



## Board of Governors of the City of London School

**Date:** MONDAY, 17 OCTOBER 2016

**Time:** 11.00 am

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

**Members:**

Ian Seaton (Chairman)	Ronel Lehmann (Co-Opted Member)
Deputy James Thomson (Deputy Chairman)	Lord Levene of Portsoken (Co-Opted Member)
Keith Bottomley	Edward Lord
Deputy Roger Chadwick (Ex-Officio Member)	Christopher Martin (Co-Opted Member)
Deputy Billy Dove	Sylvia Moys
Marianne Fredericks	Deputy Joyce Nash
Deputy the Revd Stephen Haines	Dame Mary Richardson (Co-Opted Member)
Clare James (Ex-Officio Member)	Deputy Dr Giles Shilson
Alderman Vincent Keaveny	Prof. Whitehouse (Co-Opted Member)

**Enquiries:** David Arnold  
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**Lunch will be served at the rising of the Board**  
**NB: Part of this meeting could be the subject of audio or video recording**

**John Barradell**  
Town Clerk and Chief Executive

# AGENDA

## Part 1 - Public Agenda

1. **APOLOGIES**
2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**
3. **MINUTES**  
To agree the public minutes and summary of the meeting held on 15 June 2016.  

**For Decision**  
(Pages 1 - 6)
4. **REVENUE OUTTURN 2015/16**  
Joint report of the Chamberlain and the Head of the City of London School.  

**For Information**  
(Pages 7 - 16)
5. **RISK REGISTER 2015-16 FOR THE CITY OF LONDON SCHOOL BURSARY FUND INCORPORATING THE CITY OF LONDON SCHOOL SCHOLARSHIPS AND PRIZES FUND AND THE CITY OF LONDON SCHOOL EDUCATION TRUST**  
Joint report of the Chamberlain and the Head of the City of London School.  

**For Decision**  
(Pages 17 - 26)
6. **THE CITY OF LONDON SCHOOL BURSARY FUND INCORPORATING THE CITY OF LONDON SCHOOL SCHOLARSHIPS AND PRIZES FUND - REPORT AND FINANCIAL STATEMENTS 2015/16**  
Report of the Chamberlain.  

**For Decision**  
(Pages 27 - 54)
7. **CITY OF LONDON SCHOOL EDUCATION TRUST - 2015/16 REPORT AND FINANCIAL STATEMENTS**  
Report of the Chamberlain.  

**For Information**  
(Pages 55 - 70)
8. **HEAD'S REPORT**  
Report of the Head of the City of London School.  

**For Decision**  
(Pages 71 - 144)
9. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
10. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

11. **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**

12. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 15 June 2016.

**For Decision**  
(Pages 145 - 148)

13. **HEAD'S REPORT**

Report of the Head of the City of London School.

**For Decision**  
(Pages 149 - 176)

14. **GATEWAY 6 PROGRESS REPORT: SUMMER WORKS 2016**

Report of the City Surveyor.

**For Information**  
(Pages 177 - 180)

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

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

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**BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL**  
**Wednesday, 15 June 2016**

Minutes of the meeting of the Board of Governors of the City of London School held at City of London School, Queen Victoria Street, EC4V 3AL on Wednesday, 15 June 2016 at 11.00 am

**Present**

**Members:**

Ian Seaton	Edward Lord
Deputy Dr Giles Shilson	Christopher Martin (External Member)
Deputy Billy Dove	Sylvia Moys
Keith Bottomley	Deputy Joyce Nash
Marianne Fredericks	Dame Mary Richardson (External Member)
Deputy the Revd Stephen Haines	Deputy James Thomson
Ronel Lehmann (External Member)	Prof. Whitehouse (External Member)
Lord Levene of Portsoken (External Member)	

**Officers:**

Steven Reynolds	- Chamberlain's Department
Brian Brierley	- City Surveyor's Department
Pat Dixon	- Community and Children's Services Department

**1. APOLOGIES**

*A motion moved by Deputy Billy Dove that Deputy Joyce Nash take the chair until the conclusion of Item 4 (Election of Chairman) was agreed.*

Apologies were received from Alderman Vincent Keaveny and Deputy Roger Chadwick.

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

There were no apologies.

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

Members received the Order of the Court of Common Council appointing the Board for the ensuing year and setting its terms of reference.

**RECEIVED**

**4. ELECTION OF CHAIRMAN**

The Town Clerk read a list of names of Members eligible to take the chair, in line with Standing Order 29. Ian Seaton, being the only Member expressing a willingness to serve, was elected Chairman for the ensuing year.

The Chairman took the opportunity to thank Member for their support.

5. **ELECTION OF DEPUTY CHAIRMAN**

The Town Clerk read a list of names of Members eligible to be Deputy Chairman in line with Standing Order 30. Deputy James Thomson, being the only Member expressing a willingness to serve, was elected Deputy Chairman for the ensuing year.

6. **MINUTES**

The minutes of the meeting held on 24 February 2016 were approved as a correct record, subject to Professor Michael Whitehouse's name being recorded correctly.

7. **APPOINTMENT OF THE BURSARY COMMITTEE**

The following Members were appointed to the Bursary Committee for the ensuing year.

- Ian Seaton (Chairman)
- Deputy James Thomson (Deputy Chairman)
- Deputy the Reverend Stephen Haines
- Edward Lord
- Sylvia Moys
- Deputy Joyce Nash
- Dame Mary Richardson

8. **APPOINTMENT OF THE AGBIS REPRESENTATIVE**

Edward Lord was appointed the Board's AGBIS representative for the ensuing year.

9. **HEAD'S REPORT**

Governors considered a report of the Head that proposed the creation of a number of Committees to consider areas of business within the remit of the Board. In response to a suggestion from the Chairman, Members agreed to delegate authority to the Town Clerk, in consultation with the Chairman and Deputy Chairman, to advertise vacancies to the various Committees of the Board outside of meeting, and appoint members to them according to their skills and experience.

Governors then considered a summary of the outreach work undertaken by the school, and the following comments were made.

- The Head noted that the school had been cited as an example of best practice during Ofsted inspections at other schools.
- A Governor welcomed the partnership working between the school and the Institute of Education.
- The Head confirmed that risk assessments were carried out prior to boys undertaking volunteering opportunities.

Governors then considered a proposal outlined within the report for the school to conduct exploratory discussions with the City of London Corporation around the potential for franchising abroad and the following comments were made.

- The Head noted that the number of international schools abroad was a growing market with a lot of potential. A number of legal frameworks for operating franchised schools had been developed, which reduced the risk to school brands.
- A Governor noted that despite the developing market, franchising retained elements of risk and therefore any proposal should be approached with caution. Should it be pursued, it would likely require the creation of a dedicated post within the school.
- A Governor noted that franchising had been considered by the school a number of years previously, but the proposal had not been pursued at that time given the reputational risk to the City of London Corporation.
- A Governor noted that criteria to assess reputational risk should be defined, and that the school should examine case studies of peer schools that had adopted franchising abroad so that lessons could be learned.
- A Governor expressed opposition to the proposal, noting that he felt it risked diluting the support offered to the pupils at the present school.
- A Governor expressed support, but noted that the proposal should be expanded to involve a wider franchising offer involving the family of City Schools.
- The Chairman noted that there was broad support among Governors for the Head to pursue exploratory discussions with the City of London Corporation, subject to the comments made by the Board.

**RESOLVED**, that Governors

- Appoint Committees for Finance and Estates; Academic and Education; and Governance, for the ensuing year, in line with the terms of references outlined within the report.
- Appoint and note the terms of reference of the Teachers Pay Panel.
- Delegate authority to the Town Clerk, in consultation with the Chairman and Deputy Chairman, to advertise vacancies on the various Committees of the Board outside of the meeting, and to appoint Governors to those Committees in line with their skills and experience.
- Provide a mandate to the Head to pursue exploratory discussions with the City of London Corporation around franchising abroad.

10. **LOCAL AUTHORITY DESIGNATED OFFICER 2015/16 ANNUAL REPORT**  
Governors received the Local Authority Designated Officer (LADO) 2015/16 Annual Report. In response to a query from a Governor, the LADO confirmed that there had been an increase in referrals from across all City Schools

compared to previous years, but the majority had been of a nature that could be dealt with within the organisation involved, and the increase reflected improved mechanisms to capture incidents that qualified for referral.

## **RECEIVED**

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 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 involved 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 24 February 2016 be approved as a correct record.
15. **FINANCIAL FORECASTS FOR 2016/17 AND 2017/18 AND ESTIMATED SCHOOL RESERVES BALANCES**  
Governors received a report of the Chamberlain on financial forecasts for 2016/17 and estimated school reserves balances.

## **RECEIVED**

16. **HEAD'S REPORT**  
Governors considered a report of the Head.
17. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**  
There were no questions.
18. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**  
The Chairman raised three items of urgent business.
19. **SAFEGUARDING REPORT**  
Governors considered a confidential safeguarding report.

**The meeting ended at 12.55 pm**



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Chairman

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**Officer:**

**David**

**Arnold**

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# Agenda Item 4

<b>Committee(s):</b>	<b>Date(s):</b>
Board of Governors City of London School	17 October 2016
<b>Subject:</b>	<b>Public</b>
Revenue Outturn 2015/16	
<b>Report of:</b>	<b>For Information</b>
The Chamberlain The Head	
<b>Report author(s):</b>	
Steven Reynolds, Chamberlain's Department Charles Griffiths, City of London School Bursar	

## Summary .

The net income for 2015/16, before transfers to reserves, was £1,450,000 compared to a budgeted position of £1,530,000 - representing a reduction in net income of £80,000 (5%) as shown in the table below.

	Budget 2015/16	Actual 2015/16	Variation Better/ (Worse) 2015/16	Variance explanation at report paragraph
	£'000	£'000	£'000	
Income	16,097	16,229	132	3iv) - 3v)
Expenditure	(14,567)	(14,779)	(212)	3i) -3iii)
<b>Total net income BEFORE transfers</b>	<b>1,530</b>	<b>1,450</b>	<b>(80)</b>	
<b>Transfers to reserves</b>				
Boys Own Scholarships	(200)	(200)	-	
Repairs & Maintenance	(879)	(879)	-	
Information Technology	(225)	(225)	-	
Retirement	(75)	(75)	-	
Organ Replacement	(10)	(10)	-	
Capital Reserve	(51)	(51)	-	
<b>Total transfers</b>	<b>(1,440)</b>	<b>(1,440)</b>	<b>-</b>	
<b>Total net income/expenditure AFTER transfers</b>	<b>90</b>	<b>10</b>	<b>(80)</b>	
General Fund Bal. b/fwd 1 April	589	589	-	
<b>General Fund Bal. c/fwd 31 March</b>	<b>679</b>	<b>599</b>	<b>(80)</b>	

The 2002 funding guidelines report recommended that the School's General Reserve Balance should not exceed 5% of the original estimate of fee income equating to £679,000 for 2015/16, with any excess transferred to the Capital Reserve Fund. In accordance with these guidelines, the transfer to the Capital Reserve Fund of £51,000 was maintained at the budgeted level.

Following this transfer, and after taking account of the planned expenditure funded from the reserve during the year, the balance in the Capital Reserve Fund as at 31 March 2016 was £925,851 (2014/15: £1,011,596).

Total School funds, including the Capital Reserve Fund, as at 31 March 2016 amounted to £3,512,540 as detailed in Annex B (£3,202,127 as at 31 March 2015), which represents an increase of £310,413 as detailed at paragraph 4 to this report.

### **Recommendations**

It is recommended that this revenue outturn report for 2015/16 is noted.

## **Main Report**

### **2015/16 Revenue Budget Position compared to Outturn**

1. Overall, net income before transfers for 2015/16 was £1,450,000 compared to an agreed net income budget of £1,530,000, representing a reduction in net income of £80,000. Table 1 provides a comparison between the budget and outturn. Figures in brackets represent expenditure, increases in expenditure, or reductions in income.

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

Analysis of Service Expenditure	Budget	Actual	Variation Better/ (Worse)
	2015/16 £'000	2015/16 £'000	2015/16 £'000
<b>INCOME</b>			
School tuition fees	13,492	13,512	20
School Meals	370	381	11
Bookshop	133	145	12
Music tuition fees	191	212	21
Registration fees	150	164	14
Examination fees	136	129	(7)
Other (note i)	63	147	84
City Support (Annex A)	1,562	1,539	(23)
<b>Total Income</b>	<b>16,097</b>	<b>16,229</b>	132
<b>EXPENDITURE</b>			
Employees	(9,283)	(9,619)	(336)
Premises Related Expenses (note ii)	(982)	(937)	45
Transport Related Expenses	(220)	(221)	(1)
Supplies & Services (note iii)	(2,225)	(2,166)	59
Staff and Sibling Subsidy	(32)	(32)	-
Scholarship Subvention Awards	(705)	(705)	-
Match Funding Awards	(339)	(338)	1
Support Services (Annex A)	(635)	(615)	20
Capital Charges - Depreciation (Annex A)	(146)	(146)	-
<b>Total Expenditure before transfers</b>	<b>(14,567)</b>	<b>(14,779)</b>	(212)
<b>TOTAL NET INCOME BEFORE TRANSFERS</b>	1,530	1,450	(80)
<b>TRANSFERS TO RESERVES</b>			
Boys Own Scholarships	(200)	(200)	-
Repairs & Maintenance	(879)	(879)	-
Information Technology	(225)	(225)	-
Retirement	(75)	(75)	-
Organ Replacement	(10)	(10)	-
Capital Reserve Fund	(51)	(51)	-
<b>Total Transfers</b>	<b>(1,440)</b>	<b>(1,440)</b>	-
<b>TOTAL NET INCOME AFTER TRANSFERS</b>	<b>90</b>	<b>10</b>	(80)
<b>General Fund Bal. b/fwd 1 April</b>	<b>589</b>	<b>589</b>	-
<b>General Fund Bal. c/fwd 31 March</b>	<b>679</b>	<b>599</b>	(80)

Notes

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

2. The 2002 funding guidelines report recommended that the General Reserve balance should not exceed 5% of the original estimate of fee income, equating to £679,000 for 2015/16, with any excess transferred to the Capital Reserve Fund. Due to the School's anticipated future capital requirements, £51,000 was set aside in 2015/16 and transferred to the Capital Reserve Fund. After this transfer, the School's General Reserve balance was £599,000 at the year end, which was below the 5% threshold and, therefore, a further transfer to the Capital Reserve Fund was not required. The closing balance in the Capital Reserve Fund as at 31 March 2016 was £925,851 (31 March 2015: £1,011,596).
3. The main reasons for the variations summarised in Table 1, resulting in a reduction in net income of £80,000, were:-

Higher expenditure of £212,000 mainly due to:-

- i) an increase in employee expenses of £336,000 due to a number of variations, with the main contributing factors being;
  - an increase in agency staff requirements of £95,000, this was due in the main to extra requirements in IT of £42,000 due to the changeover to the new Management Information System and £45,000 on extra administrative staff;
  - additional teacher allowances which were not planned - £47,000;
  - an early retirement payment in relation to a teacher - £35,000;
  - £23,000 on training courses mainly due to enhanced child protection training of £3,000 and £7,500 for Institute of Education (IoE) research and £8,000 on extra IT training due to the new software introduced to the School;
  - £20,000 on recruitment due to higher than expected staff turnover;
  - unbudgeted maternity costs of £23,000;
  - an increase in peripatetic music teacher costs of £20,000 as a consequence of a greater number of pupils taking individual music lessons – this overspend is offset by increased music lesson charges as detailed at v) below; and
  - £14,500 on a history teacher for one term which was unplanned.

Partly offset by:

- ii) an underspend on premises related expenses of £45,000, including a reduction in energy costs of £20,000 as a result of continued efforts to improve energy efficiency within the school, a reduction in rent costs of £12,000 due to the PE department no longer using the SCORE sports centre facility, and a reduction in the cost of water services of £8,000; and
- iii) an underspend on supplies and services expenditure of £59,000, principally due to a planned reduction in hospitality of £36,000, and a saving of £24,000 on advertising and promotion following a move to a greater use of electronic materials.

Additional income of £132,000 principally as a result of:-

- iv) higher than anticipated other income of £84,000, arising from retained deposits of £68,000 for students who did not join the school; an additional £24,000 from Enrichment Week tuition fees following increased take-up; partly offset by income from lettings being £12,000 lower than anticipated; and
- v) an increase in tuition fee income of £41,000, of which £21,000 relates to additional music tuition fees following an increase in the number of pupils taking individual music lessons - this increase in income is offset by an increase in employee costs as detailed at i) above; coupled with an increase in tuition fees of £20,000 as a result of an increase in pupils.

#### **Unrestricted, Designated and Restricted Funds**

4. A summary of unrestricted, designated and restricted funds showing the movements in 2015/16 is attached at Annex B. Total funds have increased by £310,413 from £3,202,127 to £3,512,540 (Annex B) at 31 March 2016. The main movements are as follows:-
- i) Unrestricted Fund net income, before transfers, of £1,450,017 as detailed in Table 1, which was used to partly offset expenditure charged to the designated funds as follows:
  - ii) planned expenditure from the Repairs and Maintenance Fund of £586,312 in accordance with the agreed programme of works, offset by interest of £3,998;
  - iii) planned expenditure from the Information Technology (IT) Fund of £225,852 on various replacements of IT equipment;
  - iv) expenditure from the Boys' Own Scholarships Fund of £201,096, offset by interest of £3,270; and
  - v) expenditure from the Capital Reserve Fund of £144,888 on the security Phase 1 project offset by interest of £8,143.

#### **Appendices**

- Annex A – City Support
- Annex B – 2015/16 Movement of Funds

#### **Contacts:**

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**CITY SUPPORT**

<b><u>City Support</u></b>	<b>Budget</b>	<b>Actual</b>	<b>Variation Better/ (Worse) 2015/16 £'000</b>
	<b>2015/16 £'000</b>	<b>2015/16 £'000</b>	
<b>Scholarships</b>			
General (note i)	705	705	0
2.5% Match Funding (note ii)	339	338	(1)
<b>Total Scholarships</b>	<b>1,044</b>	<b>1,043</b>	<b>(1)</b>
<b>Support Services</b>			
Information Systems	44	34	(10)
Chamberlain	65	68	3
Comptroller & City Solicitor	6	8	2
Town Clerk	85	101	16
City Surveyor	65	38	(27)
Corporate & Democratic Core (CDC)	31	30	(1)
Staff Insurance	54	49	(5)
<b>Total Support Services</b>	<b>350</b>	<b>328</b>	<b>(22)</b>
<b>Capital Charges – Depreciation</b>	<b>146</b>	<b>146</b>	<b>0</b>
<b>Other support and adjustments</b>			
City Procurement savings/(costs) (note iii)	16	16	0
London Living Wage - Catering (note iv)	22	22	0
London Living Wage - Cleaning (note v)	71	71	0
Service Based Review Savings (note vi)	(87)	(87)	0
<b>Total other support and adjustments</b>	<b>22</b>	<b>22</b>	<b>0</b>
<b>TOTAL CITY SUPPORT</b>	<b>1,562</b>	<b>1,539</b>	<b>(23)</b>

**Notes:**

- i) City's Cash finances the equivalent of 48 full fee scholarships per annum.
- ii) The funding guidelines, as agreed by Policy & Resources Committee on 19 September 2002, provided for the City to match fund external bursary funds raised from that date onwards up to a cap of 2.5% of tuition fee income.
- iii) As a result of new contracts procured by City Procurement, expenditure by City Schools should be reduced. However, such savings are intended to benefit the City Corporation centrally to help achieve balanced revenue budgets on City's Cash over the medium term. In order to move these savings from the Schools to the centre, an adjustment has been made to the City's support to the Schools. This will leave the Schools in a neutral resource position as the reduction in costs from the contract savings will



**CITY SUPPORT**

be offset by a reduction in income through the City's support. Should a contract procured by the City Procurement Team result in an increase in a School's costs then a compensatory increase will be made to the City's support to retain the neutrality principle.

- iv) The City of London School catering contract was awarded to Holroyd Howe Ltd for three years from 1 September 2013. Excluding the London Living Wage (LLW), costs would have remained broadly in line with the previous contract. However, in accordance with the City of London Corporation's policy on the LLW, all tenderers also quoted prices inclusive of LLW, and this added £22,000 to the full annual cost. To ensure that the School is not financially disadvantaged, £22,000 has been added to the City's Support.
- v) The Corporate Cleaning Contract was awarded to MITIE from 1 September 2011, and further to iv) above, in accordance with the City of London Corporation's policy on the LLW, to ensure that the School is not financially disadvantaged, the City's Support has been increased.
- vi) The Service Based Review (SBR) aims to deliver significant and sustainable savings and/or increased income in order to balance City Fund and City's Cash over the medium term. The Policy and Resources Committee agreed savings proposals totalling £109,000, excluding additional income from increases in tuition fees, for the City of London School. These proposals have been phased £87,000 in 2015/16 with an additional £22,000 in 2016/17.

**SUPPORT SERVICES AND CAPITAL FINANCING CHARGES**

<b><u>Support Services and Capital Financing Charges</u></b>	<b>Budget</b>	<b>Actual</b>	<b>Variation Better/ (Worse)</b>
	<b>2015/16</b>	<b>2015/16</b>	<b>2015/16</b>
	<b>£'000</b>	<b>£'000</b>	<b>£'000</b>
<b>Support Services</b>			
Information Systems (IS)	(44)	(34)	10
Chamberlain	(65)	(68)	(3)
Comptroller & City Solicitor	(6)	(8)	(2)
Town Clerk	(85)	(101)	(16)
City Surveyor	(65)	(38)	27
Corporate & Democratic Core (CDC)	(31)	(30)	1
Staff Insurance	(54)	(49)	5
Other Insurance	(79)	(76)	3
City Surveyor's Employee Recharge	(153)	(157)	(4)
CLPS Staff	(53)	(54)	(1)
<b>Support Services Sub-Total</b>	<b>(635)</b>	<b>(615)</b>	<b>20</b>
<b>Capital Charges – Depreciation</b>	<b>(146)</b>	<b>(146)</b>	<b>0</b>
<b>TOTAL SUPPORT SERVICES AND CAPITAL FINANCING CHARGES</b>	<b>(781)</b>	<b>(761)</b>	<b>20</b>

**City of London School**  
**2015/16 Movement of Funds**

	Balance 1st April 2015	Interest	Income	Expenditure	Transfer between funds	Balance 31st March 2016
	£	£	£	£	£	£
<b>Unrestricted</b>						
Revenue Surplus	589,373	15,766	16,212,799	-14,778,548	-	2,039,390
Capital Reserve Fund	-	-	-	-	-51,000	51,000
Boy's Own Scholarships	-	-	-	-	-200,000	200,000
Repairs & Maintenance	-	-	-	-	-879,000	879,000
Information Technology	-	-	-	-	-225,000	225,000
Retirement	-	-	-	-	-75,000	75,000
Organ Replacement	-	-	-	-	-10,000	10,000
	589,373	15,766	16,212,799	-14,778,548	-1,440,000	599,390
<b>Designated</b>						
Capital Reserve	1,011,596	8,143	-	-144,888	51,000	925,851
Boys' Own Scholarships	520,319	3,270	6,980	-201,096	200,000	529,473
CoL Scholarships	-	-	705,000	-705,000	-	-
Match-Funded Scholarships	-	-	337,811	-337,811	-	-
Repairs & Maintenance	658,217	3,998	-	-586,312	879,000	954,903
Bookshop	23,900	116	5,176	-690	-	28,502
Information Technology	177,041	612	-	-225,852	225,000	175,577
Retirement	55,953	280	-	-43,399	75,000	87,834
Organ Replacement	62,138	386	-	-	10,000	72,524
Vehicle Purchase	86,685	530	-	-	-	87,215
Grove Park Sports	509	3	-	-	-	512
	2,596,358	16,114	1,054,967	- 2,245,048	1,440,000	2,862,391
<b>Restricted</b>						
External scholarships	16,396	-	559,529	-525,166	-	50,759
	16,396	-	559,529	- 525,166	-	50,759
<b>Total Funds</b>	3,202,127	31,880	17,827,295	- 17,548,762	-	3,512,540

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<b>Committee</b>	<b>Date:</b>
Board of Governors of the City of London School	17 October 2016
<b>Subject:</b> Risk Register 2015-16 for: The City of London School Bursary Fund incorporating The City of London School Scholarships and Prizes Fund and The City of London School Education Trust	<b>Public</b>
<b>Report of:</b> The Chamberlain and the Head of the City of London School	<b>For Decision</b>
<b>Report author:</b> Steven Reynolds, Chamberlain's Department.	

## Summary

This report provides a key risks register at Appendix 2 for The City of London School Bursary Fund incorporating The City of London School Scholarships and Prizes Fund and, at Appendix 3, a key risks register for The City of London School Education Trust, both for review by Members on behalf of the trustee (the City of London Corporation), to ensure that existing risks are reconsidered, any new risks are identified and that appropriate measures are in place to mitigate those risks.

Currently, the risk register for the Bursary Fund contains seven risks, of which six are assessed as 'green' with scores from 1 to 4 (on a risk scale from 1 to the highest risk score of 32) and one which is 'amber' with a score of 12. The register for the Education trust contains four risks, all of which are assessed as 'green' with scores from 1 to 4. Currently, there are no 'red' risks on either register.

All scores remain unchanged compared to last year.

## Recommendations

Members are asked to review the two risk registers to confirm that they satisfactorily sets out the risks facing the School's two charities and that appropriate measures are in place to mitigate those risks.

## Main Report

### Background

1. This report provides a key risks register for The City of London School Bursary Fund incorporating The City of London School Scholarships and Prizes Fund and The City of London School Education Trust administered by the Board of Governors of the City of London School on behalf of the trustee (the City of London Corporation).
2. In accordance with the Charity Commission's Statement of Recommended Practice (SORP), Trustees are required to confirm in the charity's annual report

that any major risks to which the charity is exposed have been identified and reviewed and that systems are established to mitigate those risks.

3. The Charities SORP requires that the register is reviewed annually to ensure that existing risks are reconsidered and any new risks are identified.

### **Review of Risks**

4. The method of assessing risk reflects the City of London's standard approach to risk assessment as set out in its Risk Management Strategy as approved by the Audit and Risk Management Committee. The City of London Corporation risk matrix, which explains how risks are assessed and scored, is attached at Appendix 1 of this report.
5. The risk register to be reviewed by the Board of Governors of the City of London School for The City of London School Bursary Fund incorporating The City of London School Scholarships and Prizes Fund is set out in Appendix 2. This contains seven risks as summarised below:
  1. Income from investments may decline – overall risk score of amber (12);
  2. Awards may not comply with objectives – overall risk score of green (1);
  3. Applicants do not disclose full details – overall risk score of green (3);
  4. Insufficient beneficiaries – overall risk score of green (4);
  5. Charity lacks direction, strategy, and forward planning – overall green (4);
  6. Conflicts of interest – overall risk score of green (1); and
  7. Loss of staff – overall risk score of green (3).

#### Mitigation of amber risks

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

6. The risk register to be reviewed by the Board of Governors of the City of London School for The City of London School Education Trust is set out in Appendix 2. This contains four risks as summarised below:
  1. Awards may not comply with objectives – overall risk score of green (1);
  2. Charity lacks direction, strategy, and forward planning – overall green (4);
  3. Conflicts of interest – overall risk score of green (1); and
  4. Loss of staff – overall risk score of green (3).
7. Each risk has been considered by the responsible officer within the Corporation who is referred to as the 'Risk Owner' in each register.

### **Conclusion**

8. The various risks faced by the two charities have been reviewed and Members are asked to confirm that the attached registers satisfactorily set out the key risks

together with their potential impact and that appropriate measures are in place to mitigate the risks identified.

## **Appendices**

- Appendix 1 – City of London Corporation Risk Matrix
- Appendix 2 – Charity Risk Register for The City of London School Bursary Fund incorporating The City of London School Scholarships and Prizes Fund
- Appendix 3 – Charity Risk Register for The City of London School Education Trust

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

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

#### (A) Likelihood criteria

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

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#### (B) Impact criteria

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

#### (C) Risk scoring grid

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

#### (D) Risk score definitions

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

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

Contact the Corporate Risk Advisor for further information. Ext 1297

October 2015

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The CoL School Bursary Fund Incorporating The CoL School Scholarships and Prizes Funds - Risk Register to be considered by the Board of Governors CLS

Risk No.	Risk (Short description)	Risk Owner	Committee	Existing Controls	Current Risk				Planned Actions	Target Risk		
					Likelihood	Impact	Rating	Direction		Likelihood	Impact	Rating
1	The income from investments in the Charities Pool may decline	Chamberlain	Board of Governors of the CLS	Funds are managed by professional fund manager. Monitoring of fund manager's performance by Chamberlain/ Financial Investment Board.	Possible	Major	Amber 12	↔	Continue existing controls	Possible	Major	Amber 12
2	Grants/awards/loans may be given for purposes not complying with charity's objectives	Head of CLS	Board of Governors of the CLS	Trustees have their objectives before them when agreeing grants. Ensure awards are only given for stated purposes.	Rare	Minor	Green 1	↔	Continue existing controls	Rare	Minor	Green 1
3	Applicants for financial assistance do not disclose full details of their circumstances	Head of CLS	Board of Governors of the CLS	Applicants are required to complete and sign application form and provide supporting evidence. Officers follow up obvious discrepancies when assessing the application. Ensure scrutiny is rigorous, Bursar conducts a face to face meeting with all applicants for support from the funds to judge need.	Possible	Minor	Green 3	↔	Continue existing controls	Possible	Minor	Green 3
4	Insufficient beneficiaries complying with the objects of the Trust	Head of CLS	Board of Governors of the CLS	Advertising, actively looking for beneficiaries. Where possible investigate appropriateness of widening purpose of Trust to increase pool of potential donors.	Unlikely	Serious	Green 4	↔	Continue existing controls	Unlikely	Serious	Green 4
5	The Charity lacks direction, strategy and forward planning	Head of CLS	Board of Governors of the CLS	A strategic plan which sets out the key aims, objectives and policies, financial plans and budgets. Monitoring of financial and operational performance.	Rare	Major	Green 4	↔	Continue existing controls	Rare	Major	Green 4
6	Conflicts of interest	Head of CLS	Board of Governors of the CLS	Understanding of trust law. Protocol for disclosure of potential conflict of interest.	Rare	Minor	Green 1	↔	Continue existing controls	Rare	Minor	Green 1
7	Loss of staff	Head of CLS	Board of Governors of the CLS	Documentation of systems, plans and projects. Training programmes.	Possible	Minor	Green 3	↔	Continue existing controls	Possible	Minor	Green 3

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**Appendix 3 - The City of London School Education Trust - Risk Register to be considered by the Board of Governors of the City of London School**

Risk No.	Risk (Short description)	Risk Owner	Committee	Existing Controls	Current Risk				Planned Actions	Target Risk		
					Likelihood	Impact	Rating	Direction		Likelihood	Impact	Rating
1	Grants/awards/loans may be given for purposes not complying with charity's objectives	Head of CLS	Board of Governors of the CLS	Trustees have their objectives before them when agreeing grants. Ensure awards are only given for stated purposes.	Rare	Minor	Green 1	↔	Continue existing controls	Rare	Minor	Green 1
2	The Charity lacks direction, strategy and forward planning	Head of CLS	Board of Governors of the CLS	A strategic plan which sets out the key aims, objectives and policies, financial plans and budgets. Monitoring of financial and operational performance.	Rare	Major	Green 4	↔	Continue existing controls	Rare	Major	Green 4
3	Conflicts of interest	Head of CLS	Board of Governors of the CLS	Understanding of trust law. Protocol for disclosure of potential conflict of interest.	Rare	Minor	Green 1	↔	Continue existing controls	Rare	Minor	Green 1
4	Loss of staff	Head of CLS	Board of Governors of the CLS	Documentation of systems, plans and projects. Training programmes.	Possible	Minor	Green 3	↔	Continue existing controls	Possible	Minor	Green 3

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<b>Committee(s):</b>	<b>Date(s):</b>
Board of Governors of City of London School	17 October 2016
<b>Subject:</b> The City of London School Bursary Fund incorporating The City of London School Scholarships & Prizes Fund - Annual Report and Financial Statements for the year ended 31 March 2016	<b>Public</b>
<b>Report of:</b> The Chamberlain	<b>For Decision</b>
<b>Report authors:</b> Steven Reynolds, Chamberlain's Department	

### Summary

This report provides Governors with a copy of the draft 2015/16 Annual Report and Financial Statements for The City of London School Bursary Fund (charity 1) incorporating The City of London School Scholarships & Prizes Fund (charity 2) for information. It also provides an opportunity to consider whether part of the cash balance of £626,381 as at 31 March 2016 should be invested in the City of London Charities Pool.

The governing scheme approved by the Charity Commission for England and Wales on 1 December 2011 directs that The City of London School Scholarships & Prizes Fund (charity number: 276654-1) shall be treated as forming part of The City of London School Bursary Fund (charity number: 276654) solely for the purpose of Part II (registration) and Part VI (accounting) of the Charities Act 2011.

During the year ended 31 March 2016 total funds decreased by £29,214 to £3,454,511 (2014/15: total funds increased by £243,688 to £3,483,725). This movement comprised the following:-

- i) a net loss on the value of investments of £171,156 (2014/15: a net gain of £182,080);
- ii) expenditure of £46,919 (2014/15: £73,957) comprising 306 scholarship and prizes amounting to £21,116 (2014/15: 295 scholarship and prizes amounting to £43,042); 2 bursary awards amounting to £22,329 (2014/15: 2 bursary awards amounting to £21,470); contributions to school uniforms and trip expenses totalling £3,180 (2014/15: £9,445); and bursary support costs totalling £294 (2014/15: £nil); offset by
- iii) income of £188,861 (2014/15: £135,565) relating to voluntary income of £77,489 (2014/15: £20,280) and investment income and interest of £111,372 (2014/15: £115,285).

## Recommendations

It is recommended that Governors:

receive the draft Annual Report and Financial Statements for the year ended 31 March 2016 for information; and

consider whether to invest part of the available cash balance of £626,381 in the City of London Charities Pool. The suggested investment is £502,746, which would leave an operating cash balance of £123,635, based on the highest level of annual expenditure over the past 5 years.

## Cash Available as at 31 March 2016

- The total cash balance held as at 31 March 2016 was £626,381 (2014/15: £487,938) and Governors are asked to consider investing some of this cash in the City of London Charities Pool to provide an opportunity to earn potentially higher returns than interest on cash balances (0.611% for 2015/16 and estimated to be less than 0.5% in the current year).

## Charities Pool

- The Charities Pool (the Pool) is governed by a Scheme approved by the Charities Commission and the investments are managed by Artemis Investment Management LLP and monitored by the City's Financial Investment Board. The Pool offers small charities the opportunity to obtain better returns than could generally be achieved if investments were made individually. The value of the Pool as at 31 March 2016 was £21.7M (2014/15: £22.7M). The investment policy of the Charities Pool is to seek an absolute return over the long term in order to provide for the outlay to meet the needs of the charities, whilst preserving the fund's capital base in real terms. In pursuance of this objective, the City Corporation has adopted an investment strategy using bonds, equities and cash.

## Charities Pool Performance to 31 March 2016

- Performance of the Pool is measured against the fund manager benchmark (FTSE All Share Index). In addition, the performance of the Pool is also measured against its peer group using the WM Charity Universe (ex-property).

The table below shows the performance of the Pool compared to the benchmark (FTSE All share) and its peer group (Charity Universe). For the year to 31 March 2016 the Pool achieved a return of -1.1% compared to the FTSE All Share Index return of -3.9%. The Pool also outperformed the FTSE All Share Index over 3, 5 and 10 year time periods. The WM Charity Universe return was -1.0% in the year to 31 March 2016 and the Pool slightly underperformed this by 0.1%. However, as shown in the table, the Pool outperformed the Charity Universe over all time periods over 1 year.



	<b>FTSE All Share %</b>	<b>Charity Universe %</b>	<b>Charities Pool %</b>
1 Year	-3.9	-1.0	-1.1
3 Years	3.7	5.8	7.0
5 Years	5.7	6.7	9.4
10 Years	4.7	5.4	6.9

### Potential further investment of available cash in the Charities Pool

- Whilst available cash at the 31 March 2016 amounted to £626,381, it is suggested that sufficient funds be retained to cover one full year's worth of expenditure as an operating balance. The table below shows expenditure for each charity over the past five years. Over this timeframe, the highest level of expenditure occurred in 2013/14 for charity one (£88,145) and 2011/12 for charity two (£35,490). It is suggested that the total of these two years (£123,635) be retained as an operating cash balance with the remainder of £502,746 invested in the Charities Pool.

	2015/16 £	2014/15 £	2013/14 £	2012/13 £	2011/12 £
<b>The City of London School Bursary Fund (charity 1)</b>					
Cash Balance	451,044	391,939	347,227	326,727	456,734
Expenditure	37,654	56,057	88,145	49,657	52,533
<b>The City of London School Scholarships &amp; Prizes Fund (charity 2)</b>					
Cash Balance	175,337	95,999	97,027	-19,044	203,119
Expenditure	9,265	17,900	16,250	18,740	35,490

Contact:  
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***ANNUAL REPORT AND FINANCIAL STATEMENTS***

***FOR THE YEAR ENDED 31 MARCH 2016***

***of***

***THE CITY OF LONDON SCHOOL BURSARY FUND***

***(charity number: 276654)***

***INCORPORATING***

***THE CITY OF LONDON SCHOOL SCHOLARSHIPS AND PRIZES FUND***

***(charity number: 276654-1)***

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

**Trustee's Annual Report and Financial Statements  
for the year ended 31 March 2016**

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

**Trustee’s Annual Report for the year ended to 31 March 2016**

**1. Reference and Administration Details**

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

**2. Structure, Governance and Management**

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

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

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

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

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

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

**Trustee**

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

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

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

**Organisational structure and decision making process**

The charity is administered under the governance rules applying to the City of London Corporation and its governance and administration is in accordance with the Standing Orders and Financial Regulations of the City of London Corporation. These regulations are available from the Town Clerk of the City of London Corporation at the principal address. The Bursary Committee are also Members of the City of London Corporation.

**Related Parties**

Details of any related party transactions are disclosed in note 11 to the Financial Statements.

**Risk identification**

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

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

The City of London Corporation has approved a strategic risk register for all of its activities. This register helps to formalise existing processes and procedures and enables the City of London Corporation to further embed risk management throughout the organisation.

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

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

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

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

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

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

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

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

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

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

**4. Targets, Achievements and Performance for 2015/16**

- 1) The aim for the City of London School Bursary Fund (charity 1) during 2015/16 was to continue to contribute towards the fees payable to the School of pupils who but for financial assistance, having commenced at the school, would be unable to continue at, or to enter the school having been accepted. 2 bursaries (2014/15: two bursaries) were awarded during the year amounting to £22,329 (2014/15: £21,470). The Fund also contributed a total of £3,180 during 2015/16 (2014/15: £9,445) towards the costs of uniforms, school trips etc. for pupils at the School who are in receipt of bursaries from other sources which cover all of their school tuition fees; and
- 2) The aim for the City of London School Scholarships and Prizes Fund (charity 2) during 2015/16 was to continue to assist children to study various subjects at the School and to assist in further education. In line with this aim, the school successfully allocated 306 prizes and scholarships during the year (2014/15: 295 prizes and scholarships) amounting to £21,116 (2014/15: £43,042 )

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

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

**5. Financial Review**

During the year ended 31 March 2016 total funds decreased by £29,241 (2014/15: increased by £243,688). This movement comprised the following:-

- i) a net loss on investments of £171,156 (2014/15: a net gain of £182,080);
- ii) donations and legacies of £77,489 (2014/15: £20,280) and investment income of £111,372 (2014/15: £115,285); and
- iii) expenditure on charitable activities of £46,919 (2014/15: £73,957 which was largely made up of 2 bursary awards and 306 scholarships & prizes (2014/15: 2 bursary awards and 295 scholarships and prizes).

**Going Concern**

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

**Reserves Policy**

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

**Investment Policy**

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



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

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

**6. Plans for Future Periods**

The aims for 2016/17 are:

- i) for The City of London School Bursary Fund (charity 1) to continue to contribute towards pupils' fees, where financial hardship would cause the pupils to be unable to continue at the school, and to contribute to the cost of uniforms, school trips etc. for pupils from disadvantaged backgrounds; and
- ii) for The City of London School Scholarships and Prizes Fund (charity 2) to continue to assist children to study various subjects at the school, or to assist in further education.

**7. The Financial Statements**

The financial statements have been prepared in accordance with the accounting policies set out in note 1 to the accounts and comply with the charity's trust deed, the Charities Act 2011 and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) effective from 1 January 2015. The financial statements consist of the following and include comparative figures for the previous year.

- **Statement of Financial Activities** showing all resources available and all expenditure incurred and reconciling all changes in the funds of the Trust.
- **Balance Sheet** setting out the assets, liabilities and funds of the Trust.
- **Notes to the Financial Statements** explaining the accounting policies adopted and explanations of information contained in the financial statements.

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

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

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

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

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

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

**8. Statement of Trustee's Responsibilities (continued)**

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

**9. Adopted and signed for on behalf of the Trustee on 15 November 2016 *(to be considered by the Finance Committee on this date)*.**

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

Roger A.H. Chadwick  
Deputy Chairman of  
Finance Committee

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

We have audited the financial statements of The City of London School Bursary Fund incorporating The City of London School Scholarships a & Prizes Fund for the year ended 31 March 2016 which are set out on pages 10 to 22. The financial reporting framework that has been applied in their preparation is applicable law and Section 1A "Small Entities" of FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland" (United Kingdom Generally Accepted Accounting Practice applicable to Smaller Entities).

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

## **Respective responsibilities of trustees and auditor**

As explained more fully in the Trustees' Responsibilities Statement set out on pages 6 to 7, the trustees are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view.

We have been appointed as auditor under section 145 the Charities Act 2011 and report in accordance with regulations made under section 154 of that Act. Our responsibility is to audit and express an opinion on the financial statements in accordance with applicable law and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's (APB's) Ethical Standards for Auditors.

## **Scope of the audit of the financial statements**

A description of the scope of an audit of financial statements is provided on the Financial Reporting Council's web-site at [www.frc.org.uk/auditscopeukprivate](http://www.frc.org.uk/auditscopeukprivate).

## **Opinion on financial statements**

In our opinion the financial statements:

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

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

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

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

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

Date

Moore Stephens LLP

Statutory Auditor  
150 Aldersgate Street  
London  
EC1A 4AB

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

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

**Statement of Financial Activities for the year ended 31 March 2016**

	Note	Unrestricted Fund	Restricted Fund	Endowment Fund	<b>Total Funds 2015/16</b>	Total Funds 2014/15
		£	£	£	£	£
<b>Income and endowments from:</b>						
<b>Donations and legacies</b>		-	57,498	19,991	<b>77,489</b>	20,280
<b>Income from investments</b>						
Managed investment income		-	-	108,039	<b>108,039</b>	111,539
Interest receivable		824	779	1,730	<b>3,333</b>	3,746
<b>Total income and endowments</b>	3	<u>824</u>	<u>58,277</u>	<u>129,760</u>	<b><u>188,861</u></b>	<u>135,565</u>
<b>Expenditure on:</b>						
<b>Charitable activities</b>						
Bursaries awarded		7,443	-	14,886	<b>22,329</b>	21,470
Uniforms, school trips etc.		-	-	3,180	<b>3,180</b>	9,445
Scholarships & prizes awarded		-	30	21,086	<b>21,116</b>	43,042
Support costs - bursaries	5	-	-	294	<b>294</b>	-
<b>Total expenditure</b>	4	<u>7,443</u>	<u>30</u>	<u>39,446</u>	<b><u>46,919</u></b>	<u>73,957</u>
Net gains/(losses) on investments	7	-	-	(171,156)	<b>(171,156)</b>	182,080
<b>Net income/(expenditure)</b>		<u>(6,619)</u>	<u>58,247</u>	<u>(80,842)</u>	<b><u>(29,214)</u></b>	<u>243,688</u>
Transfers between funds		0	0	0	<b>0</b>	0
Other recognised gains/(losses)		0	0	0	<b>0</b>	0
<b>Net movement in funds</b>		<u>(6,619)</u>	<u>58,247</u>	<u>(80,842)</u>	<b><u>(29,214)</u></b>	<u>243,688</u>
<b>Reconciliation of funds</b>						
Total funds brought forward	9	<u>136,744</u>	<u>81,309</u>	<u>3,265,672</u>	<b><u>3,483,725</u></b>	<u>3,240,037</u>
<b>Total funds carried forward</b>	9	<u>130,125</u>	<u>139,556</u>	<u>3,184,830</u>	<b><u>3,454,511</u></b>	<u>3,483,725</u>

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

All incoming resources and resources expended derive from continuing activities.

Note 10 to the financial statements provides a breakdown of 2014/15 financial activities by fund.

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

**Balance Sheet as at 31 March 2016**

	Note	2016	2015
		£	£
<b>Fixed Assets</b>			
Managed Investments	7	<u>2,836,814</u>	<u>3,007,970</u>
<b>Current Assets</b>			
Cash at bank and in hand		626,381	487,938
<b>Creditors: amounts falling due within one year</b>	8	<u>(8,684)</u>	<u>(12,183)</u>
<b>Net Current Assets</b>		617,697	475,755
<b>Total Assets less Current Liabilities</b>	8	<u>3,454,511</u>	<u>3,483,725</u>
<b>The funds of the charity</b>			
Unrestricted Designated Fund		130,125	136,744
Restricted Fund		139,556	81,309
Expendable Endowment Fund		2,921,294	2,986,236
Permanent Endowment Fund		263,536	279,436
<b>Total funds</b>	9	<u>3,454,511</u>	<u>3,483,725</u>

Approved and signed for and on behalf of the Trustee.

The notes at pages 12 to 22 form part of these accounts.

---

Dr Peter Kane  
Chamberlain of London  
15 November 2016

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

**Notes to the Financial Statements for the year ended 31 March 2016**

**1. Accounting Policies**

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

**(a) Basis of Preparation**

The accounts (financial statements) have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant notes to these *accounts*. The financial statements have been prepared for the first time in accordance with the new Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) effective from 1 January 2015 and the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102) and the Charities Act 2011.

Section 1A of FRS 102 is applicable for accounting periods beginning on or after 1 January 2016, but may be applied early to periods beginning on or after 1 January 2015, if such entities qualify as 'small entities'. The City of London School Bursary Fund Incorporating the City of London School Scholarships & Prizes Fund has taken the option to apply the standard early in the preparation of these financial statements.

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

**(b) Going Concern**

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

**(c) Cash Flow Statement**

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

**(d) Income Recognition**

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

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

**Notes to the Financial Statements for the year ended 31 March 2016**

**1. Accounting Policies (continued)**

(e) ***Investment income***

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

(f) ***Expenditure Recognition***

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

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

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

(h) ***Investments***

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

(i) ***Fund Accounting***

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

**2. Tax Status of the Charity**

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

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



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

**Notes to the Financial Statements for the year ended 31 March 2016**

**3. Incoming Resources from Generated Funds**

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

	Charity 1 Bursary Fund	Charity 2 Scholarships & Prizes Fund	<b>Total 2015/16</b>	Total 2014/15
	£	£	£	£
<b>Donations and legacies</b>	18,841	58,648	<b>77,489</b>	20,280
<b>Investment Income</b>				
Managed Investment Income	78,702	29,337	<b>108,039</b>	111,539
Interest Receivable	2,381	952	<b>3,333</b>	3,746
<b>Total Incoming Resources</b>	<b>99,924</b>	<b>88,937</b>	<b>188,861</b>	<b>135,565</b>

**Donations and Legacies:**

Donations totalling £77,489 were received during the year (2014/15: £20,280).

**Investment Income:**

Income for the year derived from the investments in The City of London Charities Pool amounting to £108,039 (2014/15: £111,539) noted in 1 (e) and interest received on cash balances of £3,333 (2014/15: £3,746).

**4. Resources Expended**

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

	Charity 1 Bursary Fund	Charity 2 Scholarships & Prizes Fund	<b>Total 2015/16</b>	Total 2014/15
	£	£	£	£
<b>Charitable Activities</b>				
Bursaries Awarded	22,329	-	<b>22,329</b>	21,470
Uniforms, school trips etc.	3,180	-	<b>3,180</b>	9,445
Scholarships & Prizes Awarded	11,851	9,265	<b>21,116</b>	43,042
Support Costs – bursaries	294	-	<b>294</b>	-
<b>Total Resources Expended</b>	<b>37,654</b>	<b>9,265</b>	<b>46,919</b>	<b>73,957</b>

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

**Notes to the Financial Statements for the year ended 31 March 2016**

**4. Resources Expended (continued)**

Charitable activities consist of:

- i) 2 bursaries (2014/15: two bursaries) were awarded during the year amounting to £22,329 (2014/15: £21,470). The bursaries were awarded to individuals and therefore specific details cannot be disclosed;
- ii) the fund contributed £3,180 towards the cost of uniforms, school trips etc. for pupils at the School (2014/15: £9,445);
- iii) 306 scholarships and prizes awarded amounting to £21,116 (2014/15: 295 scholarships and prizes amounting to £43,042). The scholarships and prizes were awarded to individuals and therefore specific details cannot be disclosed; and
- iv) support costs for bursary administration of £294 were charged by the City of London Corporation during the year (see note 5 below) (2014/15: £nil).

**5. Support and Governance Costs**

**Staff numbers and costs**

The charity does not employ any staff. Officers of the City of London Corporation provide administrative assistance to the charity when required, but this is not considered material and is not separately calculated by the City of London Corporation. There are however some specific administration services concerned with Bursary Administration which are charged directly to the charities. The charge in 2015/16 amounted to £294 (2014/15: £nil).

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

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

**6. Other Items of Expenditure**

**Trustee's expenses**

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

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

**Notes to the Financial Statements for the year ended 31 March 2016**

**7. Investment Assets**

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

	Endowment Fund	<b>Total 2016</b>	Total 2015
	£	£	£
<b><u>Charity1 – Bursary Fund</u></b>			
Market Value 1 April	2,190,395	<b>2,190,395</b>	2,057,805
Net Investment Gain	(124,635)	<b>(124,635)</b>	132,590
<b>Market Value 31 March</b>	<b>2,065,760</b>	<b>2,065,760</b>	2,190,395
<b>Units in Charities Pool</b>	<b>265,181</b>	<b>265,181</b>	265,181
<b><u>Charity 2 – Scholarships and Prizes Fund</u></b>			
Market Value 1 April	817,575	<b>817,575</b>	768,085
Net Investment Gain	(46,521)	<b>(46,521)</b>	49,490
<b>Market Value 31 March</b>	<b>771,054</b>	<b>771,054</b>	817,575
<b>Units in Charities Pool</b>	<b>98,980</b>	<b>98,980</b>	98,980
<b>Total Market Value 31 March</b>	<b>2,836,814</b>	<b>2,836,814</b>	3,007,970
<b>Total Cost when purchased</b>	<b>1,786,880</b>	<b>1,786,880</b>	1,786,880
<b>Units in Charities Pool</b>	<b>364,161</b>	<b>364,161</b>	364,161

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

	<b>2016 £</b>	2015 £
Equities:		
UK	<b>2,097,569</b>	2,364,977
Overseas	<b>431,595</b>	448,331
Bonds: UK	<b>75,947</b>	74,715
Pooled Units: UK	<b>117,878</b>	96,957
Cash Held By Fund Manager	<b>113,825</b>	22,990
<b>Total Funds</b>	<b>2,836,814</b>	3,007,970

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

**Notes to the Financial Statements for the year ended 31 March 2016**

**7. Investment Assets (continued)**

The majority of the charity's surplus funds are invested within the Charities Pool administered by the City of London Corporation and the interest is received from the Chamberlain of London on balances held on behalf of the Trust. The investments are managed by Artemis Investment Management LLP and the performance of the fund is measured against the fund manager benchmark (FTSE All Share Index). In addition the performance of the Fund is also measured against its peer group using the WM Charity Universe (ex-property).

As at 31 March 2016 the fund achieved a return of -1.1% compared to the FTSE All Share Index return of -3.9%. The WM Charity Universe return was -1.0% and the fund slightly underperformed this by 0.1%.

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

**Notes to the Financial Statements for the year ended 31 March 2016**

**8. Analysis of Net Assets by Fund at 31 March 2016**

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

	Unrestricted Fund	Restricted Fund	Endowment Funds		Total 2016	Total 2015
			Permanent	Expendable		
	£	£	£	£	£	£
<b><u>Charity 1 – Bursary Fund</u></b>						
Investments - 31 March	-	-	263,536	1,802,224	<b>2,065,760</b>	2,190,395
<b>Fixed Assets</b>	-	-	263,536	1,802,224	<b>2,065,760</b>	2,190,395
Current Assets	132,606	-	-	318,438	<b>451,044</b>	391,939
Current Liabilities (1)	(2,481)	-	-	(6,203)	<b>(8,684)</b>	(11,849)
<b>Net Current Assets</b>	130,125	-	-	312,235	<b>442,360</b>	380,090
<b>Total Net Assets</b>	130,125	-	263,536	2,114,459	<b>2,508,120</b>	2,570,485
<b><u>Charity 2 – Scholarships &amp; Prizes Fund</u></b>						
Investments - 31 March	-	-	-	771,054	<b>771,054</b>	817,575
<b>Fixed Assets</b>	-	-	-	771,054	<b>771,054</b>	817,575
Current Assets	-	139,556	-	35,781	<b>175,337</b>	95,999
Current Liabilities (1)	-	-	-	-	-	(334)
<b>Net Current Assets</b>	-	139,556	-	35,781	<b>175,337</b>	95,665
<b>Total Net Assets</b>	-	139,556	-	806,835	<b>946,391</b>	913,240
<b>Total Net Assets (charity 1 and 2)</b>	130,125	139,556	263,536	2,921,294	<b>3,454,511</b>	3,483,725

(1) Current liabilities amount to £8,684 and represent bursaries and scholarships and prizes awarded by the Trust for the Summer term 2016 (2014/15: £12,183).

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

**Notes to the Financial Statements for the year ended 31 March 2016**

**9. Analysis of Net Assets by Fund at 31 March 2015**

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

**Total Movement in Funds**

	<b>Fund Balance Brought Forward</b>	Income	Expend-iture	Transfers	Gains and Losses	<b>Fund Balances Carried Forward</b>
	£	£		£		£
<b>Income Fund:</b>						
<b>Unrestricted:</b>						
Designated (1)	136,744	824	(7,443)	-	-	<b>130,125</b>
<b>Restricted (2)</b>	81,309	58,277	(30)	-	-	<b>139,556</b>
<b>Endowments:</b>						
Expendable (3)	2,986,236	129,760	(39,446)	-	(155,256)	<b>2,921,294</b>
Permanent (4)	279,436	-	-	-	(15,900)	<b>263,536</b>
<b>Total Funds</b>	<b>3,483,725</b>	<b>188,861</b>	<b>(46,919)</b>	<b>-</b>	<b>(171,156)</b>	<b>3,454,511</b>

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

	<b>Fund Balance Brought Forward</b>	Income	Expend-iture	Transfers	Gains and Losses	<b>Fund Balances Carried Forward</b>
	£	£			£	£
<b>Income Fund:</b>						
<b>Unrestricted:</b>						
Designated (1)	136,744	824	(7,443)	-	-	<b>130,125</b>
<b>Endowments:</b>						
Expendable (3)	2,154,305	99,100	(30,211)	-	(108,735)	<b>2,114,459</b>
Permanent (4)	279,436	-	-	-	(15,900)	<b>263,536</b>
<b>Total Funds</b>	<b>2,570,485</b>	<b>99,924</b>	<b>(37,654)</b>	<b>-</b>	<b>(124,635)</b>	<b>2,508,120</b>

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

	<b>Fund Balance Brought Forward</b>	Income	Expend-iture	Transfers	Gains and Losses	<b>Fund Balances Carried Forward</b>
	£	£			£	£
<b>Income Fund:</b>						
Restricted (2)	81,309	58,277	(30)	-	-	<b>139,556</b>
<b>Endowments:</b>						
Expendable (3)	831,931	30,660	(9,235)	-	(46,521)	<b>806,835</b>
<b>Total Funds</b>	<b>913,240</b>	<b>88,937</b>	<b>(9,265)</b>	<b>-</b>	<b>(46,521)</b>	<b>946,391</b>

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

**Notes to the Financial Statements for the year ended 31 March 2016**

**9. Analysis of Net Assets by Fund at 31 March 2015 (continued)**

**Notes to the funds:**

**1. Unrestricted Designated Fund**

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

**2. Restricted Fund**

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

**3. Endowment Fund - Expendable**

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

**4. Endowment Fund - Permanent**

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

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

**Notes to the Financial Statements for the year ended 31 March 2016**

**10. Statement of Financial Activities for the year ended 31 March 2015**

	Unrestricted Fund	Restricted Fund	Endowment Fund	Total Funds 2014/15
	£	£	£	£
<b>Income and endowments from:</b>				
<b>Donations and legacies</b>	90	-	20,190	<b>20,280</b>
Managed investment income	-	-	111,539	<b>111,539</b>
Interest receivable	1,256	728	1,762	<b>3,746</b>
<b>Total incoming resources</b>	<b>1,346</b>	<b>728</b>	<b>133,491</b>	<b>135,565</b>
<b>Expenditure on:</b>				
<b>Charitable activities</b>				
Bursaries awarded	7,157	-	14,313	<b>21,470</b>
Uniforms, school trips etc.	825	-	8,620	<b>9,445</b>
Scholarships & prizes awarded	-	1,686	41,356	<b>43,042</b>
Support costs - bursaries	-	-	-	<b>-</b>
<b>Total expenditure</b>	<b>7,982</b>	<b>1,686</b>	<b>64,289</b>	<b>73,957</b>
Net gains/(losses) on investments			182,080	<b>182,080</b>
<b>Net income/(expenditure)</b>	<b>(6,636)</b>	<b>(958)</b>	<b>251,282</b>	<b>243,688</b>
Transfers between funds	0	0	0	<b>0</b>
Other recognised gains/(losses)	0	0	0	<b>0</b>
<b>Net movement in funds</b>	<b>(6,636)</b>	<b>(958)</b>	<b>251,282</b>	<b>243,688</b>
<b>Reconciliation of funds</b>				
Total funds brought forward	143,380	82,267	3,014,390	<b>3,240,037</b>
<b>Total funds carried forward</b>	<b>136,744</b>	<b>81,309</b>	<b>3,265,672</b>	<b>3,483,725</b>

The Statement of Financial Activities for 2014/15 is presented to provide comparative information for each fund in the 2015/16 Statement of Financial Activities on page 10.

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

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

The Trust has investments in the City of London Charities Pool of which the City of London Corporation is also the Trustee. Investment income from the Charities Pool in 2015/16 amounted to £108,039 (2014/15: £111,539).



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

**Notes to the Financial Statements for the year ended 31 March 2016**

**12. Transition to FRS 102**

These financial statements for the year ended 31 March 2016 are the Charity's first financial statements that comply with Financial Reporting Standard 102 (FRS 102) 'the Financial Reporting Standard in the UK and Republic of Ireland'. The Charity's date of transition to FRS 102 is 1 April 2014. The Charity's last financial statements prepared in accordance with previous UK GAAP were for the year ended 31 March 2015.

The following table shows the difference between net income presented under the previous UK GAAP and the newly presented amounts under FRS 102 for the reporting period ended at 31 March 2015 (ie comparative information). The table also shows funds determined in accordance with the FRS 102 compared to funds determined in accordance with previous UK GAAP at both 1 April 2014 (the date of transition to FRS 102 – nil change) and 31 March 2015 (nil change).

There have been no changes in accounting policies made on first-time adoption of FRS 102.

<b>Group</b>	<b>Note</b>	<b>Funds as at 1 April 2014</b>	<b>Net income for the year ended 31 March 2015</b>	<b>Funds as at 31 March 2015</b>
		£	£	£
<b>As previously stated under former UK GAAP</b>		3,240,037	61,608	3,483,725
Gains / (losses) on investments	a)	-	182,080	-
<b>As stated in accordance with FRS 102</b>		3,240,037	243,688	3,483,725

Explanation of changes to previously reported net income:

- a) FRS 102 requires that gains/(losses) on investments are now treated as a component of net income. Under previous UK GAAP, gains/(losses) on investments were shown after net income as part of other recognised gains/(losses).

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<b>Committee(s):</b>	<b>Date(s):</b>
Board of Governors of City of London School	17 October 2016
<b>Subject:</b> City of London School Education Trust – 2015/16 Report and Financial Statements	<b>Public</b>
<b>Report of:</b> The Chamberlain	<b>For Information</b>
<b>Report author:</b> Steven Reynolds, Chamberlain's Department	

## Summary

The 2015/16 Report and Financial Statements for the City of London School Education Trust (charity number: 1118571) are attached.

During the year ended 31 March 2016 total funds increased by £30 to £6,060 (2014/15: total funds decreased by £363 to £6,030). This movement comprised the following:-

- i) expenditure of £7,000 (2014/15: £408) on preliminary design works relating to the refurbishment of the school's library (2014/15: the purchase of a flute); and
- ii) income of £7,000 (2014/15: £45) relating to one donation totalling £7,000 to pay for the expenditure as detailed at i) above, and investment income of £30 (2014/15: there were no donations during the year and investment income of £45).

## Recommendations

It is recommended that Governors receive this report for information.

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

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***THE CITY OF LONDON SCHOOL  
EDUCATION TRUST  
REPORT AND FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 MARCH 2016***

***Charity Number: 1118571***

# **Trustee's Annual Report and Financial Statements for the year ended 31 March 2016**

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Notes to the Financial Statements	10-13

# THE CITY OF LONDON SCHOOL EDUCATION TRUST

## Trustee's Annual Report for the year ended 31 March 2016

### 1. Reference and Administrative Details

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

### 2. Structure, Governance and Management

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

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

#### **Trustee**

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

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

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

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

The charity is administered under the governance rules applying to the City of London Corporation and its governance and administration is in accordance with the Standing Orders and Financial Regulations of the City of London Corporation. These regulations are available from the Town Clerk of the City of London at the principal address.

# THE CITY OF LONDON SCHOOL EDUCATION TRUST

## Trustee's Annual Report (continued)

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

#### Related Parties

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

#### Risk identification

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

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

The City of London Corporation has approved a strategic risk register for all of its activities. This register helps to formalise existing processes and procedures and enables the City of London Corporation to further embed risk management throughout the organisation.

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

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

The objects of the Trust are:

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

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

### 4. Achievements and Performance

During the year expenditure on charitable activities amounted to £7,000 (2014/15: £408) on preliminary design works in relation to the refurbishment of the School's Library (2014/15: £408 on the purchase of a flute).



# THE CITY OF LONDON SCHOOL EDUCATION TRUST

## Trustee's Annual Report (continued)

### 5. Financial Review

During the year ended 31 March 2016 total funds increased by £30 (2014/15: an increase of £363) to £6,060 (2014/15: £6,030). This was due to expenditure of £7,000 on preliminary design works in relation to the refurbishment of the School's Library, which was offset by voluntary income of £7,000 to cover the costs of this work and investment income of £30 (2014/15: expenditure of £408 on a new flute, which was partly offset by investment income of £45).

#### Going Concern

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

#### Reserves Policy

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

#### Investment Policy

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

### 6. Plans for Future Periods

The aims for 2016/17 are:

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

### 7. The Financial Statements

The financial statements have been prepared in accordance with the accounting policies set out in note 1 to the accounts and comply with the charity's trust deed, the Charities Act 2011 and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) effective from 1 January 2015. The financial statements consist of the following and include comparative figures for the previous year.

# THE CITY OF LONDON SCHOOL EDUCATION TRUST

## Trustee's Annual Report (continued)

- **Statement of Financial Activities** showing all incoming resources and all expenditure incurred and reconciling all changes in the funds of the Trust.
- **Balance Sheet** setting out the assets, liabilities and funds of the Trust.
- **Notes to the Financial Statements** explaining the accounting policies adopted and explanations of information contained in the financial statements.

## 8. Statement of Trustee's Responsibilities

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

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

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

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

## 9. Adopted and signed for on behalf of the Trustees on 15 November 2016 (*to be considered by the Finance Committee on this date*).

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

Roger A.H. Chadwick  
Deputy Chairman of  
Finance Committee

# THE CITY OF LONDON SCHOOL EDUCATION TRUST

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

We have audited the financial statements of The City of London School Education Trust for the year ended 31 March 2016 which are set out on pages 8 to 13. The financial reporting framework that has been applied in their preparation is applicable law and Section 1A "Small Entities" of FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland" (United Kingdom Generally Accepted Accounting Practice applicable to Smaller Entities).

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

### **Respective responsibilities of trustees and auditor**

As explained more fully in the Trustees' Responsibilities Statement set out on page 5, the trustees are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view.

We have been appointed as auditor under section 145 the Charities Act 2011 and report in accordance with regulations made under section 154 of that Act. Our responsibility is to audit and express an opinion on the financial statements in accordance with applicable law and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's (APB's) Ethical Standards for Auditors.

### **Scope of the audit of the financial statements**

A description of the scope of an audit of financial statements is provided on the Financial Reporting Council's web-site at [www.frc.org.uk/auditscopeukprivate](http://www.frc.org.uk/auditscopeukprivate).

### **Opinion on financial statements**

In our opinion the financial statements:

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

# THE CITY OF LONDON SCHOOL EDUCATION TRUST

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

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

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

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

Date

Moore Stephens LLP

Statutory Auditor  
150 Aldersgate Street  
London  
EC1A 4AB

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

# THE CITY OF LONDON SCHOOL EDUCATION TRUST

## Statement of Financial Activities for the year ended 31 March 2016

	Note	Restricted Fund	Total Funds 2015/16	Total Funds 2014/15
		£	£	£
<b>Income and endowments from:</b>				
<b>Donations and legacies</b>		7,000	<b>7,000</b>	-
<b>Income from investments</b>				
Managed investment income		-	-	-
Interest receivable		30	<b>30</b>	45
<b>Total income and endowments</b>	3	7,030	<b>7,030</b>	45
<b>Expenditure on:</b>				
<b>Charitable activities</b>	4	7,000	<b>7,000</b>	408
<b>Total expenditure</b>		7,000	<b>7,000</b>	408
<b>Net income/(expenditure)</b>		30	<b>30</b>	(363)
Transfers between funds		0	<b>0</b>	0
Other recognised gains/(losses)		0	<b>0</b>	0
<b>Net movement in funds</b>		30	<b>30</b>	(363)
<b>Reconciliation of funds</b>				
Total funds brought forward	8	6,030	<b>6,030</b>	6,393
<b>Total funds carried forward</b>	8	6,060	<b>6,060</b>	6,030

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

All incoming resources and resources expended derive from continuing activities.

# THE CITY OF LONDON SCHOOL EDUCATION TRUST

## Balance Sheet as at 31 March 2016

	Note	2016 £	2015 £
<b>Current Assets</b>			
Cash at bank and in hand		5,060	5,030
Debtors		1,000	1,000
<b>Net current assets</b>	7	<u>6,060</u>	<u>6,030</u>
<b>The funds of the charity:</b>			
Restricted Fund		6,060	6,030
<b>Total funds carried forward</b>	8	<u>6,060</u>	<u>6,030</u>

Approved and signed for and on behalf of the Trustee

The notes at pages 10 to 13 form part of these financial statements.

---

Dr Peter Kane  
Chamberlain of London  
15 November 2016

# THE CITY OF LONDON SCHOOL EDUCATION TRUST

## Notes to the Financial Statements for the year ended 31 March 2016

### 1. Accounting Policies

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

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

The accounts (financial statements) have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant notes to these accounts. The financial statements have been prepared for the first time in accordance with the new *Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)* effective from 1 January 2015 and the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102) and the Charities Act 2011.

Section 1A of FRS 102 is applicable for accounting periods beginning on or after 1 January 2016, but may be applied early to periods beginning on or after 1 January 2015, if such entities qualify as 'small entities'. The City of London School Educational Trust has taken the option to apply the standard early in the preparation of these financial statements.

(b) ***Going Concern***

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

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

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

(d) ***Income Recognition***

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

(e) ***Investment Income***

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

(f) ***Expenditure Recognition***

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

(g) ***Fund Accounting***

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

# THE CITY OF LONDON SCHOOL EDUCATION TRUST

## Notes to the Financial Statements for the year ended 31 March 2016 (continued)

### 2. Tax Status of the Charity

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

### 3. Incoming Resources

Incoming resources consist of donations of £7,000 which were received from one donor to fund the costs of preliminary design works in relation to the refurbishment of the school's library (2014/15: £ nil) and interest received on cash balances of £30 (2014/15: £45).

### 4. Resources Expended

Expenditure of £7,000 was incurred during 2015/16 (2014/15: £408) on preliminary design works in relation to the refurbishment of the School's Library (2014/15: £408 on the purchase of a flute).

### 5. Support and Governance Costs

#### Staff numbers and costs

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

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

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

### 6. Other Items of Expenditure

#### Trustee's expenses

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

### 7. Analysis of Net Assets by Fund at 31 March 2016

	<b>Restricted Fund 2016</b>	<b>Restricted Fund 2015</b>
	<b>£</b>	<b>£</b>
Current Assets	<b>6,060</b>	6,030
<b>Total Net Current Assets</b>	<b>6,060</b>	6,030



# THE CITY OF LONDON SCHOOL EDUCATION TRUST

## Notes to the Financial Statements for the year ended 31 March 2016 (continued)

### 8. Summary of Funds and Movements during the year to 31 March 2016

	<b>Fund balances brought forward</b>	Income	Expenditure	Transfers	Gains and losses	<b>Fund balances carried forward</b>
	£	£	£	£	£	£
<b>Restricted Fund</b>	6,030	7,030	(7,000)	-	-	<b>6,060</b>
<b>Total Funds</b>	6,030	7,030	(7,000)	-	-	<b>6,060</b>

#### Notes to the Funds:

##### Restricted Fund

The restricted fund was initially set up with a donation in 2007 towards the refurbishment of the School's theatre. The purpose of this fund is to receive further donations, and undertake works towards a variety of projects and activities, such as the preliminary design works in relation to the refurbishment of the School's Library during 2015/16. Planned use comprises undertaking similar projects in the future.

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

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

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

# THE CITY OF LONDON SCHOOL EDUCATION TRUST

## Notes to the Financial Statements for the year ended 31 March 2016 (continued)

### 10. Transition to FRS 102

These financial statements for the year ended 31 March 2016 are the Charity's first financial statements that comply with Financial Reporting Standard 102 (FRS 102) 'the Financial Reporting Standard in the UK and Republic of Ireland'. The Charity's date of transition to FRS 102 is 1 April 2014. The Charity's last financial statements prepared in accordance with previous UK GAAP were for the year ended 31 March 2015.

The following table shows that there was no difference between income and expenditure presented under the previous UK GAAP and the newly presented amounts under FRS 102 for the reporting period ended at 31 March 2015 (ie comparative information). The table also shows funds determined in accordance with the FRS 102 compared to funds determined in accordance with previous UK GAAP at both 1 April 2014 (the date of transition to FRS 102 – nil change) and 31 March 2015 (nil change).

There have been no changes in accounting policies made on first-time adoption of FRS 102.

Group	Note	Funds as at 1 April 2014	Net income/ (expenditure) for the year ended 31 March 2015	Funds as at 31 March 2015
		£	£	£
<b>As previously stated under former UK GAAP</b>		6,393	(363)	6,030
No Changes		-	(363)	-
<b>As stated in accordance with FRS 102</b>		6,393	(363)	6,030

<b>Committee(s):</b>	<b>Date(s):</b>
Board of Governors of the City of London School	17 October 2016
<b>Subject:</b> Head's Report	<b>Public</b>
<b>Report of:</b> The Head	<b>For Decision</b>
<b>Report author:</b> Sarah Fletcher, Head of the City of London School	

## Summary

- This report contains entries re:
  1. Pupil Matters
    - i. Public Examination Results
    - ii. Summary of Pupil Achievements 2015-16
    - iii. University Destinations for Leavers 2016
    - iv. Scholarships Awarded
    - v. Admissions Report to include Admissions Policy (for sign off).
  2. Staff Matters
    - i. Statutory NQT Induction (2016)
    - ii. Sabbatical Report
  3. Safeguarding
    - i. Safeguarding and Child Protection Policy (for sign off)
    - ii. Children Missing in Education
    - iii. Keeping Children Safe in Education (KCSIE) September 2016
    - iv. Impact of KCSIE on Foreign Exchange Trips
  4. Summer Works 2016

## 1. Pupil Matters

### I. Public Examination Results

The results at both A Level and GCSE are listed by subject below, alongside statistical highlights of our achievements.

As you can see from this and the subject lists, this has been an excellent A Level and GCSE year for the School. The percentage of A\* to B Grades at A Level was 93.6% of all subjects taken. The percentage A\* to A at GCSE was our highest ever at 92.6%. 72.5% of all papers at GCSE were graded at A\*.

### **Statistical highlights of Summer 2016 public examination results**

#### **A-Level**

**% A\* - B – 93.6 (Summer 2010 saw the introduction of the A\*).**

2015: 91    2014: 91.8    2013: 94.5    2012: 97    2011: 90.6

2010: 93.1    2009: 92.6    2008: 91.8    2007: 93.9    2006: 90.4    2005 90.1

**% A/A\* grades – 72.5 – THIS NOW INCLUDES 31.4% A\* first awarded 2010;**

2015: 73.2 2014: 73.5 2013: 74.2 2012: 78.6 2011: 66.1 2010: 75.2  
2009: 72.5 2008: 74.7 2007: 74.9 2006: 64.4 2005: 64.7

**A/AS points per candidate (428.7)**

2015: 428.7 2014: 446.1 2013: 455 2012: 446.4 2011: 444  
2010: 446.3 2009: 435.4 2008: 417.7 2007: 435.8 2006: 407.7

NB. There are 130 candidates this year, compared to 131 in 2015.

1 boy got 4 A\*s and 1 A

5 boys got 4 A\*s; one of these also took STEP and got top grades.

18 boys got 3 A\*s or more. 23 in 2015, 26 boys in 2014, 22 boys in 2013 and 17 in 2012.

62/130 boys got straight A\*/A grades. 69/131 in 2015, 71/137 in 2014. 41 boys (out of 116) got straight A/A\* grades in 2013.

36/131 took 4 or more A Levels.

110/130 boys got at least ABB.

OXBRIDGE: 25 confirmed. 2 missed offers but go on to Russell Group. 6 Medics have confirmed places.

**GCSE 2016**

**% A\* + A 92.6. This is our best ever outcome**

(2015 90.8, 2014 87.8, 2013 90.7 2012 – 84.3 2011 – 85.5 2010 – 90.4 2009 – 83.1  
2008 – 80.9 2007 – 72.9 82.2 2006 – 82.8, 2005 79.3)

**Outstanding A\* at 72.6%**

(2015 72.2, 2014 63.2, 2013 68.9 2012 55.6% 2011 – 54.3 2010 – 61.1 2009 – 49.2  
2008 – 48.6)

10.3 was the average number of GCSEs taken

62 boys gained 9A\* grades or better (69 in 2015, 49 in 2014, 56 in 2013, 27 in 2012, 39 in 2011 and 41 in 2010)

90 boys got straight A\* and A grades (86 in 2015, 69 in 2014, 78 in 2013, 54 in 2012, 63 in 2011 and 77 in 2010)

Results A2 2016															
	No. of Entries	Grades							No of passes	% passes	Ave Score*	% A* - A	% A* - B	% A* - A	% A* - B
		A*	A	B	C	D	E	U	A*-E		2016	2016	2015	2015	
Art & Design	2	1	1						2	100.0	130.0	100.00	100.00	80.00	80.00
Biology	28	9	13	4	2				28	100.0	120.7	78.57	92.86	61.54	92.31
Chemistry	37	8	18	10	0	1			37	100.0	117.3	70.27	97.30	76.09	89.13
Classical Civilisation	4	0	4						4	100.0	120.0	100.00	100.00	100.00	100.00
Classical Greek	3	1	2						3	100.0	126.7	100.00	100.00	100.00	100.00
Drama	5	2	1	2					5	100.0	120.0	60.00	100.00	60.00	100.00
Economics	29	8	11	7	3				29	100.0	116.6	65.52	89.66	71.43	85.71
English Language	12	1	4	3	4				12	100.0	103.3	41.67	66.67	37.50	75.00
English Literature	29	17	11	1					29	100.0	131.0	96.55	100.00	82.14	96.43
French	24	7	10	5	0	2			24	100.0	116.7	70.83	91.67	62.50	83.33
Further Mathematics	25	11	8	5	1				25	100.0	123.2	76.00	96.00	86.36	100.00
Geography	13	2	6	1	3	1			13	100.0	107.7	61.54	69.23	35.71	85.71
German	5	1	2	2					5	100.0	116.0	60.00	100.00	70.00	90.00
Government & Politics	25	4	11	7	3				25	100.0	112.8	60.00	88.00	90.91	90.91
History	41	10	20	10	1				41	100.0	119.0	73.17	97.56	89.19	100.00
Latin	11	2	8	1					11	100.0	121.8	90.91	100.00	25.00	100.00
Mathematics	74	26	30	15	3				74	100.0	121.4	75.68	95.95	76.14	88.64
Music	2	0	0	1	1				2	100.0	90.0	0.00	50.00	76.09	89.13
Physics	31	16	6	7	2				31	100.0	123.2	70.97	93.55	73.91	89.13
Religious Studies	10	2	6	2					10	100.0	120.0	80.00	100.00	92.86	100.00
Russian	6	4	2						6	100.0	133.3	100.00	100.00	100.00	100.00
Spanish	7	1	4	2					7	100.0	117.1	71.43	100.00	37.50	87.50
<b>TOTAL</b>	<b>423</b>	<b>133</b>	<b>178</b>	<b>85</b>	<b>23</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>423</b>	<b>100.0</b>	<b>119.5</b>	<b>73.52</b>	<b>93.62</b>	<b>73.76</b>	<b>92.04</b>
No. of candidates	130														
<b>% 2016</b>		<b>31.40</b>	<b>42.10</b>	<b>20.10</b>	<b>5.40</b>	<b>0.90</b>	<b>0.00</b>		<b>100</b>						
(% 2015)		37.4	36.0	17.8	4.8	2.8	0.7		99.5						
<b>2015 No. of Candidates</b>	<b>131</b>	<b>132</b>	<b>156</b>	<b>77</b>	<b>21</b>	<b>12</b>	<b>2</b>		<b>431</b>						

	2016	2015
% Overall pass rate:	<b>100.0</b>	
% of A* and A grades:	<b>73.5</b>	<b>73.7</b>
% of A* to B grades:	<b>93.6</b>	<b>92</b>

Average score per A level subject:	<b>119.5</b>	<b>119.2</b>
Ave. score per A/AS Level candidate:	<b>425.6</b>	<b>430.4</b>

Fifth Form GCSE Summer 2016

Subject	No. of Entries	Grades								No. of passes A* - C	% pass	% A* and A	% A* and A
		A*	A	B	C	D	E	F/G	U			2016	2015
Art & Design	17	2	8	6	1					17	100.0	58.82	95.5
<b>Biology</b>	128	96	30	1	0	1				128	100.0	98.44	86.4
<b>Chemistry</b>	126	92	27	6	1					126	100.0	94.44	84.8
Classical Civilisation	18	9	4	3	2					18	100.0	72.22	80.0
<b>Double Award Science*</b>	14	0	8	5	1					14	100.0	57.14	50.0
<b>Drama &amp; Th. Studies</b>	31	13	14	3	1					31	100.0	87.10	96.0
<b>English Language</b>	135	89	29	13	3	1				134	99.3	87.41	92.6
<b>English Literature</b>	135	87	32	12	4					135	100.0	88.15	90.4
<b>French 2015</b>	17	17								17	100.0	100.00	100.0
<b>French 2016</b>	85	63	18	3	1					85	100.0	95.29	96.9
<b>Geography</b>	84	62	18	4						84	100.0	95.24	91.1
<b>German</b>	37	26	9	2						37	100.0	94.59	88.9
Greek	33	29	2	2						33	100.0	93.94	86.7
<b>History</b>	110	78	22	9	1					110	100.0	90.91	94.0
Latin 2014	33	32	1							33	100.0	100.00	96.4
Latin 2015	28	22	2	2	2					28	100.0	85.71	87.1
<b>Mathematics</b>	135	110	22	3						135	100.0	97.78	98.5
<b>Music 2014</b>	6	6								6	100.0	100.00	100.0
<b>Music 2015</b>	6	5	1							6	100.0	100.00	100.0
Physical Education	9	4	4	1						9	100.0	88.89	60.0
<b>Physics</b>	128	113	11	4						128	100.0	96.88	90.9
Religious Studies	23	11	8	4						23	100.0	82.61	85.7
Russian	20	18	2							20	100.0	100.00	100.0
<b>Spanish</b>	37	29	7	1						37	100.0	97.30	97.2
<b>TOTAL</b>	<b>1395</b>	<b>1013</b>	<b>279</b>	<b>84</b>	<b>17</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	1393	<b>99.9</b>	92.62	91.1
No. of candidates	136												
<b>% in 2016</b>		<b>72.6</b>	<b>20.0</b>	<b>6.0</b>	<b>1.2</b>	<b>0.1</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>99.9</b>			
% in 2015	136	73.6	17.5	7.1	1.1	0.5	0.1	0.1	0.0	99.4			

7 candidates

**Bold denotes IGCSE**

% Overall pass rate:	<b>99.9</b>	99.4
% of A* and A grades:	<b>92.6</b>	91.1

**Fifth Form Additional Subjects Summer 2016**

Subject	No. of Entries	Grades (A* not awarded in these subjects)							
		A	B	C	D	E	F/G	U	
Additional Mathematics	65	44	9	7	3	1		1	
<b>TOTAL</b>	<b>65</b>	<b>44</b>	<b>9</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>1</b>	
No. of candidates									
<b>% in 2016</b>		<b>67.7</b>	<b>13.8</b>	<b>10.8</b>	<b>4.6</b>	<b>1.5</b>	<b>0.0</b>	<b>1.5</b>	
% in 2015		92.7	5.5	1.8	0.0	0.0	0.0	0.0	

**Fourth Form GCSE Summer 2016**

Subject	No. of Entries	Grades								No. of passes A* - C	% pass
		A*	A	B	C	D	E	F/G	U		
French	21	20	1							21	100.0
Latin	55	48	7							55	100.0
Music	8	6	2							8	100.0
<b>TOTAL</b>	<b>84</b>	<b>74</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>84</b>	<b>100.0</b>
No. of candidates											
<b>% in 2016</b>		<b>88.1</b>	<b>11.9</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>100.0</b>	
% in 2015		98.2	1.8	0.0	0.0	0.0	0.0	0.0	0.0	100.0	

II. Summary of Pupil Achievements 2015 – 2016

*Please see Appendix 1.*

III. University Destinations for Leavers 2016

Oxford	12
Cambridge	11
Bristol	9
Warwick	9
Durham	8
Edinburgh	7
UCL	7
York	6
Imperial	5
Leeds	5
Nottingham	5
KCL	4

Manchester	4
Sussex	4
LSE	3
Newcastle	3
Queen Mary	2
Southampton	2
Bath	1
Brighton	1
Chester	1
City	1
East Anglia	1
Exeter	1
Goldsmiths	1
Hertfordshire	1
Leeds Beckett	1
Reading	1
Sheffield	1
Swansea	1

#### IV. Scholarships Awarded

The following awards have been made to pupils entering the School in September 2016:

Twelve City of London Corporation scholarships based solely on academic ability

Four City of London Corporation Music scholarships

Four City of London Corporation Sports scholarships

Nine full fee Means Tested Sponsored Scholarships. Two were awarded to pupils entering the Lower School and seven to those entering the Sixth Form.

The Means Tested Scholarships have been awarded as a consequence of generous funding received from:

- The City of London Corporation.
- HSBC.
- The John Carpenter Club.
- The Parent Bursary Trust
- Mr Izatt – a former parent.
- Livery companies.

The award of nine new Means Tested Sponsored Scholarships referred to above brings the total of full fee sponsored scholarships awarded at City of London School since the launch of the scholarships campaign in November 2000 to 232.

HSBC has funded 56 of these full fee sponsored scholarships and in addition have provided 24 pupils with sponsored scholarship covering at least half of their tuition fees. The School is very grateful for HSBC's exceptional generosity.

#### V. Admissions Report

Admissions Policy – for sign off. *See Appendix 2.*

At the end of September, City of London School opened its doors to welcome nearly 600 families over two Open Days to showcase the School at its very best. Prospective parents and boys were treated to a tour of what the School has to offer, from explosive



science experiments to basketball and water polo matches and even a live play rehearsal. Parents were extremely impressed. "It was the best Open Day I have been to by a country mile", said one parent. Boys from all years were more than happy to show parents around their school and show off what they enjoy the most about it (even if it was the canteen!). Having the Open Days after school and on a Sunday worked really well for busy parents. It should also help take the pressure off boys in the School who so kindly give up their time to show parents around, by reducing the number of Prospective Parent Meetings this term. Both Open Days were a great success, with compliments for the School flowing from the many visitors we spoke to. They were particularly impressed by the staff and boys; by the enthusiasm they generate, and by the sense of pride that everyone so clearly has in the School.

The School roll at the beginning of the academic year was 933. This compares with 918 at the beginning of the 2015/16 academic year. In addition to boys joining at the usual entry points, one boy joined the Second Form and one boy joined the Fourth Form.

Number of pupils as of 27 September 2016:

OG	44
First Form	95
Second Form	96
Third Form	140
Fourth Form	142
Fifth Form	134
Junior Sixth Form	142
Senior Sixth Form	140
Total	<b>933</b>

## **2. Staff Matters**

### **I. Statutory NQT Induction (2016)**

After gaining Qualified Teacher Status (QTS), all NQTs will have to complete an induction period of three school terms.

The framework of induction will follow Department for Education Statutory Guidance on Induction for Newly Qualified Teachers (Revised 2015). The School's chosen Induction Programme provider is the Independent Schools Teacher Induction Panel (ISTIP), which is responsible for quality assurance validation and the guidance we follow can be found on their website.

The Head:

- is legally responsible for induction in school; jointly responsible with ISTIP for monitoring, support and assessment of the NQT
- ensures post is suitable for induction
- ensures statutory processes are carried out
- ensures NQT has personalised programme of support
- makes governing body aware of induction arrangements

The Head delegates responsibility for the above to the Assistant Head – Co-curricular & Staff Development.

Each NQT will have an Induction Mentor, usually the Head of Department, who has day-to-day responsibility for monitoring supporting and assessing the NQT. NQTs are not expected to be part of the Relief (R) system in their first term or to be tutors in their first year. NQT's timetabled lessons are also reduced by 10% during their induction.

The Assistant Head – Co-curricular & Staff Development will help organise a general Induction Programme on whole school issues such as Health and Safety, Child Protection, Data Protection, the Pastoral System, administrative matters, Assessment, Learning Support, Admissions, and the School Library. He will also chair the termly Assessment Meetings.

The ISTIP website [www.istip.co.uk](http://www.istip.co.uk) has extensive information on the induction process, but the principal features (each term) are:

- Development objectives agreed and recorded on the Action Development Plan (ADP)
- Monitoring/support programme for term planned and agreed
- Regular meetings organised and held
- Lesson observation of the NQT (including self-evaluation and feedback)
- Lesson observation of a colleague by the NQT
- Formal progress reviews
- Assessment meeting

According to the Department for Education Statutory Guidance on Induction for Newly Qualified Teachers (Revised 2015) the Governing Body:

- should ensure compliance with this guidance
- should be satisfied that the institution has the capacity to support the NQT
- should ensure the Head is fulfilling their responsibility to meet the requirements of a suitable post for induction
- must investigate concerns raised by an individual NQT as part of the institution's agreed grievance procedures
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process
- can request general reports on the progress of an NQT

This year we have 4 NQTs:

Rahim Dharamshi (Chemistry – final term)  
Susanne Gollek (Maths)  
Hermione Stanley (Physics)  
James Millard (History)

## II. Sabbatical Report

Please see *Appendix 3*.

## 3. Safeguarding

- I. Safeguarding and Child Protection Policy (for sign off)  
Changes to the Policy are highlighted in Green. *Appendix 4*.  
Substantial changes have been made to our Safeguarding obligations. Key areas are outlined below.

## II. Children Missing in Education

We are now required to do the following:

- Notify the Local Authority when we are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the regulations (Annex A – *Appendix 5*). This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by the school – unless the Local Authority requests that such returns are to be made.
- When removing a pupil's name, the notification to the Local Authority must include: the full name of the pupil; the full name and address of any parent with whom the pupil normally resides; at least one telephone number of the parent; the pupil's future address and destination school, if applicable, and the grounds under which the pupil's name is to be removed.
- The School must make reasonable enquiries to establish the whereabouts of the child, jointly with the Local Authority, before deleting the pupil's name from the register if the deletion is under regulations 8 (1), sub paragraphs f iii and h iii in Annex A.
- All schools must also notify the local authority within 5 days of adding a pupil's name to the register at a non-standard transition point. The notification must include all details contained in the register for the new pupil. This duty does not apply when a pupil's name is entered in the admission register at standard transition points – when the pupil has completed the final year of education normally provided by the school – unless the Local Authority requests that such returns are to be made.
- When adding a pupil's name, the notification to the Local Authority must include all the details contained in the admission register for the new pupil.

## III. Keeping Children Safe in Education (KCSIE) September 2016

A new Keeping Children safe in Education guidance was published in September 2016. All staff have read this document. They have all signed to say that they have read and understood the guidance.

The Child Protection Policy has been updated to reflect the new guidance.

CBS went through key changes in the KCSIE guidance and the Child Protection Policy in whole school inset at the beginning of term. These are:

- The policy has been prepared in consultation with members of School staff who have had an opportunity to contribute to the formulation of the School's safeguarding arrangements and who have reviewed and commented on this policy.
- Staff should at all times consider what is in the best interests of the child.
- Staff are made aware of the difference between a concern about a child and a child in immediate danger or at risk from harm. In the former staff should discuss their concern with the DSL although they may make a direct referral to Children's Social care. They must inform the DSL as soon as possible that a referral has been made. In the case of a child being in immediate danger or at risk from harm a member of staff should make a referral to Children's Social Care or the Police immediately. The member of staff must inform the DSL that a referral has been made as soon as possible.
- The mechanisms in place for ensuring that staff understand Part 1 of Keeping Children Safe in Education are: Teachmeet discussions, regular briefings at staff meetings, a set of FAQs, an 'open door policy' with regard to discussion, advice and guidance from the DSL and pastoral team and continued training.

- We recognise that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.
- We recognise that somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- We understand that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These might include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and challenges with communication.
- We recognise that peer on peer abuse can take many different forms – cyberbullying, sexting, sexual assault, unwanted sexual touching, initiation/'hazing'. We recognise that some issues, such as "initiation or hazing" may be more prevalent at the School as it is a boys' school. Staff and pupils are made aware through staff training, the PSHE programme and the general moral framework and ethos of the school that abuse is abuse and must never be dismissed as 'banter' or 'part of growing up'.
- The victim of alleged peer on peer abuse will be supported by the pastoral mechanisms within the school. This includes form tutors, heads of year, the assistant head pastoral, school nurse and two school counsellors.
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – the line is available from 8.00am to 8.00pm, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- The procedures for internet use are set out in other school policies and specifically the Acceptable Use Policy and the E-Safety Policy. For the avoidance of doubt, the School has adequate filtering systems to keep children safe when accessing the internet at school, is aware of the risks posed by the internet and technology for children, educates pupils, staff and parents about the safe use of technology and has mechanisms in place to enable staff to identify children who may be at risk of harm and to intervene appropriately or escalate such cases.
- The School recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life.
- Effective early help relies on all members of staff at the School working together with local agencies to: identify children and families who would benefit from early help; assist in the assessment of need of any child who may be in need of early help; and to provide targeted early help in cooperation with local authorities in order to address the assessed needs of a child and their family in order to significantly improve the outcomes for that child.
- All staff should be alert to children who may benefit from early help.
- If a member of staff identifies a child who would benefit from early help he or she should notify the DSL. Staff may then be required to support other agencies and professionals in an early help assessment or, in some cases, act as the lead professional in undertaking an early help assessment
- The DSL will then alert the relevant local authority in order to share information with other professionals to support early identification and assessment and, in some cases, act as the lead professional (or support another member of staff who is acting as the lead professional) in undertaking an early help assessment.

- If early help is appropriate, the case should be kept under constant review by the DSL and consideration be given to a referral to children's social care if the child's situation does not appear to be improving.
- In order for an early help assessment to be effective:
- The assessment should be undertaken with the agreement of the child and the parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- The member of staff or DSL should be able to discuss concerns they may have about a child and family with a social worker in the local authority in accordance with the relevant local authority's processes.
- If the parents or child do not consent to an early help assessment and a member of staff or the DSL is the lead professional then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, referral into local authority children's social care may be necessary.
- Definition of Abuse - "A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children."

#### IV. Impact of KCSIE on Foreign Exchange Trips

##### Hosting Pupils From Abroad

- a) Keeping Children Safe in Education (September 2016) states that if a school directly arranges hosted accommodation for children, then the school is a regulated activity provider and should request an enhanced DBS check (with barring information) for the host. If the school does not directly arrange the accommodation but brokers an arrangement direct between families, which the school can evidence is a private arrangement, the hosting would not be regulated activity.
- b) We sought legal advice from Farrers on whether or not this applied to CLS parents hosting pupils from abroad. Their response was as follows:

I am afraid that I am not going to be able to give you very positive answers on this as the only current interpretation of KSCIE and associated legislation is that exchanges and homestays are regulated activity and so the School will almost certainly have to DBS check parents in order to ensure compliance with child protection standards. A failure to do this could lead to the School failing an inspection. As your current procedures do not DBS check parents then they are unlikely to be considered compliant by an inspector.

We are aware that School Inspectors would even consider a "matching arrangement" (where the Schools simply send out a list of families and leave it to the parents/foreign school to match themselves) to be the School facilitating the arrangement and therefore carrying out regulated activity. This means that the requirement to carry out DBS checks would be triggered. In order to avoid carrying out regulated activity and the associated DBS checks, schools would have to absent themselves from the accommodation arrangements entirely – or the children would have to stay in hotels or similar.

We appreciate that this is not the information that schools want to hear because of the implication for exchange trips - but it is the law as it stands. We had hoped that the new KCSIE guidance would provide some guidance for schools on how to

manage such situations within the law and without the inspection fail risk. I am afraid that it does not do so.

Some of the CPU team here met with the DfE a few months ago and again last week this was on the agenda. The DfE have essentially admitted that this is one of their major headaches and the topic on which they get the most queries. We understand – but obviously cannot guarantee – that this is something that they are going to address in future and we have offered our assistance to the DfE on this.

c) This inevitably causes a number of issues:

- The willingness of our parents to submit to an enhanced DBS check
- The time it takes for DBS checks to be completed
- The administrative burden and cost

It should be noted that, after sounding parents out, we are continuing with the German exchange this year and have asked hosting parents (and anyone aged 18 or over in the household) to undergo an enhanced DBS check. We are cautiously optimistic about a positive response.

The changes do make hosting pupils from abroad for a single night impractical. This is something we have done in the past.

d) I am aware that some schools exploit the loophole of ‘private arrangement’. Some, I suspect, are prepared simply to take the risk. We could only do this with authorisation from the Governing Body.

#### CLS Pupils Staying With Families Abroad

- a) KCSIE (September 2016) indicates that ‘Schools and colleges arranging for their children to stay with families overseas should be aware that the DBS cannot access criminal records held overseas. Host families in other countries, therefore, cannot be checked in the same way by local authorities as schools and colleges in this country when children stay abroad. Schools and colleges should work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. If they wish, local authorities and schools can contact the relevant foreign embassy or High Commission of the country in question and find out if similar checks can be done in that country’.
- b) Needless to say, we take our safeguarding duties for homestays abroad very seriously and planning forms part of the risk assessment process overseen by the Head of Modern Languages.
- c) Our protocols for CLS pupils staying with families abroad are detailed in the Educational Visits Handbook and are as follows:

It is essential that all parties (particularly parents) involved fully understand the management and supervision arrangements and are clear about who is responsible for what and when. Pupils must be appropriately supervised throughout and parents must be able to give, or withhold, consent based on a clear understanding of how the visit will be managed.

When organising a trip involving a homestay the Visit Leader should consider the following questions.

- Are families and young people carefully matched for gender, age, diet, religious belief, special needs etc?
- How well are families known to the host establishment?
- Has the host establishment confirmed the host families as suitable and that they have been selected through a process appropriate to the length and nature of the home stay arrangements, including police checks where appropriate?
- In case it is necessary to move a young person at short notice, are contingency plans in place?
- Has consideration been given to the safety and well-being of the young people during travel, and does this include appropriate drivers and transport whilst with the host family?
- Are young people and host families aware of a 24 hour contact number and are they fully briefed as to procedures should problems arise?
- Do leaders have daily contact with all young people?
- Is there an agreed emergency 'keyword', between leaders and young people, for when young people want assistance but feel unable to speak freely in front of their host family.
- Will young people have access to a phone or mobile phone to call or send text messages to their establishment staff?
- Have the young people and their parents/guardians been briefed about personal safety, and have they been issued with written guidance on this topic? See the Child-Safe publications mentioned below.
- Does work experience feature as part of the exchange? If so, has an appropriately competent person assessed the safety management systems of the work environment, and is there appropriate insurance in place?
- Have "acceptable" and "unacceptable" activities on 'family days' been agreed prior to the visit? e.g. is there an opportunity to go skiing, cycling or horse riding, or a visit to a beach with swimming? If such, or similar, activities are to form part of the experience, parental consent is required.

The following checklist should be applied to visits which include a pupil staying with a host family abroad:

- The School has used its judgment in the selection of appropriate hosts for young people, taking into account benefits and risks
- Appropriate training on safeguarding issues has been provided to relevant staff.
- Pupils have been provided with suitable advice
- Appropriate information about any young or vulnerable person's additional needs has been shared with all who need it
- Travel arrangements are in place and appropriate
- The supervision plan, including who is responsible for what and when, as well as arrangements for remote supervision 24/7, has been approved
- 'House Rules' and agreed standards of behaviour are in place covering such things as alcohol, smoking, drugs, sexual relationships, videos, internet use, social media, curfews, bedtimes etc.
- Host families have been given names and contact details, including 24/7 emergency numbers, and there is an invitation to leaders to home visit
- Both routine and emergency communication systems are in place -specifically a young person is able to contact visit leaders in an emergency
- For the overseas leg of an exchange, the detail and arrangements have been agreed and fully shared with any host country establishment
- For the overseas leg of an exchange staff and young people are aware of the cultural and legal differences and sensitivities of the host country

## 4. Summer Works 2016

This year's summer works can be divided broadly into four areas:

### 1. Repairs and Maintenance

The programme for the School annual/cyclical repairs and maintenance has been pared to a minimum this year to account for the major works programme and that large parts of the site have been under the construction management of Kier. The essential annual maintenance of plant and equipment, required in order to remain compliant and for normal the operation of the School, has, however, been undertaken.

### 2. Capital Project (City Surveyor's / Kier)

The major summer works programme for the year has been subject to the direction of the City Surveyor's Capital Projects Team and Project Sub scrutiny oversight. Under the guidance from the City Surveyor's Dept., the project was conducted as a 'Design & Build' programme, which has not been without its challenges, but has delivered a successful outcome for the School.

The summer works programme undertaken this year can be divided as follows:

#### a) Reception and Finance Office

- The reconfiguration of the Reception area with improved sightlines for security, introduction of a glazed meeting room, reception desk and cabinetry and high efficiency optical turnstiles.
- Providing access between Reception and the neighbouring Finance Office with improved security for Reception in order to provide a General Office with Bursar and Finance Offices adjoining.
- Improvement to the air handling and working conditions in the Offices and Reception area.

#### b) Library

- The complete refurbishment and reconfiguration of the Library, including the archive, office and digital areas. As well as decoration and carpeting, new bookcases and furniture, and improved visibility throughout.
- An overhaul and improvement of the technology used in the library, including new flat screen TV's
- Introduction of seminar rooms under the management of the Library.
- Adaptations to bring the Library positioning, panorama and iconic location to emphasise the central role of independent and creative learning in the strategic vision for the School.

#### c) Offices, Changing Rooms and PMR

- Essential improvements to bring the Ladies WCs and changing facilities in line with the number of female staff.
- Inevitable impact on neighbouring facilities required the repositioning of the School's primary meeting room, the PMR (Phillips Meeting Room), as well as the Assistant Head - Academic's Office, and expansion/introduction of an Administration Office.
- Addition of a dedicated WC for the Medical Central and preparation works for a shower/changing facility in the Level 2 Disabled WC.
- Introduction of two pastoral offices for Heads of Years on Level 4 alongside the new PMR.



#### d) WCs

Given workloads over the summer, the toilet refurbishment (required for safeguarding purposes) was limited to a strip-out of the areas intended for later build-work.

#### 3. Internal Improvements

A separate and internally managed schedule of works was introduced to address elements that had originally been in scope (such as painting and decorating, and other associated minor repairs).

#### 4. Security Roll Out

The introduction of an access control system in the 2015 summer works programme has been consolidated and expanded to provide essential security provision, with this year's focus upon: zoning and access control to plant rooms, laboratories and areas with Health & Safety implications.

While further work to provide physical improvements to our perimeter security has been pushed back, CCTV coverage has been extended to provide cover across the site in order to mitigate this. The majority of the CCTV installations requiring disruptive works have been completed over the summer, the remainder of the installation will now continue with procedures and training to follow.

#### Summary and Conclusion

The construction and works programme over the course of the summer, in total, has had a transformational impact on the School. The opportunity to work with the City Surveyor's Department Asset Management and Property Facilities Management teams to learn from some of the challenges faced in the course of the works and to develop a buildings plan that meets both the Corporation and School's needs and requirements remains a priority, and measures are already underway to manage this.

**Sarah Fletcher**

**Head**

**City of London School**

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# Events and Achievements

## Academic Year 2015–16

### Exam Results

**A Level 2016:** 93.6% of boys achieved A\* to B, with 73.5% of results at A\* or A. 31.2% of grades were an A\* and the average points score per candidate was 425. 18 boys got 3 A\* grades or more, whilst 62 boys scored only A\* and A grades.

**GCSE/IGCSE 2016:** 92.5% of all results were A\* or A, with 72.5% of grades at A\*. 63 boys achieved nine or more A\* grades. 90 boys were awarded only A\* and A grades.

**25 boys secured Oxbridge places** this year.

97% of applicants secured a place at a **Russell Group** or a Premier Group university. A number of boys have been admitted to university in the USA and Canada.

6 boys have taken up places to study **Medicine**.

### Charity Appeal

Each year, the whole school votes to select a charity for its annual fund-raising total. Throughout the school year, students organise events from cake sales to fayres, parents' wine and cocktail tasting evenings to football tournaments, 'fish-a-thons' to 48-hour rowing events and the annual sponsored walk, which is held jointly with the City of London School for Girls. The appeal is coordinated by Sixth Form students but boys get involved from Old Grammar onwards and regularly impress staff, parents and the public with their generosity and dedication.

In 2015-16, the City of London School Charity Appeal **raised over £55,000** for Farm Africa.

### Combined Cadet Force

The **CCF** aims to promote the qualities of responsibility, self-reliance, resourcefulness, endurance, leadership and perseverance. The emphasis is on a challenging, safe and enjoyable experience. There are three separate sections: **Royal Navy, Army and Royal Air Force**, together with the CCF Band. Each section organises specific training and activities which are led by members of teaching staff, the officers and a School Staff Instructor. Cadets are all eligible for promotion to become non-commissioned officers (NCOs) and their leadership potential is developed.

There are numerous opportunities for **military training** and adventurous **outdoor pursuits** including the annual New Recruit Camp in October, followed by regular Section Camps in November, February and at the end of the Summer Term.

Additionally, cadets can attend a variety of courses, such as **ocean diving, leadership, first aid, RYA Sailing Power Boating and lifeguarding**.

This year, the **Biennial Inspection** took place on 16th March 2016 and involved 180 boys, with over 100 parents and dignitaries in attendance.

In January 2016, 24 cadets took part in the annual

**ski trip**, spending six days alpine skiing in the Bavarian and Austrian Alps, and in June, Royal Navy cadets represented nationally the CCF in **HM the Queens 90th Birthday** celebrations both at St Pauls Cathedral and on the Mall.

### Drama

The first show this year in the Winterflood Theatre, in the Autumn Term, was the Senior School production of **Romeo and Juliet**, directed by Miss Dobson.

The Spring Term play was a Student Production of **The Ladykillers**. It was directed and produced entirely by students in the Sixth Form.

The Lower School production in June 2016 was **Smike**, directed by Miss Franklin. The Musical Director was Mr P Harrison.

### Duke of Edinburgh's Award

The School is a Licensed Provider for the **Duke of Edinburgh's Award**, where an extensive programme is offered at all levels. The Award is a widely recognised and highly respected qualification that offers a range of opportunities for personal growth as well as team working and leadership.

Boys in the Third Form are eligible to enrol for the **Bronze Award**, which is achieved by completing a personal programme in four sections: Volunteering, Physical, Skills and Leadership. In the Fourth

or **Fifth Form**, the boys can continue and enrol for the **Silver Award**, following in the Sixth Form by the **Gold award**.

This year, expeditions have taken place in the New Forest, Exmoor National Park, the Brecon Beacons and in Bavaria.

### Model United Nations

In March 2016, the CLS **Model United Nations Society** hosted its eleventh annual conference, with over 250 delegates from 25 schools in attendance. MUN debaters from CLS have also attended many other conferences held around the country and been rewarded with several prizes.

### Music

The Autumn and Christmas Concerts featured the **First Orchestra, Second Orchestra, Jazz Orchestra, and Senior & Junior String Orchestras**. Highlights included Borodin's Symphony no. 2 and the Concerto for Oboe and Violin by JS Bach.

The Chamber Choir sang at the annual **Carol Service** in The Temple Church.

The joint **Spring Concert** with **City of London School for Girls** included Fanfare from La Peri by Dukas, Purcell's Bell Anthem and Durufle Requiem with pupil soloists.

The **Jazz Orchestra** hosted their annual **Jazz Evening** following their recording of a CD at Real World Studios owned by Peter Gabriel

The Choristers of the Chapel Royal sang at the **Thanksgiving Service for HM The Queen's 90th birthday** at St. Paul's Cathedral.

Temple Choristers broadcast live on **BBC Radio 3** and then toured Singapore and Australia.

## Speakers

The School has enjoyed another busy year, attracting a range of speakers on a broad variety of topics, including: **Adam McDonnell** (journalist), **Adam Boulton** (Sky news political correspondent), **Philip Davies MP** (Conservative), **Stephen Kinnock MP** (Labour), **Lord Falconer** (Labour), **Gisela Stuart MP** (Labour), **James Cleverly MP** (Conservative), **Dr Emmy Eklundh** (International Politics academic), **Sam Bowman** (Executive director of the Adam Smith Institute) and **Bernard Jenkin MP** (Conservative).

## Sport

CLS continues to offer a significant selection of activities for all interests and abilities. Pupils take part in activities ranging from **fencing, sailing, kayaking and rock climbing**. The 'work hard play hard' ethic remains at the forefront of the schools approach to sport.

### Football

The 1st XI were runners-up in the National Independent Schools 6-a-side Cup. They won the **District Cup** with an outstanding 4-0 victory over Ravensbourne and also reached the **London County Cup Final**. The Under 13 team reached the semi-final of the **Investec National Independent Schools Cup** and also won the **District Cup**. Other teams reached latter stages of their cup competitions and have enjoyed much success over rival Independent Schools. Additionally, three boys (at Under 16, Under 15 and Under 14) were all selected for the **England Independent Schools teams**.

### Basketball

City's teams continued to excel in the London Independent Schools leagues. The Under 14 team won their **LISBA**

**Championship**, whilst the Under 15 team came 3rd in the league and were runners up in their **LISBA Cup**. The Under 16 team finished 5th in **LISBA** and the Under 18 team finished 4th, as well as representing the school and doing well in the **National Schools Competition**.

### Water-polo

The Under 16 and Under 19 teams were runners up in the **National Plate** competition.

### Cricket

The Under 19 team reached the quarter-final stage of the **London Schools Competition**, whilst the Under 12 and Under 13 teams went one better finishing runners-up in the final.

## Trips, Expeditions and Exchange

The Third Form continued their rich diet of weekly trips to places of cultural and social interest. Trips included: the **National Gallery, Tate Modern, Shakespeare's Globe Theatre, HMS Belfast, the Science Museum, Cabinet War Rooms** and the **Bank of England**.

In September 2015, the Art Department took boys to **St Ives** to visit galleries and develop their portfolios.

During October half-term, staff from the History Department took a group of IGCSE History students to **Berlin**, visiting amongst other sites a **Stasi prison, the Checkpoint Charlie museum** and the new Reichstag. Meanwhile, the French Department were with boys in **Paris** to visit galleries and museums.

Also in October, the Geography Department took a group of boys on an expedition to **Vietnam**, taking in **Ho Chi Minh City, Hoi An, Hue, Halong Bay** and **Hanoi**.

In February 2016, Sixth Form physicists visited the large hadron collider at **CERN** in Geneva. Over this same break, A Level French students were in **Le Mans** for work experience and language lessons, and the annual ski and snowboard trip also took place to **Winter Park, Colorado**. IGCSE and A Level German students took part in an exchange visit to **Hamburg**, whilst the Spanish Department laid on a week for students in **Cuenca**. The Economics Department ran a trip to **New York** visiting places such as the **United Nations**.

In March, Sixth Form Spanish students travelled to **Madrid** for language lessons and cultural visits. The German Department organised their annual **Berlin Trip**.

In April, the Classics Department ran a trip to the **Bay of Naples** taking in **Capri** and **Pompeii**.

In June, the First Form were in **Normandy** visiting the D-Day landing beaches, **Mont St-Michel** and the **Bayeux Tapestry** in a joint French and History trip. The History Department also ran their annual Battlefields Trip to **Ypres** and the **Somme**.

The final week of term saw all boys off timetable with a vast array of trips and visits on offer. In the UK this included the **British Museum, Courtauld Institute, BFI, Hampton Court** and **Leeds Castle**. An adventure visit to **Pembrokeshire** took place, run by the Geography department, with boys

experiencing surfing, climbing, canoeing and coastering. Outside the UK, trips went **Lille, Athens, Switzerland**.

In early July, students studying Mandarin in the Third Form, spent two weeks in **Shanghai**.

In addition to these expeditions, there has also been an extensive programme of day trips organised by academic departments.

## Miscellaneous

Boys from the Sixth Form have continued to achieve success in regional and national essay writing competitions, including **The John Locke Institute Essay Prize, Vellacott History Prize, Erasmus** and **Translation Competitions**.

**The Citizen**, the School's weekly newspaper, was awarded accolades at the **2016 Shine School Media Awards**, including **Best Newspaper Front Cover** and **Highly Commended** in the **Best Newspaper** category.

In March 2016, the School hosted an "**Engineering the Future**" conference, in collaboration with **UCL**. Held at Guildhall, the event was attended by almost 200 pupils from the City schools and other local schools.

A number of boys have represented the country in their chosen field and have been awarded **International Honours** by the School.



## Admissions Policy

### Authority and circulation

1. This policy has been authorised by the Governing Body of the City of London School. Its status is advisory only. It is addressed to prospective parents and pupils and to all members of the teaching and administrative staff.

### Policy statement

2. The aim of this policy is:

**To identify and admit children who will benefit from an academic education and who will contribute to and benefit from the ethos and activities of our School community. We will only admit a child who has met the academic criteria.**

### 3. Equal Treatment:

We welcome children from many different ethnic groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our School community and the rights and freedoms of others. All candidates for admission will be treated equally, irrespective of their, or their parents' race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, sexual orientation, property, birth or other status.

### 4. Disability and Special Educational Needs:

The School has limited facilities for the disabled but will do all that is reasonable to comply with its legal and moral responsibilities under the *Special Educational Needs and Disability Act 2001*, the *Disability Discrimination Act* and the *Disability Commission's Codes of Practice for Schools* in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

The School needs to be aware of any known disability or Special Educational Need which may affect a child's ability to take full advantage of the education provided at the School. Parents of a child who has any disability or Special Educational Need should provide the School with full written details at registration. The School needs this information so that, in the case of any child with particular needs, we can assess those needs and consult with parents about the adjustments which can reasonably be made to cater adequately for the child's needs, both during the admission process and if an offer of a place is made.

Similarly, if a Special Education Need or a disability becomes apparent after admission, the School will consult with parents about reasonable adjustments that may allow the child to continue at the School.

### Procedures

## **5. Registration and Acceptance:**

- 5.1. Parents are required to complete a Registration Form and pay a non-refundable registration fee of **£150**, normally by the middle of the October prior to the year of their son's entry for 16+ and by the end of the third week of the November prior to the year of their son's entry for 10+ and 13+. In the case of 13+ entry (whereby candidates take a Pre-test in Year 6), parents will be required to register by the end of September when the candidate is in Year 6.
- 5.2. In order to take up the offer of a place for 10+ and 11+, parents must sign an Acceptance Form and pay a non-refundable deposit equal to a term's fees; two thirds of which are set against the first term's fees and the remaining third repaid by means of a credit without interest to the final payment of fees or other sums due to the School.
- 5.3 In the case of the 13+ Pre-test, parents pay an acceptance fee, which is non-refundable, and then the full deposit in the autumn of their son being in Year 8.
- 5.4 In the case of 16+, parents must sign an Acceptance Form and pay an acceptance fee of £2500, which is non-refundable unless the candidate fails to fulfil the conditions of entry.

## **6. Admissions procedure:**

- 6.1. Entrance examinations set by the School or, the case of 13+, the ISEB pretest;
- 6.2. Interviews;
- 6.3. A confidential report from the Head of the current school;
- 6.4. Evidence of Special Education Needs (if applicable).

## **7. Entry points:**

These procedures apply at the four main points of entry (10+, 11+, 13+ and 16+) and also to candidates for occasional vacancies in other year groups.

## **8. Scholarships and Sponsored Awards:**

**8.1. Academic and Music Scholarships are available at all four points of entry.**

**8.2. Sports Scholarships are available at 10+, 11+ and 13+.**

8.3. Academic Scholarship candidates are selected at 10+ and 11+ on the strength of their results in the School's normal entrance examinations and their performance in the subsequent interview.

Academic Scholarship candidates are selected at 13+ on the strength of their results in the ISEB Pre-Test, their performance in the subsequent interview and the further Scholarship assessment in Year 8.

At 16+ an honorary Academic Scholarship may be awarded on the strength of a candidate's GCSE results.

8.3. Music Scholarships are awarded on the basis of an audition and interview. Candidates must satisfy the School's normal academic entry requirements.

8.4. Sports Scholarships are awarded on the basis of a Sports Trial. Candidates must satisfy the School's normal academic entry requirements.

8.5. A limited number of Sponsored Awards (100% bursaries) are available to candidates whose parents could not otherwise contemplate private education. Such Awards are intended for candidates who perform to a very high standard in the Admissions process and are strictly means-tested. They are available at 11+ and 16+ entry.

## **9. Entrance examinations:**

These are as follows:

9.1. At 10+ and 11+ candidates take written papers in Mathematics, English and Reasoning. Sponsored Award candidates (11+) take a qualifying computerised reasoning test prior to the normal written entrance papers.

9.2. At 13+ (for entry in 2019 onwards) candidates take the ISEB Pre-test in the Autumn Term of their Year 6, followed by short written assessments for candidates who are called back for individual interview. Candidates for 13+ also have to reach the required standard in Common Entrance examinations or City of London School Scholarship or other qualifying examinations in Year 8 (70% minimum in each subject).

9.3. At 16+ candidates take written papers in two subjects of their choice, taken from a list supplied by the School. A candidate who intends to study maths at A Level will need to nominate maths as one of his test subjects.

9.4. For admission to other year groups, the School sets its own tests in certain subjects, as appropriate.

## **10. Interviews:**

10.1. At 10+ and 11+ candidates, who have done well in their written entrance examinations, are called back for an individual interview.

10.2. At 13+ candidates, who have done well in the ISEB Pre-test, are called back for an individual interview and further short written assessments.

10.3. At 16+ candidates, who have done well in their written examinations, are called back for interview. These interviews are usually held with two members of staff who will explore the candidate's academic worth and potential, as well as his interests and extra-curricular activities. An offer of a place is conditional on the achievement of at least 6 A grades at GCSE, which must include English Language and Mathematics, and at least 4 of the grades must be A\*. Not all GCSE subjects count towards this 6A requirement. Please check with Admissions for further clarification.

10.4. All individual interviews are designed to explore a candidate's intellectual and personal qualities, his interests and aptitudes.

## **11. Confidential report:**

The Head of the candidate's current school will be asked to provide a written Confidential Report as to the candidate's academic ability, attitude and behaviour, involvement in the

school community, talents and interest, and any other special circumstances such as Special Education Needs, or a disability. The Confidential Report may also include the results of tests taken at the school (such as NFER or SATs) and predicted grades at GCSE (if appropriate).

**12. Candidate's age:**

This is calculated on the 1st September. Very occasionally we may offer a place to a pupil who is slightly over or under age, if it is in the interests of the pupil and the School.

**13. Special circumstances:**

We recognise that a candidate's performance may be affected by a disability or specific learning difficulty, or exceptional circumstances such as illness, and ask parents to contact us with any details so that we can consider what steps to take in the examination and/or interviewing process. In any of these cases, we may request further information such as a medical certificate or an educational psychologist's report and any associated correspondence or details from the pupil's current school.

**Disclosures:**

Parents must disclose any particular known or suspected circumstances relating to their child's health, allergies, disabilities or learning difficulties prior to the examination process.

**By resolution of the Governing Body**





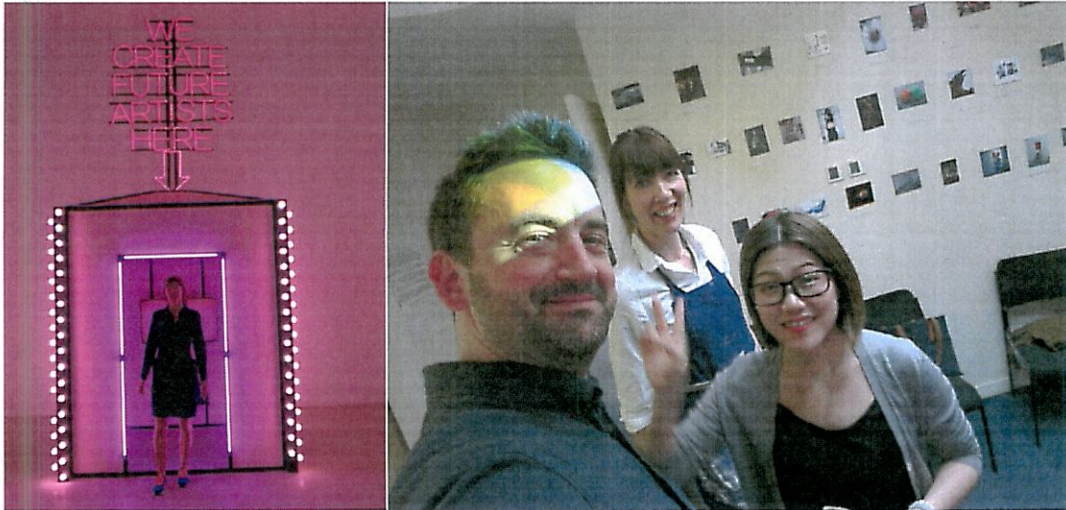
### Introduction:

The Art and Design Department at City of London School has entered a new phase. How it develops over the next few years will be important to the School and our students. Equally for CLS students who may choose future careers in Art, Design and Technology and for others who's skill-set will include a high level of critical and creative-thinking. A cultural awareness that the best Art and Design education develops in young minds will be an asset.

CLS Art and Design Department is at a cross-roads and reflection on the sabbatical may add shape to the conversation on how to proceed. How can Art and Design at CLS best grow to nurture talent and lead with the very best in visual art education?

The sabbatical I received, involved a six week visit to China. The focus was on the following:

- Professional development through internationalizing my teaching practice.
- Exploring how the CLS Art and Design Department could develop international links with Beijing Academy of Creative Arts (BACA). \*
- Opening up more to the global Art and Design field as well as having an eye on the cultural exchange potential for all CLS students.



### Beijing: Creativity and Collaboration

The sabbatical was hosted by BACA who provided a place for me to stay and opportunities to run workshops and give tutorials and talks on working in Art and Design and my own art practice.

During my visit I was based in Beijing with 'Our man in Beijing', Charlie Dutton, a former CLS colleague who now works for BACA on their Foundation Course. His role is International Projects Director and foundation tutor.

- I was involved in running several sculpture workshops and talks as well as giving a talk about my work to Foundation students and tutorials. The feedback from this was very positive and from my perspective, it was great to work directly with students and staff in China.



- In addition to this, I also visited CAFA - Central Academy Fine Art; BIFT - Beijing institute for Fashion and Technology.



- I also took the opportunity to visit many galleries, museums, temples and sights of cultural interest.



One of the important strands of my research was to explore the contemporary Art and Design world, particularly in Beijing.

- To this end I went to various galleries in 798 Art District, Caochangdi and Art Beijing (Art Fair).



- There were also many chance meetings with both students and educators through BACA and Charlie Dutton as well as introductions to artists, curators and gallerists, some of whom were Chinese and others with close links to China.



I met David Webster, Associate Dean of Learning, Teaching and Enhancement at Camberwell, Chelsea and Wimbledon Colleges of Arts part of UAL. I will follow up an invitation to meet with him to discuss ideas more fully in London. It is helpful to be thinking about how to improve approaches to teaching and learning and also get an insight into changes in Art and Design education from an insider. David Webster is also interested in the A Level Art and Design course and how that supports further study. I also met Mick Finch, Reader in Visual Art Practice and BA Fine Art Course Leader at Central Saint Martins, UAL and gained an insight in how this institution thinks globally and nurtures students after they graduate to incubate early career development.

Visiting to China seemed to be an international breathing space, not only for myself but other educators, academics and creatives. It provided fertile ground for sharing ideas and reflecting.

#### **Beyond Beijing:**

By chance, Niamh Cleary, our new Art teacher was visiting a friend who is teaching in Shanghai during the Easter Break. We took the opportunity to travel together to visit Jingdezhen which is the porcelain capital of China. We met the coordinator of the Sculpture Factory there which runs an excellent educational and international art residency programme and discussed this as an itinerary option as part of a CLS trip to China in 2017/18. We share an interest in developing the ceramics studio at CLS and keeping this specialism alive in the absence of Glen Farrelly, our former ceramics specialist. We had the opportunity to make porcelain pots and discussed projects together. The Jingdezhen visit was inspirational.

We also visited some of the beautiful landscapes and villages around the Hungshan Mountain region and an unpopulated part of the Great Wall about three hours from Beijing.

I later traveled independently to see the clay sculpted Terracotta Warriors - this is as impressive as one imagines. What I didn't expect to see was another emperors' burial site of Jingdi with hundreds of smaller articulated figures. This area is rich in culture and a must for any future trips.

I envisage that many of these experiences could be fed into future art projects enabling the development of creative, critical, caring and collaborative skills. Ms Cleary and I have begun to

discuss developing an interdisciplinary project with the younger years who are learning Mandarin.

### Conclusion: Creativity and Culture – China Sabbatical



The political map is changing all the time in China, there is still an insularity which effects creativity and critical thinking. Many, though not all of the successful artist have studied abroad before returning to China.

Students from CLS will go on to have careers all over the world and many will have links in China and its influential economy. It is important that they are given opportunities to experience its culture in advance of graduating. With this in mind, and further to my experience working with BACA I have drawn together a number of ways in which CLS and the CLS Art and Design Department could take this conversation with China forward through working with BACA.

The ideas below were first presented at a meeting with Zhang Bo (Director of BACA), Helen Wang (Course Manager) and Charlie Dutton (International Projects Director and Foundation tutor) towards the end of my visit. They also presented some proposals (see attached BACA document) and on the basis of this, when Zhang Bo next visits London in Autumn (October 10-14), I hope that we can arrange a meeting at CLS to discuss these further.

*The first idea is about giving a context and bringing attention to international issues and links within the whole school community of CLS. BACA (and UAL - University of the Arts London) will loosely be part of this 'big conversation with the world'.*

- **CLS Global Citizens Day\*\*** (a whole school initiative) Propose a day in the CLS school calendar to develop, highlight and share CLS's links with schools and projects around the globe and across the disciplines focusing global citizenship values through creative, cultural, scientific and sporting activities.

This could link with #clsweek in the last week of the summer term as a one off theme or become an annual fixture.

Within the CLS Art and Design Department we could devise some workshops using traditional Chinese techniques e.g. calligraphy and ink painting, porcelain workshop (BACA recommend London-based artist/teachers?) and also look at contemporary

critical art practice and architecture in China or something more directly linked to BACA. Andy Thomson, one of the Mandarin teachers is open to collaborating on future projects.

- Art & Design Department CLS Junior 6<sup>th</sup>/BACA A Level Exhibition: Digital submissions of mixed media work (from China) and original work CLS students and vice versa in China. CLS Art Dep. to print selection of work and produce an exhibition at CLS based on a theme: '**One Day, One Night - Beijing/London**'. Each student in both schools to write a brief artist statement about their ideas, inspiration, focus artist and intentions. This initiative supports portfolio development in the Autumn or first half of the spring term and can be based broadly around contemporary still life, landscape/city scape and figure/portrait. (The new A Level course is planned to start at BACA 2016/17.)
- Suggest BACA consider opening up places for CLS students (and other UK students) to study on the **Foundation Art and Design, BACA** course in Beijing. Explore bursary funding. Both these proposals have been received very positively as ideas to take forward to internationalize BACA and create new opportunities.

*It is worth noting that this idea was enthusiastically received. In addition, the issue of developing BACA bursaries for talented students in China - this is not currently done and would improve opportunities for some Chinese students. I think the CLS/BACA/UAL connection could be a very fruitful and innovative way in which we could forge strong links and strengthen educational opportunities.*

This initiative will benefit Chinese students (British culture and language) and the ex-CLS students both in terms of Art education and cultural experience. It may also be attractive as a structured and creative gap year option for some UK students. Note: Recommend that UK students to have the option and support to apply to the best suited course via UCAS, which may not be a UAL course. I would advocate this independence although there would be an in-built bias.

- Plan an A Level Art and Philosophy (Junior 6<sup>th</sup> + Senior 6<sup>th</sup> A Level) **Trip to China** including Beijing, Xian, Shanghai, Jingdezhen etc., possible date Autumn half term 2017/18. Trip to include 'our man in Beijing' Charlie Dutton - Photography Workshop on the streets and in the hutongs of Beijing and a social/cultural event with BACA art students in the Art District.
- 2016/17 will see 1<sup>st</sup> cohort of GCSE Mandarin students at CLS. By 2019 all CLS A level student will have studied 3 years of Mandarin up to year 9/ 3<sup>rd</sup> year (age 13 to 14) and possibly GCSE Mandarin. Propose '**Mandarin Refresher Class**', a language and culture lunch time or after school session for 6<sup>th</sup> form students planning trips to China. Also for those not wishing to study for an exam but who want the benefits of speaking a little Mandarin for travel, education or future work experience.
- An open door: The link between CLS and BACA has been supported by CLS through the receipt of this sabbatical. CLS see the value of developing cultural understanding and appreciation with China in various ways and this is a welcome addition. The school

recognises the importance of Art and Design and the value of the link with BACA for this subject. The door is open for us to develop this link through the above ideas and future proposals that will benefit our students. However, this will require leadership, support, good-will and collaborative participation from colleagues.

Therefore, it is important that these proposals and ideas are conveyed and discussed with staff at BACA via Charlie Dutton. I will arrange a **TeachMeet** during the Autumn term to share these ideas and proposals and gather feedback from teaching staff at CLS. I will also discuss ideas with students to find out what will interest them most and expect varied responses from different age groups.

*\*More on BACA: They run a Foundation Art and Design BTEC programme and are pending new accreditation through UAL (which is likely to start in September). BACA is also currently developing a 1 year Art and Design A-Level programme and an alternative shorter orientation programme - equivalency of A Level to get Chinese Art and Design students up to speed with a British approach. The focus for BACA is to educate Chinese Art and Design students towards applications to the University of the Arts London (UAL) with which they are official partners through the company St Elite Art Beijing which organises interviews, portfolio reviews and the recruitment process to UAL. Although BACA is a very different organization to CLS I think there are several ways in which we could fruitfully collaborate with each other for the benefit of our students and teaching staff.*

*\*\* 'Global Citizenship Education (GCED) aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world.' <http://en.unesco.org/gced>*

#### **Additional Notes on the Value of the CLS Sabbatical:**

Although my proposal set out to explore and develop specific links in China which has been achieved and outlined above, I took the opportunity to further explore Art, Design and Architecture in LA and NY. I did an Art Residency collaborative pilot project exploring sculpture and virtual reality in the UK and am now seeking funding from the Henry Moore Foundation to complete the project. As part of this project I intend to co-produce an event at CLS with Ms Giannarou (Philosophy) during the Spring Term 2017.

I am very grateful for the sabbatical. The importance of this time for all-round professional development and reflection has been invaluable to refresh and recharge after almost ten years of teaching at CLS. It is a real asset and a testament to the school values and ethos that it has a sabbatical programme. I sincerely hope that it will continue to benefit others in the future.

#### **Last Word:**

Since I joined CLS in 2007, City of London School has always been a highly creative environment, open to ideas and cultural diversity - a challenging place to enjoy teaching and learning for all. Given that we are a school next to the UK's premier world-leading art

museums, Tate Modern, the value of Art and Design within the school could be stronger. I hope that this report provides a source of ideas to reflect and act upon both within the Art and Design Department and the whole school so that a new generation of globally-minded Art & Design innovators can emerge from CLS.







## CITY OF LONDON SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY

<b>City of London School – safeguarding contact sheet</b>	
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<u>Local Police number</u>	<u>101 or 020 7601 2222</u>
<u>City and Hackney Safeguarding Children Board (CHSCB)</u>	<u>City of London: 020 7332 3621</u> <u>Hackney: 020 8356 5500</u>
<u>City of London Children &amp; Families Team (Social Care)</u>	<u><a href="mailto:Dccsdutyf&amp;ypteam@cityoflondon.gov.uk">Dccsdutyf&amp;ypteam@cityoflondon.gov.uk</a></u> <u>020 7332 3621 / 020 8356 2710 (out of hours emergencies)</u>
<u>DfE Counter-extremism hotline</u>	<u><a href="mailto:counter-extremism@education.gsi.gov.uk">counter-extremism@education.gsi.gov.uk</a></u> <u>020 7340 7264</u>

**Statement:**

**We at City of London School ("the School") are committed to safeguarding and promoting the welfare of children and young people and expect all Staff, Governors and Volunteers to share this commitment.**

**1. Introduction**

1.1 This policy has been prepared in accordance with the requirements of:

1.1.1 relevant legislation, including the Children Act 2004, the Education Act 2002, and the Education (Independent School Standards) (England) Regulations 2010;

1.1.2 relevant guidance issued by HM Government, including "*Keeping Children Safe In Education*" September 2016. All Staff are issued with the summary guidance of this document which includes Part 1 of the guidance notes.

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

1.1.3 other relevant standards and guidance, including guidance issued by the Independent Schools Inspectorate entitled – Handbook for the Inspection of Schools, The Regulatory Requirements, February 2016.

1.1.4 relevant Local Safeguarding Children Board (LSCB) Procedures, the City of London Prevent Strategy and the City of London Prevent Information Sharing Agreement. The Designated Safeguarding Lead (DSL) and the two Deputy Designated Safeguarding Leads (DDSL) regularly attend meetings of the City and Hackney Safeguarding Children Board (CHSCB).

1.2 This policy has been prepared in consultation with the Community and Children's Services Department at the City of London. (See the Cover Sheet of the Safeguarding and Child Protection Policy for contact details which may be updated from time-to-time as necessary to reflect changes in personnel.)

1.3 This policy has also been prepared in consultation with members of School staff who have had an opportunity to contribute to the formulation of the School's safeguarding arrangements and who have reviewed and commented on this policy.

1.4 The Governing Body takes seriously its responsibility under section 157 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within the School to

identify, assess, and support those children where there are concerns about a child's safety and welfare.

- 1.5 We recognise that all adults, including Staff, Volunteers and Governors, have a full and active part to play in protecting pupils from harm, and that the child's welfare is our paramount concern. Staff should at all times consider what is in the best interests of the child. Wherever the word "Staff" is used, it covers ALL staff on site, including temporary and support staff, contractors' employees working regularly on the School's premises, and volunteers working with children. Wherever the term "School Staff" is used, it covers ALL staff directly employed by the City of London Corporation. Further information on contractor employees is given in paragraph 2.1.17.
- 1.6 The School, through its Governors and Staff, is committed to providing a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.7 The aims of this policy are:
  - 1.7.1 To support each child's development in ways that will foster awareness, understanding, security, confidence, resilience and independence.
  - 1.7.2 To provide an environment in which all children and young people feel safe, secure, valued and respected, and also feel confident to approach adults if they are in difficulties believing they will be effectively listened to.
  - 1.7.3 To raise the awareness of all Staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases, or suspected cases, of abuse including radicalisation, child sexual exploitation and female genital mutilation. NB – although the usual procedure is for staff who have safeguarding concerns to alert the DSL or DDSL of them, it is the responsibility of all staff to report any suspicions they have, by-passing the DSL/DDSL if necessary and going straight to the LADO.
  - 1.7.4 To promote a culture of 'it could happen here' and to support staff who act as whistle-blowers in raising concerns about poor or unsafe practice and potential failures in the school safeguarding regime.
  - 1.7.5 To provide a systematic means of monitoring children known or thought to be at risk of harm, including the risk of being drawn into terrorism and extremism, child sexual exploitation or female genital mutilation, and ensure we, the School, contribute to assessments of need and support packages for those children.
  - 1.7.6 To emphasise the need for good levels of communication between all members of Staff.
  - 1.7.7 To develop a structured procedure within the School, which will be followed by all members of the School community in cases of alleged or suspected neglect, abuse and/or any other child welfare concern.
  - 1.7.8 To develop and promote effective working relationships with other agencies, especially the Police, the City and Hackney Safeguarding Children Board, Community and Children's Services, and the relevant Prevent Coordinators within Community Safety Partnerships.

- 1.7.9 To ensure that all adults within the School who have the opportunity to have contact with children have had Disclosure and Barring Service (DBS) checks in accordance with the safeguarding requirements in this Policy and as required by law. This includes relevant checks on adults involved in childcare activities at the School who could be subject to disqualification by association.
- 1.7.10 To ensure that all visiting speakers to the school have been appropriately vetted and are supervised in accordance with the Prevent duty to protect children from radicalisation by being drawn into terrorism and extremism.
- 1.7.11 To ensure that all concerns, discussions and decisions and the reasons for those decisions are recorded in writing (Annexure 5 sets out the School's disclosure form).
- 1.8 This policy and its appendices are reviewed annually by Governors and are kept under constant review by the school. Should any deficiencies or weaknesses in child protection arrangements become apparent, the arrangements will be remedied without delay.
- 2. Procedures**
- 2.1 Our School procedures for safeguarding children have been prepared in accordance with relevant legislation, guidance and Pan London Child Protection Procedures. Contact details are set out on the Cover Page of the Safeguarding and Child Protection Policy. We will ensure that:
- 2.1.1 Arrangements are in place at the School to deal with cases and allegations of abuse, or suspected abuse, including female genital mutilation, child sexual exploitation or radicalisation, which will be referred to the Local Authority designated officer or team of officers (hereafter known as the LADO), who provide advice and will preside over any investigation of any allegation or suspicion of abuse directed at anyone working at the School. The School will engage with the police, other statutory agencies and professionals, as necessary, to provide inter-agency support to the child concerned.
- 2.1.2 If a member of Staff discovers (either through disclosure by the victim or visual evidence) that female genital mutilation appears to have been carried out in a girl under 18, the teacher and the School will comply with their obligatory duty to report this information to the police.
- 2.1.3 The school assesses regularly and reviews the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding, shared with strategic partners, of the risk on the local area. Appropriate referrals will be made in accordance with the School's LCSB referral procedures. The School will consider whether it is appropriate to make a referral to the Channel Programme, in accordance with Channel Guidance, April 2015.
- 2.1.4 The school recognises that as well as needing to safeguard children who are at risk of harm, it needs to give support and advice to children who require it, working with other agencies as necessary. The school is fully committed to making referrals under CAF (Common Assessment

Framework) procedures when appropriate and to working with other agencies as part of the Team Around the Child (TAC) and Channel panels.

- 2.1.5 All members of the Governing Body understand the need for and fulfil their responsibilities under this Policy, and are provided with a copy of this Policy and a copy of "*Keeping Children Safe in Education*", September 2016 upon their appointment to the Governing Body. There is one nominated Governor who is responsible for child protection and who has skills commensurate for this role and their details are set out on the Cover Page of the Safeguarding and Child Protection Policy. The City of London will undertake to ensure that relevant training is provided for Governors.
- 2.1.6 The School has a designated senior member of staff, our Designated Safeguarding Lead (DSL), who has undertaken relevant child protection training delivered through the local LSCB representative and this training is updated at least every two years. Details of the DSL are set out on the Cover Page of the Safeguarding and Child Protection Policy.
- 2.1.7 There will be two additional members of School Staff (the Deputy Designated Safeguarding Leads or DDSL) who will act in place of the designated DSL when absent, and must receive relevant child protection training and this training is updated at least every two years. The DSL is also the Prevent lead and has received suitable Prevent awareness training. Other members of the pastoral team will also receive appropriate child protection training. Details of the DDSLs are set out at the beginning of this document.
- 2.1.8 All Staff are provided with relevant Child Protection Awareness information and Child Protection training INSET in accordance with the LSCB and at least once a year to develop their understanding of the signs and indicators of abuse, along with individual responsibilities to respond to any child welfare concerns in accordance with the School's child protection procedures. As part of this, all Staff must read and understand Part 1 of the "*Keeping Children Safe in Education*" September 2016 guidance documentation and confirm in writing that they have undertaken to do this. In particular all Staff understand the need to avoid asking leading questions of children when a child protection matter is brought to the Staff member's attention. The School must also refrain from undertaking an investigation without first consulting the LADO, or in the most serious cases, the police, so as not to jeopardise statutory investigations. The mechanisms in place for ensuring that staff understand Part 1 of *Keeping Children Safe in Education* are: Teachmeet discussions, regular briefings at staff meetings, a set of FAQs, an 'open door policy' with regard to discussion, advice and guidance from the DSL and pastoral team and continued training.
- 2.1.9 All new members of Staff will be given a copy of our Child Protection policy and its annexes (including Staff Code of Conduct), the City of London Corporation Whistleblowing procedures, and the Department for Education procedures, "What to do if You're Worried a Child is Being Abused 2015", as well as a copy of "*Keeping Children Safe in Education* September 2016", with the DSL and DDSL names clearly displayed, as part of their induction into the School.
- 2.1.10 When children attend educational activities offsite, the school strives to ensure their safety by making sure that School staff supervise them and

that assurances are sought that staff of other organisations have been checked for suitability. Further details are in the Educational Visits Policy and its annexes.

- 2.1.11 All members of Staff and Governors are advised on how to respond to 'Disclosures of Abuse' through relevant child protection awareness training. In particular training will ensure that they understand the need to: consider measures that may be necessary to protect individual pupils; avoid asking leading questions of pupils; avoid giving inappropriate guarantees of confidentiality; make and keep written records in accordance with the disclosure form at Annexure 5); and report the matter to the DSL or the DDSL. The DSL will report matters to the LADO and to the Head, unless it is a matter that involves the Head him/herself, in which case the DSL will report the matter to the LADO and to the Chairman of Governors.
- 2.1.12 All staff are also made aware that, while the normal referral route is through the DSL, they have a duty to report concerns directly to the LADO if they feel that the school has made an inadequate response to their concerns.
- 2.1.13 Staff are made aware of the difference between a **concern** about a child and a child **in immediate danger or at risk from harm**. In the former staff should discuss their concern with the DSL although they may make a direct referral to Children's Social care. They must inform the DSL as soon as possible that a referral has been made. In the case of a child being in immediate danger or at risk from harm a member of staff should make a referral to Children's Social Care or the Police immediately. The member of staff must inform the DSL that a referral has been made as soon as possible.
- 2.1.14 Safer recruitment practices are always followed through rigorous recruitment process and procedures for Staff, striking a balance between the need to protect children from abuse and the need to protect Staff from false or unfounded allegations. Our selection and recruitment of Staff includes relevant criminal record checks, provided by the Disclosure and Barring Service (DBS) for their suitability for work and the receipt of barred list checks for new staff, and checks of the Prohibited List. All Staff who have the opportunity to come into contact with pupils, including contracted support staff such as cleaners and caterers, will be required to have a criminal records check on appointment and then every three years following. These checks will also be carried out on existing Staff with a break in service of more than three months or where Staff have, since their initial appointment to a position not requiring a Disclosure, moved to work that involves significantly greater responsibility for children. Criminal record checks for Governors will be undertaken in accordance with regulatory requirements. There is a separate City of London Corporation policy on Recruitment which provides further details.
- 2.1.15 Where we have grounds for believing that a member of Staff may be unsuitable to work with children that this is notified to the appropriate bodies including the DBS. In some cases, a referral may be made to both the DBS and National College for Teaching and Leadership (NCTL). The School will, as soon as possible and, in any event, within one month, report to the DBS anyone whose services are no longer used, whether because the School has removed them from work with children or the person has chosen to cease work, and there are grounds to believe they are unsuitable

to work with children; and ensure that any allegation is followed up in accordance with statutory guidance.

Where there have been concerns about a member of staff which have not reached the threshold for referral to the DBS, the school will refer them to the NCTL, following the advice in '*Teacher Misconduct: the prohibition of teachers*' October 2015.

- 2.1.16 All parents/carers are made aware of the responsibilities of Staff with regard to child protection procedures through publication of the School's Child Protection Policy on the School website, and reference to it in our introductory School pack. The Policy is also available upon request to the School. Summaries of safeguarding procedures are posted in classrooms for the information of pupils. In addition, all visitors are asked to read a summary of the Safeguarding and Child Protection Policy, in Reception, upon arrival.
- 2.1.17 Where a contractor's employees visit the School premises irregularly, and are therefore not subject to the same requirements as contractors' employees working regularly on site (as set out otherwise in this Policy), relevant written assurances are obtained from the contractor that all staff have had a criminal records check within the past three years. Information regarding these checks will be provided by the contractor to the School upon request. Contracts require on-going monitoring and audit of the eligibility of those employees to work with children and any subsequent concerns arising which would affect their continued eligibility must be disclosed immediately to the City of London Corporation. Any allegation of abuse will be dealt with in accordance with the Pan London Child Protection Procedures.
- 2.1.18 Written assurance is obtained that any staff employed by another organisation and working with the School's pupils on another site have had a criminal records check within the past three years.
- 2.1.19 Our lettings policy will seek to ensure the suitability of adults working with children on School sites at any time. Where School premises are used by outside bodies who are not working with children, there will be sufficient safeguards in place to protect the health, safety and welfare of pupils and to have due regard to the Prevent duty to avoid school facilities being used as a platform for extremism. Measures will also be in place to protect against the interruption of pupils' education by third party users of the School's premises.
- 2.1.20 All community users are made aware of the School's child protection policy and those working with children understand the School's child protection guidelines and procedures.
- 2.1.21 Where appropriate, senior pupils given positions of responsibility over other pupils will be briefed on appropriate action to take should they receive any allegations of abuse.
- 2.1.22 All visiting speakers are suitably vetted by a member of staff prior to their visit and are supervised by a member of staff during their time at school. Further details are set out in Annexure 4.

2.1.23 Annexure 2 to this document deals with the specific issues of Child Sexual Exploitation, Female Genital Mutilation, Forced Marriage and Honour Based Violence. The School recognises and understands that these are all forms of abuse covered by this policy and would trigger the School's referral procedures.

2.2 Our procedures will be reviewed annually by the Board of Governors. The review will also include a review of the efficiency with which the related duties have been discharged, or deficiencies (if any) have been rectified.

2.3 The name of the DSL and DDSL will be clearly advertised in the School, with a statement explaining the School's role in referring and monitoring cases of suspected abuse and/or risk to a child.

2.4 The current contact details of all those involved in child protection are listed on the Cover Page of the Safeguarding and Child Protection Policy. Staff must sign to say they have read these documents. This applies to current staff as well when documentation is updated.

2.5 A single central record is held detailing all staff (and Volunteers) employed by the School and the relevant safeguarding checks undertaken, including those applicable to staff who may be disqualified by association.

### **3. Responsibilities**

3.1 The DSL's responsibilities have been amended to reflect those set out in Annex B to KCSIE, September 2016. A copy of these responsibilities are set out in Annexure 6.

3.2 Broadly the DSL's responsibilities encompass:

3.2.1 managing referrals;

3.2.2 working with other internally and externally in relation to child protection;

3.2.3 training;

3.2.4 raising awareness;

3.2.5 ensuring the transfer of the child protection file; and

3.2.6 being available to discuss child protection concerns.

### **4. Supporting Children**

4.1 We recognise that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

4.2 We recognise that somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional



- or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- 4.3 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self-worth.
- 4.4 We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.5 We recognise that it is important for children to receive the right help at the right time to address risks and prevent issues escalating. We understand the importance of acting on and referring the early signs of abuse and neglect, listening to the child, the need for clear records and of reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. Further details are set out in section 16 below.
- 4.6 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.7 We understand that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These might include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and challenges with communication.
- 4.8 The School will support all pupils by:
- 4.8.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as in our relationships, whilst attempting to counteract aggression and bullying.
- 4.8.2 Promoting a caring, safe and positive environment within the School.
- 4.8.3 Liaising and working together with all other support services and those agencies involved in the safeguarding and social care of children. The first point of contact in such cases will be the City of London Corporation LADO ([pat.dixon@cityoflondon.gov.uk](mailto:pat.dixon@cityoflondon.gov.uk) / 020 7332 1215).
- 4.8.4 Notifying the child's Local Authority as soon as there is a cause for significant concern.
- 4.8.5 Where appropriate, checking any concerns which do not appear to meet the threshold on an anonymous basis with the child's Local Authority and following their guidance and recommendations.
- 4.8.6 Providing continued support to school leavers identified as potentially at risk of abuse, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring relevant medical records are forwarded as a matter of priority.
- 4.9 Working with the Local Authority (or the Police as appropriate) where a child may have suffered significant harm, or there may be a criminal prosecution, to consider what support the child or children involved may need.

- 4.10 We realise there is a difference between children who have suffered or are likely to suffer harm or are at risk of radicalisation who will require immediate action, and those whose needs fall below the threshold for immediate intervention but who nonetheless require additional support from one or more agencies. The former will be reported to City of London Children and Families Team (children's social care) immediately. The latter will be supported by inter-agency assessment using CAF, TAC approaches, and, in the case of children in the early stages of being drawn into extremism, Channel panel referrals.

## **5. Confidentiality**

- 5.1 We recognise that all matters relating to child protection are confidential subject to overriding legal obligations to disclose information to ensure the safety and well-being of a child. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.
- 5.2 The Head or DSL will disclose any information about a pupil to other members of Staff on a need to know basis only consistent with legal requirements, and in accordance with the Pan London Child Protection Procedures. The Head or DSL, LADO, Police, and Town Clerk (together with other relevant City Officers) will agree who needs to know about the matter, exactly what information can be shared, how to manage speculation, etc., and how to manage any press interest.
- 5.3 All Staff are made aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All Staff are made aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.5 We will always inform parents/carers of an allegation affecting their child as soon as possible (if they already do not know of it). However, where a Strategy Meeting is required, the DSL or Head will consult with the LADO (and other relevant agencies such as the Police) beforehand to agree what information can be disclosed to parents so as not to put the child at greater risk of harm, or impede a criminal investigation. Parents/carers will normally be kept informed about the progress of the case and told the outcome where there is no criminal prosecution, including the outcome of any disciplinary process, in confidence.

## **6. Dealing with Allegations of Abuse Against Staff**

- 6.1 Procedures for dealing with allegations of abuse against Staff are carried out in accordance with HM Government Guidance: *Keeping Children Safe in Education* Part 3 (September 2016), and the Pan London Child Protection Procedures 4<sup>th</sup> Edition. All Staff are made aware of this guidance, the School's procedures, and other local guidance relating to this issue. All relevant contact details are set out on the front page of this policy.
- 6.2 All School Staff should take care to ensure that professional boundaries are maintained so that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (e.g. one-to-one tuition, engaging in inappropriate electronic communication with a pupil, etc.). It is always advisable for

interviews or work with individual children or parents to be conducted in view of other adults.

Staff are made aware that special care must be taken in any circumstances where a child works on a one to one basis with a child and in any situation in which it may be necessary for an adult to make physical contact with a child, such as in music instrumental lessons or in sports coaching. See the advice to staff contained in appendices to this document.

- 6.3 We understand that a pupil may make an allegation against any member of Staff.
- 6.4 If such an allegation is made, the member of Staff receiving the allegation will immediately inform the Head and the DSL. The LADO and the Town Clerk will be informed within 24 hours of any allegation. The professional advice of the LADO will be of particular importance in these circumstances. The Head on all such occasions will also discuss the allegation with the Chairman of Governors where appropriate. In the absence of the Head the allegation should be passed direct to the Chairman of Governors. The School will not undertake its own investigation before receiving advice from the LADO(s), or in the most serious cases, the police, so as not to jeopardise statutory investigations.
- 6.5 If a professional allegation is made against the Head, the person receiving the allegation will immediately inform the Chairman of Governors who will consult as in 6.4 above, without notifying the Head first.
- 6.6 The purpose of the initial discussion (per 6.4 and 6.5 above) is to consider the nature, content and context of the allegation and to agree a course of action, including whether to obtain any additional relevant information. The DSL should press for reconsideration as necessary. Where this initial sharing of information and evaluation leads to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, the decision and a justification for it will be recorded by both the Head or DSL and the LADO and agreement reached as to what information should be put in writing to the individual concerned and by whom. The Head or DSL and the LADO will then consider what action will follow in respect of the individual and those who made the initial allegation.
- 6.7 The publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation), will remain confidential. Any such information will only be released if the member of Staff is charged with an offence or if the DfE or NCTL publish the information.
- 6.8 Any professional allegation will precipitate a strategy meeting, which will involve representatives from the School and other relevant agencies, to decide on the most appropriate action. This is in accordance with the Pan London Child Protection Procedures.
- 6.9 Subject to the approval of the LADO or the Police, where a member of Staff is the subject of an allegation of abuse they will normally be informed of the concerns or allegations as soon as possible and given an explanation of the likely course of action. We will follow the City of London's Disciplinary Procedures when managing allegations against Staff, a copy of which is readily available in the School. Disciplinary action will be considered in conjunction with discussions at the Strategy Meeting.

- 6.10 We would not normally send a child home, pending such an investigation, unless this advice is given exceptionally as a result of a Strategy Meeting.
- 6.11 Suspension of the member of Staff against whom an allegation has been made needs careful consideration and will not be the default approach adopted. The decision to suspend will be based on information received at the strategy meeting, the information on potential risks to children and whether it compromises any criminal investigation.
- 6.12 In the event of an allegation against the Head, the decision to suspend will be made by the Chairman of Governors with advice as in 6.9 and 6.11 above.
- 6.13 Any allegation of abuse made against a member of Staff will be dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
- 6.14 After every occasion on which a problem arises regarding safeguarding and a member of staff the school will review its procedures in the light of lessons learnt from the case and will amend them as necessary.
- 6.15 Where a child is found to have made a malicious allegation against a member of staff, they will be dealt with in accordance with the school's disciplinary procedures.

## **7. Dealing with Allegations of Abuse by one or more Pupil/s Against another Pupil**

- 7.1 Allegations of abuse or attempts to radicalise by one or more pupil against another pupil are taken very seriously.
- 7.2 We recognise that peer on peer abuse can take many different forms – cyberbullying, sexting, sexual assault, unwanted sexual touching, initiation/'hazing'. We recognise that some issues, such as "initiation or hazing" may be more prevalent at the School as it is a boys' school. Staff and pupils are made aware through staff training, the PSHE programme and the general moral framework and ethos of the school that abuse is abuse and must never be dismissed as 'banter' or 'part of growing up'.
- 7.3 If such an allegation is made, the member of Staff receiving the allegation will immediately inform the Head and the DSL. The Head on all such occasions will discuss the content of the allegation with the Town Clerk, any other relevant City Officer, and the Chairman of Governors where appropriate.
- 7.4 The LADO and the City of London Children and Families Team (children's social care) will also be promptly informed of any allegation.
- 7.5 An allegation of abuse will normally be referred to a Strategy Meeting, involving representatives from the School and the Local Authority. A Strategy Meeting also covers any urgent formal strategy discussion which may take place between the police, social care and education managers prior to the first meeting.
- 7.6 The victim of alleged peer on peer abuse will be supported by the pastoral mechanisms within the school. This includes form tutors, heads of year, the assistant head pastoral, school nurse and two school counsellors.

- 7.7 We would not normally send a child who is the alleged victim home, pending such an investigation, unless this advice is given exceptionally as a result of a Strategy Meeting.
- 7.8 Suspension of the pupil, against whom an allegation has been made, needs careful consideration, and the Head will seek the advice from relevant agencies before deciding on the course of action to be taken.
- 7.9 A bullying incident (as in 11.2 below) will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the matter will be reported to the DSL and to the City of London Children and Families Team (children's social care).
- 7.10 If there is a disclosure about pupil on pupil abuse, all children involved, whether perpetrator or victim will be treated as being 'at risk'.
- 7.11 The School has a Behaviour Policy, an Anti-Bullying Policy and a School Rules and Regulations document. All pupils are required to read and sign that they have read the School Rules and Regulations.

## **8. Supporting Staff**

- 8.1 We recognise that Staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such Staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.
- 8.2 Where a member of Staff is the subject of an allegation of abuse they will normally be informed of the concerns or allegations as soon as possible and given an explanation of the likely course of action. The School will appoint a named representative to keep the individual informed of the progress of the case and consider what other support is appropriate. The investigation will be managed promptly.

## **9. Whistleblowing**

- 9.1 We recognise that children cannot be expected to raise concerns in an environment where Staff fail to do so. The School strives therefore to have a culture of safety, raising concerns, valuing staff and reflective practice.
- 9.2 All Staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. Staff can also utilise the City's 'Whistleblowing' facilities via the telephone hotline and/or website. Whistleblowing procedures are covered as part of new staff induction training and child protection regular training for existing staff. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – the line is available from 8.00am to 8.00pm, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

9.3 Staff who raise concerns about safeguarding either with the school's senior management, or with the LADO will not suffer any negative consequences such as notes on their file or denial of promotion.

9.4 Where a member of staff is unhappy about the action taken by the school in relation to a particular concern raised by the staff member, the Head will facilitate a mediation meeting with the staff member and the DSL to explain the school's actions and the reasons for them as far as is possible to maintain a child's confidentiality. If this meeting does not satisfy the member of staff, they should feel able to contact the LADO for more effective action.

## **10. Physical Intervention**

10.1 The School's policy on physical intervention by staff is set out in the Staff Handbook and in the school's policy on Physical Intervention and Restraint Policy and has regard to HM Government's Guidance: '*Use of reasonable force*', July 2013. The policy acknowledges that Staff have a legal power to use reasonable force i.e. to use no more force than is needed in the circumstances to control or restrain pupils. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Physical intervention must be necessary and proportionate to the level of risk and will normally be used as a last resort.

10.2 Such an event should be recorded and signed by a witness should there be one. If there was no witness the DSL must be informed immediately.

10.3 Staff should avoid touching or restraining a pupil which gives rise to an unacceptable risk of physical harm or in a way that could be interpreted as sexually inappropriate conduct. Physical intervention of a nature which causes injury or distress to a child may need to be considered under child protection or disciplinary procedures.

10.4 We understand that force may never be used as a punishment.

10.5 All complaints about the use of force should be thoroughly, speedily and appropriately investigated. The School will follow the procedures outlined in paragraph 7.0 should a complaint be received.

## **11. Equalities and Bullying**

11.1 The School adheres to the City of London's Equal Opportunities Policy and action will be taken to prevent, and respond to, incidents of inappropriate discrimination, harassment and victimisation, in particular because of differences which arise out of gender or gender reassignment, pregnancy or maternity, special educational need or disability, race, religion or belief, cultural or linguistic background, or sexual orientation. The School acknowledges that repeated incidents or a single serious incident may lead to consideration under child protection procedures.

11.2 Our policy on bullying (including racial, religious, cultural, sexual/sexist, homophobic, special educational needs or disability, and cyber bullying) is set out in a separate document (The Anti-Bullying Policy). The policy acknowledges that to allow or condone bullying may lead to consideration under child protection procedures, in

particular where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the matter will be reported to the DSL and to the LADO.

## **12. Prevention**

12.1 We recognise that the School plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

12.2 The School community will therefore:

12.2.1 Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

12.2.2 Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty.

12.2.3 Incorporate into the curriculum, the Assembly programme including PSHE (Personal, Social, Health, Citizenship Education), information and opportunities which equip children with the awareness and skills they need to stay safe from harm and to know to whom they should turn for help.

12.2.4 Make e-safety an integral part of safeguarding by explicitly teaching pupils how to keep safe online in ICT lessons working with City of London police, external speakers and through PSHE.

12.2.5 Ensure that children are resilient to radicalisation and are prepared to challenge extremist ideology by providing a safe environment for the discussion of sensitive issues, helping children to understand how they can participate in decision-making, and by promoting the spiritual, social, moral and cultural development of all pupils and within this, fundamental British Values. Further details are set out in 0.

12.2.6 Ensure that no political indoctrination takes place in any of the school curricular or extracurricular activities and that pupils are always exposed to a balanced presentation of political issues.

12.2.7 Ensure that all visiting speakers are suitably vetted and supervised to avoid political indoctrination. Details of the procedure to follow are in Annexure 4 to this policy.

12.2.8 Ensure that appropriate filtering is in place to prevent children being exposed to inappropriate, illegal or exploitative material.

## **13. Private Fostering**

13.1 If you know of a child or young person who is under the age of 16 (or 18 if they have a disability) living with someone who is not a close relative for more than 28 days it is classed as private fostering arrangement.

- 13.2 Children being privately fostered are required by law to be seen by a social worker, and if the School is aware of a private fostering arrangement then we must notify the Children and Families team at the Guildhall.
- 13.3 If the School is aware of someone who is looking after a child - or they plan to be – the Children and Families team must be informed so that they can check that the placement is suitable for the child. You should advise the person that they should contact the Children and Families team before the arrangement begins or within 48 hours of the arrangement being made in an emergency.
- 13.4 As a School we have a legal responsibility to inform the Children and Families Team of any private fostering arrangements that we become aware of.
- 13.5 More information about private fostering and keeping children safe can be found on the City and Hackney Safeguarding Children Board website: [www.chscb.org.uk](http://www.chscb.org.uk).

#### 14. Children Who Go Missing From Education

- 14.1 THE SCHOOL monitors pupils' attendance through a daily register and any unexplained absences are investigated. A child going missing from education is a potential indicator of abuse or neglect.
- 14.2 Unauthorised absences must be reported to the Head of Year and Assistant Head - Pastoral immediately and followed up with the parents or guardians.
- 14.3 Staff should be alert to the possible triggers of absence (particularly repeated absence) that may be indicative of wider safeguarding concerns. They should watch out for other potential signs of such safeguarding concerns as described in this policy and its annexes and report their concerns immediately to the DSL in accordance with the policy.
- 14.4 In accordance with paragraph **Error! Reference source not found.** of this policy the DSL will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.
- 14.5 In accordance with paragraph **Error! Reference source not found.**, the DSL will inform their local authority of any pupil who is going to be deleted from the admission register where they:
- 14.5.1 have been taken out of school by their parents and are being educated outside the school system e.g. home education
  - 14.5.2 have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
  - 14.5.3 have been certified by the School Nurse as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age



14.5.4 are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period

14.5.5 have been permanently excluded

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

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

15.1 Our Health & Safety policy, set out in a separate document, details the measures being taken by the School to promote the health and safety of all children and staff within the School's environs.

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

15.3 Other aspects, such as the procedures for school trips are set out in this and/or other school policies.

## **16. Early help**

16.1 The School recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life.

16.2 Effective early help relies on all members of staff at the School working together with local agencies to: identify children and families who would benefit from early help; assist in the assessment of need of any child who may be in need of early help; and to provide targeted early help in cooperation with local authorities in order to address the assessed needs of a child and their family in order to significantly improve the outcomes for that child.

16.3 All staff should be alert to children who may benefit from early help.

16.4 If a member of staff identifies a child who would benefit from early help he or she should notify the DSL. Staff may then be required to support other agencies and professionals in an early help assessment or, in some cases, act as the lead professional in undertaking an early help assessment

16.5 The DSL will then alert the relevant local authority in order to share information with other professionals to support early identification and assessment and, in some cases, act as the lead professional (or support another member of staff who is acting as the lead professional) in undertaking an early help assessment.

- 16.6 If early help is appropriate, the case should be kept under constant review by the DSL and consideration be given to a referral to children's social care if the child's situation does not appear to be improving.
- 16.7 In order for an early help assessment to be effective:
- 16.7.1 the assessment should be undertaken with the agreement of the child and the parents or carers. It should involve the child and family as well as all the professionals who are working with them;
  - 16.7.2 the member of staff or DSL should be able to discuss concerns they may have about a child and family with a social worker in the local authority in accordance with the relevant local authority's processes.
  - 16.7.3 if the parents or child do not consent to an early help assessment and a member of staff or the DSL is the lead professional then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, referral into local authority children's social care may be necessary.

**Last Approved by the Board of Governors:** 24 February 2016

**Signed by the Chairman:**

**Last Amended:** September 2016

**Last Amended by:** CBS

**Next Date for Review:** June 2017

The following information about types of abuse is taken from "Keeping Children Safe in Education" (DFE September 2016).

### **Abuse**

"A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children."

### **Physical Abuse**

"A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child."

Possible signs of physical abuse are:

#### *Physical Indicators:*

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

#### *Behavioural Indicators:*

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

## **Sexual Abuse**

"Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children."

Possible signs of sexual abuse are:

### *Physical Indicators:*

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

### *Behavioural Indicators:*

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

## **Emotional/Psychological Abuse**

"The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone."

All abuse involves some emotional ill treatment: this category should be used where it is the main or sole form of abuse.

- Reporting no caretaker at home.

Because of the cultural and social mix at the School, it is important for us to be aware of the growing number of cases in the UK of female genital mutilation, forced marriage and honour-based crimes which have occurred against children and the fact that such forms of abuse could be a safeguarding/child protection issue for some pupils in the School population.

See separate annexes on Self-Harming, FGM, Child Sexual Exploitation and Forced Marriage/Honour Based Crimes

Possible signs of abuse are:

*Physical Indicators:*

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

*Behavioural Indicators:*

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

**Neglect**

"The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs."

Possible signs of abuse are:

*Physical Indicators:*

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

*Behavioural Indicators:*

- Unusual school attendance
- Chronic absenteeism.
- Chronic hunger, tiredness, or lethargy.
- Begging for or collecting leftovers.
- Assuming adult responsibilities.

**Annexure 2                      AWARENESS OF FEMALE GENITAL MUTILATION (FGM), CHILD SEXUAL EXPLOITATION (CSE), FORCED MARRIAGE (FM) AND HONOUR BASED VIOLENCE (HBV)**

**FEMALE GENITAL MUTILATION (FGM)**

The following general statement about schools' responsibilities in relation to FGM is taken from "*Keeping Children Safe in Education*" (DFE September 2016).

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and City of London Children and Families Team (children's social care)."

**Warning Signs relating to FGM**

The multi-agency practice guidelines identify a number of warning signs that a student may be at risk of undergoing FGM or may have already undergone it. These include:

- Professionals overhearing students talking about FGM
- Disclosure by a student or one of his friends
- A child going abroad to a country where FGM is known to be prevalent for an extended period
- A child who presents with medical difficulties such as frequent urinary infections or severe menstrual problems
- Prolonged unexplained absence from school
- Behavioural changes such as withdrawal or depression
- Reluctance to agree to routine medical examination

**Implications for the School**

- Although the School is a boys' school, there could be situations where staff become aware of issues relating to FGM.
- A number of students at the School belong to communities in which FGM has traditionally been practised and have close family links with countries abroad where it is prevalent and so may know other children potentially at risk.
- From October 2015, teachers have an obligatory duty to report to the police when they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out in a girl under 18. Those failing to report such cases face disciplinary action. Teachers should still consider and discuss such cases with the DSL and involve City of London Children and Families Team (children's social care) as appropriate.

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

## **CHILD SEXUAL EXPLOITATION**

All young people, whatever their backgrounds, can be at risk of CSE so Staff at the School need to be aware of its possibility.

Comprehensive information about CSE can be found on the NSPCC Website at:  
[http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/cse-homepage\\_wda97456.html](http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/cse-homepage_wda97456.html)

### **What is child sexual exploitation?**

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status.

The manipulation or 'grooming' process involves befriending children, gaining their trust, and often feeding them drugs and alcohol, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options.

It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited.

### **Possible signs of CSE**

- inappropriate sexual or sexualised behaviour
- repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- going to hotels or other unusual locations to meet friends
- getting in/out of different cars driven by unknown adults
- going missing from home or care
- having older boyfriends or girlfriends
- associating with other young people involved in sexual exploitation
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- drug or alcohol misuse
- getting involved in crime
- injuries from physical assault, physical restraint, sexual assault

This is not an exhaustive list and indicators can change over time.

## **FORCED MARRIAGE (FM)**

Some students at the School may be at risk of forced marriage or be related to people who are at risk of forced marriage, so it is important for Staff to be aware of its existence.



A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

Warning signs of forced marriage to look out for:

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

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

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

For information about forced marriage and relevant legislation see:

<https://www.gov.uk/forced-marriage>

## **HONOUR BASED VIOLENCE (HBV)**

For a summary of Honour Based Violence and relevant legislation go to the Crown Prosecution Website at:

[http://www.cps.gov.uk/legal/h to k/honour based violence and forced marriage/#a04](http://www.cps.gov.uk/legal/h%20to%20k/honour%20based%20violence%20and%20forced%20marriage/#a04)

There is no specific offence of "honour based crime". It is an umbrella term to encompass various offences covered by existing legislation. Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no, and cannot be, honour or justification for abusing the human rights of others.

The Crown Prosecution Service, the Association of Chief Police Officers and support groups have a common definition of HBV:

"'Honour based violence' is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community."

Some students at the School could be at risk of HBV.

**A) General**

This Code of Conduct has been introduced in the light of statutory regulations issued by the DfE entitled *Keeping Children Safe in Education (September 2016)*: it is intended not only to protect children but also members of staff from any malicious allegation(s). It is provided to all School staff (teaching and support) and volunteers.

1. All School staff and volunteers accept responsibility for the welfare of children with whom they come into contact in the course of their work, and that they will report any concerns about a child or somebody else's behaviour, using the procedures laid down in the School's Safeguarding and Child Protection Policy.
2. **Coco Stevenson** is the School's **Designated Safeguarding Lead (DSL)** who will take action following any expression of concern in accordance with the process laid out in the School's Safeguarding and Child Protection Policy. **Andrew McBroom** and **Richard Brookes** are the Deputy Designated Safeguarding Leads (DDSLs).
3. The Head and, in her absence, the Senior Deputy Head know how to make appropriate referrals to statutory child protection agencies. **Pat Dixon (020 7332 1512)** is the City of London's Safeguarding and Quality Assurance Service Manager and Local Authority Designated Office (LADO) and should be consulted for all safeguarding matters via the DSL if the matter pertains to a City of London resident child, or an issue relating to potential / actual allegations against staff, and for advice if the School is experiencing difficulties liaising with another LA in respect of safeguarding issues. Please also consult with the School's HR Business Partner (Fiona Hnatow) for HR advice and technical support concerning the process.
4. All staff who come into contact with children in the course of their professional activities must adhere to the School's Safeguarding and Child Protection Policy and have regard to any other relevant guidance issued by the School. Failure to comply with these obligations may result in disciplinary action in accordance with the School's Disciplinary Procedure.
5. Information relating to any allegation or disclosure must be clearly recorded as soon as possible, and there is a procedure setting out who should record information and the time-scales for passing it on.
6. The *Children Act 1989* states that the 'welfare of the child is paramount'. This means that considerations of confidentiality which might apply to other situations should not be allowed to over-ride the right of children to be protected from harm. However, every effort should be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated.
7. The Safeguarding and Child Protection Policy will be referred to or included in recruitment, training and policy materials, where appropriate, and this policy will be openly and widely made available to members of staff and volunteers and actively promoted within the organisation.
8. A culture of mutual respect between children and staff will be encouraged, with adults modelling good practice in this context.

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

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

1. Inappropriate physical contact with children: physical contact is only appropriate in very limited circumstances. For more detailed advice please see the School's policy on physical Interventions by Staff. A copy has been supplied to all Staff at their induction training along with this copy of the Safeguarding Code of Conduct, Safeguarding and Child Protection Policy and *Keeping Children Safe in Education (September 2016)*.
2. Being involved in a one-to-one discussion or lesson with a pupil, but if this is necessary it is essential that the door of the room is open or that the meeting is visible from the outside (i.e. there is a window in the room or in the door of the room).
3. Using confidential or sensitive information about a child or their family for their own benefit or to humiliate or embarrass a child. Confidential information about pupils or the School should not be shared casually. However, information that might suggest that a child is in need or at risk of significant harm must be shared with the DSL, in line with the Safeguarding and Child Protection Policy.
4. Taking photographs of pupils: photographs or images of pupils should only be made when they are to be exclusively used in the School's promotional materials such as newsletters, prospectus and the website. Pupils' names should not be published with such images unless parents have given permission. Some parents may not wish their son's photograph or image to be used in this way and authorisation should be sought before any such image is published.
5. Establishing or seeking to establish any social contact with a pupil or their parents / carers. Family friendships should be declared to the Senior Deputy Head (e.g. friendships already formed outside school or forged through social contact by staff with children at the School). Staff should not give their personal telephone numbers or email addresses to pupils or their parents. No member of staff will enter into extra or private tuition (see note (i) below) or childcare arrangements with parents of pupils at the School without the permission of the Head. Staff should notify their line manager of any existing or previous family or social relationship with a pupil or their parents / carers.
  - (i) Staff should not tutor boys who are preparing to take the School's entrance examinations.
6. Making suggestive or inappropriate remarks to or about a child, even in fun, as this could be misinterpreted. Inappropriate remarks include innuendo, swearing, and discussing their or your own intimate relationships.
7. Other than in exceptional circumstances, communicating directly with pupils by email or text message on your private phone or mobile device.

8. Communicating personally with pupils via Twitter, Facebook or other social media, except via the School's internal network. For the avoidance of doubt, where the School uses, or sanctions the use of, social media, it should be for the appropriate dissemination of information and not for entering into discussion, or dialogue on the internet (worldwide web). The facility for 'Comments' should, where possible, therefore, be disabled. The use of social media regarding School matters should be approved by the Head.
9. Hosting sites external to the School network / intranet for the purpose of communicating with pupils without the express permission of the Head.
10. Electronic communication with pupils without using a staff School login, or School email address: communications must be internally traceable using staff login credentials. To be clear: when pupils contact a member of staff using their personal email accounts, reasonable efforts should be made to ensure the identity of the pupil account; and further correspondence should be directed, to the pupil's School email account. Care must be taken when responding to non-School email addresses purporting to be a pupil and no information relating to School matters should be divulged to such accounts without seeking to confirm the identity of the sender. Vigilance must be exercised where information is requested from external email accounts.
11. Engaging in behaviour which could be construed as 'grooming' a child (for example giving a pupil money, presents or favours or talking or behaving in an inappropriate or unprofessional manner towards pupils).
12. Communicating to the public, press, television or any outside agency, the contents of any documents relating to the School / City of London Corporation. This includes the proceedings of any safeguarding matters. In certain circumstances it may be appropriate for staff to report any concerns to an outside organisation. If they do so, they should ensure they do not disclose any confidential information belonging to the School / City of London Corporation. Please refer to the City of London Corporation's Whistleblowing Policy.

**Please note also:-**

13. It is not unusual for pupils or, sometimes, their parents to develop infatuations or "crushes" towards staff. Staff must take steps to try and defuse these situations. All such situations must be responded to sensitively to maintain the dignity of those concerned and any indications that this might be happening should be reported to the Head of Year and the Head. In addition, the object of the pupil or parent's affections may not even be aware of this, in which case colleagues must bring this to the colleague's attention and report this to the Head.
14. It is not permissible to take pupil(s) alone in a car on journeys, however short, unless with the prior consent of the child's parent or guardian, and then only in exceptional circumstances with prior authorisation from the Head.
15. Staff are responsible for their own personal online digital profile and, where social media or games are used, staff should take all reasonable precautions to ensure their own privacy. Current pupils (see note (ii) below) should not be accepted as "Friends" or "Followers", for example, and, where adult school leavers or family members are listed as Friends, care should be taken with privacy settings such that *Friends of Friends*, who may be current pupils, do not have access to personal staff information.

(ii) Pupils remain under our care and on the school roll until the end of the summer holidays after they have left school, and these pupils should not be accepted as "Friends" until they are no longer on the school roll.

Further guidance is available as follows:

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

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

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

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

*Social Networking – Guidelines for Members (NASUWT)*

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

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

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

1. Staff must maintain an attitude of 'it could happen here' where safeguarding is concerned.
2. The School expects all staff to dress appropriately whilst at work so that confidence of service users is maintained. Whilst the School values diversity and is not seeking to achieve a complete uniformity of dress style, the School does expect all employees' clothing at work to be neat, clean, modest and appropriate.
3. Do take a disclosure of abuse from a pupil seriously. It is important not to deter pupils from making a 'disclosure' of abuse through fear of not being believed, and to listen to what they have to say. Guidance on responding to an allegation of abuse is set out in the School's Safeguarding and Child Protection Policy including Annexure 5 (The Disclosure Form). If the allegation gives rise to a child protection concern it is important to follow the School's procedure for reporting such concerns, and not to attempt to investigate the concern oneself.
4. Staff may enter the boys' changing rooms for the purpose of respectful supervision. Before entering the changing room staff must announce their intention to enter by knocking loudly on the door and shouting at a decent volume that they are entering the changing room. Respectful supervision is defined by warning the boys of entry, averting eyes from boys in a state of undress, the intention of entry being to monitor standards of behaviour and remaining in the changing room for a maximum of five minutes.
5. Always report any concerns immediately to the School's Designated Safeguarding Lead regarding the conduct of another staff member in relation to pupils or vulnerable adults.
6. Remember that those who abuse children can be of any age (even other children), gender, ethnic background or class, and it is important not to allow personal

preconceptions about people to prevent appropriate action taking place.

7. Good practice includes valuing and respecting children as individuals, and the adult modelling of appropriate conduct - which will always exclude bullying (including cyber-bullying), homophobia, racism, sectarianism or sexism.
8. Further advice and guidance on child protection and safeguarding issues is available via the relevant advice pages on the School's Safeguarding and Child Protection Policy which can be found on the School's website.
9. Written permission from pupils and their parents/carers must be obtained before taking photographs or films. This is included in the Terms and Conditions of the contract that parents sign. All images and films must be stored appropriately and securely and only used by those authorised to do so. Staff should be able to give account of the rationale behind any images of pupils that are in their possession.
10. Members of staff working in the building after 7.00pm must relocate to Level 2 Common Room and offices unless there is a school function such as a parents' evening or concert. If it is essential to be working elsewhere in the building after 7.00pm, please let the Duty School Keeper know and also inform him when you are leaving. Usually the building is locked and alarmed from 8.00pm.

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

1. Stay calm.
2. Listen carefully to what is said and show that you are taking it seriously.
3. Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets.
4. Tell the child that the matter will only be disclosed to those who need to know about it.
5. Allow the child to continue at her/his own pace.
6. Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer.
7. Reassure the child that they have done the right thing in telling you.
8. Tell them what you will do next, and with whom the information will be shared (this is the School's DSL or Deputy DSL).
9. Make no judgement about what you have heard.
10. At the earliest opportunity record in writing what was said, using the child's own words as far as possible - note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated. Use Disclosure Form, found in the Safeguarding and Child Protection Policy Annexure 5.
11. Remember that whilst you may have been the first person encountering an allegation of abuse it is not your responsibility to decide whether abuse has occurred. That is a task for the professional child protection agencies, following a referral from the School's Designated Safeguarding Lead.

## THE PREVENT DUTY

Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies ("specified authorities" listed in Schedule 6 to the Act), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". From 1<sup>st</sup> July 2015, all schools and registered childcare providers are subject to this duty and must have regard to the statutory guidance.

The 2011 Prevent strategy has three specific strategic objectives, to:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address

Two important concepts in Prevent are "**extremism**" and "**radicalisation**". It is argued that terrorist groups often draw on extremist ideology, developed by extremist organisations. Some people who join terrorist groups have previously been members of extremist organisations and have been radicalised by them. The Government has defined extremism in the Prevent strategy as: "*vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces*".

## WHAT DOES THE PREVENT DUTY MEAN FOR SCHOOLS?

In order to fulfil the Prevent duty, schools must be able to identify children who may be at risk of radicalisation and know what to do when they are identified. The School's relationship with parents is key to the School's Prevent policy and the School will engage effectively with parents in relation to Prevent.

Protecting children from the risk of radicalisation should be seen as part of the **wider safeguarding responsibilities** of schools and it is similar in nature to protecting children from other harms, whether these come from within their families or are the product of outside influences. This appendix therefore must be read in conjunction with the Safeguarding and Child Protection policy.

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

There are four general duties placed on schools:

1) Risk assessments

Schools are expected to assess the risk of their pupils being drawn into terrorism, including support of extremist ideas that are part of a terrorist ideology, based on a

general understanding of the risks affecting young people in their area and a specific understanding of how to identify individual children at risk and offer support.

2) Working in partnership

Schools are expected to continue to work with Local safeguarding Boards, Community safety Partnerships and local Prevent Leads.

3) Staff training

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

4) IT policies

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

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

### Risk Assessments

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

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

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

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

### Working in Partnership

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

### Staff Training

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

[www.cityoflondon.learningpool.com](http://www.cityoflondon.learningpool.com): 'Prevent: learning to support the prevent strategy'.

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



### IT Filter

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

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

- 1) Maintain and review annually robust safeguarding policies which take in to account the policies and procedures set out by City and Hackney Safeguarding Children Board and incorporate due regard to the Prevent Duty.
- 2) Conduct due diligence checks on staff, groups or individuals seeking to hire or use school premises, on visitors to school, particularly visiting speakers, whether invited by children or staff and on contractors working on the school site.
- 3) Actively promote Fundamental British Values as part of the school's wider SMSC/PSHE programmes as well as within other subject areas and assemblies.
- 4) Ensure that no political indoctrination takes place in any of the school curricular or extracurricular activities and that pupils are always exposed to a balanced presentation of political issues.
- 5) Ensure that children are resilient to radicalisation and are prepared to challenge extremist ideology by providing a safe environment for the discussion of sensitive issues, helping children to understand how they can participate in decision-making.

### DSL (Prevent Lead) Responsibilities

The DSL is the nominated Prevent Lead at the School and has responsibilities for the oversight of the discharge of the Prevent Duty at school. Details on the DDSL are on the Cover Sheet the Safeguarding and Child Protection Policy and their responsibilities are as follows:

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

### **PROCEDURES OF VETTING VISITING SPEAKERS**

Visiting speakers invited by either staff or boys must be vetted prior to the invitation being issued to them. If a pupil is inviting the speaker, the member of staff sponsoring the activity must carry out the checks. Staff should complete the School's Visiting Speakers Information Form (available on the School intranet) and submit it to the Assistant Head Co-curricular and Staff Development (a Deputy DSL). Details of the checks on visiting speakers are recorded on the SCR.

## HOW TO SPOT A CHILD VULNERABLE TO RADICALISATION: VULNERABILITY ASSESSMENT

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

The Channel Vulnerability Assessment Framework (April 2015, 0) suggest 22 indicators. The framework involves three dimensions: engagement, intent and capability.

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

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

### Intent to cause harm or readiness to use violence

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

### Capability to cause harm

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

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

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

The following are further risk indicators:

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

Critical risk factors include:

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

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

### **CHALLENGING EXTREMIST IDEOLOGIES**

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

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

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

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

resources such as the Community Response to Extremism DVD, London Grid for Learning and Inspire.

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

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

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

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

#### **WHAT TO DO WHERE THERE ARE CONCERNS ABOUT A PUPIL**

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

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

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

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

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

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

**1. You**

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

**2. The Pupil**

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

Parent/Carer: .....

**3. The Alleged Perpetrator**

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

.....

**4. The Disclosure**

Record of conversation (use continuation sheet if necessary):

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

.....

.....

.....

.....

.....

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

.....  
.....

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

.....  
.....

**5. Consent to Share**

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

If so, how did you seek consent?

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

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

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

If yes, what did the pupil say?

- Note the exact words used by the pupil

.....  
.....

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

.....  
.....

**6. Additional Information**

Any other comments

.....

.....

.....

.....

.....

Signed: .....

Time and Date: .....

### **Annex B: Role of the designated safeguarding lead**

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

### **Deputy designated safeguarding leads**

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

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

### **Manage referrals**

The designated safeguarding lead is expected to:

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

### **Work with others**

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

### **Training**

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



The designated safeguarding lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers; Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raise Awareness**

The designated safeguarding lead should:

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

### **Child protection file**

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

**Availability**

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

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

## Annex A: Grounds for deleting a pupil from the school admission register

	<p>Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended</p>
1	<p>8(1)(a) - where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.</p>
2	<p>8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school.</p>
3	<p>8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion.</p>
4	<p>8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.</p>
5	<p>8(1)(e) - except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.</p>
6	<p>8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that —</p> <p>(i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted;</p> <p>(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and</p> <p>(iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.</p>
7	<p>8(1)(g) - that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.</p>
8	<p>8(1)(h) - that he has been continuously absent from the school for a period of not less than twenty school days and —</p>

	<p>Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended</p>
	<p>(i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2);</p> <p>(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and</p> <p>(iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.</p>
9	8(1)(i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.
10	8(1)(j) - that the pupil has died.
11	<p>8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and—</p> <p>(i) the relevant person has indicated that the pupil will cease to attend the school; or</p> <p>(ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form.</p>
12	8(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school.
13	8(1)(m) - that he has been permanently excluded from the school.
14	8(1)(n) - where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school.
15	<p>8(1)(o) where—</p> <p>(i) the pupil is a boarder at a maintained school or an Academy;</p> <p>(ii) charges for board and lodging are payable by the parent of the pupil; and</p> <p>(iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.</p>

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

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