



Board of Governors of the City of London School

Date: WEDNESDAY, 7 DECEMBER 2016
Time: 11.00 am
Venue: CITY OF LONDON SCHOOL, QUEEN VICTORIA STREET, EC4V 3AL

Members:

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

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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. a) **MINUTES OF THE BOARD OF GOVERNORS**
To agree the public minutes and summary of the meeting held on 17 October 2016.

For Decision
(Pages 1 - 6)
- b) **MINUTES OF THE ACADEMIC & EDUCATION SUB-COMMITTEE**
To note the draft public minutes of the meeting held on 15 November 2016.

For Information
(Pages 7 - 8)
- c) **MINUTES OF THE FINANCE & ESTATES SUB-COMMITTEE**
To note the draft public minutes of the meeting held on 15 November 2016.

For Information
(Pages 9 - 10)
4. **TERMS OF REFERENCE AND FREQUENCY OF MEETINGS**
Report of the Town Clerk.

For Decision
(Pages 11 - 12)
5. **NEW MANAGING PEOPLE POLICY AND REVISED DISCIPLINARY AND GRIEVANCE PROCEDURES**
Report of the Director of Human Resources.

For Decision
(Pages 13 - 40)
6. **LOCAL AUTHORITIES DESIGNATED OFFICER ANNUAL REPORT**
Report of the Director of Community and Children's Services.

For Information
(Pages 41 - 44)
7. **HEAD'S REPORT**
Report of the Head of the City of London School.

For Discussion
(Pages 45 - 62)
8. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
9. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

10. **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

11. a) **NON-PUBLIC MINUTES OF THE BOARD OF GOVERNORS**

To agree the non-public minutes of the meeting held on 17 October 2016.

For Decision
(Pages 63 - 66)

b) **NON-PUBLIC MINUTES OF THE ACADEMIC & ESTATES SUB-COMMITTEE**

To note the draft non-public minutes of the meeting held on 15 November 2016.

For Information
(Pages 67 - 68)

c) **NON-PUBLIC MINUTES OF THE FINANCE & ESTATES SUB-COMMITTEE**

To note the draft non-public minutes of the meeting held on 15 November 2016.

For Information
(Pages 69 - 70)

12. **HEAD'S REPORT**

Report of the Head of the City of London School.

For Discussion
(Pages 71 - 150)

13. **REVIEW OF BURSARY GUIDELINES 2017/18**

Joint report of the Chamberlain, the Head of the City of London School, the Headmistress of the City of London School for Girls, and the Headmaster of the City of London Freemen's School.

For Decision
(Pages 151 - 192)

14. **PROPOSED 2017/18 REVENUE BUDGET**

Joint report of the Chamberlain and the Head of the City of London School.

For Decision
(Pages 193 - 212)

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

Joint report of the Chamberlain, the City Surveyor, and the Head of the City of London School.

For Decision
(Pages 213 - 222)

16. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
17. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

Part 3 - Confidential Agenda

18. **HEAD TEACHERS INCREMENTAL PROGRESSION AND PERFORMANCE**
Report of the Director of Human Resources.
For Decision

19. **CONSIDERATION OF HONORARIA PAYMENT**
Report of the Chairman.
For Decision

BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL

Monday, 17 October 2016

Minutes of the meeting of the Board of Governors of the City of London School held at the City of London School at 11.00 am

Present

Members:

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

Officers:

David Arnold	-	Town Clerk's Department
Glenn Marshall	-	Town Clerk's Department
Bob Roberts	-	Director of Communications
Steven Reynolds	-	Chamberlain's Department
Sarah Fletcher	-	Head, City of London School
Dr Richard Brookes	-	City of London School
Charles Griffiths	-	City of London School
Coco Stephenson	-	City of London School
Brian Brierley	-	City Surveyor's Department

1. APOLOGIES

Apologies for absence were received from Clare James, Edward Lord, Deputy Joyce Nash, Deputy Dr Giles Shilson, and Professor Michael Whitehouse.

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

There were none.

3. MINUTES

RESOLVED – That the public minutes and non-public summary of the meeting held on 15 June 2016 be approved, subject to the correction of some minor typographical errors.

4. REVENUE OUTTURN 2015/16

The Board received a joint report of the Chamberlain and the Head that provided details of the net income for 2015/16 before transfers to reserves,

which was £1.45 million compared to a budget position of £1.53 million representing a reduction in net income of £80,000 / 5%.

The Head added that additional teacher allowances of £47,000 had been agreed but were not budgeted and that the £20,000 on recruitment was not due to unexpectedly high staff turnover as suggested in the report, but due to the need to advertise several times for key posts including the Bursar. The £23,000 on unbudgeted maternity costs and the cost of an additional member of History staff for one term should be listed as one total cost of £37,000 on unbudgeted staff expenditure. In response to a Governor's question, the Bursar advised that there was currently no bad debt.

RESOLVED – That the revenue outturn 2015/16 be noted.

5. **RISK REGISTER 2015-16 FOR THE CITY OF LONDON SCHOOL BURSARY FUND INCORPARTING THE CITY OF LONDON SCHOOL SCHOLARSHIPS AND PRIZES FUND AND THE CITY OF LONDON SCHOOL EDUCATION TRUST**

The Board considered a joint report of the Chamberlain and the Head that provided a key risks register for the School Bursary Fund incorporating the Scholarships and Prizes Fund and the School Education Trust. Governors noted that the risk register for the Bursary Fund currently contained seven risks, of which six were assessed as 'green' and one 'amber'. The register for the Education trust contained four risks, all of which were assessed as 'green'.

RESOLVED – That the two risk registers be reviewed to confirm that they satisfactorily set out the risks facing the School's two charities and that Governors agree that appropriate measures are in place to mitigate those risks.

6. **THE CITY OF LONDON SCHOOL BURSARY FUND INCORPORATING THE CITY OF LONDON SCHOOL SCHOLARSHIPS AND PRIZES FUND - REPORT AND FINANCIAL STATEMENTS 2015/16**

The Board considered a report of the Chamberlain regarding the draft 2015/16 Annual Financial Statements for the School Bursary Fund incorporating the School Scholarships and Prizes Fund, which sought approval to invest a cash balance in the City of London Charities Pool.

Governors noted that the next available date to invest in the Charities Pool was 1 April 2017. The Chairman therefore requested that future reports of this kind be submitted to the summer Board meeting to enable the investment to be made on 1 October of that year instead.

In response to Governors' questions, the Chamberlain advised that corrections to the draft Annual Report and Financial Statements would be made as per Members' comments. He added that the balance of Artemis' investments in cash, equities and bonds would be provided at the next meeting.

RESOLVED – That:-

- a) the draft Annual Report and Financial Statements for the year ended 31 March 2016 be noted; and

- b) the investment of part of the available cash balance of £626,381 in the City of London Charities Pool totalling £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, be approved.

7. CITY OF LONDON SCHOOL EDUCATION TRUST - 2015/16 REPORT AND FINANCIAL STATEMENTS

The Board received a report of the Chamberlain that provided details of the 2015/16 Report and Financial Statements for the School Education Trust. Governors noted that total funds had increased by £30 to £6,060 during 2015/16.

In response to a Governor's question, the Bursar undertook to provide details of the £1,000 debt to the Member.

RESOLVED – That the 2015/16 Report and Financial Statements for the City of London School Education Trust be noted.

8. HEAD'S REPORT

The Board considered a report of the Head that provided an update on the following School matters and sought approval of some revised School Policies.

Pupil Matters

- The Board congratulated staff and pupils on the excellent set of public examination results.
- Attempts were being made to improve the profile of creative subjects such as Art, Design and Technology.
- In response to a Governor's question, the Head confirmed that Modern Foreign Languages were popular at the School and that she was pleased with the take-up for Mandarin GCSE, which was newly on offer.
- The Head would be meeting soon with an external donor who had previously contributed towards travel scholarships for 'extreme' travel excursions, to discuss future contributions as 'extreme' travel was no longer deemed safe or appropriate by the School.
- Governors noted that the Admissions Policy had not been updated for a number of years so the new revised Policy would assist with School procedures.
- The Head of a new candidate's current School would be asked to confirm the candidate's continuing good behaviour as part of the 13+ Admissions Policy.

Safeguarding

- The September 2016 Keeping Children Safe in Education regulations required all adults in host families for foreign exchange programmes to be DBS checked and for staff to ensure the overseas School was carrying out equivalent checks, which would be costly to administer.
- A Governor advised that he would inform all members of the John Carpenter Club who attend meetings at the School that they needed to be DBS checked.

- The Deputy Head asked all Governors to provide their passport or driving licence after the meeting or next time they were at the School to ensure that their records were added to the School's Single Central Register.

Summer Works

- HSBC, who continued to contribute towards School Scholarships, would be invited to see the changes to the School as a result of the Summer Works.
- In response to Governors' requests, a future Board of Governors meeting would be held in the meeting room in the new Library.

RESOLVED – That:-

- a) The Head's update regarding pupil, safeguarding and staffing matters be noted;
- b) The Admissions Policy be approved; and
- c) The Safeguarding and Child Protection Policy be approved.

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

There were none.

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

There was none.

11. **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.

12. **NON-PUBLIC MINUTES**

RESOLVED – That the non-public minutes of the meeting held on 15 June 2016 be approved, subject to the correction of some minor typographical errors.

13. **HEAD'S REPORT**

The Board considered a report of the Head that provided an update regarding School matters relating to health and safety, safeguarding, and finances.

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

The Board received a report of the City Surveyor that provided details of the progress made during the Summer Works 2016 project.

RESOLVED – That the report be noted.

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

There were none.

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

The Board considered one item of urgent business.

The meeting closed at 1.15 pm

Chairman

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ACADEMIC & EDUCATION SUB-COMMITTEE OF THE BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL

Tuesday, 15 November 2016

Minutes of the meeting of the Academic & Education Sub-Committee of the Board of Governors of the City of London School held at the City of London School EC4 at 10.30 am

Present

Members:

Christopher Martin (Chairman)
Deputy Joyce Nash
Dame Mary Richardson

Ian Seaton
Deputy James Thomson

Officers:

David Arnold	-	Town Clerk's Department
Sarah Fletcher	-	Head, City of London School
Dr Richard Brookes	-	City of London School
Noleen Murphy	-	City of London School
Joe Silvestre	-	City of London School

1. APOLOGIES

There were none.

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

There were none.

3. TERMS OF REFERENCE

The Sub-Committee considered its Terms of Reference and appointed Christopher Martin as its Chairman. In response to a Governor's requests, the Head advised that matters relating to staffing numbers, academic targeting, scholars' results, predicted grades would be included in future Head's reports to the Sub-Committee in order to ensure that Governors were aware of and could provide comment regarding the core functions of the School. Governors would also be provided with updates regarding safeguarding requirements (not individual cases) and would be responsible for the annual review of School policies. The Chairman requested that a list of statutory policies that required an annual review be circulated after the meeting.

RESOLVED – That:-

- a) The Sub-Committee Terms of Reference be approved; and
- b) Christopher Martin be appointed Chairman of the Sub-Committee.

4. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB-COMMITTEE**
There were none.
5. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**
There was none.
6. **EXCLUSION OF THE PUBLIC**
RESOLVED - That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.
7. **ACADEMIC REPORT**
The Sub-Committee received a report of the Head and a presentation from the Assistant Head (Academic) regarding School curriculum matters and public examination results.
8. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB COMMITTEE**
There were none.
9. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE SUB COMMITTEE AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**
The Head advised that the rotation of subjects to be reported to the future Sub-Committee meetings would be included for discussion in her report to the next Board of Governors meeting so Governors were encouraged to offer suggestions beforehand.

Governors then noted that the next Sub-Committee meeting would be held in the morning of Friday 20 January 2017.

The meeting closed at 11.50 am

Chairman

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

Tuesday, 15 November 2016

Minutes of the meeting of the Finance & Estates Sub-Committee of the Board of Governors of the City of London School held at the City of London School EC4 at 9.30 am

Present

Members:

Ian Seaton (Chairman)
Deputy James Thomson

Keith Bottomley
Edward Lord

Officers:

David Arnold	-	Town Clerk's Department
Sarah Fletcher	-	Head, City of London School
Dr Richard Brookes	-	City of London School
Charles Griffiths	-	City of London School
Simon Hubbard	-	City of London School

1. APOLOGIES

There were none.

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

There were none.

3. TERMS OF REFERENCE

The Sub-Committee considered and approved their Terms of Reference and Ian Seaton was appointed as Chairman of the Sub-Committee. With regards to the Sub-Committee's oversight of the policy on scholarship and bursary applications, the Chairman advised that the Education Board would be recommending that the Policy & Resources Committee set up a Working Party in relation to a review of scholarships at the three City of London Independent Schools. The Chairman had offered his services to this Working Party.

The Chairman added that an advert had been placed for the recruitment of three new Co-Optees to the Board of Governors. Three applications had been received in response to the advert and the Head would be meeting with some additional possible candidates later this week.

RESOLVED – That:-

- a) the Terms of Reference be approved;
- b) Ian Seaton be appointed Chairman of the Sub-Committee.

4. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB COMMITTEE**
There were none.
5. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**
There was none.
6. **EXCLUSION OF THE PUBLIC**
RESOLVED - That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.
7. **SCHOOL FINANCE REPORT**
The Sub-Committee considered a report of the Head regarding financial forecasts, School fees, external lets, and the repair and maintenance breakdown up to 2018.
8. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB COMMITTEE**
There were none.
9. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE SUB COMMITTEE AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**
There was none.

The meeting closed at 10.30 am

Chairman

**Contact Officer: David Arnold
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Committee	Date:
Board of Governors of the City of London School	7 December 2016
Subject: Terms of Reference and Frequency of Meetings of the Board of Governors of the City of London School	Public
Report of: Town Clerk	For Decision
Report author: David Arnold, Town Clerk's Department	

Main Report

As part of the post-implementation review of the changes made to the governance arrangements in 2011 it was agreed that all Committees/Boards should review their terms of reference annually. This will enable any proposed changes to be considered in time for the reappointment of Committees by the Court of Common Council.

The terms of reference of the Board of Governors of the City of London School are attached as an appendix to this report for your consideration.

The Board is currently scheduled to meet four times each year: twice in the autumn term, once in the spring term, and once in the summer term.

Recommendation(s)

That, subject to any comments, the terms of reference of the Board be approved for submission to the Court of Common Council as set out in the appendix.

The Board are also asked to consider the frequency of their meetings going forward.

Appendices

- Appendix 1 – Terms of Reference of the Board of Governors of the City of London School

David Arnold

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<p>PARMLEY, Mayor</p>	<p>RESOLVED: That the Court of Common Council holden in the Guildhall of the City of London on Thursday 21st April 2016, doth hereby appoint the following Committee until the first meeting of the Court in April, 2017.</p>
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BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL

1. **Constitution**

A Non-Ward Committee consisting of,

- one Alderman nominated by the Court of Aldermen
- up to 10 Commoners elected by the Court of Common Council at least one of whom shall have fewer than five years' service on the Court at the time of their appointment
- the following ex-officio Members:-
 - the Chairman of the Board of Governors of City of London School for Girls
 - the Chairman of the Board of Governors of City of London Freeman's School
- up to eight co-opted non-City of London Corporation Governors with experience relevant to the Board

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

2. **Quorum**

The quorum consists of any five Common Council Governors.

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

3. **Membership 2016/17**

ALDERMEN

- 1 Vincent Thomas Keaveny

COMMONERS

- 2 (2) Keith David Forbes Bottomley, *for two years*
- 8 (4) Charles Edward Lord, O.B.E., J.P.
- 8 (4) Dr Giles Robert Evelyn Shilson, Deputy
- 11 (3) The Revd. Stephen Decatur Haines, Deputy
- 8 (3) Ian Christopher Norman Seaton
- 4 (3) James Michael Douglas Thomson, Deputy
- 8 (2) Marianne Bernadette Fredericks
- 5 (2) Sylvia Doreen Moys
- 18 (1) William Harry Dove, O.B.E., J.P., Deputy
- 14 (1) Joyce Carruthers Nash, O.B.E., Deputy

together with:-

- Ronel Lehmann
- Lord Levene of Portsoken
- Christopher Martin
- Dame Mary Richardson
- Professor Michael Whitehouse

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

4. **Terms of Reference**

To be responsible for:-

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

Committee(s):	Date:
Board of Governors of the City of London Freemen's School	29 November 2016
Board of Governors of the City of London School for Girls	2 December 2016
Board of Governors of the City of London School	7 December 2016
Subject:	Public
New Managing People Policy and revised Disciplinary and Grievance Procedures	
Report of:	For Decision
Director of Human Resources	
Report author:	
Tracey Jansen, Town Clerk's Department (HR)	

Summary

To update the Committee on the new approach taken to review the HR policies and procedures for teaching staff. In particular the report introduces the Managing People overarching Policy which sets out the standards expected of teachers, Senior Leadership Teams and Head Teachers in relation to people management issues. The new approach emphasises the importance of taking action informally and swiftly before matters escalate. The Policy clarifies the appropriate level of management for taking action at different stages in the associated procedures. The overall approach is one of collaboration and resolution as opposed to an adversarial approach at both the informal and formal stages of the procedures. As part of the new approach, disciplinary and grievance Procedures have been reviewed and are attached for the Committee's approval.

Recommendation(s)

The Committee is asked to approve:

- i. the Managing People Policy (Appendix 1);
- ii. the Disciplinary Procedure (Appendix 2) and;
- iii. the Grievance Procedure (Appendix 3).

Main Report

Background

1. Over the last year corporate HR in conjunction with the schools' own HR officers and senior leadership teams, have reviewed, updated and launched the revised Teachers Guide.
2. Following consultation with the head teachers, the schools' HR community, legal, and the staff side and common rooms, revised disciplinary and grievance procedures have been developed for teaching staff. These are based on the

revised procedures that have been in place for all non-teaching staff for almost 2 years and have been commended by managers and trade unions alike.

3. The new approach is to have an overarching policy statement (the new Managing People Policy) to set out the policy, intent, standards and responsibilities of the various parties. The procedures are based on the ACAS (Advisory, Conciliation and Arbitration Service) Code of Practice and current best practice. The specific procedures in relation to disciplinary, grievance, sickness management, capability and probation will sit underneath the headline Managing People Policy.
4. The main aim of the review of the procedures in response to consultation has been to streamline simplify and standardise the procedures so that they are easy to follow keeping information that is more appropriate for guidance and training separate to the standards expected and procedural stages.

Current Position

5. Whilst formal procedures for the resolution of issues are of course necessary and appropriate for the resolution of disciplinary and grievance matters, there is a tendency to turn to them when matters could be dealt with more informally and often at a much earlier stage. At the three City schools there has been little need to turn to the formal procedures with most issues being resolved at the local level. There has only been one Member level disciplinary committee convened in the last three years to hear an appeal against dismissal. Whilst it is proposed that the Disciplinary Committee will still consider appeals against dismissal, the main activity will be contained within the school environment making better use of the senior management to support the head. This brings the teachers' formal procedures in line with non-teaching staff and better supports a collaborative and solution based approach. The proposed revised disciplinary and grievance procedures emphasise the importance of early intervention and action. Both the revised grievance and disciplinary procedures are of a collaborative and resolution based approach. The main highlights of the new procedures are:

Disciplinary Procedure

- Clarifies the use of the informal stage and warnings;
- Clarifies the role and remit of the investigating officer;
- Following the formal investigation and by agreement, includes ability to award penalties without a hearing where a warning is the maximum penalty. Potential dismissal cases will always require a full hearing.
- Members of the Senior Management Team (SMT) / Senior Leadership Team (SLT) and not just the Head are now able to preside over Disciplinary Hearings including dismissals up to and including SMT / SLT levels.
- Appeals against warnings issued to teachers up to and including SMT / SLT levels can now be heard by the Head or Deputy Head.
- Appeals against dismissal up to including SMT/ SLT level will either be heard by the Head and Director of Human Resources or their representative or the Teachers' Disciplinary Committee.
- Appeals against dismissal for Deputy Head levels will be heard by the Teachers' Disciplinary Committee.

- Includes provision to have appeals as a paper review without the attendance of parties.

Grievance Procedure

- Emphasises use of informal resolution and mediation as the preferred route.
- Focus on what the employee is expecting by way of resolving their grievance as opposed to turning immediately to formal investigation.

Implementation

6. The intention is for the Managing People Policy and grievance and disciplinary procedures to be implemented on 1 January 2017. There are currently no formal live cases that would be affected by the change to the new policy and procedures.

Corporate & Strategic Implications

7. The proposals support the corporate values of Lead, Empower & Trust and enable the head teachers and their senior management teams to deal with staff complaints and matters of conduct matter swiftly at the local level.

Implications

8. Legal requirements have been incorporated in the revised procedures.

Conclusion

9. The review of these key procedures support the principles of streamline simplify and standardisation of our approach to managing people and our related policies and procedures. It aligns the teachers' disciplinary procedure to all non-teaching staff. The responsibility of managers to resolve their people management issues is made clear and complements the values Lead Empower and Trust.
10. Dealing with people management issues efficiently and consistently across departments has a number of benefits. It improves general leadership and management skills, sets a good example for staff, can improve motivation of staff, and frees up the manager's time to deliver the high quality service provision expected of them.

Appendices

- Appendix 1 – new Managing People Policy
- Appendix 2 - revised Disciplinary Procedure
- Appendix 3 – revised Grievance Procedure

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Head of Corporate HR & Business Services

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APPENDIX 1

E2 Managing People Policy

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Statement of intent

1. The City of London Corporation strives to be an excellent employer with a modern suite of employee benefits, employment policies and procedures. It prides itself on being committed to providing high quality management, valuing the diversity of its workforce and providing the best possible learning and development opportunities for its teachers, which in turn will enable excellent service delivery.
2. The City Corporation's [Code of Conduct](#) for teachers sets out the standard of conduct required at work.
3. Managers are expected to provide teachers with appropriate supervision, guidance and the necessary tools and equipment to undertake their duties. However where standards of behaviour, performance, conduct or attendance fall short of that expected by the City Corporation, managers will take appropriate steps as set out in this policy.

4. Managers who are involved in the formal stages of the procedures are expected to be open minded, non-biased and treat teachers consistently and fairly during the course of investigations and hearings.
5. From time to time teachers may also have concerns, problems or complaints about their working environment, conditions or treatment at work. Managers are expected to deal with these swiftly and informally wherever possible mediating between parties, notwithstanding the teacher's right to progress such matters through the formal process where necessary.

Scope

6. This policy applies to all teachers of the City Corporation and any other staff on teachers' terms and conditions of employment who have completed their probationary period, except for Head Teachers for whom separate procedures apply. This policy does not apply to agency workers, consultants or other workers providing services to the City Corporation.
7. The specific procedures to which this policy applies are:
 - Disciplinary Procedure
 - Grievance Procedure
 - Capability Procedure
 - Sickness Absence Management Procedure

Teachers do not have to have completed their probationary procedure to use the Grievance Procedure.

8. The Director of Human Resources will be responsible for the interpretation, advice and management of these procedures on behalf of the City Corporation.

Purpose of the Managing People Policy

9. To provide clarity about how the behaviour, actions, performance or attendance of teachers that falls short of that expected by the City Corporation and its schools will be dealt with.
10. To provide an informal and formal mechanism for teachers to raise grievances about their working environment, conditions or treatment at work.
11. To detail the formal procedures to be followed where informal action has not resulted in the required standard being sustained on a consistent basis and/or informal action is not appropriate in the circumstances.
12. To foster a working environment that as appropriate:
 - Addresses minor issues in an informal setting

- gives teachers the confidence to raise concerns and grievances without fear of reprisal
- supports and encourages improvement
- learns from mistakes and experience
- takes into consideration the working relationship with colleagues, pupils, parents, carers and stakeholders and their needs and expectations.

Aims

13. To provide a fair and consistent approach to the way teacher grievances and matters of poor standards of behaviour, conduct, performance, capability and attendance will be dealt with.
14. To deal with such matters swiftly and at the lowest level within the procedure as is appropriate in the circumstances.
15. To follow good management practice and ACAS Code of Practice on Disciplinary and Grievance Procedures in the handling of such matters.

Responsibilities

16. Managers are expected to:
 - Manage all teachers consistently, fairly and objectively
 - Ensure teachers receive appropriate induction supervision and guidance to enable them to do their job effectively
 - Ensure the formal appraisal process is undertaken
 - Highlight rules, processes and procedures and any other standards expected
 - Ensure any changes to these are clearly notified to teachers
 - Deal with any matters of concern promptly, clarifying as appropriate what the concern is, what the required standard is and as appropriate an action plan which may include any support/training that will be provided, timescale for improvement, monitoring and review period
 - In the case of grievances deal with matters swiftly and as informally as possible; clarify the issue/s and remedy sought; be clear about what outcome can realistically be achieved
 - Keep notes of incidents and of meetings held with teachers where concerns are raised and ensure an appropriate level of confidentiality is maintained
 - Treat their involvement in the formal stages of the procedures as high priority to facilitate early resolution
 - Keep people management issues confidential to parties involved
 - Comply with the spirit and meaning of this policy and procedures within it

17. Teachers are expected to:

- Honour the terms of their contract of employment
- Perform their role to a high standard, working constructively with their manager and colleagues
- Comply with rules, agreed procedures, standards and reasonable management instructions
- Work collaboratively with managers and colleagues to raise, address and resolve concerns and problems at work in a timely fashion and wherever possible informally
- Treat colleagues, pupils, parents, carers and stakeholders with dignity and respect
- Co-operate with disciplinary and grievance investigations, meetings and hearings undertaken by managers and treat such matters confidentially
- Maintain good attendance and time keeping

18. HR will:

- Provide managers with professional guidance and advice on the operations of this policy and procedures within it
- Attend formal hearings and appeals to provide guidance and advice to support the Hearing/Appeal Officer
- Monitor formal action to ensure compliance with this policy and for statistical purposes.

Levels of authority

19. The types of action that can be taken by different levels of management can be found in the table at the end of this document. For the purposes of this policy the teachers included at each level are:

Level 1

Head

Level 2

Deputy Head

Level 3

Any other member of Senior Management Team (SMT) or Senior Leadership Team (SLT)

Level 4

Heads of Academic Departments, Departmental Human Resources

20. These are the minimum levels at which action can be taken. The assumption is that matters will generally be conducted within the reporting line unless there are exceptional circumstances agreed by Director of Human Resources.
21. In addition in exceptional circumstances:
- Heads with the approval of Director of Human Resources may delegate the formal Level 2 responsibilities to SMT or SLT and to teachers below that level who are appropriately trained and/or have the necessary experience for decisions up to but not including possible dismissal. This would generally apply in situations where there are limited or no Level 2 managers available.
 - Equivalent levels from the City Corporation may also undertake informal and formal stages of the procedures at the City of London Schools.
 - Director of Human Resources may approve the use of interim managers either internal to City Corporation or from an external organisation who are appropriately trained and/or have the necessary experience to undertake the formal stages of the procedures.
22. The Teachers' Disciplinary Committee will be comprised of the Chairman, Deputy Chairman of the appropriate Board of Governors plus the Head of another one of the City Schools. The Teachers' Grievance Committee will be comprised of the Chairman, Deputy Chairman and one other member of the Board. The Disciplinary Hearing Officer or Grievance Resolution Manager will present the case.

List of appendices

None

Links / Other resources

[Disciplinary Procedure](#)

[Grievance Procedure](#)

[Capability Procedure](#)

[Sickness Absence Policy](#)

See next page for: *Table: Management levels authorised to take action*

Table: Management levels authorised to take action

Type of Action	Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> 1-2-1s 	Yes	Yes	Yes	Yes
<ul style="list-style-type: none"> Informal discussions, resolution and warnings Sickness RTW and informal meetings Formal Sickness Stages 1 and 2 	Yes	Yes	Yes	Yes
<ul style="list-style-type: none"> Approve use of formal disciplinary procedures and commission Investigating and Hearing Officers 	Yes	Yes		
<ul style="list-style-type: none"> Formal Disciplinary Investigations Grievance Investigations and Formal Resolution meetings 	Yes	Yes	Yes	Yes
<ul style="list-style-type: none"> Suspension from duty up to and including SMT / SLT 	Yes plus DHR or rep	Yes plus DHR or rep		
<ul style="list-style-type: none"> Disciplinary Hearings including dismissal up to and including SMT / SLT Final Sickness Stage meetings including dismissal up to and including SMT / SLT 	Yes plus an HR rep	Yes plus an HR rep	Yes plus an HR rep	
<ul style="list-style-type: none"> Disciplinary Appeals other than dismissal up to and including SMT /SLT All Grievance Appeals up to and including SMT /SLT 	Yes plus an HR rep	Yes plus an HR rep		
<ul style="list-style-type: none"> Appeals against Dismissal up to and including SMT / SLT 	Yes either independent to the school plus DHR rep, or the Teachers' Disciplinary Committee			
<ul style="list-style-type: none"> Suspension from duty Deputy Head Recommendation for Sickness Absence 'deferred action' 	Yes plus DHR or rep			
<ul style="list-style-type: none"> Disciplinary Hearings (including dismissal) Deputy Final Sickness Stages (including dismissal) Deputy Head 	Yes plus DHR or rep			
<ul style="list-style-type: none"> Disciplinary Appeals other than dismissal Deputy Head Grievance Appeals Deputy Head 	Yes either independent to the school plus an HR rep or the Teachers' Disciplinary or Grievance Committee			
<ul style="list-style-type: none"> Appeal against Dismissal Deputy Head 	Teachers' Disciplinary Committee			

APPENDIX 2

E4 Disciplinary Procedure

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Introduction

1. The City of London Corporation expects the conduct and integrity of teachers to be of the highest standard. The Director of Human Resources will be responsible for the interpretation, advice and management of this procedure on behalf of the City Corporation.
2. The objectives of this procedure are to:
 - Help teachers whose conduct give cause for dissatisfaction, to improve to the required standard.
 - Clarify how matters requiring formal action (including gross misconduct) will be dealt with by an appropriate level of management as defined in the Managing People Policy.
 - Ensure that teachers are treated fairly and consistently.
3. In the interests of natural justice, fairness and prompt resolution to work place issues, all teachers are required to cooperate with the disciplinary process including investigations and attending meetings etc. in a timely fashion. All teachers must appear in person when requested to do so and answer questions asked of them by the Investigating/Hearing Officer. All teachers including those under investigation or interviewed as witnesses must maintain confidentiality about matters being considered under the Disciplinary Procedure. Issues of capability will normally be dealt with through the Capability Procedure.

Scope

4. This policy applies to all teachers of the City Corporation who have completed their probationary period, except for Heads for whom separate procedures apply. This policy does not apply to agency workers, consultants or other workers providing services to the City Corporation.

Safeguarding Issues

5. Where concerns/allegations are made against staff which relate to safeguarding, the requirements of the Child Protection Process will be instigated. Suspension in accordance with this disciplinary procedure will be considered and kept under review until the concern/allegation made has been considered and the appropriate course of action determined. Where a disciplinary investigation is instigated the requirements under the Child Protection process will also be complied with.

Informal approach

6. In the normal course of day-to-day work and supervision, teachers will be made aware of minor shortcomings in conduct and encouraged to improve. For more serious matters or where the necessary improvement is not achieved and sustained the concern can be confirmed in writing outlining the standard required and/or improvement sought and if there is not a sustained improvement or there is a repetition then the matter will progress to the formal Disciplinary Procedure.
7. When an issue of concern or incident comes to light, before using the formal Disciplinary Procedure, a swift initial fact-finding investigation will take place to determine whether the matter in question warrants a formal investigation. Upon completion it may be considered appropriate to deal with the matter informally as outlined above as an alternative to formal action.
8. Any informal approach can be taken into account when deciding whether to commence the formal Disciplinary Procedure but will not normally be taken into account when deciding on any subsequent formal disciplinary penalty.

Formal procedure

Formal investigation

9. Before any formal disciplinary action is taken, a formal investigation will take place. An officer will be appointed as the Investigating Officer by the Commissioning Manager. The Investigating Officer will usually be a manager from the service area or in some circumstances an officer from another service area or an independent appropriately qualified person. The Investigating Officer may be supported by a Human Resources representative. In the case of possible fraud theft corruption or bribery the Head of Internal Audit will also be informed.
10. Depending on the nature of the case an investigation is likely to involve interviewing the teacher, potential witnesses and gathering documentary evidence. The teacher and each witness will be provided with a record of their interview. The record will usually be a note of key points and not a verbatim record of the meeting. In some exceptional circumstances, it may be considered appropriate to record disciplinary interviews or hearings and in such circumstances the teacher will be advised of the reason for doing so and will be provided with a copy of the recording and the transcript where one is produced. Teachers and/or their representatives may take their own notes of meetings but cannot record any meetings or hearings using electronic devices e.g. mobile phones.
11. Where a grievance is raised during the course of a disciplinary procedure, in some circumstances it may be appropriate to suspend the formal disciplinary action in order

to deal with the grievance. In other circumstances where they are related it may be appropriate to deal with the matters concurrently as one investigation but with clear outcomes under each procedure. The Director of Human Resources will determine the appropriate way forward if this arises.

Right to representation during the formal stages

12. The teacher under investigation has the right to be accompanied by a trade union representative or a co-worker of their choice during all stages of the formal process. In exceptional circumstances the Investigating Officer/Hearing Officer in consultation with Human Resources may be prepared to consider an external representative who is not legally qualified. The teacher will need to submit any such request giving full reasons why an exception should be made to the Investigating Officer/Hearing Officer whose decision, in consultation with Human Resources will be final.
13. If the teacher is an accredited trade union representative (shop steward), with the teacher's permission, the Investigating Officer will discuss the matter with a paid official of the union at an early stage and before any formal proceedings commence.

Postponements and non-attendance at formal disciplinary investigations and meetings

14. A meeting may be re-arranged if the teacher fails to attend through circumstances outside their control, such as illness. Thereafter and depending on the circumstances where a teacher continues to be unavailable to attend a meeting or fails to make contact, the teacher may be advised that the investigation will be concluded based on the evidence available. Alternatives such as telephone interviews and Skype may be considered where agreed between parties. In appropriate cases the Occupational Health Adviser may be consulted about a teacher's fitness to attend a meeting or hearing.

Precautionary Suspension

15. At any stage before the investigation has begun, or whilst it is being carried out, the teacher may be suspended from attending work by the Head or Deputy Head if it is considered necessary or expedient to enable investigations to be made, or if it is considered inappropriate for the teacher to continue at work during the investigation. The suspension is a precautionary act and not a disciplinary sanction in itself and will be kept under review. In the absence of the Head or Deputy Head who would normally authorise a suspension a teacher can be sent home by a more junior manager pending a formal suspension from duty.

16. Generally a teacher is suspended only in more serious cases and will continue to receive normal pay only. Excluded from normal pay are; reimbursement of expenses, and abnormal or occasional payments.
17. In exceptional circumstances such as serious allegations of fraud or theft or in circumstances where the teacher has breached the terms of their suspension or has otherwise hampered the investigation, suspension may be on nil or reduced pay as determined by the Director of Human Resources.

Outcome of the investigation

18. At the end of the formal investigation the Investigating Officer will prepare a management report with their findings and make recommendations to the Commissioning Manager including:
 - whether there is a case to be answered;
 - clarifying what any specific allegations are;
 - whether the matter can be dealt with informally or if formal action is warranted;
 - an indication of the possible range of penalties if the allegations are upheld at a formal Disciplinary Hearing in order to determine the level of management required to deal with the case.
19. The teacher will be advised of the outcome of the investigation. The investigation may indicate:
 - there is no case to be answered or
 - there are no grounds for formal disciplinary action and, if they have been suspended, the teacher will return to work or
 - there is a case to be answered but the Commissioning Manager may consider that the matter can be dealt with informally as outlined in paragraph 4 above or
 - there are grounds for taking formal action

Accepting a disciplinary penalty without a hearing

20. Where the decision is that there are grounds for taking formal action or at the point when the teacher has received the full management report, if the teacher accepts the allegations made against them, they may request that the Commissioning Manager reviews the case on paper and indicates the likely penalty and any standard setting. The teacher may agree to accept the penalty, which will be confirmed in writing without the need for a formal hearing or recourse to an appeal against the decision. In all other circumstances a hearing will be arranged. Where the outcome may result in dismissal, this will always necessitate a formal hearing to consider the case in full.

The Disciplinary Hearing

21. The Commissioning Manager will appoint a Hearing Officer or may hear the case in person advised by a Human Resources representative. In some circumstances it may be necessary to have a specialist professional technical adviser present to provide advice to the Hearing Officer on complex technical matters but only in an advisory capacity. The Investigating Officer will present the disciplinary case on behalf of management.

Notification of the hearing

22. The teacher will be given written notice of the Disciplinary Hearing, the date, time and venue, giving not less than 7 working days' notice to prepare. However the teacher may agree to a shorter period of notice. The notification will include:

- The alleged misconduct and the possible outcome;
- A copy of the management report and any supporting documents including statements which have been taken during the course of the investigation; the names of witnesses attending the hearing and the right to be accompanied.
- The name and job title of the Hearing Officer

The teacher may offer a reasonable alternative time within five days of the original date of the Disciplinary Hearing if their chosen companion is unable to attend.

23. Teachers must submit any documentation or names of witnesses they wish to call and the name of their companion at least 3 working days before the date of the Disciplinary Hearing. It is the teacher's responsibility to arrange for any witnesses to attend who have not been interviewed by the Investigating Officer or to request the attendance of any additional witnesses who have been interviewed by the Investigating Officer.

24. The arrangements to be adopted at a formal Disciplinary Hearing are outlined in Appendix 1.

Determining the outcome

25. The purpose of the Disciplinary Hearing is to ensure that the Hearing Officer as the decision maker is satisfied that they have allowed the teacher to respond to the allegations; considered the evidence and case put by both sides; and if necessary called for additional information. The Hearing Officer will weigh up all of the evidence and decide on the balance of probability whether the allegations are upheld in full, partially or not at all.

26. The penalty imposed will depend on the seriousness of the case, known mitigating factors, and relevant employment history (the teacher's disciplinary record including current warnings, general work record, work experience, position and length of service). In the case of a serious offence, a teacher may be given a final written warning even if it is a first offence. Similarly a teacher may be dismissed for gross misconduct even if it is a first offence.
27. Disciplinary decisions will not be based on an expired warning but where a pattern emerges, the fact that there is an expired warning may explain why a lesser sanction was not given. In the case of gross misconduct, a teacher will usually be dismissed without notice. A non-exhaustive list of examples of conduct which are regarded as gross misconduct is provided at paragraph 30 of this procedure. Should the offence involve financial irregularities then the City Corporation will aim to recover assets and take appropriate action including notifying the police.
28. The outcome of the Disciplinary Hearing will either be notified at the end of the hearing or if adjourned, will follow in writing as soon as practicable usually within 5 working days of the Disciplinary Hearing. Where there is no case to be answered this will also be confirmed in writing.

Penalties and other sanctions

29. If the case is proven on the balance of probabilities, then one or more of the following penalties may be imposed:
 - A written warning
 - A final written warning
 - Dismissal with notice
 - Dismissal without notice
30. Further penalties which could be imposed in conjunction with, or as an alternative to any form of warning include:
 - Withholding an increment
 - Suspension for up to 10 working days without pay
 - Demotion or redeployment where an alternative position is available
 - Specified training or re-training

Examples of Gross Misconduct

31. The following non-exclusive list provides examples of offences which are generally regarded as gross misconduct:
 - theft, fraud, deliberate falsification of records, corruption or bribery

- fighting, serious abuse towards or assault on another person
- deliberate damage to property
- serious incapability through alcohol or being under the influence of drugs
- serious negligence or dereliction of duty which risks or causes unacceptable loss, damage or injury
- a serious act of insubordination
- unlawful discrimination or harassment of a fellow co-worker or customer
- misuse of information technology, computers and other electronic devices provided for or used for work purposes
- serious contravention of statutory regulations, including those relating to health and safety, that would render the School, City Corporation or its teachers or employees liable to legal action or bring the School or City Corporation into disrepute
- ill treatment of schoolchildren
- a breach or omission relating to safeguarding of a pupil, client or young or vulnerable person
- serious breach of confidentiality
- offences or actions within or outside the City Corporation employment which by their nature either:
 - a. prevent the teacher from continuing to do the job for which they were employed; or
 - b. seriously call into question the teacher's fitness to continue in the job which s/he was employed to do; or
 - c. have or could have a damaging effect on the reputation and integrity of the City Corporation or its partners; or
 - d. considered to be a wilful breach of the trust and confidence that is implicit between the employer, teacher and work colleagues.

Time limits for warnings

32. All formal written warnings will usually be effective for a specified period, which will be communicated at the time the decision is taken. Generally, final warnings will be effective for 12 months and other warnings for 6 months from the date of the disciplinary decision. They could be longer in certain circumstances. If there is no further misconduct in this period, warnings will usually be disregarded for disciplinary purposes. Disciplinary warnings relating to safeguarding issues will always have to be declared in reference requests.
33. There may be occasions where a teacher's conduct is satisfactory throughout the period the warning is in force, only to lapse very soon thereafter. Where a pattern emerges and/or there is evidence of abuse of the disciplinary process, the teacher's

disciplinary record should be borne in mind in deciding how long any warning should last.

34. Exceptionally, there may be circumstances where the misconduct is so serious that it cannot realistically be disregarded for future disciplinary purposes. In such circumstances it will be noted in the disciplinary decision.

Right to appeal

Appeals can be heard in two ways, either within the school by the Head or Deputy Head if not previously involved or by the Teachers Disciplinary Committee.

35. Appeals must be made in writing within 5 working days of receipt of the original decision. Appeals must specify the grounds of appeal and may relate to the severity of the sanction, application of the procedure, new evidence which was not previously available or any other reason which must be specified. Appeals against disciplinary warnings must be made to the Head. Appeals against dismissal must be made to the Director of Human Resources.
36. In the case of appeals against dismissal for Deputy Heads, the appeal will be heard by the Teachers' Disciplinary Committee. For teachers up to and including Senior Management / Leadership Team level they may opt to have the appeal heard by the Head, or independent equivalent levels from another of the City's Schools or a hearing before the Teachers' Disciplinary Committee in accordance with the Managing People Policy. All Appeal Hearings will be supported by a Human Resources representative.
37. The teacher may request that their appeal is a review of the paperwork only, without the attendance of either party at a hearing. In these circumstances if the Head is agreeable to such an approach, the Disciplinary Hearing Officer will be asked to submit the appeal pack as outlined in paragraph 38. The Appeal Officer supported by a Human Resources representative may seek the advice of a technical specialist however this is in an advisory capacity only. The appeal decision will be final and confirmed in writing. In all other cases an Appeal Hearing as outlined in Appendix 2 will be arranged.
38. On receipt of an appeal the Disciplinary Hearing Officer will be required to make a written response to the appeal within 10 working days of receipt of the appeal and this will be shared with the teacher. The Disciplinary Hearing Officer will be responsible for producing an appeal pack which will include the original disciplinary documentation; record of the Disciplinary Hearing; the decision letter; the appeal submission and the Disciplinary Hearing Officer's response to the appeal.
39. Appeals will normally be heard within 15 working days of the appeal being received. Appeal Hearings will normally be a review of the disciplinary decision and consideration of the specific grounds of appeal. It is not usual to have new evidence

or witnesses present from either side, apart from the Investigating Officer. Any request for new evidence or witness attendance must be made at the time of making the appeal to the Head / Deputy Head / Director of Human Resources for consideration explaining why the new evidence or witness evidence was not provided at the time the original decision was made and how the evidence is material. The Head's / Deputy Head's Director of Human Resource's decision will be final and the teacher will need to provide any agreed additional documentation no more than 5 working days after this decision.

List of appendices

Appendix 1 – Disciplinary Hearing Format

Appendix 2 – Appeal Hearing Format

Links / Other resources

- [Managing People Policy](#)
- [Employee Assistance Programme](#)
- ACAS Code of Practice 1 - Disciplinary and Grievance Procedures

APPENDIX 3

E5 Grievance Procedure

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Introduction

1. The aim of this grievance procedure is to encourage the successful resolution of a teacher's concerns, problems or complaints swiftly and at the lowest practicable level. It is envisaged that most issues will be satisfactorily resolved at an informal level, however the procedure also sets out the process for raising grievances formally and the right to appeal in circumstances where the teacher remains dissatisfied. The Director of Human Resources will be responsible for the interpretation, advice and management of this procedure on behalf of the City of London Corporation.

2. The key objectives are to ensure that:
 - teachers raise, and managers deal with concerns and problems including complaints of bullying and harassment, wherever possible informally, promptly and within one month of the issue occurring
 - teachers attempt to resolve issues they have with colleagues directly and constructively
 - teachers and managers work collaboratively to resolve issues on a 'no blame' basis
 - to clarify how matters requiring formal action will be dealt with by an appropriate level of management as defined in the Managing People Policy
 - appropriate points of contact/support and timescales are given to the teacher who raises a grievance
 - teacher grievances are handled fairly, consistently, swiftly and with appropriate confidentiality
 - there is clarity about issues raised which are more appropriately dealt with under an alternative procedure such as disciplinary, whistleblowing or where an appeal/review mechanism is already in place
 - there is compliance with employment legislation and the ACAS Code of Practice.

Scope

3. This policy applies to all teachers of the City Corporation except for Heads for whom separate procedures apply. This policy does not apply to agency workers, consultants or other workers providing services to the City Corporation.

Stage 1 Informal resolution

4. Teachers are encouraged to raise issues of concern or complaints that they have about work with their line manager or colleagues direct on an informal basis. Open communication is often the quickest and best way of resolving grievances, depending on the issue involved. If the issue is about the line manager then the teacher can raise the matter with their line manager's manager if it is not possible to deal directly with the line manager.
5. Informal resolution should always be viewed as a constructive and a credible response. It provides an opportunity for managers, teachers and colleagues to discuss situations in a supportive, empathetic and solutions-focused way. Constructive dialogue promotes positive behaviours and effective relationships in the workplace, fostering an environment of mutual understanding and respect.
6. When there is potential conflict at work, such as disagreement between colleagues, an early resolution meeting with coaching or mediation by the manager or in some

situations a third party, should help to identify a mutually acceptable outcome to remedy the situation being complained about. Informal resolution aims to support colleagues by securing lasting and constructive solutions in a non-adversarial way. Any agreement reached is both voluntary and confidential.

7. An initial outcome of informal resolution may be that line manager determines that the matter should be dealt with formally as outlined in paragraph 12 and they will be asked to complete a grievance complaint form.
8. If a teacher believes that their grievance has not been resolved to their satisfaction through the informal approach, then they can progress to the formal procedure.

Stage 2 Formal grievance resolution – Initial meeting

9. A teacher must put their formal grievance in writing to the manager's manager if it is not possible to deal directly with the line manager setting out the nature of the grievance, what steps they have taken to resolve it and what resolution they seek. They should do so within one month from the date the teacher tried to resolve the matter informally or from the issue occurring where it is agreed by the manager that the matter should be raised formally. At the very latest the teacher's formal grievance should be submitted within three months of the last incident occurring. A grievance complaint form is available to assist teachers for setting out their grievance.
10. On receipt of the formal grievance, the manager (referred to as the Grievance Resolution Manager for the purposes of this procedure) will arrange to meet with the teacher usually within 5 working days of receipt of the grievance. The Grievance Resolution Manager will usually be accompanied by an HR representative.
11. The teacher is entitled to be accompanied at the meeting by a fellow worker or trade union representative. The teacher and their companion must make every effort to attend any meetings arranged to consider their grievance. If the teacher's companion cannot attend on the date arranged the teacher may offer a reasonable alternative date and time so long as it is no more than five working days after the original date.
12. The purpose of the formal grievance resolution meeting is to:
 - establish and clarify the facts about the teacher's grievance
 - consider the resolution they seek
 - consider steps they have taken to resolve the matter informally
 - explore what action can reasonably be taken to resolve the matter
 - confirm that save for exceptional circumstances any teacher complained about will be provided with an agreed summary of the complaint made against them and will be given the opportunity to respond. The Grievance Resolution Manager will determine how this will take place (eg by interview with the

Grievance Resolution Manager, making a written statement in response or in some circumstances attendance at the resolution meeting)

- discuss the level of confidentiality that can be maintained and who else will need to be involved if at all, in order to resolve the grievance
- to approach the meeting in a constructive, honest and collaborative fashion to seek solutions rather than apportion blame. Relevant parts of the decision and/or action plan drawn up will be shared with other parties to the grievance

Format of the Grievance Resolution Meeting

13. The teacher will outline their grievance and may bring to the meeting any documentation by way of example and can suggest colleagues who may be able to substantiate their complaint or concern.
14. The Grievance Resolution Manager may ask the teacher questions about the circumstances of the grievance in order to establish all the relevant facts, dates, background and surrounding circumstances etc.
15. The Grievance Resolution Manager has the right to ask the teacher to respond to questions directly put to them, although the teacher may on request confer with their representative at any time during the meeting.
16. Once the Grievance Resolution Manager has a clear understanding about the grievance, there could be 3 possible outcomes at this stage:
 - The Grievance Resolution Manager may be able to suggest a solution/action plan at the meeting.
 - The Grievance Resolution Manager may decide to adjourn (usually reconvening within ten working days) in order to consider the matter further, check facts, dates, documentation, etc. - and may wish to interview other employees in connection with the complaint/concern.
 - The Grievance Resolution Manager may decide that due to the complexity of the matter a formal investigation is warranted which they will usually undertake in person or might allocate to another manager within the department. In exceptional circumstances an independent manager outside the service may be more appropriate due to the nature of the complaint and in such cases the Director of HR's representative will be consulted and will determine if this is an appropriate route. However investigations must be prioritised by all involved, be proportionate and balanced, only involving those necessary to make an informed decision, dealt with without delay, usually within 3 weeks of the grievance resolution meeting.
17. The manager will also consider any temporary changes to the workplaces that might be appropriate whilst the grievance is being dealt with.

Stage 2 Formal resolution – Outcome letter

18. The manager will confirm their decision in writing which will usually include:
- a summary of the issues and the teacher's proposed solution and any immediate action/s agreed at the meeting
 - the decision and any action plan and review period/ date and the right to appeal against the decision

Stage 3 Appeal

19. If the teacher considers the grievance has not been satisfactorily resolved, they have the right to submit an appeal in writing to their Head within 5 working days of receipt of the outcome of the Grievance Resolution Meeting. The appeal will outline which elements of the decision and/or action plan are not agreed and the resolution sought. Any further details in support of the appeal must be provided within 10 working days of receipt of the outcome of the Grievance Resolution Meeting. The written appeal will be shared with the Grievance Resolution Manager.
20. The appeal will be heard by a more senior manager than the person who considered the initial grievance or a manager of the same grade. Appeals will normally be arranged within 10 working days from receipt of the appeal. The Appeal Officer will be impartial and not previously involved in the case detail and will be supported by an HR representative. The teacher has the right to be accompanied by a fellow worker or a trade union representative. The format of the appeal will be to consider the grounds put forward by the teacher and resolution sought rather than a complete review of all of the evidence gathered at the Stage 2 Grievance Resolution Meeting. The teacher may request that their appeal is a review of the paperwork only, without the attendance of either party at a hearing.
21. At the Stage 3 Appeal Meeting:
- the teacher will outline their appeal detailing why they remain dissatisfied
 - the Appeal Officer may ask questions of them and discuss possible alternative solutions as appropriate
 - the Grievance Resolution Manager will comment on the grounds of appeal and the resolution being sought
 - the Appeal Officer may ask questions of the Grievance Resolution Manager about the steps taken to address the grievance
 - the Appeal Officer may outline their decision at the meeting or may decide to give the matter further consideration in which case the teacher will be notified in writing of the decision within 5 working days of the meeting.

Other matters

Record keeping

22. Written records will be treated as confidential and stored in accordance with the Data Protection Act. A copy of the outcome letter will be placed on the file of the person who raised the grievance whether it is substantiated or not. A copy will only be placed on the file of the person complained about if the concern is substantiated and will remain on file for 12 months.

Overlapping grievances with other formal procedures

23. In circumstances where a concern or complaint raised results in a disciplinary investigation being commissioned, this will be the resolution to the grievance and the teacher may not further the complaint under the grievance procedure, unless there remain issues which were not investigated under the disciplinary procedure.
24. Where a grievance is raised during the course of a disciplinary, sickness, capability or other formal procedure, in some circumstances it may be appropriate to suspend the formal action in order to deal with the grievance. In other circumstances where they are related it may be appropriate to deal with the matters concurrently as one investigation but with clear outcomes under each procedure. The Director of Human Resources will determine the appropriate way forward in these circumstances. Similarly where counter-grievances are raised these will be dealt with together.

Collective grievances

25. Grievances raised by more than one teacher about the same matter either collectively or as separate grievances will usually be dealt as one matter (so for example if the manager decides to undertake a fuller investigation there will only be one investigation) although the outcomes and resolutions may vary for each individual involved in the raising of the grievance/s.

Matters out of scope

26. The grievance procedure does not apply to complaints where there is a separate appeal or review mechanism in place.
27. Where a teacher who raises a grievance does not wish their identity to be revealed or does not want those complained about to be informed, there may be little that can be done to address the complaint and in such circumstance the teacher will be advised accordingly.

28. Issues relating to service delivery or whistleblowing are not matters that will be addressed under this grievance procedure.

Working environment during the course of a grievance

29. Teachers are expected to work together during the course of the investigation. In exceptional circumstances it may be considered appropriate to relocate or re-assign teachers.

List of appendices

- Appendix 1 – Grievance Procedure Process Map
- Appendix 2 – Formal Grievance Resolution Form
- Appendix 3 –Appeal Hearing Format

Links / Other resources

- [Managing People Policy](#)
- [Employee Assistance Programme](#)
- ACAS Code of Practice 1 - Disciplinary and Grievance Procedures
- ACAS Bullying and Harassment Guide for Managers and Employers
- ACAS Bullying and Harassment Guide for Employees

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Committee(s)	Dated:
Board of Governors of the City of London School	7 December 2016
Board of Governors of the City of London Freeman’s School	2 February 2017
Board of Governors of the City of London School for Girls	20 February 2017
Subject: Local Authority Designated Officer 2015/16 Annual Report	Public
Report of: Director Community and Children’s Services	For Information
Report author: Chris Pelham, Assistant Director People	

Summary

This report updates Members on the activity and performance of the Local Authority Designated Role (LADO) for 2015/16. This update is further to the 2014/15 annual report that was submitted to the Committee in December 2015 which provided Members with background information on the role of the LADO, referral data and highlighted the need to raise greater awareness of the role both across the City of London Corporation and partners.

The Community and Children Services Committee requested that the 2014/15 report be taken to several committees to raise awareness of the role. In addition to sharing the 2014/15 report with Members across a number of committees, a significant amount of training and briefings on the role of the LADO was carried out. As a result of this awareness-raising activity there has been a significant percentage increase in referrals to the LADO in 2015/16 compared to previous years.

Recommendation

Members are asked to note the report.

Main Report

Background

The responsibilities of the LADO are set out in “Working Together” to safeguard children, March 2015, and the London Child Protection Procedures, 5th edition, 2015, Chapter 17. All allegations made against staff (including volunteers) that call into question their suitability to work with, or be in a position of trust with, children, whether made about events in their private or professional life, need to be formally reported to the LADO.

In the City of London the LADO work is carried out by the Safeguarding and Quality Assurance Service Manager who reports directly in to the Assistant Director, People. Guidance and training on professional allegations is available through the City and Hackney Safeguarding Children Board website and agencies have access to consult with the LADO in the City of London.

Current Position

Raising Awareness

As a result of the low referral rate to the LADO, as reported in the 2014/15 Annual Report, the Community and Children Services Committee requested that the report be circulated to other relevant committees in order to raise awareness of the role.

Between September 2015 and January 2016, the report was presented to the following committees;

- Safeguarding Sub (Community & Children's Services) Committee
- Establishment Committee
- Culture, Heritage and Libraries Committee
- Barbican Residential Committee
- Board of Governors of the City of London Freeman's School
- Board of Governors of the City of London School
- Board of Governors of the City of London School for Girls
- Board of Governors of the Guildhall School of Music and Drama
- Chief Officers Group

In addition to attending these committees, the LADO has updated partners on the City of London Executive Safeguarding Children Board, the Safeguarding Education Forum and Domestic Abuse Forum. As part of the LADO role, support and advice is offered to partners around their safeguarding duties, policies and procedures, as well as individual case advice on potential referrals to social care.

There has also been a considerable focus on delivering LADO training across the multi-agency partnership, and within individual agencies during 2015/16. This has included the LADO delivering the following training and/or briefings:

- Forty representatives from voluntary sector-based organisations attended a children services briefing event, which included a slot on the role of the LADO.
- Forty-nine City of London staff attended Child Protection training that included the role of the LADO.
- Nine City of London staff attended allegations management and private fostering training.
- Approximately 30 staff from Sir John Cass Foundation Primary School received training on the LADO role and professional allegations at an inset day in January 2016.
- The role of the LADO has been included in the City of London Children Services Induction programme, which has been delivered to approximately 70 professionals from across a number of agencies working with children and families.

In addition to these sessions, the City and Hackney Safeguarding Children Board has delivered training in the City on the role of the LADO and Safer Recruitment, as part of the Board's core training offer:

- Twenty-two people from the Police, Health, Youth Services and Education attended training on safeguarding in October 2015.
- Forty people from Early Years Settings, City of London HR, Health, Education and the voluntary sector attended two sessions on Safer Recruitment in February and March 2016.

Referrals

As a result of this activity there has been a significant increase in the number of LADO referrals, compared to the three previous years:

3 – 2012/13
2 – 2013/14
5 – 2014/15
11 – 2015/16

The referrals in 2015/16 have come from a range of sources:

1 - Youth Service
2 – Independent Schools
3 – Maintained School
1 – City of London Corporation
1 - Anonymous
1 – Early Years Setting
1 – Other Local Authority
1 – Education Employment Agency

The reasons for the referrals were:

3 – Physical
3 – Sexual
5 – Behaviour

Learning

As a result of no referrals being made by Health, the City and Hackney Safeguarding Children Board commissioned the Safeguarding Lead in the Clinical Commissioning Group to carry out a review of safeguarding practice across relevant health partners to ensure staff were aware of the role. This review concluded that the practice was appropriate and staff were aware of the role.

In March 2016, a similar exercise was initiated in respect of the Police in Hackney and the City. Initial discussions have commenced between the LADO and the Professional Standards Division in the City of London Police to review police awareness of the role.

A recurring theme that has been coming through on the LADO referrals has been concerns around safer recruitment practices within organisations. In some agencies safer recruitment practices are not always consistently being implemented, especially in relation to checking references and DBS checks. There have also been issues with staff who have been employed for some considerable time, whereby when checks have been made on their employment background there is limited information on their employment history and references for the post. These findings resulted in the commissioning of training into safer recruitment, as referenced above.

Corporate & Strategic Implications

The work of the LADO is a statutory requirement and supports the City of London's responsibility to ensure safeguarding children duties are in place and effective. The role of the LADO is a key role in implementing the City of London Corporation Safeguarding Policy and aligns with a key priority in the Department of Community and Children Services Business Plan.

Implications

There are no financial implications associated with this report.

Conclusion

The report has highlighted LADO activity and referral rates for 2015/16, and demonstrated the impact that raising awareness and delivering training and briefings has had on the increase in referrals to its current highest level in the City. The delivery of training and briefing sessions will continue as part of the 2016/17 LADO work plan.

Appendices

Not applicable.

Background Papers

Local Authorities Designated Officer Annual Report 2014/15.

Chris Pelham

Assistant Director, People

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Committee(s)	Dated:
Board of Governors of the City of London School	7 December 2016
Subject: Head's Report	Public
Report of: The Head, City of London School	For Discussion
Report author: Sarah Fletcher, Head of the City of London School	

Summary

- This report contains entries re:
 - 1 Outreach
 - 2 Pupil Achievements
 - 3 Trips and Visits
 - 4 City of London Police Feedback on Security

Main Report

1. Outreach

Governors will be aware already that outreach and partnership remain important parts of school life for both staff and pupils at City of London School. This academic year, we have not just maintained but strengthened existing relationships as well as building new ones.

In doing so, and in assessing potential new outreach possibilities, it is important to note that the potential for reciprocity is often the underlying consideration. We can look at all times to increase the public good that the School does, to explore more and varied ways of working with the family of City of London schools, to work with a great many different organisations and community groups at different times. It is important, however, to look in addition at how the school community derives benefit from this work. It is possible to see, in the activities set out below, opportunities for both staff and pupils to engage in outreach work in a meaningful fashion that helps them to grow both personally and professionally.

Our two headline partnerships are the now well-established relationship with Ark Bentworth, and the new and exciting partnership with IntoUniversity.

The partnership between CLS and Ark Bentworth Primary Academy is now in its fifth year. This year, CLS teachers in English, French, PE and Science have worked with pupils and staff at Bentworth to offer enrichment activities. These have included introductory French lessons, storytelling and use of both laboratories and sports facilities here at CLS. Of particular note is the structural support that Jono Santry has

provided to assist with improving PE provision at Bentworth. CLS continues to provide a member of the SMT to sit on their Governing Board. In conjunction with his work at CLS, Joe Silvester is the Governor there with responsibility for teaching and assessment. Responsibility for this, and his liaison with the Deputy Head at Bentworth about Teacher Development, are good examples of the reciprocal nature of the partnership and the way in which both institutions benefit.

City of London School is delighted to be a founding partner of a new IntoUniversity centre in Islington. IntoUniversity has a proven track record of transforming the educational prospects and aspirations of young people in areas of deprivation, through innovative workshops, mentoring and academic support. Islington is one of the most polarised boroughs in London in terms of disparities in wealth and opportunity. Our sponsorship will directly benefit hundreds of boys and girls every year, while giving our own community, from senior boys to Old Citizens and staff, the opportunity to volunteer as mentors and to support the Centre in all its activities.

The Community Service Organisation (CSO) is a tremendous vehicle for outreach and service to the wider community. The teacher in charge, Mr Swann, is in the process of overseeing volunteering by eighty boys. This is outreach at its very best. Boys take responsibility for organising volunteering for themselves. This means that they give their time to a variety of different organisations – shelters, charity shops, old people's homes, primary schools, etc. The boys are ambassadors for the School and do us proud. CSO is now growing to engage as many boys as possible from the Third Form upwards. Many more boys are also engaged in Community Service through the Duke of Edinburgh Scheme.

We also work closely with our partners across the family of City of London schools:

- City of London Schools shared research initiative – we are driving forwards an exciting proposal for a new way of shared working and educational research across the family of schools. Working in partnership with the Institute of Education, schools are going to be able to research areas of mutual interest.
- Drama workshops – CLS has hosted drama workshops for pupils from a range of schools that do not have the same quality of provision as us.
- City of London Corporation schools sports days – CLS has agreed to organise and facilitate this in summer 2017.
- City of London schools joint concert – the inaugural concert was held last year and was a great success. The Music departments from all schools contributed players and pieces and all came together for a large choral piece as the finale of the concert.
- City of London Corporation schools subject groups – CLS Heads of Department have continued to arrange meetings with their opposite numbers at all of the City of London Corporation schools to meet to discuss shared challenges and opportunities for collaboration.
- Careers and Higher Education – collaboration here has been extensive. CLS is fortunate to have hosted countless talks, advisory sessions and information evenings. The City of London Corporation schools have been invited to all of them.
- Science of the Mind – this extremely successful conference ran for a second year at Guildhall in March 2016. Pupils from different City of London Corporation schools attended a day of workshops and keynote lectures from academics and PhD candidates. This was a high-profile piece of CLS outreach and partnership and was well received by schools and pupils alike.

- CLS student conferences – two subjects (Biology, and Religion and Philosophy) ran student conferences this year. On both occasions, students from a range of different schools were invited to CLS to hear academics and examiners speak about their A-level. Other subjects are looking to follow suit in 2016-17.
- Speakers – City of London schools are all invited to attend high profile talks at CLS.

2. Pupil Achievements

- IGEM
IGEM stands for International Genetically Modified Machines. It is an organisation that runs an annual competition in Boston to encourage research into Bio-engineering. IGEM provides a registry for standard biological parts, in order to unify global research in the new field of synthetic biology. We have not entered this competition before and no other English school has attended the Jamboree in Boston, at which teams from across the world present and discuss their ideas. Ten of our boys took part; four attended the Jamboree. The team was awarded a silver medal for their work.

The competition is all about modifying cellular DNA to improve the cell's performance. A high degree of competence in Molecular Biology, Mathematical Modelling and Computer Programming are needed, as well as a huge time commitment. The School project was in the field of photo-synthetic fuel cell technology. Modern solar panels are relatively inefficient, bulky and costly to produce. Biological photovoltaics have the potential to provide a far cheaper, simpler, energy source with the added benefit that the operation can take up carbon dioxide from the air instead of pumping more into the atmosphere. The boys' research was designed to create a sustainable energy source with a negative Carbon Footprint. We are extremely grateful to Imperial College for their support and for providing the certification required for genetic modification.

Our team was the only "high school" group to modify a cell and to enter it on the IGEM register, using only school equipment, others collaborated more directly with university departments. One of the team leaders explained the level of commitment and skill required; "by soldiering on with cells that demanded -80⁰ freezes and ligations that refused to yield any results for three weeks in a row, by coming in at the crack of dawn and leaving after the sun had long since set, by sacrificing our well-earned summer rest, while friends went off on holiday, we have achieved more than we could ever have hoped for."

The fact that the team was comprised from only one school, unlike many of our competitors, proved advantageous. Our boys were able to meet up at incredibly short notice and to steer the experiment through the inevitable ups and downs of microbiology as a coherent unit. The accolades they received at the Jamboree were numerous and significant. University researchers were amazed at how far the team had got and were particularly impressed by their skills in presentation. The boys were awarded International Honours ties in Assembly in recognition of their achievement.

We intend to enter teams in the future with a multi-disciplinary make-up, including Biologists, Mathematicians, Computer Programmers and Humanities students to put the whole experiment in its socio, economic and political context.

- Senior School Production

The School's Senior Production this term is of Jesus Christ Superstar, the rock opera by Andrew Lloyd Webber and Tim Rice. It played across four days in November.

The starring roles of Jesus and Judas were played by Freddie MacBruce and Jamie McDermott respectively. Mary Magdalene was played by Matilda Whitehead of CLSG.

Ambitiously staged and expertly directed the performance were superb. The second act was particularly arresting with its flogging scene and crucifixion. Freddie MacBruce is to be commended for his stamina; he showed real star quality in his portrayal of a broken man. Note perfect, word perfect, immensely enjoyable and moving, CLS again pulled off a staggering achievement.

Many congratulations to the cast, crew and musicians, and to Paul Harrison, Director of Music and Sarah Dobson, Head of Drama.

- Thames Tideway Commission

In the summer term of 2016 artist Joy Gerrard worked with 24 Third Form boys from City of London School to produce a striking and dynamic artwork that responds to the great expanse of water that moves through our city and the extraordinary engineering feat of the Thames Tideway Tunnel that is being created beneath the surface. This artwork is currently displayed on thirty six metres of hoarding beneath Blackfriars Bridge until the New Year.

The Art and Design Department organised a lunchtime visual presentation on Monday 14 November in the seminar room in the new Library with the artist and delegates from the Tideway commissioning team to celebrate the launch of the artwork in the public domain. This was well attended by staff and students and was followed by a walk along the Thames.

During the talk, students discovered more about how an artist fulfils a brief and the role of the curator in the commissioning process. They gained an insight into successful and exciting careers in art, design and engineering. For the boys involved directly in the collaboration, it was both a stimulating and exciting experience to see their ideas brought to life in a new way and to become creators of a public artwork with an information panel displaying their names and crediting their involvement. The Art and Design, and Science Departments hope to develop the relationship with the Tideway group and to collaborate with other similar 'live' art experiences in the future.

3. Health and Safety - Trips and Visits

Educational Visits Policy and Handbook

In January 2016, Andrew McBroom (Assistant Head – Co-curricular and Staff Development) took over as the Educational Visits Coordinator. He has completed the commensurate level of training for this role.

The Educational Visits Policy and Handbook have been substantially re-written. The Educational Visits Policy is presented in these papers for Governors approval. (Appendix 1). The policy has been checked by the Shapestone Outdoor Consultancy Ltd, accredited members of the Outdoor Education Advisers Panel.

Governors should note that guidance regarding their role can be found at: <http://oeapng.info/downloads/all-documents/> The information can be located at National Guidance 3.4f.

Training

All staff receive regular updates via email and on Staff Days. There have been two Teachmeets on 'Running an Educational Visit'. New staff receive training as part of their drip-feed induction. Staff, particularly those running visits which involve adventurous training, regularly attend relevant INSET training. All staff who have not run a trip before have the process explained to them by the Educational Visits Co-ordinator.

Incidents

In 2015-6 there were no major health and safety incidents on educational visits.

Staff Commitment

Learning at City of London School is enriched by the provision of well-organised and well-led co-curricular and educational visits, both residential and non-residential. CLS has a long history of operating a successful and broad programme of such activities. Visits and trips can directly support and stimulate curriculum learning or be provided to help support co-curricular objectives and the general social, cultural and spiritual development of students.

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

Educational Visits for the Academic Year 2015-16

Over 200 educational visits took place last academic year.

- There continues to be an extensive programme of day trips organised by the academic departments.
- The Third Form continued their rich diet of weekly trips to places of cultural and social interest. Trips included: National Gallery, Tate Modern, Shakespeare's Globe, Bank of England, British Museum, Supreme Court and Cabinet War Rooms.
- The CCF organise a wide-ranging programme of Army, RAF and Navy Camps and expeditions.
- The Duke of Edinburgh's Award Scheme involves practice and qualifying expeditions for Bronze, Silver and Gold Awards.

A snapshot of the year:

- In September, 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 Reichstag. Meanwhile, the French Department were with boys in Paris to visit galleries and museums.
- 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 2014, 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 the academic year 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 for the Second Form to Pembrokeshire took place, run by the Geography Department, with boys experiencing surfing, climbing, canoeing and coastering. Outside the UK, trips went Lille, Athens and Switzerland.
- In early July, students studying Mandarin in the Third Form, spent two weeks in Shanghai.
- In August, the Duke of Edinburgh Silver and Gold Qualifying Expedition took place in Bavaria and the 1st XI undertook their pre-season training in Holland.

Monitoring

We are looking closely at the scheduling of trips, their cost and the year groups they are targeted at. We are also more closely monitoring the impact that the trips, which take place during term-time, have on staff and lessons.

Challenges

- Continuing to staff trips – increasing pressures within School and impact on home life.
- Regulation/legislative changes (e.g. requirement to DBS host families in the UK).
- Minibuses – all drivers now require a D1 Licence (cost of training/impact on time and lessons).

4. City of London Police Feedback on CLS Security

Please see email below from Kelly Hemmise, Counter Terrorism Security Advisor, City of London Police regarding improvements to School Security.

From: Hemmise Kelly

Sent: 17 October 2016 14:17

To: Charles Griffiths

Subject: FW: School security improvements

Charles,

The CTSA office has been engaged with the school since early 2015. Since this time there have been significant changes to both the physical and personnel aspects of security, all of which are positive and lead to an increased security culture and atmosphere of the school, and more importantly the security of its pupils and staff. Whilst it is appreciated that it is a school, its location, surrounding sites and businesses, along with the high volume of public footfall, must be considered with any security improvements as they add to security concerns.

The improvements to the physical design of the site have increased the security profile of the School - in particular, the access control systems and the reception layout.

The zoned access control systems minimise unauthorised access and limits areas to which visitors have legitimate access. This, along with the new lanyard-style staff passes, makes it easy to identify any persons that are in areas unauthorised to them. The optical barriers provide access control whilst still welcoming visitors to the school. The pupils are also encouraged to show responsibility by the use of their passes.

The new reception layout is much preferred for ease of viewing and assessing who is entering the building and observing any unwanted behaviour outside. The new design also affords a means of escape for reception staff should there be an incident.

All staff have attended a Counter Terrorism awareness session (April 2016) that included the national weapons attack advice, and the SMT have attended a table top exercise to test their incident plans. There are also plans in place for other relevant staff to be included in an exercise and practice invacuations with all pupils and staff.

I look forward to continuing to work together to ensure that the site, its surroundings and its users continue to be aware of its security culture and continue it for the future.

Regards,

*Kelly
Kelly Hemmisse LCGI
Counter Terrorism Security Advisor*

Appendices

- Appendix 1 – Educational Visits Policy

Contact: Sarah Fletcher
Head
020 3680 6400
head@cityoflondon.school.org.uk

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City of London School – Educational Visits Policy

1 Introduction

- 1.1 Learning is enriched by the provision of well-organised and well-led co-curricular and educational visits, both residential and non-residential. City of London School has a long history of operating a successful and broad programme of such activities. Visits and trips can directly support and stimulate curriculum learning or be provided to help support co-curricular objectives and the general social, cultural and spiritual development of students. The Governors of the School recognise the value of educational visits and are grateful for the energy, commitment and professional skills of the staff involved
- 1.2 It is essential that the utmost care and attention is given to the planning and running of educational visits to ensure the safety of pupils and staff involved is fully protected. Safety is the top priority for the School, and each Visit Leader understands that they have a duty to act as a responsible parent would in looking after the boys in his or her care under the particular circumstances of the visit; there is also a responsibility within the conditions of employment to maintain order and discipline and for safeguarding the health and safety of the pupils, whether on School premises or on authorised activities elsewhere.
- 1.3 The Educational Visits Policy and the Educational Visits Handbook have been written with reference to Department for Education guidance: *Health and Safety: Advice on Legal Duties and Powers for Local Authorities, School Leaders, School Staff and Governing Bodies (February 2014)*¹ and the latest ISI Regulations. The School also makes extensive use of National Guidance (for the management of outdoor learning, off-site visits and learning outside the classroom) produced by the Outdoor Education Advisers Panel. All staff organising and running trips, particularly those which carry a higher-level of risk are encouraged to use the National Guidance Website www.oeapng.info.

2 Roles and Responsibilities

- 2.1 The Governors have oversight of the Educational Visits policies, procedures and implementation as part of their overview of Health and Safety

Further information on the role of the Governors can be found at:
<http://oeapng.info/downloads/all-documents/> National Guidance 3.4f.

- 2.2 The Head delegates some of the responsibilities for educational visits to the Educational Visits Co-ordinator (EVC).

No educational visit can take place without the preliminary approval of the Head.

The Head has the following principal functions. To:

- Ensure that arrangements are in place for informing the governing body about visits
- Ensure that the governing body has approved the educational visits policy and receives reports on visits as appropriate

¹ See:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335111/DfE_Health_and_Safety_Advice_06_02_14.pdf

- Ensure that visit arrangements and outcomes are evaluated to inform future visits and staff training needs
- Arrange for the reporting of accidents and incidents as required. Records of these should be reviewed regularly, and the information used to inform future visits
- Ensure that proper support systems are in place to cope with incidents, emergencies and critical incidents, including the means of contacting the relevant parties in the event of an emergency
- Provide a rich and varied programme of opportunities for young people to learn outside the classroom. The programme of visits should be structured and progressive to gradually develop young people's confidence, independence and responsibility
- Make sufficient time and resources available for the EVC to arrange induction and training of staff and volunteers. This should include opportunities for staff to develop competence in dynamic risk management by assisting more experienced colleagues on a range of educational visits and by attending relevant training courses
- Check that the EVC has designated an appropriately competent visit leader who will meet the employer's criteria for ensuring the best interests of the pupils. The Head should make a judgement on a member of staff's competence and suitability to lead a visit. It should be borne in mind that discipline on an educational visit may have to be stricter than in the School
- Ensure that appropriate provider assurances are in place
- Check that the visit leader or another leader is familiar with the location where the activity will take place
- Ensure that the educational objectives of a visit are fully inclusive, are set out in the pre-visit documentation, and are made known to all relevant parties
- Ensure that charging procedures for visits are implemented and comply with the establishment policy and legal requirements
- Ensure that the visit emergency contacts are part of the critical incident team and are clear about their roles

Further information on the role of the Head can be found at:
<http://oeapng.info/downloads/all-documents/> National Guidance 3.4g

2.3 The Educational Visits Co-ordinator has the following principal functions:

- Promoting an understanding of how outdoor learning, off-site visits and Learning Outside the Classroom can support a wide range of outcomes for pupils, and raise achievement
- Liaising with the Governors over all matters relating to educational visits
- Ensuring that all activities and visits meet guidance requirements
- Ensuring that all staff have access to an appropriate level of training to ensure that educational visits procedures are properly understood
- Maintaining the Educational Visits Policy and Handbook
- Supporting the Head with approval of visits and other decisions
- Supporting the Head in ensuring that all members of visit leadership teams are competent
- Monitoring of Visit Leader planning, and sample monitoring of visits
- Organising the training of members of visit leadership teams

- Ensuring that where the visit leadership team includes someone with a close relationship to a group member, there are adequate safeguards to ensure that this will not compromise group management
- Ensuring that DBS checks are in place as required
- Ensuring that the School's policy provides sufficient guidance to Visit Leaders about information for parents and parental consent
- Checking that there are 24/7 School Emergency Contacts for each and every visit and that Emergency Procedures are in place
- Ensuring that medical and first aid issues are addressed
- Ensuring that emergency arrangements include Emergency Contact access to all relevant records, including medical and next of kin information for all members of the party, including staff
- Ensuring that individual activities and visits are reviewed and evaluated and that this process includes reporting of accidents and incidents, complying with Employer requirements and Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- Ensuring that policies and procedures are reviewed regularly. A review should follow any serious incident or systems failure. Risk management documentation must be updated if necessary
- Ensuring that there is a School procedure for recording "near accidents/near misses", including any resulting learning points and action.
- Keeping a record of all educational visits
- Distributing the 'Final Paperwork for Educational Visits' to the Head, SMT, Reception and the Nominated Contact and making it available on the intranet

Further information on the role of the EVC can be found at:

<http://oeapng.info/downloads/all-documents/> National Guidance 3.4k

- 2.4 The Visit Leader has the overall responsibility for supervision and conduct of each visit. To ensure accountability and to avoid potential confusion, there is a single Visit Leader for each visit.

The Visit Leader's primary responsibilities are as follows:

- Liaise with the Educational Visits Co-ordinator (EVC)
- Be formally approved to carry out the visit
- Be specifically competent
- Plan and prepare for the visit, taking a lead on risk management
- Define the roles and responsibilities of other staff (and young people) to ensure effective supervision, appointing a deputy wherever possible
- Ensure that child protection issues are addressed (e.g. good safeguarding practice is followed and adults are appropriately vetted and checked)
- Provide relevant information to supporting staff, including about the nature and location of the visit and about the participants (age, health information, capabilities, special needs, safeguarding and behavioural issues)
- Ensure that informed parental consent has been obtained as necessary
- Provide relevant information to parents and pupils, and arrange pre-visit information meetings where appropriate
- Make sure there is access to first aid at an appropriate level

- Ensure the activity/visit is effectively supervised. Ensure that all staff and any third party providers have access to emergency contact and emergency procedure details
- Evaluate all aspects of the visit, both during and after the event
- Report any accidents, incidents or near misses
- When working with third-party activity providers it is imperative to avoid 'grey areas', so there should be a clear handover before and after any activity led by a provider. Should a provider run an activity in a way that causes concern, the accompanying staff should consider stopping the activity at the first appropriate moment. Such an intervention should be done with sensitivity and discretion to ensure that it does not result in young people being put at greater risk.

Further information on the role of the EVC can be found at:

<http://oeapng.info/downloads/all-documents/> National Guidance 3.4k

3 Procedural Requirements

3.1 An Educational Visits Handbook is maintained which details all the key procedures relating to the running of educational visits. This is made available to staff on the intranet.

3.2 The Educational Visits Handbook covers the following areas:

- Preliminary Approval
- Parental Consent
- Ratios
- Information for Parents
- Information for the EVC
- Risk Assessments
- Medical Issues
- Hazardous Activities
- Safeguarding
- Transport
- Researching Providers, Facilities and Venues
- Further Guidance for Residential Trips
- Further Guidance for Overseas Trips
- Critical Incidents
- Insurance and Finance

The Educational Visits Handbook can be found at:

<http://intranet.cityoflondon.school.org.uk/home/trips-and-visits>

4 Monitoring and Evaluation

4.1 The School understands the need to monitor all aspects of the educational visits process in order to:

- Enable the School to celebrate success and share good practice
- Help identify areas to improve and CPD requirements
- Help to ensure high quality learning experiences

- Help to keep young people safe

The EVC has the primary responsibility for the monitoring of educational visits and reviews the arrangements for ALL visits. This supports the role of the Head in facilitating Educational Visits within the school.

A record is kept of the relevant paperwork for ALL educational visits and be can be found on the intranet: <http://intranet.clsb.org.uk/home/trips-and-visits>

- 4.2 Evaluation after an educational visit is an important aid to planning future visits and, for more complex visits, the EVC will ask the Visit Leader to complete a post-visit report. One must always be completed if an incident occurred that could have had severe consequences to the welfare of any participant or staff member, and any failure of the services offered by a provider.

The standard School accident report form must be submitted via the intranet to the Health and Safety Officer for an accident that resulted, or could have resulted, in serious injury. Further information on an Accident Reporting may be found in the Health and Safety Policy.

5 Training and Competence

- 5.1 The EVC must have an appropriate level of experience and training to discharge the principal functions of the role. The recommended deliverer of this training is the Outdoor Education Advisers Panel.

Further information on leader competence can be found at: <http://oeapng.info/downloads/all-documents/> National Guidance 3.2.d

- 5.2 The key requirements for Visit Leaders are that they must be accountable, confident and competent to lead the visit/activity, not that they hold a particular post, title or job description.

Being confident includes leaders having the ability to take charge of a situation while being aware of, and understanding, their abilities, as well as their limitations.

Being competent means that the leader has demonstrated the ability to operate effectively, and has sufficient relevant experience and knowledge of the activities, the group, and the environments in which the visit will take place. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the School. It is situational – a leader who is competent in one activity or environment may not be so in another, and it involves breadth as well as depth. Relevant experience is not necessarily gained by repeating the same thing several times, but by experiencing a range of different activities and environments.

- 5.3 Training on educational visits forms part of the staff induction process and 'Teachmeet' schedule. Regular updates are provided for staff on educational visits procedures and an Educational Visits Handbook is available on the intranet. An appropriate level of training is required for those leading or participating in visits involving potentially hazardous activities. As part of their CPD, staff are encouraged to take advantage of specialist training courses that are available.

6 Risk Management

6.1 The School recognises that risk management in the context of educational visits is a two-stage process:

1. The identification of the potential benefits to be gained from an activity, along with any risks to the health and safety of those involved.
2. The implementation of a plan to best realise these benefits, using professional judgements to ensure that the level of risk does not exceed that which can be justified by the benefits

6.2 Most human activity involves benefits and risks. It is impossible to have all the benefits without the risks. Risk can only be eliminated by stopping the activity, but then all the benefits are lost. This is recognised by both the Health and Safety Executive (HSE) and the Department for Education (DfE).

6.3 It is a requirement that the Visit Leader carries out a Risk Assessment for every educational visit.

Further information on risk assessments can be found at:

<http://oeapng.info/downloads/all-documents/> National Guidance 4.3 c/f/g

6.4 The following principles underpin all risk assessments:

- Risk assessment documentation considers the nature of the specific group and the particular venue(s) to which they will be taken. It also addresses the 'SAGE' variables (Staff, Activity, Group, Environment)
- All those involved in the visit understand the risk assessment as much as they need to, particularly their role and responsibilities within it and what they need to do
- What is recorded happens in practice

6.5 There must also be on-going risk assessment by Visit Leaders and staff as the visit progresses and as circumstances require. On expeditions and visits which involve any hazardous activity, Visit Leaders and staff should always have and be prepared to revert to a 'Plan B'.

6.6 Generic risk assessments are available and may be helpful (though they must be adapted to the specific visit).

7 Assessing Venues and Providers

7.1 Visit Leaders have a responsibility to thoroughly research the suitability of venues and check that facilities and third party provision meet the group's needs and expectations.

7.2 Researching Providers

Visit Leaders are encouraged to take advantage of nationally accredited provider assurance schemes. Examples of such schemes include:

- Learning Outside the Classroom (LOtC) Quality Badge (covers both quality and safety of all activities offered).

- Adventure Activities Licensing Authority (AALA) licence (this statutory scheme covers only safety management).
- Adventuremark (covers only safety).
- National Governing Body centre approval schemes (applicable where the only provision is a single, specialist activity).

Further guidance on assessing the suitability of a Provider is in the Educational Visits Handbook. The EVC will require a copy of the 'Activity Provider – Preliminary Risk Assessment' form before authorising the trip.

7.3 Researching Facilities or Venues

Where reasonably practical Visit Leaders should carry out a preliminary visit to any unfamiliar facility or venue, including those used by a provider. The cost of this can be built into the pricing of the visit.

Where a preliminary visit is not reasonably practicable, the Visit Leader should consider how they can gather sufficient information to make an adequate assessment of the venue, facilities or provider. In the absence of first-hand observations and credible assurances as set out above, they should seek information from reliable sources such as:

- The EVC
- Colleagues
- Similar groups that have recently visited the venue or used the facility/provider
- Reputable organisations such as tourist boards
- Expedition Providers Association (EPA)

8 Inclusion

8.1 The Equality Act 2010 states that the responsible body of a school or, for other provision, the service provider, must not discriminate against, harass or victimise a pupil or young person because of one of the protected characteristics (disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation) in the way that it provides (or not) a benefit, facility or service. There is a duty to make reasonable adjustments. Activities should be available and accessible to all, irrespective of special educational or medical needs or protected characteristics.

8.2 The School undertakes, when a visit or activity is being planned, to take all reasonably practicable measures which must be taken to include all young people. Every reasonable effort is made to find a venue and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved.

9 Safeguarding

9.1 All staff have a responsibility to safeguard and promote the welfare of pupils during educational visits. Further guidance regarding safeguarding is in the Educational Visits Handbook.

9.2 This policy should be read in conjunction with the School's Safeguarding and Child Protection Policy. Every educational visit must operate within the statutory protocols detailed in Keeping Children Safe in Education (September 2016)

9.3 Vetting Suitability

The suitability of all volunteers (including parents) must be vetted following all the relevant procedures required by the School's HR Advisor and stipulated in Keeping Children Safe in Education (September 2016).

Anyone on an educational visit who engages in regulated activity with pupils must have undergone an enhanced DBS check, with barred list check.

Visit Leaders must always consult with the HR Advisor about the need for an enhanced DBS check for volunteers. The Visit Leader must provide specific information to the HR Advisor regarding the roles and detailed responsibilities of volunteers

9.4 Exchange Visits

In the UK

In arranging for pupils from other schools (including those abroad) to stay with a host 'City of London School' family, the School understands that it is considered to be the regulated activity provider and thus it should request an enhanced DBS check to help determine the host's suitability for the arrangement.

Overseas

We are aware that when arranging for pupils to stay with families overseas the DBS cannot access criminal records held. 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. We undertake to work with partner schools and organisations abroad to ensure that similar assurances are undertaken prior to a visit. This includes contacting the relevant foreign embassy or High Commission of the country in question and finding out if similar checks can be done in that country.

On overseas trips which involve a homestay, pupils are not directly supervised by the Visit Leaders whilst they are with host families. Therefore, home stays require careful planning to ensure everyone involved is clear about both their responsibilities and the supervision arrangements. This planning should form part of the Risk Assessment

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.

Further guidance is provided in the Educational Visits Handbook, including a comprehensive checklist for Visit Leaders.

10 Medical Issues

- 10.1 On all trips the Visit Leader and staff carry a copy of relevant medical details. For ALL trips the Visit Leader is expected to liaise with the School Nurse to discuss the specific medical needs of the group.
- 10.2 If required, the Visit Leader must ensure emergency medication is taken on the trip. In most cases this is an EpiPen for pupils with anaphylaxis.

Pupils cannot attend a visit of any kind without their emergency medication.
- 10.3 For visits involving adventurous training and similar activities, at least one of the group's members should be a fully qualified first aider.
- 10.4 In giving consent for their son to take part in trips, parents are required to declare that the medical information they have supplied to the School Nurse is accurate and up-to-date and the teachers leading the trip may take a copy of this information with them. They also consent to their son receiving emergency medical treatment in the event that they cannot be contacted.

11 Emergency Procedures

- 11.1 Critical incidents on educational visits are rare but they do happen. Minor incidents, whether accidents or other emergencies, are more common. Effective planning means that the likelihood of any of these is reduced, and that, when they do happen, their impact and consequences are minimised.
- 11.2 Deciding what to do in the event of an accident or emergency should form part of the planning and preparation of every educational visit. Detailed instructions of what to do if an incident, serious accident, or a fatality should occur during a visit forms part of the School's Critical Incident Plan and is in the Educational Visits Handbook
- 11.3 All staff are briefed to carry a copy of the Educational Visits Handbook and Annex K: 'Action To Be Taken By Staff on a Trip in the Event of a Critical Incident'.
- 11.4 As a matter of routine, the Nominated Contact, SMT, Head's EA and Reception all have key information, including contact phone numbers. In line with guidance, this information is not kept in only one place or only electronically.

12 Code of Conduct

- 12.1 On all visits pupils should be reminded of the basic requirements of safeguarding the safety of each other, courtesy and consideration towards member of the public and conduct that enhances the reputation of the School. As far as possible, normal School rules apply.
- 12.2 All pupils participating in visits should be aware of the Code of Conduct for Educational Visits. This can be found on the Trips and Visits section of the intranet.
- 12.3 Generic and specific consent forms require parents to acknowledge that they have read and understood the Code of Conduct for Educational Visits. For foreign visits parents are aware

that in the unlikely event of a gross breach of the Code of Conduct, a pupil might be repatriated. This would be the decision of the Nominated Contact and the Senior Management Team and would be at the parent's expense.

13 Insurance

- 13.1 The School's insurance policy provides group cover for all members of parties involved in trips. Details can be obtained from the Finance Office.
- 13.2 Trips involving hazardous activities may require separate insurance and this should be discussed by the Visit Leader with the Finance Office.

14 Finance

- 14.1 The School's Terms and Conditions states to parents that fees cover all the costs incurred in the usual course of the education by the School of their child. The operating principle is that only visits which are compulsory and/or are a requirement of the curriculum are paid for by the School. All other trips are likely to require payment from parents. Parents can only be charged for a visit if they have given their consent.
- 14.2 Visit Leaders should liaise carefully with the EVC and Bursar regarding the financing of all educational visits. For residential and overseas trips the budget should be approved by the Bursar.
- 14.3 Where parents are required to make a payment for a visit, every effort should be made to keep the cost reasonable. However, it is expected that the cost of the trip should reflect the requirement for it to run safely and for there to be a contingency fund.
- 14.4 For residential and overseas trips contingency and other funds not spent should be returned to parents

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