</b>	<b>FEGPC May 2022</b>	<b>FB June 2022</b> Complaints Curriculum Health and Safety Marauding Terrorist Attack and Lockdown
<b>FB Sept 2022</b> Safeguarding  SENDA 3-year plan  Anti-bullying (and review of bullying log)	<b>APC Oct 2022</b> Boarding	<b>FEGPC Oct 2022</b> Data Protection	<b>FB Nov 2022</b> Data Protection  Risk  Supervision	<b>APC Jan 2023</b> Relationships and Sex Education
<b>FEGPC Jan 2023</b>	<b>FB Feb 2023</b> Relationships and Sex Education Admissions  Code of Conduct (pupils)	<b>APC May 2023</b> Equality, Diversity and Inclusion	<b>FEGPC May 2023</b> Equal Opportunities  Security	<b>FB June 2023</b> Behaviour  Equal Opportunities
<b>FB Sept 2023</b> Safeguarding  First Aid	<b>APC Oct 2023</b> Co-curricular	<b>FEGPC Oct 2023</b> Online safety and digital devices	<b>FB Nov 2023</b> Fire  Online safety and digital devices	<b>APC Jan 2024</b> Right to Study Checks
<b>FEGPC Jan 2024</b>	<b>FB Feb 2024</b> Right to Study Checks  Collective Worship  Curriculum	<b>APC May 2024</b> Single Central Register	<b>FEGPC May 2024</b>	<b>FB June 2024</b> Marauding Terrorist Attack and Lockdown Health and Safety  Complaints Exclusions

This page is intentionally left blank

<b>Committee(s):</b>	<b>Dated:</b>
City of London School Board of Governors	9 June 2021
City of London School for Girls Board of Governors	10 June 2021
City of London Freemen's School	11 June 2021
<b>Subject:</b> Tackling Racism Taskforce: Education Workstream Action Plan	<b>Public</b>
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	1, 2, 3, 4, 5, 8
<b>Does this proposal require extra revenue and/or capital spending?</b>	Not at this stage.
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b> Director of Community and Children's Services	For Information
<b>Report author:</b> Daniel McGrady, Lead Policy Officer (Education, Culture and Skills) Anne Bamford, Strategic Education and Skills Director	

## Summary

The Tackling Racism Taskforce (TRT) was established in June 2020 to consider what the City of London Corporation does to tackle racism in all its forms and to assess whether any further action could be undertaken to promote economic, educational, and social inclusion through the Corporation's activities. This report sets out an Action Plan to deliver the recommendations of the Tackling Racism Taskforce's Education Workstream following discussion of the recommendations by the Education Board at their meeting on 18 March 2021 and engagement with partners over March to May. The Action Plan seeks to reflect the importance of this work, the need for pace and momentum, and the role of strategic and operational partnerships between the City Corporation, the Family of Schools, adult education providers and cultural institutions in delivering the Education Workstream.

## Recommendation(s)

The Boards of Governors are asked to note the Education Workstream Action Plan outlined in **Appendix 1** and that updates will be provided to future meetings of the Boards of Governors where appropriate.

## Main Report

### Background

1. The Tackling Racism Taskforce was established in June 2020 by the Policy and Resources Committee to consider what the City of London Corporation currently does to tackle racism in all its forms and to assess whether any further action could be undertaken to promote economic, educational, and social inclusion through its activities. The Policy and Resources Committee (at its meeting on 21 January 2021) and the Establishment Committee (at its meeting on 27 January 2021) endorsed the recommendations of the Tackling Racism Taskforce across all workstreams and these were then submitted to other committees of the Corporation for endorsement.
2. The Education Board considered the recommendations of the Education Workstream at their meeting on 18 March 2021. Members supported the recommendations and acknowledged that many of the recommendations required partnership working with the Family of Schools to ensure that they are appropriately delegated, actioned, and monitored. The Education Board also recognised that actions will be both short-term and long-term to ensure pace and systemic change. Members noted that high-level action plan presented by the Education Strategy Unit and requested that a more detailed action plan should be submitted to the Education Board at the meeting on 20 May 2021.

### Current Position

3. The promotion of diversity, equality and inclusion is at the heart of the Education, Cultural and Creative Learning and Skills Strategies (outlined in Goal Three of each Strategy) and is a prominent feature in the annual action planning.
4. It is important to note that the governance and accountability for actions across the Education workstream is not solely within the remit of the Education Board (and Education Strategy Unit) and a key role for the Unit is therefore to maximise the use of established partnerships, grant-funding arrangements, and some levers of governance to support the work delivered across the City of London Academies Trust (CoLAT), Adult Skills and Education Service's (ASES's) Steering Group, Independent School Governing Bodies, Cultural venue Committees and other relevant decision-making bodies.
5. Engagement with schools and other learning partners has occurred in the development of the Education Workstream Action Plan in **Appendix 1**. The recommendations of the Taskforce were discussed in detail by the Family of Schools' Chair of Governors' Forum (on 2 March 2021 and 11 May 2021), the Headteachers' Forum (on 17 March 2021 and 6 May 2021) and in meetings with Culture Mile Learning. Other relevant Committees will be consulted on the Action Plan (including the Boards of Governors of the City of London Independent Schools and the Community & Children's Services Committee) insofar as it relates to those Committees' responsibilities. Further liaison will also be undertaken as required with CoLAT and Culture Mile partners to develop and implement the actions relating to them.

6. There has been agreement among Members and partners that systemic racism exists in society and does manifest within learning and work institutions. Therefore, a key consideration for all stakeholders involved in tackling racism is to identify where and how this occurs and to identify solutions to challenge it in all its forms. There has been acknowledgement that the City Corporation and its Family of Schools cannot address all the fundamental problems of equality in society which can perpetuate racism, however, everyone can and should act and there are a number of actions which the City Corporation and its partners can collectively take to improve the lives of individuals within their sphere of support.
7. Several key themes have emerged from the engagement which provide clear pathways for action. These include:
  - a. The terms 'diversity', 'racism' and 'inclusion' are felt to be very broad. Issues of racism vary between contexts and so actions should not be prescribed centrally but should be local and responsive to institutional contexts.
  - b. There is a clear role which businesses and employer organisations can play in unlocking barriers to work-related experiences for young people from ethnic minority backgrounds and ensuring that recruitment to these experiences (including work experience) challenge prejudice and bias in all its forms.
  - c. The Family of Schools' alumni are a potential resource for role models to current pupils and as a potential governor recruitment pipeline, in both cases representing diversity which mirrors the diversity in the school communities. There is more work to be done to maximise the opportunities of alumni networks in and across schools.
  - d. The independent reviews conducted in the City of London School and City of London School for Girls on racial equality identified areas across the school where systemic racism could manifest in aspects of school life. Similar reviews should be conducted in other schools within the Family of Schools.
  - e. There is a confidence, sensitivity, and passion with which young people speak about ethnicity, identify issues, and promote solutions. Teachers pointed out the emotional intelligence and sensitivity which many young people display which can provide learning for adults.
  - f. Tackling racism requires taking a deep and wide approach, identifying issues which emerge from strategic policies to everyday conversations. Everyday interactions can contain microaggressions which impact learners and colleagues and which are just as important to address as the strategic and leadership practices.
  - g. Intersectional thinking is relevant in challenging bias and prejudice in all forms. Intersectional thinking acknowledges that children and young people experience the world differently. This impacts on the way they interact with others and the extent that they feel able to share their lived realities. These experiences are shaped and influenced by aspects of a young person's identity, such as their ethnicity, age, gender, sexuality, class and abilities. People's interactions with the world are not solely based one aspect of their identity but instead are layered and multifaceted.

For example, someone may experience racism, sexism and ageism collectively or individually at different times and in different environments and this needs to be considered in tackling racism.

- h. Language and terminology surrounding ethnicity can be contentious. While there is guidance available, e.g. <https://www.ethnicity-facts-figures.service.gov.uk/style-guide/writing-about-ethnicity>, such advice and content needs to also reflect changes in language usage and acceptability, both to individuals and the group over time.
8. The Action Plan in **Appendix 1** is an amalgamation of the Taskforce's Recommendations, the actions already in train and the views of colleagues and stakeholders shared through engagement. It should be noted that the Action Plan is a living document and will grow and develop over time as partners respond to the actions and identify areas for targeted practice. Actions are marked at short-term (occurring before the end of the 2021 calendar year), medium-term (occurring before the end of the 2021/22 academic year), long-term (occurring before the end of the 2022/23 academic year) and recurring (recurring each academic year).

## **Corporate & Strategic Implications**

### **9. Strategic implications**

The Action Plan is aligned fully with the following outcomes of the Corporate Plan:

- People are safe and feel safe
- People enjoy good health and wellbeing
- People have equal opportunities to enrich their lives and reach their full potential.
- Communities are cohesive and have the facilities they need.
- Businesses are trusted and socially and environmentally responsible.
- We have access to the skills and talent we need.

The Education Strategy commits to safe, inclusive, supportive, and empowering education for all, regardless of age, background or circumstance. The Skills Strategy commits to ensuring all partners continue to work towards the achievement of a diverse workforce which mirrors the diversity of our community. The Cultural and Creative Learning Strategy aims to provide accessible opportunities for those at risk of not having access to the full range of cultural experiences. These strategic goals are actively applied to tackling racism in the City of London's Family of Schools, Adult Skills and Education Service (ASES) and cultural institutions offering learning programmes.

### **10. Financial implications**

At this stage, the Education Board has been asked to endorse of the Action Plan to drive forward this work. If issues and actions arise which have financial implications, these will be reported to the Education Board at subsequent meetings.



#### 11. Resource implications

The Education Strategy Unit, schools, ASES and CML will all need to put resources into implementing the action plan and monitoring its impact over time.

#### 12. Legal implications

The Public Sector Equality Duty under Section 149 of the Equalities Act 2010 does not strictly apply as a matter of law to the City Corporation's City's Cash functions. However, it has been the Corporation's practice to have regard to those principles across all of its functions.

#### 13. Risk implications

Risks will be identified and mitigated by institutions on an action by action basis. A key risk identified by the Education Board is the risk of inaction and complacency which is being mitigated through proactive action, regular partner engagement, monitoring of actions and responsive allocation of resources (e.g. grant funds) where required.

#### 14. Equalities implications

The Education Unit believe that this report complies with the City Corporation's Public Sector principles of the Equality Duty Act 2010. The proposals in this report have a positive impact on staff and the communities that it serves who are people from ethnic minority backgrounds.

#### 15. Climate implications – None.

#### 16. Security implications – None.

### **Conclusion**

17. This report updates the Boards of Governors on the work underway to implement the Education Workstream recommendations of the Tackling Racism Taskforce, including an Action Plan in **Appendix 1** which will be continually revised and developed over time with partners. It is proposed that further update on the delivery of actions be submitted to future Board meetings where appropriate.

### **Appendices**

- Appendix 1 – Tackling Racism, Education Workstream Action Plan

### **Background Papers**

- [\*Findings and recommendations of the Tackling Racism Taskforce\*](#) – Report of the Tackling Racism Taskforce approved by the Policy & Resources Committee on 21 January 2021 and the Establishment Committee on 27 January 2021.
- [\*Tackling Racism Taskforce, Education Workstream\*](#) – Report of the Town Clerk and Director of Community and Children's Services approved by the Education Board on 18 March 2021.

**Daniel McGrady**

Lead Policy Officer (Education, Culture and Skills)

E: [daniel.mcgrady@cityoflondon.gov.uk](mailto:daniel.mcgrady@cityoflondon.gov.uk)

**Anne Bamford**

Strategic Education and Skills Director

E: [anne.bamford@cityoflondon.gov.uk](mailto:anne.bamford@cityoflondon.gov.uk)

## Appendix 1

### Tackling Racism, Education Workstream Action Plan

Timescales (T)		Delivery partners	
Short-term: Delivered before Dec 2021	ST	Education Strategy Unit	ESU
Medium-term: Delivered before August 2022	MT	City of London Academies Trust academies	CoLAT
Long-term: Delivered before August 2023	LT	Independent Schools	IS
Recurring: Delivered annually each academic year	R	Family of Schools	FoS
		Culture Mile Learning	CML
		Adult Skills and Education Service	ASES

#	Taskforce Recommendation	Actions	T
1	Schools should ensure recruitment and retention of a diverse range of staff and governors, as well as career progression. Consideration should be given to the introduction of teacher apprenticeships.	Conduct research into teaching profession access routes for inclusion and diversity and coordinate the development of a City practice guide. (ESU)	MT
		Source training for school staff and governors involved in recruitment processes on inclusive recruitment practices. (ESU)	ST
		Source middle and senior leadership mentoring and support to ensure that diversity is represented at higher levels of leadership. (FoS)	MT
		Forge and maintain strong links with governance recruitment services and alumni networks to encourage diversity within governance, with representation from the local community and share findings and approaches in Chairs of Governors' Forums and other committees. (ESU) (FoS)	R
		Conduct a review of equalities, including tackling racism, across academies. (CoLAT)	MT
		Respond to the findings of the external joint-review of equality and diversity. (IS)	MT
		Share findings and approaches staff recruitment and retention to promote inclusion and diversity in Headteachers' Forums.(ESU) (FoS)	R
2	City Corporation should support the academies by creating and promoting an alumni network, of which members could be	Explore options for the establishment of local school alumni networks which can inform governor succession planning (recruit governors from the network), support role model programmes, deliver talks in schools and contribute to culture of diversity across schools. (ESU) (FoS)	MT

	encouraged to stand as a governor to contribute towards a more representative governing body for each of the Schools.		
3	The Tackling Racism Taskforce encourage schools to build on its strong Continual Professional Development (CPD) offer for teachers on ways to use cultural resources in learning and to reinvigorate curriculum with culturally diverse content	Conduct regular scrutiny of pupils' performance across characteristics including ethnicity, gender, and economic disadvantage, using resources such as the Fischer Family Trust School dashboards, and use data to inform school improvement. (ESU) (FoS)	R
		Make full use of the termly Cultural and Creative Learning Forum and the resources of Culture Mile Learning to develop and share resources and practices for using cultural learning to enrich the curriculum, including tackling racism and celebrating diversity. (ESU) (CML) (FoS)	R
		Make full use of Find Fusion to share and promote curricular and cross-curricular resources/projects/events to support conversations about ethnicity, tackling racism and celebrating diversity. (ESU) (FoS) (CML) (ASES)	R
		Make full use of annual grant funding to City-sponsored academies to actively encourage projects which support curricular and extra-curricular enhancement for pupils impacted by educational disadvantage and ensure that equalities monitoring occurs on an annual basis. (ESU) (CoLAT)	R
		Deliver bespoke CPD programmes connecting teachers to cultural organisations and artists to enrich aspects of the curriculum and develop teachers' confidence in using sources and cultural resources in their teaching. (CML)	R
		Deliver wellbeing programmes to enhance pastoral care, counselling and family support services for all pupils impacted by disadvantage, and particularly addressing the increased pressures caused by COVID-19. (ESU) (FoS)	MT
4	Ensure that equality and inclusion training, as well as difficult conversations training, was rolled out to all staff	Source equality and inclusion training, including difficult conversations training, to be offered to all staff across the Family of Schools. (ESU)	ST
5	The Taskforce would encourage more joined up partnership working, e.g. between the City of	Support City Corporation staff to use Find Fusion to share learning resources and opportunities with schools in the Family of Schools and across London, including learning resources focused on equalities and tackling racism. (ESU)	ST

	London Police and the family of schools	<i>See actions relating to cultural and creative learning and skills and work-related learning.</i>	
		Source anti-racism training to the 30+ cultural partners in the Culture Mile Learning network. (CML)	ST
6	Bursaries at the independent schools could be advertised to academies and change the conversation, so it was less about 'class' or 'race' and more about education itself.	Enable and support information sharing between the Family of Schools, including on bursary opportunities, through the twice-termly Headteachers' Forum; termly Chairs of Governors' Forum, Skills Forum and Cultural and Creative Learning Forum; annual Schools' Conference; and Find Fusion as an online platform for school-to-school sharing. (ESU)	R
		<i>The funding allocation and distribution of bursary funding is included within the scope of the Tomlinson Review and will be considered by Committees of the Corporation in line with the Tomlinson Review timelines.</i>	
7	There should be a focus on work experience placements and consider not always giving the most 'capable' student a placement, but those where there would be most impact.	Ensure that work-related learning opportunities are accessed equitably, and pupils are exposed to ethnically diverse role models and mentors, including careers education, work experience offers, and skills development opportunities. (ESU) (FoS) (CML)	R
		Continue to offer mentoring and work experience programmes to connect young Londoners who face significant barriers to the workplace with role models working in their aspired-to sectors. (CML)	R
		Resource a quality City Corporation work experience offer across all Corporation departments and institutions, with targeted recruitment aimed at disadvantaged and underrepresented groups, including young people and adults from ethnic minority backgrounds. (City Corporation HR)	MT
8	Addendum	Ensure that conversations about equalities acknowledge the role of intersectionality to challenging bias and prejudice in all forms. Intersectional thinking acknowledges that people experience the world differently (ESU) (FoS) (CML) (ASES)	R
		Explore opportunities for collaborative workshops/ training/ resources which facilitate conversations with parents and carers on equalities issues and tackling racism (ESU) (FoS)	MT
		Work closely with resident communities to respond to community need and labour market changes. (ASES)	MT
		Deliver family learning programmes, reaching out to families from diverse background and encouraging community cohesion and empowerment. (ASES)	R

		Increase efforts to encourage apprenticeship applications from learners who are from ethnic minority backgrounds and ensure conversion in proportion to appointments. (ASES)	MT
--	--	--	----

<b>Committee</b>	<b>Dated:</b>
<b>Establishment Committee</b> <b>City of London School Board of Governors</b> <b>City of London School for Girls Board of Governors</b> <b>City of London Freeman's School Board of Governors</b>	26 March 2021 9 June 2021 10 June 2021 11 June 2021
<b>Subject: TOM review, pilot project at the 3 City of London Schools – People management – Greater Local Delegation</b>	<b>Public</b>
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	<b>3, 5a</b>
<b>Does this proposal require extra revenue and/or capital spending?</b>	<b>No</b>
<b>If so, how much?</b>	<b>N/A</b>
<b>What is the source of Funding?</b>	<b>N/A</b>
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	<b>N/A</b>
<b>Report of:</b> Chrissie Morgan, Director of Human Resources	<b>For Decision</b>
<b>Report author:</b> Tracey Jansen, Town Clerks – Corporate HR	

## Summary

This report outlines the people management delegations to the Head Teachers at the three City of London Schools acting in their capacity as Chief Officers, that will be piloted as part of the *TOM review, pilot project at the City of London School and associated benchmark reward changes across the Independent Schools*.

## Recommendations

Members are asked to:

- Note and endorse the areas identified to pilot local delegation to the three Head Teachers at the City Schools in relation to: starting point for external appointments; incremental progression - additional awards and Honoraria payments including the calculation for partial acting ups payments. It is recommended that the pilot commences with immediate effect in order that there can be a full term to pilot these delegations and report back with findings after recess.
- Note that a report will be made to the October meeting of the Committee providing a review and evaluation of the pilot.

## **Main Report**

### **Background**

1. Members of the Committee will note the separate report to this meeting - *TOM review, pilot project at the City of London School and associated benchmark reward changes across the Independent Schools*. Corporate Human Resources have worked closely with the City of London School and Berkley Partnership to develop the people management proposals.
2. As noted in the wider TOM report, the various people management strands of the project will be piloted at different timescales given their particular nature and complexities arising. This report relates to the project piloting greater delegated powers to the three city schools.
3. Members will be aware that committee approval was given at its last meeting, to allow the three city schools to apply a term's notice if appropriate for some non-teaching roles. In addition, Committee approval was given in December 2020 for all Chief Officers to authorise redundancy payments in accordance with the set formula. The Director of Human Resources and the Chair and Deputy Chair of the Establishment Committee only approve any redundancy payments which are calculated outside of the agreed redundancy formula. The schools are already able to include specific provisions in contracts relating to for example term time working or flexible working patterns as appropriate.

### **Current Position**

4. The areas identified where greater delegation can seek to '*eliminate non-value adding activity and remove barriers, to make space for and encourage collaboration, innovation and synergy building*' are set out below.
5. To ensure a consistent 'one employer approach' the guidance and business case template for requests to make additional payments to individual employees, ensures that wider implications are factored in and so that due consideration is given to equality considerations. So for example, the business case may ask as appropriate for details about why a particular person has been selected. In addition, having threshold and limits in place ensures that consistency is applied to the process and retains appropriate mitigation against potential complaints by other employees, not only within the school but potentially across the organisation. The schools will therefore still need to complete the relevant business case paperwork that is already in place. However, instead of this being referred to the Director of Human Resources, (or other body as noted below), for approval it will be referred for information only during the pilot in order that monitoring of the pilot can take place. The specific areas being piloted which relate to non-teaching staff will be:



## **Pay Progression Policy:**

### **6. Appointments**

Details of pilot: **To extend Chief Officer approval to the full grade range including scale points 5 and 6 of the Grade.**

The Pay Progression Policy states that:

External Appointments on points 2 - 4 can be made with Chief Officer approval and a justifiable business reason. This should be undertaken in consultation with the HR Business Partner.

Where there is a case for appointments to increments above point 4, the Chief Officer must agree this with the Director of HR via their HR Business Partner.

This pilot delegation will also apply to **full or partial acting up arrangements from scale points 2-4** (5 and 6 do not apply to acting up).

This process currently requires consultation with the Director of HR.

The Business Case to be copied to HR for the duration of the pilot for monitoring – a template will be drawn up to capture relevant information.

### **7. Incremental Progression (additional awards -paragraph 31 of the Pay Progression Policy)**

Details of pilot: **To extend Chief Officer approval to award additional increments where there is a justified business case**, e.g. as a recognition of examination success related to the post and agreed as a development requirement.

The Pay Progression Policy states that: Chief Officers, in consultation with the Director of HR, may award additional increments where there is a justified business case.

The Business Case to be copied to HR for the duration of the pilot for monitoring – a template will be drawn up to capture relevant information.

## **Honoraria**

### **8. Details of Pilot: Head Teacher as the Chief Officer to approve up to £2500 without reference to MFS Board for graded staff.**

All other amounts will continue to follow the standard limits and authorisation processes as follows:

The MFS Board (being a group of officers appointed from time to time by the Town Clerk for the purpose) can:

- Approve honoraria payments up to the value of £5,000, for posts up to Grade H
- Payments over £5,000 and of any value for grades I and above must go to the Market Forces Supplement Board and Establishment Committee.

In addition, the MFS Board has agreed that the Director of Human Resources can authorise up to £2000 on behalf of the MFS Board.

The existing Business Case paperwork will still be completed and copied to Corporate Human Resources for the duration of the pilot for monitoring.

## **Other matters**

### **Market Forces Supplements**

9. The schools commission a tri- annual Salary and Benefit national survey which looks at a teacher and senior non- teachings roles in the independent school sector. This service is provided by an independent consultancy and has been the main financial benchmarking survey in the independent school sector, now in its 24th year, and is published at the ISBA Conference each year.
10. It is proposed that the benchmarking for schools specific senior non-teaching roles are aligned to this survey to evidence the market and to an extent this already takes place. As part of the feasibility study outlined in the TOM report, benchmarking will be extended to cover other specialist posts in schools and individual business cases for applying any uplift to pay can be made on a case by case basis in the interim as appropriate. Any such benchmarking will need to include comparison of pensions and other benefits where the City Corporation fares well such as maternity and adoption provisions. Corporate HR and the Chamberlains department will provide advice on this as part of the feasibility study as appropriate.
11. The Head Teacher as the Chief Officer will continue to request MFS's to the MFS Board within the limits outlined in the Policy and subject to the same MSF conditions in the current Policy and guidance.

### **Schools recruitment**

12. The schools undertake their own Teacher Recruitment, but advertisements are placed through City Corporation's corporate advertising contract. Non-teaching recruitment is undertaken by Corporate Human Resources. We will look at the options for delegating recruitment for non-teaching roles in part or full and if we can enable this before recess we will do so. A report on progress will be made after recess.

### **Options**

13. These initiatives support the TOM pilot reported separately on the agenda and as such present a fairly low risk to the organisation before formalising any changes going forward.

## Proposals

14. To endorse the pilot delegated authorities to the Schools as outlined in paragraph 6, 7 and 8 above. It is not proposed to make any changes to the relevant Policies or Scheme of Delegation for the duration the pilot. Any such recommendations will be included in the evaluation of the pilot after recess. Clearly the end to end process will be shortened by removing the Director of HR authorisation stage. The review of the pilot will also assess whether additional payments awarded to individuals have been supported by a robust business case in a consistent and fair way. If the pilot is successful in this regard a recommendation can be made to expand the pilot to other institutions and corporation departments.

## Key Data

15. The full analysis will be included in the findings of the pilot after recess.

## Corporate & Strategic Implications

16. The City Corporation aims to treat their staff well at every stage of their employment. This links to the Corporate Plan Outcome of contributing to a flourishing society, and our commitment under the Responsible Business strategy.
17. An equalities test of relevance, assessment and monitoring of the wider pilot is the responsibility of the Head Teacher as the lead Chief Officer. Specific analysis of the elements included in this part of the pilot will be undertaken by the schools' own HR teams in collaboration with Corporate Human Resources.
18. The Trade Unions will be provided with information about the TOM Pilot and in particular these elements of the pilot. Formal consultation will take place as necessary although the specific matters outlined this paper do not change terms and conditions of employment as they are broadly administrative arrangements.
19. Financial implications will be included as part of the monitoring and analysis of these element of the TOM pilot and included it the report back after recess.

## Conclusion

20. The report on the *TOM review, pilot project at the City of London School and associated benchmark reward changes across the Independent Schools*, outlines a number workstreams with a focus on eliminating non-value adding activity and removing barriers, to make space for and encourage collaboration, innovation and synergy building. The people management projects have varying degrees of complexity, but the areas highlighted in this report present a number of quick wins that can be achieved now as part of the pilot with a report back after recess.

## **Background Papers**

Establishment Committee – March 2021 TOM review, pilot project at the City of London School and associated benchmark reward changes across the Independent Schools

[Employee Handbook](#)

Tracey Jansen

Assistant Director of Human Resources.

E: [tracey.jansen@cityoflondon.gov.uk](mailto:tracey.jansen@cityoflondon.gov.uk)

<b>Committee:</b> Board of Governors of the City of London Freeman's School	<b>Date:</b> 11 June 2021
<b>Subject:</b> The charging of administration costs and external audit fees to the CLFS charities from 2021/22 and updates to the reserves policies of the charities to reflect this change	<b>Public</b>
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	N/A
<b>Does this proposal require extra revenue and / or capital spending?</b>	N/A
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b> The Chamberlain	<b>For Decision</b>
<b>Report author:</b> Nick Basye, Senior Accountant (Chamberlain's Department)	

## Summary

This report sets out that the City Corporation, as trustee of two CLFS charities, has chosen to exercise its right to be reimbursed for legitimate and reasonable costs and expenses properly incurred while undertaking its duties on behalf of these charities from 2021/22. These charges comprise the costs of administering the two charities (2021/22 estimate: £5,529) and external audit fees (2021/22 estimate: £4,500).

This report also proposes that the reserves policies of the two charities are revised to provide for these costs going forwards.

## Recommendations

1. Members note that, following a change in policy approved by the Finance Committee, the City of London Corporation will begin recovering the external audit fees and administration costs incurred from those charities, including the School's two charities, from 2021/22 onwards; and
2. Members revise the reserves policies of each of the School's two charities to provide for these costs going forwards.

## Main Report

### Costs incurred by the City Corporation as trustee of the CLFS charities

1. Following a report to Finance Committee which was approved on 16 February 2021, starting from financial year 2021/22, the City Corporation, as Trustee, will change its policy so that Sundry Trust and Open Spaces charities, including the two charities associated with the School, should bear the legitimate and reasonable costs and expenses incurred by the City Corporation in administering each charity as trustee. This will result in the costs of administration and the external audit fees being recharged to the charities. The initial estimates of the amounts are as set out below and will be subject to annual review:

		Estimated costs 2021/22 £		
Charity Name	Charity registration Number	Chamberlain's Department administration cost	External audit fee	Total
Charities Administered in Connection with CLFS	312120	1,106	2,000	<b>3,106</b>
CLFS Bursary Fund	284769	4,423	2,500	<b>6,923</b>
<b>Total</b>		<b>5,529</b>	<b>4,500</b>	<b>10,029</b>

### Proposed amendments to the reserves policies of the CLFS charities

2. Linked to the above, it is proposed that the reserves policies of the charities will be revised for the 2021/22 financial year to ensure full compliance with the Charities Statement of Recommended Practice (SORP). The revised policies should reflect the costs expected to be reimbursed by the City Corporation as trustee and it is recommended that they are amended as follows (with additions shown in bold):
  - a. Charities Administered in Connection with CLFS – “The charity holds an endowment fund, for which it maintains the capital base and uses the investment income in accordance with the objectives of the charity. Further to this, it holds a restricted fund which is utilised in accordance with the wishes of its donors. ~~Consequently, the charity has no free reserves and a reserves policy is considered by the Trustee to be inappropriate.~~ **The free reserves of the charity are held to cover working capital needs. The trustee believes that an amount of £3,106 should be held at present, representing 12 months of administration and external audit fees, which will be subject to annual review.**”
  - b. CLFS Bursary Fund – “The reserves policy is to maintain the expendable funds of the charity in investments in the Charities Pool administered by the City of London Corporation and to use the investment income together with other funds, in accordance with the objectives of the charity. **The free reserves of the charity are held to cover working capital needs. The Trustee believes that an amount of £6,923 should be held at present,**

**representing 12 months of administration and external audit fees,  
which will be subject to annual review.”**

**Contact:**

Steven Reynolds, Group Accountant

Chamberlain's Department

07949 126770

[steven.reynolds@cityoflondon.gov.uk](mailto:steven.reynolds@cityoflondon.gov.uk)

This page is intentionally left blank



<b>Committee:</b>	<b>Date:</b>
Board of Governors of the City of London Freeman's School	11 June 2021
<b>Subject:</b> Annual review of risk registers for: City of London Freeman's School Bursary Fund and Charities Administered in Connection with the City of London Freeman's School	<b>Public</b>
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	3, 4, 8
<b>Does this proposal require extra revenue and/or capital spending?</b>	N/A
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b> The Chamberlain The Bursar of the City of London Freeman's School	<b>For Decision</b>
<b>Report author:</b> James Hewett (Chamberlain's Department)	

## Summary

This report provides a key risks register at Appendix 2 for City of London Freeman's School Bursary Fund (charity no: 284769) and, at Appendix 3, a key risks register for Charities Administered in Connection with the City of London Freeman's School (charity no: 312120), both for your review on behalf of the trustee (the City of London Corporation), to ensure that existing risks are reconsidered, any new risks are identified and that appropriate measures are in place to mitigate those risks. These registers have been prepared and scored using the City of London Corporation Risk Matrix at Appendix 1.

The risk register for City of London Freeman's School Bursary Fund contains eight risks, of which five have a green score and three are amber. No new risks have been identified since the last annual register was presented to this Board and the risk scores remain unchanged.

There are seven risks on the risk register of Charities Administered in Connection with the City of London Freeman's School, five of which are green and two are amber. No new risks have been identified since the last annual register was presented to this Board and the risk scores remain unchanged.

There are currently no red risks in either charity.

## **Recommendation**

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

## **Main Report**

### **Background**

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

### **Review of Risks**

4. The method of assessing risk reflects the City of London's standard approach to risk assessment as set out in its Risk Management Strategy as approved by the Audit and Risk Management Committee. The City of London Corporation risk matrix, which explains how risks are assessed and scored, is attached at Appendix 1 of this report.
5. City of London Freeman's School Bursary Fund

The first risk register to be reviewed is for The City of London Freeman's School Bursary Fund and is set out in Appendix 2. The risk register is now recorded on the City's risk management system 'Pentana', and so it is now in line with the presentation of other risk registers across the City. The register contains eight risks as summarised below:

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

Risk 3 is mitigated by the School through advertising and by actively looking to find suitable beneficiaries.

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

The second risk register to be reviewed is for the Charities Administered in connection with The City of London Freeman's School and is set out in Appendix 3. The risk register is now recorded on the City's risk management system 'Pentana', and so it is now in line with the presentation of other risk registers across the City. The register contains seven risks as summarised below:

1. Income from investments may decline – overall risk score of amber (12);
2. Insufficient beneficiaries – overall risk score of amber (8);
3. Charity lacks direction, strategy, and forward planning – overall green (2);
4. Applicants do not disclose full details – overall risk score of green (2);
5. Loss of staff – overall risk score of green (2);
6. Awards may not comply with objectives – overall risk score of green (2); and
7. Conflicts of interest – 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 is mitigated by the School through advertising and by actively looking to find suitable beneficiaries.

### **Conclusion**

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

### **Appendices**

- Appendix 1 - City of London Corporation Risk Matrix
- Appendix 2 - Risk Register for the CoL Freeman's School Bursary Fund (charity no: 284769)

- Appendix 3 – Risk Register for the Charities Administered in connection with the CoL Freeman's School (charity no: 312120)

**Contacts:**

**Steven Reynolds**

Group Accountant, Chamberlain's Department

T: 07949 126770

E: [steven.reynolds@cityoflondon.gov.uk](mailto:steven.reynolds@cityoflondon.gov.uk)

**Joanne Moore**

Bursar, City of London Freeman's School

T: 01372 822441

E: [Joanne.Moore@cityoflondon.gov.uk](mailto:Joanne.Moore@cityoflondon.gov.uk)

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

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

### (A) Likelihood criteria

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

### (B) Impact criteria

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

### (C) Risk scoring grid

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

### (D) Risk score definitions

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

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

Contact the Corporate Risk Advisor for further information. Ext 1297

October 2015

This page is intentionally left blank

## APPENDIX 2

### Charity Risk Register for CLFS Bursary Fund

Report Author: James Hewett

Generated on: 30 April 2021

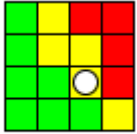
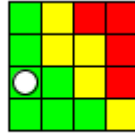


Rows are sorted by Risk Score

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/Risk Approach	Flight path
<b>CLFS SC</b> <b>CLFS BF 01</b> <b>Risk of decline in the capital value of the investment and the investment income that is received annually</b> 09-Apr-2021 Chamberlain	<b>Cause:</b> Economic conditions worsen <b>Event:</b> Reduction in Charities Pool income <b>Effect:</b> Greater reliance on the school to be able to obtain income from other sources		12	No change to current risk score  For the year ended 31 March 2020 Charities Pool income was £36,713 (31 March 2019: £33,113)  As a % of total income for 31 March 2020 = 12.4% (31 March 2019 = 38.5%)  <b>21 Apr 2021</b>		12	31-Mar-2022	

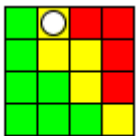
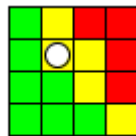
Action no, Title,	Action description	Latest Note	Action owner	Latest Note Date	Due Date
CHAR SC CLFS BF 01a Professional Fund Management	To maintain the existing arrangements for the fund to be professionally managed.	Continue with existing controls	Kate Limna	09-Apr-2021	31-Mar-2022
CHAR SC CLFS BF 01b 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-Apr-2021	31-Mar-2022



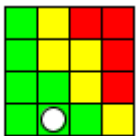
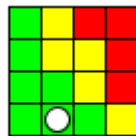
Risk no, Title, Creation date, Owner	Risk Description (Cause, Event, Impact)	Current Risk Rating & Score		Risk Update and date of update	Target Risk Rating & Score		Target Date/Risk Approach	Flight path
<b>CHAR SC CLFS BF 02</b> <b>Funding from the CoL may reduce</b>  09-Apr-2021 Headmaster of CLFS	<b>Cause:</b> CoL look to make changes to their budget policy <b>Event:</b> Shortfall in funding for the charity <b>Effect:</b> Drain charity reserves; Greater reliance on other income sources lead to adverse user reaction and bad publicity.	Likelihood  Impact	<b>8</b>	The School is aware of increasing policy pressures on the provision of Bursary funding to the City's Independent Schools.  Should a change in policy result in a reduction to Bursary provision, a phased approach would be imperative to prevent turbulence for current Bursary students who are at critical phases of their education.  <b>30 Apr 2021</b>	Likelihood  Impact	<b>2</b>	31-Mar-2022	

Page 169

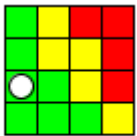
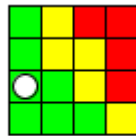
Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CHAR SC CLFS 02a Representation to CoLC	Appropriate representation to be made to the City Corporation if budget policy provides risk to charity.	Continue with existing controls.			Headmaster of CLFS; Joanne Moore	20-Apr-2021	31-Mar-2022
CHAR SC CLFS 02b Additional sources of funding	The School to continue to pursue additional sources of bursary funding.	Continue with existing controls.			Headmaster of CLFS; Joanne Moore	20-Apr-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/Risk Approach	Flight path
<b>CHAR SC CLFS BF 03</b> <b>Insufficient beneficiaries that meet the objects of the trust</b> 09-Apr-2021 Headmaster of CLFS	<b>Cause:</b> A potential lack of publicity; objects of the trust are not appropriate. <b>Event:</b> Fewer bursary students attending CLFS <b>Impact:</b> Reputational damage for having fewer bursary pupils than intended/expected	 Likelihood	8	No change to current risk score.  <b>20 Apr 2021</b>	 Likelihood	6	31-Mar-2022	

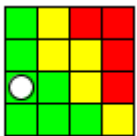
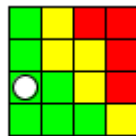
Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CHAR SC CLFS BF 03a Advertising	To advertise, actively looking for beneficiaries (Where possible investigate appropriateness of widening purpose of Trust to increase pool of potential donors).	Further development of the School's Outreach function and additional planned activities to promote Partnership working and related opportunities.			Headmaster of CLFS; Joanne Moore	21-Apr-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/Risk Approach	Flight path
<b>CHAR SC CLFS BF 04</b> <b>Charity lacks direction, strategy and forward planning</b> 09-Apr-2021 Headmaster of CLFS	<b>Cause:</b> Charity hasn't reviewed and updated their strategic plan, and long term direction. <b>Event:</b> Objects of the charity are not met. <b>Effect:</b> Reputational; fewer bursary students attending CLFS.	 Likelihood	<b>2</b> Impact	No change to current risk score.  <b>09 Apr 2021</b>	 Likelihood	<b>2</b> Impact	31-Mar-2022	

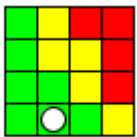
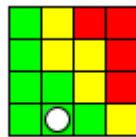
Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
<b>CHAR SC CLFS BF 04a</b> <b>Strategic Plan</b> 09-Apr-2021	Regular review of the strategic plan which sets out the key aims, objectives and policies, financial plans and budgets	Continue with existing controls. Currently a review of the charities is being undertaken, and we will report on this in due course.			Headmaster of CLFS; Joanne Moore	09-Apr-2021	31-Mar-2022
<b>CHAR SC CLFS BF 04b</b> <b>Financial monitoring</b>	Monitoring of financial and operational performance.	A report was presented to committee on 10 June 2020 that considers the cash available in the charity, with the next report to be presented in June 2021.			Headmaster of CLFS; Joanne Moore	09-Apr-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/Risk Approach	Flight path
<b>CHAR SC CLFS BF 05</b> <b>Applicants do not disclose full details</b> 09-Apr-2021 Headmaster of CLFS	<b>Cause:</b> The application process is not as thorough as it should be <b>Event:</b> Not enough information is provided to ensure the correct decision is reached <b>Effect:</b> Bursaries may be awarded to students inappropriately.	 Likelihood	<b>2</b>	No change to current risk score.  <b>20 Apr 2021</b>	 Likelihood	<b>2</b>	31-Mar-2022	

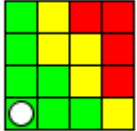
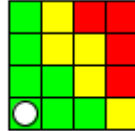
Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CHAR SC CLFS BF 05a Due diligence	To ensure that effective due diligence is undertaken for every application for financial assistance	Continue with existing controls			Headmaster of CLFS; Joanne Moore	20-Apr-2021	31-Mar-2022
CHAR SC CLFS BF 05b Annual Reviews	Annual reviews will occur for bursaries awarded for longer than one year.	Continue with existing controls.			Headmaster of CLFS; Joanne Moore	20-Apr-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/Risk Approach	Flight path
<b>CHAR SC CLFS BF 06</b> <b>Losing staff involved with processing bursary applications</b> 09-Apr-2021 Headmaster of CLFS	<b>Cause:</b> Natural employee turnover <b>Event:</b> Staff involved with the bursary process leave the school <b>Effect:</b> Fewer staff will have experience of the process with bursary applications	 Likelihood	2	No change to current risk score.  <b>20 Apr 2021</b>	 Likelihood	2	31-Mar-2022	

Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CHAR SC CLFS BF 06a Documentation	Ensure that suitable guidance and notes are maintained and reviewed regularly.	Continue with existing controls.			Headmaster of CLFS; Joanne Moore	20-Apr-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/Risk Approach	Flight path
<b>CHAR SC CLFS BF 07</b> <b>Bursaries may be given for purposes not complying with charity's objectives</b> 09-Apr-2021 Headmaster of CLFS	<b>Cause:</b> Lack of sufficiently robust process in the allocation of bursaries <b>Event:</b> Undeserving students are awarded bursaries <b>Effect:</b> Reputational damage to the School as they are not helping appropriate students	 Likelihood	<b>2</b>	No change to current risk score.  The review of the bursary guidelines has been put on hold until the conclusion of the Tomlinson review.  <b>20 Apr 2021</b>	 Likelihood	<b>2</b>	31-Mar-2021	

Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CHAR SC CLFS BF 07a Charity Objects	Ensure that Trustees and school officers have the bursary guidelines before them when agreeing bursaries.	Continue with existing controls.			Headmaster of CLFS; Joanne Moore	20-Apr-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/Risk Approach	Flight path
<b>CHAR SC CLFS BF 08</b> <b>Conflict of interest</b> 09-Apr-2021 Headmaster of CLFS	<b>Cause:</b> Employees take advantage of their knowledge of applying for a bursary. <b>Event:</b> Employees with knowledge of the bursary process apply for their child to have a bursary. <b>Effect:</b> Reputational damage to the school if it was reported to the media that staff were able to take advantage of the bursary process.	 Likelihood	<b>1</b>	No change to current risk score.  <b>19 Apr 2021</b>	 Likelihood	<b>1</b>	31-Mar-2022	

Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CHAR SC CLFS BF 08a Protocol	Maintain and review the protocol for disclosure of potential conflict of interest.	Continue with existing controls			Headmaster of CLFS; Joanne Moore	20-Apr-2021	31-Mar-2022

This page is intentionally left blank



## APPENDIX 3

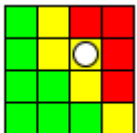
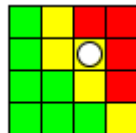
# Charity Risk Register for Charities Administered ICW CLFS

Report Author: James Hewett

Generated on: 30 April 2021



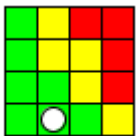
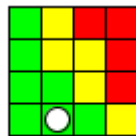
Rows are sorted by Risk Score

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/Risk Approach	Flight path
<b>CLFS ICW 01</b> <b>Risk of decline in the capital value of the investment and the investment income that is received annually</b> 12-Apr-2021 Chamberlain	<b>Cause:</b> Economic conditions worsen <b>Event:</b> Reduction in Charities Pool income <b>Effect:</b> Greater reliance on the school to be able to obtain income from other sources		12	No change to current risk score  For the year ended 31 March 2020 Charities Pool income was £7,337 (31 March 2019: £6,845)  As a % of total income for 31 March 2020 = 50.4% (31 March 2019 = 48.7%)  <b>21 Apr 2021</b>		12	31-Mar-2022	

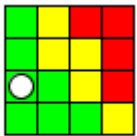
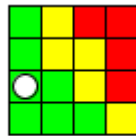
Action no, Title,	Action description	Latest Note	Action owner	Latest Note Date	Due Date
CHAR SC CLFS ICW 01a Professional Fund Management	To maintain the existing arrangements for the fund to be professionally managed.	Continue with existing controls.	Kate Limna	21-Apr-2021	31-Mar-2022
CHAR SC CLFS ICW 01b 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	21-Apr-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/Risk Approach	Flight path
<b>CHAR SC CLFS ICW 02</b> <b>Insufficient beneficiaries that meet the objects of the trust</b> 12-Apr-2021 Headmaster of CLFS	<b>Cause:</b> A potential lack of publicity; objects of the trust are not appropriate. <b>Event:</b> Fewer bursary students attending CLFS <b>Impact:</b> Reputational damage for having fewer bursary pupils than intended/expected	 Likelihood	<b>8</b>	No change to current risk score.  <b>21 Apr 2021</b>	 Likelihood	<b>6</b>	31-Mar-2022	

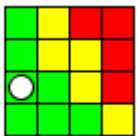
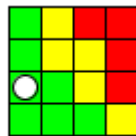
Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
<b>CHAR SC CLFS ICW 02a</b> <b>Advertising</b>	To advertise, actively looking for beneficiaries (Where possible investigate appropriateness of widening purpose of Trust to increase pool of potential donors).	Further development of the School's Outreach function and additional planned activities to promote Partnership working and related opportunities.			Headmaster of CLFS; Joanne Moore	21-Apr-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/Risk Approach	Flight path
<b>CHAR SC CLFS ICW 03</b> <b>Charity lacks direction, strategy and forward planning</b> 12-Apr-2021 Headmaster of CLFS	<b>Cause:</b> Charity hasn't reviewed and updated their strategic plan, and long term direction. <b>Event:</b> Objects of the charity are not met. <b>Effect:</b> Reputational; fewer bursary students attending CLFS.	 Likelihood	<b>2</b> Impact	No change to current risk score.  <b>12 Apr 2021</b>	 Likelihood	<b>2</b> Impact	31-Mar-2022	


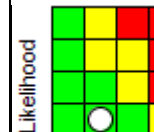
Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CHAR SC CLFS ICW 03a Strategic Plan	Regular review of the strategic plan which sets out the key aims, objectives and policies, financial plans and budgets.	Continue with existing controls. Currently a review of the charities is being undertaken, and we will report on this in due course.			Headmaster of CLFS; Joanne Moore	21-Apr-2021	31-Mar-2022
CHAR SC CLFS ICW 03b Financial monitoring	Monitoring of financial and operational performance.	A report was presented to committee on 10 June 2020 that considers the cash available in the charity, with the next report to be presented in June 2021.			Headmaster of CLFS; Joanne Moore	21-Apr-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/Risk Approach	Flight path
<b>CHAR SC CLFS ICW 04</b> <b>Applicants do not disclose full details</b> 12-Apr-2021 Headmaster of CLFS	<b>Cause:</b> The application process is not as thorough as it should be <b>Event:</b> Not enough information is provided to ensure the correct decision is reached <b>Effect:</b> Bursaries may be awarded to students inappropriately.	 Likelihood	<b>2</b>	No change to current risk score.  <b>21 Apr 2021</b>	 Likelihood	<b>2</b>	31-Mar-2022	

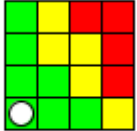
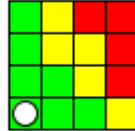
Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CHAR SC CLFS ICW 04a Due diligence	To ensure that effective due diligence is undertaken for every application for financial assistance	Continue with existing controls			Headmaster of CLFS; Joanne Moore	21-Apr-2021	31-Mar-2022
CHAR SC CLFS ICW 04b Annual Reviews	Annual reviews will occur for bursaries awarded for longer than one year.	Continue with existing controls.			Headmaster of CLFS; Joanne Moore	21-Apr-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/Risk Approach	Flight path
<b>CHAR SC CLFS ICW 05</b> <b>Losing staff involved with processing bursary applications</b> 12-Apr-2021 Headmaster of CLFS	<b>Cause:</b> Natural employee turnover <b>Event:</b> Staff involved with the bursary process leave the school <b>Effect:</b> Fewer staff will have experience of the process with bursary applications	 Likelihood	2	No change to current risk score.  <b>21 Apr 2021</b>	 Likelihood	2	31-Mar-2022	

Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
<b>CHAR SC CLFS ICW 05a</b> <b>Documentation</b> Page 182	Ensure that suitable guidance and notes are maintained and reviewed regularly.	Continue with existing controls.			Headmaster of CLFS; Joanne Moore	21-Apr-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/Risk Approach	Flight path
<b>CHAR SC CLFS ICW 06 Bursaries may be given for purposes not complying with charity's objectives</b>  12-Apr-2021  Headmaster of CLFS	<b>Cause:</b> Lack of sufficiently robust process in the allocation of bursaries <b>Event:</b> Undeserving students are awarded bursaries <b>Effect:</b> Reputational damage to the School as they are not helping appropriate students	 <div>Likelihood</div> <div>Impact</div>	2	No change to current risk score.	 <div>Likelihood</div> <div>Impact</div>	2	31-Mar-2022	
				21 Apr 2021				

Action no, Title,	Action description	Latest Note	Action owner	Latest Note Date	Due Date
CHAR SC CLFS ICW 06a Charity Objects	Ensure that Trustees and school officers have the bursary guidelines before them when agreeing bursaries.	Continue with existing controls.	Headmaster of CLFS; Joanne Moore	21-Apr-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/Risk Approach	Flight path
<b>CHAR SC CLFS ICW 07 Conflict of interest</b> 12-Apr-2021 Headmaster of CLFS	<b>Cause:</b> Employees take advantage of their knowledge of applying for a bursary. <b>Event:</b> Employees with knowledge of the bursary process apply for their child to have a bursary. <b>Effect:</b> Reputational damage to the school if it was reported to the media that staff were able to take advantage of the bursary process.	 Likelihood	<b>1</b>	No change to current risk score.  <b>21 Apr 2021</b>	 Likelihood	<b>1</b>	31-Mar-2022	

Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CHAR SC CLFS ICW 07a Protocol	Maintain and review the protocol for disclosure of potential conflict of interest.	Continue with existing controls			Headmaster of CLFS; Joanne Moore	21-Apr-2021	31-Mar-2022





This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 2 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank



By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

Document is Restricted

This page is intentionally left blank



By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank



By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank



Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

Document is Restricted

This page is intentionally left blank



By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank