



## Board of Governors of the City of London School

**Date:** THURSDAY, 8 OCTOBER 2020  
**Time:** 10.00 am  
**Venue:** VIRTUAL MEETING - ACCESSIBLE VIRTUALLY

**Members:**

Alexander Barr	Alderman Vincent Keaveny
Nicholas Bensted-Smith (Ex-Officio Member)	Ronel Lehmann
Deputy Keith Bottomley	Lord Levene of Portsoken
Lesley Cartmell	Tim Levene
John Cloughton	Deputy Edward Lord
Dominic Christian	Paul Madden
Marianne Fredericks	Sylvia Moys
Rosie Gill	Ian Seaton
Caroline Haines	Deputy James Thomson
Andrew Jones	Deputy Philip Woodhouse (Ex-Officio Member)

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

### Accessing the virtual public meeting

Members of the public can observe this virtual public meeting via YouTube at the following link <https://youtu.be/Xy6EACfMWXk>

### Meeting Recordings

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

**John Barradell**  
**Town Clerk and Chief Executive**

# AGENDA

## Part 1 - Public Agenda

1. **APOLOGIES**
2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**
3. **ORDER OF THE COURT OF COMMON COUNCIL**  
To receive the Order of the Court of Common Council, dated 16 July 2020, appointing the Board and setting its terms of reference.

**For Decision**
4. **ELECTION OF CHAIRMAN**  
To elect a Chairman in accordance with Standing Order No. 29.

**For Information**  
(Pages 1 - 2)
5. **ELECTION OF DEPUTY CHAIRMAN**  
To elect a Deputy Chairman in accordance with Standing Order No. 30.

**For Decision**
6. **MINUTES**  
To agree the public minutes and non-public summary of the meeting held on 10 June 2020.

**For Decision**  
(Pages 3 - 8)
7. **MINUTES OF COMMITTEES**

**For Information**

  - a) **Governance Committee (Pages 9 - 12)**  
To receive the draft public minutes and non-public summary of the Governance Committee meeting held on 18 September 2020.

*NB – these draft minutes have not been approved by the Chairman of the Committee.*
  - b) **Academic and Education Committee (Pages 13 - 16)**  
To receive the draft public minutes and non-public summary of the Academic & Education Committee meeting held on 18 September 2020.
  - c) **Bursary Committee (to follow)**  
To receive the draft public minutes and non-public summary of the Bursary Committee meeting held on 29 September 2020.

8. **APPOINTMENT OF COMMITTEES AND OTHER BODIES**  
Report of the Town Clerk.  
**For Decision**  
(Pages 17 - 34)
9. **HEAD'S PUBLIC REPORT**  
Report of the Head.  
**For Information**  
(Pages 35 - 40)
10. **SAFEGUARDING AND CHILD PROTECTION POLICY**  
Report of the Head.  
**For Decision**  
(Pages 41 - 104)
11. **CITY OF LONDON SCHOOL EDUCATION TRUST - DRAFT 2019/20 ANNUAL REPORT AND FINANCIAL STATEMENTS**  
Report of the Chamberlain.  
**For Information**  
(Pages 105 - 126)
12. **THE CITY OF LONDON SCHOOL BURSARY FUND INCORPORATING THE CITY OF LONDON SCHOOL SCHOLARSHIPS & PRIZES FUND – DRAFT ANNUAL REPORT AND FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2020**  
Report of the Chamberlain.  
**For Information**  
(Pages 127 - 160)
13. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
14. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**
15. **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**

16. **NON-PUBLIC MINUTES**  
To agree the non-public minutes of the meeting held on 10 June 2020.  
**For Decision**  
(Pages 161 - 170)

17. **NON-PUBLIC OUTSTANDING ACTIONS**  
Report of the Town Clerk.
- For Information**  
(Pages 171 - 174)
18. **NON-PUBLIC COMMITTEE MINUTES**
- For Information**
- a) **Governance Committee (Pages 175 - 176)**  
To receive the draft non-public minutes of the Governance Committee meeting held on 18 September 2020.
- NB – these draft minutes have not been approved by the Chairman of the Committee.*
- b) **Academic & Education Committee (Pages 177 - 180)**  
To receive the draft non-public minutes of the Academic & Education Committee meeting held on 18 September 2020.
- c) **Bursary Committee (to follow)**  
To receive the draft non-public minutes of the Bursary Committee meeting held on 29 September 2020.
19. **NON-PUBLIC HEAD'S REPORT**  
Report of the Head.
- For Decision**  
(Pages 181 - 246)
20. **FINANCIAL MANAGEMENT DASHBOARD**  
Joint report of the Chamberlain and the Bursar.
- For Information**  
(Pages 247 - 262)
21. **REVENUE OUTTURN 2019/20**  
Joint report of the Chamberlain and the Bursar.
- For Information**  
(Pages 263 - 272)
22. **GW3 - PHASE 2, 3 & 4 - CITY OF LONDON SCHOOL MASTERPLAN (TO FOLLOW)**  
Report of the City Surveyor.
- For Decision**
23. **REPAIRS, MAINTENANCE AND IMPROVEMENTS WORKS 2021/22**  
Joint report of the City Surveyor and the Bursar.
- For Decision**  
(Pages 273 - 276)

24. **THE SCHOOL'S DEVELOPMENT PLANS FOR 2019-20 AND 2020-21**  
Report of the Head.  
**For Decision**  
(Pages 277 - 288)
25. **SAFEGUARDING REPORT**  
Report of the Head.  
**For Information**  
(Pages 289 - 302)
26. **COMPLIANCE: COMPLAINTS ANALYSIS**  
Report of the Head.  
**For Information**  
(Pages 303 - 308)
27. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
28. **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**

29. **CONFIDENTIAL MINUTES**  
To agree the confidential minutes of the meeting held on 10 June 2020.  
**For Decision**
30. **STAFF STRUCTURING CHANGES**  
Report of the Bursar.  
**For Decision**

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# Agenda Item 3

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

### 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 Freemen'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 (until July 2021)**

#### ALDERMEN

- 4 Vincent Thomas Keaveny

#### COMMONERS

- 4 (4) Alexander Robertson Martin Barr
- 6 (4) Keith David Forbes Bottomley, Deputy
- 4 (4) Timothy Levene
- 12 (4) Edward Lord, O.B.E., J.P., Deputy
- 12 (3) Ian Christopher Norman Seaton
- 8 (3) James Michael Douglas Thomson, Deputy
- 12 (2) Marianne Bernadette Fredericks
- 9 (2) Sylvia Doreen Moys, M.B.E.
- 5 (1) Dominic Gerard Christian
- 4 (1) Caroline Wilma Haines

together with:-

Lesley Cartmell

Rosie Gill

John Claughton

Andrew Jones

Ronel Lehmann

Lord Levene of Portsoken

Paul Madden

Paul Stein

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

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

To be responsible for:-

- (a) all School matters;
- (b) the management of the School land and buildings belonging to the City of London Corporation;

(c) the appointment of the Head and, where appropriate, the deputies and the Bursar.



**BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL**  
**Wednesday, 10 June 2020**

Minutes of the meeting of the Board of Governors of the City of London School held virtually on Wednesday, 10 June 2020 at 11.00 am

**Present**

**Members:**

Tim Levene (Chairman)	Caroline Haines
Deputy James Thomson (Deputy Chairman)	Andrew Jones
Alexander Barr	Alderman Vincent Keaveny
Nicholas Bensted-Smith (Ex-Officio Member)	Ronel Lehmann
Deputy Keith Bottomley	Lord Levene of Portsoken
Lesley Cartmell	Deputy Edward Lord
John Cloughton	Paul Madden
Marianne Fredericks	Sylvia Moys
Rosie Gill	Ian Seaton
	Paul Stein

**Officers:**

Alan Bird	- Head
Charles Griffiths	- Bursar
Dr Richard Brookes	- Senior Deputy Head
Coco Stevenson	- Deputy Head (Pastoral)
Kathrin Ostermann	- Director of Development and Alumni Relations
Alistair MacLellan	- Town Clerk's Department
Devika Persaud	- Town Clerk's Department
Richard Holt	- Town Clerk's Department
Steven Reynolds	- Chamberlain's Department
Bukola Soyombo	- Chamberlain's Department
James Gibson	- Chamberlain's Department

1. **APOLOGIES**

Apologies were received from Deputy Philip Woodhouse.

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

Tim Levene declared an interest in Item 5 (Reappointment of Co-Opted Governors) by virtue of his family relationship with Lord Levene. He chose not to speak or vote on the item.

3. **MINUTES**

**RESOLVED**, that the public minutes and non-public summary of the meeting held on 22 May 2020 be approved.

4. **VOTE OF THANKS TO OUTGOING CHAIRMAN**

Deputy Edward Lord moved a vote of thanks to the outgoing Chairman and it was,

RESOLVED UNANIMOUSLY, that – at the conclusion of his two-year term of office as their Chairman – the Board of Governors of the City of London School wish to extend to:

DEPUTY JAMES THOMSON

their sincere thanks and appreciation for the manner in which he has presided over their deliberations and the detailed care and interest he has shown in all aspects of the life of the City of London School.

James has overseen the instigation of the School's Development Masterplan and, despite a number of obstacles in the programme, the final product promises to be tremendous legacy for thousands of children who will get to experience and enjoy the School in the years to come.

During his time as Chairman, the School has continued to achieve excellent academic and co-curricular standards. In the summer of 2019, results at both GCSE and A-level were school records. In recognition of this, and within the context of the School's commitment to social mobility, the School was named as London Independent Secondary School of the Year 2020 by the Sunday Times.

The Head has expressed his gratitude for James' support of the School during the last two years. In particular, he should like to thank the Chairman for his unstinting support for the articulation of the School's Strategic Vision 2019-24, and its ambition to develop young men who are kind, aware and ready. He further noted the Chairman's resolute commitment to the School's philanthropic endeavours – including through the creation of a Development and Alumni Relations Office – as it expands its bursarial ambitions, in order to make an education at the City of London School accessible to any boy who can benefit from it, regardless of their family's financial means. The foundations laid by the Chairman will reap a significant return over the years and decades to come.

James has performed his role as Chairman with great passion and commitment. His unfailing willingness to provide support through the varied and interesting challenges that face schools in the twenty-first century has been greatly appreciated by the Head, staff, parents and pupils alike.

Finally, the Governors wish to thank him for his generous hospitality during his years in office and to convey to him, their good wishes for his and his family's future health and happiness.

5. **REAPPOINTMENT OF CO-OPTED GOVERNORS**

The Town Clerk was heard regarding the expiry of terms of appointment of two co-opted Governors on the Board. It was proposed, subject to their agreement, that Lord Levene be appointed for a further year concluding June 2021, and Professor Paul Madden be appointed for a full four-year term concluding June 2024.

**RESOLVED**, that Governors,

- Appoint Lord Levene for a further term of one year, concluding June 2021.
- Appoint Professor Paul Madden for a term of four years, concluding June 2024.

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

There were no questions.

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

There was no other business.

8. **EXCLUSION OF THE PUBLIC**

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

9. **NON-PUBLIC MINUTES**

**RESOLVED**, that the non-public minutes of the meeting held on 22 May 2020 be approved.

10. **NON-PUBLIC OUTSTANDING ACTIONS**

Governors considered a report of the Town Clerk regarding non-public outstanding actions.

11. **HEAD'S REPORT**

Governors considered the Head's Report.

12. **DEVELOPMENT AND ALUMNI RELATIONS ANNUAL REPORT**

Governors considered an annual report of the Head regarding Development and Alumni Relations.

13. **PROPOSALS FOR FUTURE ADMISSIONS AND ACCESSIBILITY AT CITY OF LONDON SCHOOL**

Governors considered a report of the Head regarding proposals for future admissions and accessibility at City of London School.

14. **ADMISSIONS REPORT FOR SEPTEMBER 2020**

Governors considered the Head's Admissions report for September 2020.

15. **SAFEGUARDING REPORT**  
Governors considered a report of the Head regarding Safeguarding.
16. **COMPLIANCE REPORT**  
Governors considered a report of the Head regarding Compliance.
17. **BURSAR'S REPORT**  
Governors considered the Bursar's report.
18. **ANNUAL UPDATE ON THE SCHOOL'S BURSARY AND SCHOLARSHIP PROGRAMME**  
Governors considered an annual update of the Bursar on the School's Bursary and Scholarship Programme.
19. **REGULAR UPDATE OF THE SCHOOL'S RISK REGISTER**  
Governors considered the Bursar's regular update of the School's Risk Register.  
  
*At this point of the meeting, two hours having elapsed, Governors agreed to extend the meeting until all items of business had been considered, in line with Standing Order 40.*
20. **CASH AVAILABLE IN THE SCHOOL'S CHARITY: THE CITY OF LONDON SCHOOL BURSARY FUND INCORPORATING THE CITY OF LONDON SCHOOL FOR SCHOLARSHIPS & PRIZES FUND**  
Governors considered a report of the Chamberlain regarding cash available in the School's charity: the City of London School Bursary Fund incorporating the City of London School for Scholarships & Prizes Fund.
21. **FINANCIAL INFORMATION DASHBOARD**  
Governors considered a joint report of the Chamberlain and Bursar regarding the Financial Information Dashboard.
22. **REPORT ON ACTION TAKEN**  
Governors considered a report of the Town Clerk regarding action taken.
23. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**  
There were no non-public questions.
24. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**  
There were two items of other business.
25. **CONFIDENTIAL APPENDIX TO ITEM 15 - SAFEGUARDING REPORT**  
Governors noted the confidential appendix to Item 15 (Safeguarding).

26. **STAFFING PAPER 1: IT OPERATIONS**

Governors considered a confidential joint report of the Headmistress of the City of London School for Girls and Head of the City of London School regarding the combining of IT Operations at the City of London School for Girls and City of London School.

27. **STAFFING PAPER 2: STAFF STRUCTURE**

Governors considered a confidential report of the Bursar regarding staff structuring changes.

**The meeting ended at 1.21 pm**

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Chairman

**Contact Officer: Alistair MacLellan / [alistair.maclellan@cityoflondon.gov.uk](mailto:alistair.maclellan@cityoflondon.gov.uk)**

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## GOVERNANCE COMMITTEE OF THE BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL

Friday, 18 September 2020

Minutes of the meeting of the Governance Committee of the Board of Governors of the City of London School held virtually at 8.00 am.

### Present

#### Members:

Deputy James Thomson (Chairman)  
Alderman Vincent Keaveny

Tim Levene  
Deputy Edward Lord

#### Officers:

Alan Bird	- Head, City of London School
Dr Richard Brookes	- City of London School
Charles Griffiths	- City of London School
Polly Dunn	- Town Clerk's Department

#### 1. APOLOGIES

There were no apologies.

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

There were no declarations.

#### 3. MINUTES

**RESOLVED**, that the public minutes and non-public summary of the meeting held on 22 November 2019, be approved as accurate record.

#### 4. ANNUAL REVIEW OF TERMS OF REFERENCE

Governors considered a report of the Town Clerk regarding the annual review of the Committee's terms of reference.

It was confirmed that the Chairman of the Board should act as the Chairman of the Committee. The Deputy Chairman of the Board should act as the Deputy Chairman of the Committee.

Governors recommended the removal of "sub-" from the final bullet of the terms of reference.

**RESOLVED**, that Governors

- Agree the to the terms of reference at appendix 1, subject to the amendments proposed, for onward approval by the Board of Governors.

## 5. **DESIGNATED GOVERNORS' ROLES**

Governors considered a report of the Head regarding Designated Governor Roles. The following matters were raised:

- Those performing lead governor roles should not have their terms truncated arbitrarily if performing well. The Committee agreed that, subject to the Board approving the revised Governance Committee Terms of Reference, it would review designated roles on an annual basis.
- Governors noted that all Lead Governor roles had been appointed to with the exception of a SEND Governor.
- Governors requested that the role description for the SEND Lead Governor be circulated to the Board and for expressions of interest to be collated.

**RESOLVED**, that the following be recommended to the Board for approval:

- Rosie Allen continue as the Designated Safeguarding Governor, as set out in the School's Safeguarding and Child Protection Policy, and in that role be a member of the Academic and Education Committee and attend meetings of the School's Compliance Committee.
- Rosie Allen continue as the NQT Induction Governor, and in that role be a member of the Academic and Education Committee.
- Keith Bottomley continue as the Designated Health and Safety Governor, and in that role be a member of the Finance and Estates Committee.
- Caroline Haines continue as Designated Careers Education and Guidance Governor, and in that role be a member of the Academic and Education Committee.
- John Cloughton continue as Staff Liaison Governor, and to consider whether in that role the governor should be a member of the Academic and Education Committee.
- a governor be appointed to the role of Designated Special Educational Needs and Disabilities (SEND), who in that role will be a member of the Academic and Education Committee. Expressions of interest to be sought by the Town Clerk.
- a governor be appointed to the role of AGBIS representative, noting that whoever is appointed to this role is expected to stand for appointment to the Governance Committee.



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

There were no questions.

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

There was no other business.

8. **EXCLUSION OF THE PUBLIC**

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

9. **NON-PUBLIC MINUTES**

**RESOLVED**, that the non-public minutes of the meeting held on 22 November 2019, be approved as accurate record.

10. **OUTSTANDING ACTIONS**

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

It was noted that the Governor Handbook required updating but due to the impact of COVID-19 this work had not commenced. The School would undertake to do this over the Spring Term.

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

11. **GOVERNOR SKILLS AUDIT 2020-21 AND DIVERSITY**

Governors considered a report of the Town Clerk regarding the Governor Skills Audit 2020-21 and Diversity.

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

There were no questions.

*Tim Levene joined the meeting.*

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

There was no other business.

**The meeting closed at 8.49 am**

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Chairman

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

**ACADEMIC & EDUCATION COMMITTEE OF THE BOARD OF GOVERNORS OF  
THE CITY OF LONDON SCHOOL**

**Friday, 18 September 2020**

**Minutes of the meeting of the Academic & Education Committee of the Board of Governors of the City of London School held virtually at 9.00 am**

**Present**

**Members:**

Paul Madden (Chairman)  
Caroline Haines

Tim Levene

**Officers:**

Alan Bird	- City of London School
Dr Richard Brookes	- City of London School
Alice Martineau	- City of London School
Andrew McBroom	- City of London School
Adam Živanić	- City of London School
Polly Dunn	- Town Clerk's Department

**1. APOLOGIES**

Apologies were received from Deputy James Thomson.

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

There were no declarations.

**3. MINUTES**

**RESOLVED**, that the public minutes and non-public summary of the meeting held on 12 February 2020, be approved as accurate record.

**4. ANNUAL REVIEW OF TERMS OF REFERENCE**

Governors received a report of the Town Clerk regarding the annual review of the Committee's terms of reference. The following matters were raised:

- Some of the officer titles included had changed.
- The Committee would report to the following Board meeting, rather than every Board meeting.

**RESOLVED**, that subject to these changes, the terms of reference be recommended to the Board for approval.

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

There were no questions.

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

There was no other business.

7. **EXCLUSION OF THE PUBLIC**

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

8. **NON-PUBLIC MINUTES**

Following a question from a Governor, it was confirmed that an increased supply of generic EpiPens had been procured by the School. There was, however, a need to review protocols. Each pupil was asked to carry two of their own EpiPens and to provide a third to the School. Some GPs were refusing to prescribe the third EpiPen. This inconsistency needed to be incorporated into the protocols and a discussion was due to be had shortly amongst officers on this matter.

**RESOLVED**, that the non-public minutes of the meeting held on 12 February 2020, be approved as accurate record.

9. **NOTE OF AN INFORMAL MEETING**

**RESOLVED**, that the note of the informal meeting held on 15 May 2020, be noted.

10. **OUTSTANDING ACTIONS**

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

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

11. **COVID-19 ARRANGEMENTS**

Governors received a report of the Head regarding COVID-19 arrangements.

12. **NON-PUBLIC HEAD'S REPORT**

Governors received a report of the Head regarding general School matters.

13. **EDUCATIONAL TECHNOLOGY**

Governors received a report of the Head regarding Educational Technology.

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

There were no questions.

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

There was no other business.

**The meeting closed at 10.33 am**

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Chairman

**Contact Officer: Polly Dunn  
Polly.Dunn@cityoflondon.gov.uk**

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<b>Committee(s)</b> Board of Governors of the City of London School	<b>Dated:</b> 8 October 2020
<b>Subject:</b> Appointment of Committees, designated Governors and other bodies	<b>Public</b>
<b>Report of:</b> Town Clerk	<b>For Decision</b>
<b>Report author:</b> Polly Dunn, Senior Committee and Member Services Officer, Town Clerk's Department	

## Summary

The Board of Governors at its first meeting each year has the opportunity to review its Committees and their respective terms of reference. This report sets out the composition and terms of reference of the Finance and Estates Committee, the Academic and Education Committee, the Governance Committee, the Bursary Committee and a Teachers' Pay Panel and invites the Board to appoint Governors from among its membership to serve on those Committees.

This report also provides proposals for a new Development Working Party.

Details of the composition and terms of reference of the Committees are set out in an appendix.

## Recommendation(s)

That Governors,

- appoint the designated lead Governors roles for the year ensuing; and
- review and approve the proposed terms of reference (**Appendix 1**) for the following bodies, and appoint membership thereof:
  - a) Finance & Estates Committee
  - b) Academic & Education Committee
  - c) Governance Committee
  - d) Bursary Committee
  - e) Development Working Party
  - f) Teachers Pay Panel

## Main Report

1. Governors are asked to consider the appointment of various bodies associated with the Board of Governors.
2. Some general housekeeping has been exercised within the terms of reference at appendix 1, in an attempt to bring some uniformity of style and language to each of the Committees. Any additions are underlined and ~~deletions have been struckthrough~~.

### **Designated Lead Governor Roles**

Following discussions at the Governance Committee on 29 September 2020, the following Lead Governor roles have been recommended to the Board for approval. The role descriptions for these are found at **appendix 2**.

- Rosie Allen continue as the Designated Safeguarding Governor, as set out in the School's Safeguarding and Child Protection Policy, and in that role be a member of the Academic and Education Committee and attend meetings of the School's Compliance Committee.
- Rosie Allen continue as the NQT Induction Governor, and in that role be a member of the Academic and Education Committee.
- Keith Bottomley continue as the Designated Health and Safety Governor, and in that role be a member of the Finance and Estates Committee.
- Caroline Haines continue as Designated Careers Education and Guidance Governor, and in that role be a member of the Academic and Education Committee.
- John Cloughton continue as Staff Liaison Governor, and to consider whether in that role the governor should be a member of the Academic and Education Committee.
- a governor be appointed to the role of Designated Special Educational Needs and Disabilities (SEND), who in that role will be a member of the Academic and Education Committee. Expressions of interest to be sought by the Town Clerk.
- Deputy Edward Lord continue in the role of AGBIS representative, and in that role be a member of the Governance Committee.

Noting that the recommendations for appointments to relevant Committees will impact on decisions to be taken later in this report.

### **Finance and Estates Committee**

3. The Committee primarily has a monitoring and advisory role, identifying any financial problems before they become serious and recommending a course of action to the Board, which would take any relevant decisions. The Committee usually meets once a term in sufficient time to report to the Board on any matters that need agreement.
4. Governors are invited **to appoint up to 5 Governors** (one of whom must be a Common Council Governor) to this Committee. These appointments are in addition to the Chairman and Deputy Chairman of the Board.
5. At the 2 October 2017 meeting of the Finance and Estates Committee, it was noted that AGBIS guidelines state that the Chairman of the Board should not act



as Chairman of any Finance sub-committee appointed by the Board. Governors are therefore invited to appoint a Governor who is not Chairman of the Board as Chairman of the Finance and Estates Committee for 2020/21.

6. In 2019/20 the Finance & Estates Committee met three times.
7. Membership of the Finance and Estates Committee for 2019/20 was as follows.
  - Chairman of the Board
  - Deputy Chairman of the Board (Chairman)
  - Alex Barr
  - Keith Bottomley
  - Deputy Edward Lord
  - Ian Seaton
  - Paul Stein

### **Academic and Education Committee**

8. The Academic and Education Committee has an important role in supporting the Head and Senior Management Team, ensuring that important curricular and pastoral issues are given appropriate discussion by the Board. To enable the Committee to fulfil this role it is expected that Governors appointed to the Committee would, with the Head's support, observe classes and meet with pupils from time to time. The Committee usually meets twice a year in sufficient time to report to the Board any matters that need agreement.
9. Governors are invited **to appoint up to 4 Governors** (one of whom must be a Common Council Governor) to this Committee.
10. In 2019/20 the Academic & Education Committee met two times (one meeting was cancelled in light of COVID-19).
11. Membership of the Academic and Education Committee for 2019/20 was as follows.
  - Paul Madden (Chairman)
  - Chairman of the Board
  - Deputy Chairman of the Board
  - Caroline Haines
  - Dominic Christian
  - Rosie Gill

### **Governance Committee**

12. The Committee's role has historically been to source, interview and select the co-opted members of the Governing Board. It is also to advise on the skills needed on the Governing Board to assist in the selection of new Common Council Governors.

13. At its meeting on 18 September 2020, the Committee made a number of amendments which it would like to recommend to the Board. These are indicated in the attached appendix.
14. Governors are invited **to appoint up to 4 Governors** (one of whom must be a Common Council Governor) to this Committee.
15. In 2019/20 the Committee met two times.
16. Membership of the Governance Committee for 2019/20 is as follows.
  - Chairman of the Board
  - Deputy Chairman of the Board
  - Alderman Vincent Keaveny
  - Lord Levene of Portsoken
  - Deputy Edward Lord
  - Paul Stein

### **Bursary Committee**

17. The Bursary Committee considers applications for 'Hardship Bursaries' to pupils where the parents fall into financial hardship and are unable to pay the school fees or where a pupil is unable to take up a place at the respective School because of financial hardship.
18. Governors are invited agree the composition, as "any three governors, one of whom shall be the Chairman or Deputy Chairman of the Board".
19. The Bursary met for the first time since 2015 on 29 September 2020.

### **Development Working-Party**

20. The formation of a new Development Committee was agreed at the March 2020 Board of Governors Meeting. This newly formed working party will scrutinise the School's Development and Alumni Relations function on behalf of the Board of Governors, with a particular focus on fundraising. Draft Terms of Reference are appended to this report.
21. The Chairman and Deputy Chairman of the Board of Governors will be ex-officio members and will act as Chairman and Deputy Chairman of the Working Party.
22. The Board is invited to appoint up to **two** other Governors appointed by the Board of Governors and **one** external member with the necessary expertise.

### **Teachers' Pay Panel**

23. In February 2015 the Boards of Governors of the City of London School, the City of London School for Girls and the City of London Freeman's School delegated to a Teachers' Pay Panel, consisting of the Chairmen of their Boards, the authority to consult and decide upon the annual teachers' pay award within agreed parameters from the Boards.

24. The Teachers' Pay Panel will consult with the Schools' Staff Side or Common Room representatives and an official from the National Education Union and Lecturers regarding the Teachers' pay submission.
25. The Teachers' Pay Panel may meet in March of each year. The Panel may decide to hold further meetings or conduct further communications via letter if necessary. However the aim will be to have made any decisions regarding pay by the end of the Spring term.

**Appendices**

Appendix 1 – Various Committee Composition and Terms of Reference

Appendix 2 – Designated Lead Governor Role descriptions

**Contact:**

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Town Clerk's Department

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## **Finance and Estates Committee**

### **Composition**

- The Chairman and Deputy Chairman of the Committee shall be selected from amongst its members with the agreement of the Full Governing Board.
- Chairman and Deputy Chairman of the Board of Governors;
- Up to ~~four~~ five other Governors appointed by the Board of Governors (one of whom must be a Common Council Governor).
- Meetings of the Committee will be attended by the Head, the Senior Deputy Head and the Bursar. Other members of staff and advisers may be invited by the Committee. Attendees do not have a vote.
- ~~The Clerk to the Governors will be the Committee Secretary.~~

### **Quorum**

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

### **Terms of Reference**

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

- To agree action to be taken on arrears of fees; and
- To co-opt any Governor of the Board or any appropriately qualified professional to give advice on specific matters.

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

- Adoption of strategic financial targets eg cash reserves, level of surplus, percentage of staff costs to gross fees etc;
- Advice on the creation of a five to ten year financial plan;
- The annual budget;
- Any proposed fee increases and additional charges;
- Consideration of any proposals for major capital spending, including development of facilities;
- The review of any investments and reserves held by the School;

- To make recommendations to the full Board on any other finance issues which may arise (e.g, a rise in employers' contribution to pensions, salary structure, etc.);
- Policy on and application of scholarships and bursaries;
- Fund raising policy and activity;
- Policy on and implementation of lettings and any other commercial activity.

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

## **Academic and Education Committee**

### **Composition**

- The Chairman and Deputy Chairman of the Committee shall be selected from amongst its members with the agreement of the Full Governing Board.
- Chairman and Deputy Chairman of the Board of Governors;
- Up to four other Governors appointed by the Board of Governors (one of whom must be a Common Council Governor).
- Meetings of the Committee will be attended by the Head and the Senior Deputy Head. The Deputy Head (Pastoral); Deputy Head (Teaching and Innovation) and Deputy Head (Co-Curricular) will attend as appropriate. Other members of staff and advisers may be invited by the Committee. Attendees do not have a vote.
- ~~The Clerk to the Governors will be the Committee Secretary.~~

### **Quorum**

- The quorum shall be any three Governors.
- Any decision taken by the Committee shall require the agreement of a majority of Common Council Governors present at the meeting and voting.

### **Terms of Reference**

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

- To agree requests for Sabbatical Leave; and
- To co-opt any Governor of the Board or any appropriately qualified professional to give advice on specific matters.

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

- The School's ethos and aims;
- The development, monitoring and review of policies relating to educational provision to ensure compliance with legal or good practice requirements;
- Curriculum, co-curricular and pastoral issues;

- Standards, including academic results;
- Pastoral policy and practice, including oversight of safeguarding and the single central register;
- INSET and Professional Development policy and practice;
- Staffing issues;
- Parental complaints procedures;
- Monitoring general compliance with child protection requirements (not involving individual cases);
- Making recommendations on any other issues referred by the full Board.

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

### **Governance Committee**

The Committee's role is ~~to source, interview and select the co-opted members of the Governing Board.~~ It is also to advise on the skills needed on the Governing Board to assist in the selection of new Governors and to provide advice on governance matters concerning the School, acting as a sounding board for proposals for new committees.

The Committee meets as required.

### **Composition**

- The Chairman and Deputy Chairman of the of the ~~Sub-Committee~~ full Governing Board shall act as Chairman and Deputy Chairman of the Committee respectively. ~~shall be selected from amongst its members with the agreement of the Full Governing Board.~~
- ~~Chairman and Deputy Chairman of the Board of Governors;~~
- Up to ~~three~~ four other Governors appointed by the Board of Governors (one of whom must be a Common Council Governor).
- Meetings will be attended by the Head, the Senior Deputy Head, and the Bursar. Attendees do not have a vote.
- The Bursar will co-ordinate the work of the Committee.

### **Quorum**

The quorum shall be any three Governors.

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

### **Terms of Reference**

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

- The Committee will maintain and annually update a skills audit of the Governing Board, identifying and noting gaps;

- The Committee will seek to identify individuals able to serve as co-opted Governors; ~~Such individuals will be interviewed and elected to the Board as agreed by the majority of those present, including a majority of Common Council Governors present and voting.~~
- Such gaps as may occur should be used as guidance helping to assist in the selection of Common Council Governors.

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

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

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

## **Bursary Committee**

### **Composition**

- The Chairman and Deputy Chairman of the full Governing Board shall act as Chairman and Deputy Chairman of the Committee respectively.
- Any three governors, one of whom shall be the Chairman or Deputy Chairman of the Board.
- The quorum shall be any three Governors.

### **Terms of Reference**

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

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

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

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

## **Development Working Party**

The Purpose of the Development Working Party is to oversee fundraising at City of London School, and to assist the Head in the exercising of existing powers under the City of London Corporation's Scheme of Delegation.

### **Composition**

- The Chairman and Deputy Chairman of the Board of Governors will be ex-officio members and will act as Chairman and Deputy Chairman of the Working Party;
- Up to two other Governors appointed by the Board of Governors.
- One external member, to be appointed by the member of the Committee with the agreement of the Full Governing Board.
- In the absence of the Chairman and Deputy Chairman, the remaining members present shall elect one Governor of their number to chair the meeting;
- Meetings of the Sub-Committee will be attended by the Head, the Bursar and the Director of Development. Other members of staff and advisers may be invited by the working party. Attendees do not have a vote.
- The Clerk to the Governors will be the Working Party Secretary.

### **Quorum**

- The quorum shall be any three Governors.
- Any action taken by the Committee shall require the agreement of a majority of Governors present at the meeting and voting.

### **Terms of Reference**

The Working Party will:

- Provide oversight and challenge to the Development team's activities, review their financial performance, and agree broad targets.
- Develop and, where appropriate, assist in implementing the School's fundraising strategy and advise the Board on fundraising policy and how philanthropy can maximise the School's potential.
- Provide scrutiny to ensure due diligence is exercised in respect of the School's fundraising activities, escalating matters to the Board if necessary.
- Provide leadership and support major fundraising initiatives, and defer matters to the Board of Governors when required;
- Participate in the identification, cultivation and solicitation of major donor prospects.
- Act as a sounding board for the case to support new projects as they develop;



- Help to organise and assist with special events and other fundraising activities;
- Act as ambassadors for the School and its fundraising initiatives by promoting awareness and interest in the School's fundraising initiatives;
- Actively participate and engage in fundraising activities;
- Recommend appropriate recognition for donors to the School; and
- Review actual sums raised versus fundraising goals quarterly and report to the Board on the same.

The working party is authorised to seek any information it requires from any employee of the School in order to perform its duties.

The working party is authorised to obtain, at the School's expense, reasonable outside legal or other professional advice on any matters within its terms of reference within the Development team's agreed budget and in line with the School's usual procurement methods.

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

### **Teachers Pay Panel**

Purpose of the Teachers' Pay Panel

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

Membership:

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

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

**Quorum:**

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

**Consultation Process:**

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

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

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

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

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

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

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

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

**Timing**

The timing of the process will be as follows:-

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

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

Teachers' Pay Panel will usually meet in March.

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

**Termination**

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

## **Appendix 2 - Designated Governor role descriptions**

### **Staff Liaison Governor**

The Staff Liaison Governor is expected to:

1. Have a working knowledge of the School and to get to know the majority of members of staff.
2. Perform the role of informal two-way ambassador, ensuring that staff understand – as far as the principle of confidentiality permits – the work of the Board of Governors, and to facilitate the provision of feedback to the Head and the Board of Governors from the Common Room. The Staff Liaison Governor will feedback directly to the Head any matters of interest arising from his/her visit(s), including a meeting with the Head at the end of each visit. Feedback will also be provided directly to the Chairman of Governors.
3. Visit the School at least twice each academic year (and up to once each term), making himself/herself available in the Common Room to meet and talk to members of staff. The date of the visit should be agreed with the Head, and the Chairman of Governors should be informed of the date. The Senior Deputy Head will co-ordinate arrangements for the visit at the request of the Staff Liaison Governor.
4. Remind staff, as appropriate, that the Staff Liaison Governor cannot replace the normal staff management and HR policies and procedures in operation in the School at any time.

### **Accountability**

5. The Staff Liaison Governor is accountable to the Governors through the Chairman of Governors.

### **Appointment**

6. The Staff Liaison Governor is appointed by the Governors and is to be reviewed annually.
7. The Staff Liaison Governor will be a Co-Opted member of the Board of Governors.

These were the terms as agreed by the Governance Committee in February 2018 and endorsed by the Board in March 2018.

## **The Special Educational Needs and Disability (SEND) Governor**

The Special Educational Needs and Disability (SEND) Governor is expected to:

1. Understand the Board's responsibilities under the special educational needs and disability (SEND) Code of Practice.
2. Monitor all aspects of SEN and disability provision and report back to the Board on these.
3. Monitor the progress of pupils with SEND and report back to the Board on these.
4. Assure the Trust ensures that the necessary special educational provision is made for any pupil with SEND.
5. Assure that all pupils with SEND join in with the everyday activities of the School together with pupils without SEND.
6. Report regularly to the Board about issues related to SEN and disability.
7. Assure the School has a suitable and up-to-date SEND information report and policy and that this is published on the website.
8. Ensure the School has appointed a SENCO and they have received appropriate training.
9. Meet regularly with the SENCO and other senior leaders with relevant responsibilities to discuss the Trust's SEND provision, budget and resources.
10. Assure that the School is meeting the needs of pupils with SEN and disabilities.
11. Assure the School is making reasonable adjustments in line with the Equality Act 2010.
12. Ensure SEND is considered in any budget discussions.
13. Attend training on the role of the SEND governor, as appropriate.

### **Accountability**

14. The Special Educational Needs and Disability (SEND) Governor is accountable to the Governors through the Chairman of Governors.

### **Appointment**

15. The Special Educational Needs and Disability (SEND) Governor will be a member of the Academic and Education Committee.
16. The Special Educational Needs and Disability (SEND) Governor is appointed by the Governors and is to be reviewed annually

These were the terms as agreed by the Governance Committee in November 2019 and endorsed by the Board in December 2019.

## **The Careers Education Information Advice and Guidance (CEIAG) Governor**

The Careers Education Information Advice and Guidance (CEIAG) Governor is expected to:

1. Assure the Careers Education and Information Advice and guidance policy is up-to-date, complies with legislation, meets best practice and reflects the School's circumstances.
2. Assure that the independent careers guidance provided is presented in an impartial manner, includes information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the young people to whom it is given.
3. Assure that the School's strategy for careers education and guidance is developed in line with the Gatsby benchmarks.
4. Meet regularly with those senior leaders and other staff with relevant responsibilities to discuss the School's CEIAG provision, budget and resources.
5. Report regularly to the Board about CEIAG matters, and how CEIAG is contributing to the School's strategic priorities and young people's learning and future development.
6. Facilitate as appropriate partnerships with local businesses in support of the School's CEIAG programme.
7. Attend any relevant training for CEIAG lead governors.

### **Accountability**

8. The Careers Education Information Advice and Guidance (CEIAG) Governor is accountable to the Governors through the Chairman of Governors.

### **Appointment**

9. The Careers Education Information Advice and Guidance (CEIAG) Governor will be a member of the Academic and Education Committee.
10. The Careers Education Information Advice and Guidance (CEIAG) Governor is appointed by the Governors and is to be reviewed annually

These were the terms as agreed by the Governance Committee in November 2019 and endorsed by the Board in December 2019.

## **The Health and Safety Governor**

The Health and Safety Governor is expected to:

1. Assure the health and safety policy is up-to-date, complies with legislation, meets best practice and reflects the School's circumstances.
2. Assure that staff know where to find the School's risk assessments and that these are up-to-date and carried out for all the relevant areas.
3. Check the School's record of accidents and near misses to look for any patterns which could cause concern.
4. Assure accidents are investigated and steps are taken to avoid them happening again.
5. Assure that staff are managing health and safety effectively and that an audit of procedures is carried out once a year.
6. Assure the School has an emergency (Critical Incident) plan.
7. Check that School staff receive relevant information from senior leaders about health and safety and that there is a process to inform them of changes.
8. Check that names and work locations of first aiders and first aid boxes are displayed through the School.
9. Assure all appropriate health and safety checks are carried out (e.g. fire alarm tests).
10. Meet regularly with those senior leaders with relevant responsibilities to discuss the School's Health and Safety provision.
11. Report regularly to the Board about health and safety issues and developments.
12. Attend any relevant training for health and safety lead governors.

N.B. The designated governor will not conduct any health and safety checks themselves.

### **Accountability**

13. The Health and Safety Governor is accountable to the Governors through the Chairman of Governors.

### **Appointment**

14. The Health and Safety Governor will be a member of the Finance and Estates Committee.
15. The Health and Safety Governor is appointed by the Governors and is to be reviewed annually.

These were the terms as agreed by the Governance Committee in November 2019 and endorsed by the Board in December 2019.

## **The Safeguarding Governor**

The Safeguarding Governor is expected to:

1. Keep up to date with statutory guidance relating to safeguarding and child protection and any advice issued by the local safeguarding children board (LSCB).
2. Attend relevant training for safeguarding lead governors.
3. Assure the Board has suitable and up-to-date policies for:
  - a. Child protection and safeguarding as referenced in the DfE guidance document 'Keeping Children Safe in Education'.
  - b. Staff code of conduct.
  - c. Handling allegations against staff and volunteers.
4. Assure the School has appropriate safeguarding responses to children who go missing from education, to help identify the risk of abuse and neglect and help prevent further incidents.
5. Assure the School has appropriate online filters and monitoring systems in place.
6. Report regularly to the Board about safeguarding issues and developments.
7. Encourage other members of the Board to develop their understanding of their safeguarding responsibilities.
8. Ensure the School has appointed a designated safeguarding lead (DSL) and appropriate deputies.
9. Meet regularly with the DSL and other senior leaders with relevant responsibilities to monitor that the School's policy and procedures are effective and all staff, governors and volunteers have had the appropriate level of training (as applicable).
10. Assure the DSL has sufficient time, resources and training to carry out their role effectively.
11. Assure the curriculum covers safeguarding, including online safety.
12. Monitor the single central record (SCR) alongside the HR Manager to ensure the School carries out the appropriate recruitment checks on staff, governors and volunteers.

### **Accountability**

13. The Safeguarding Governor is accountable to the Governors through the Chairman of Governors.

### **Appointment**

14. The Safeguarding Governor will be a member of the Academic and Education Committee.
15. The Safeguarding Governor is appointed by the Governors and is to be reviewed annually.

These were the terms as agreed by the Governance Committee in November 2019 and endorsed by the Board in December 2019.

## **The NQT Induction Governor**

The NQT Induction Governor is expected to ensure:

1. the School is compliant with the Department of Education's statutory guidance *Induction for newly qualified teachers (England): Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies* (revised April 2018).
2. the School has the capacity to support any NQTs.
3. the Head is fulfilling their responsibility to meet the requirements of a suitable post for induction (including where the Head has delegated this responsibility to another member of staff).
4. concerns raised by an individual NQT as part of the School's agreed grievance procedures are investigated in a timely manner so as not to hinder the NQT induction process.

The NQT Induction Governor is also expected to:

5. seek guidance, where required, from the appropriate body (the Independent Schools Teacher and Induction Panel; ISTip) on the quality of the School's induction arrangements and the roles and responsibilities of staff involved in the process.
6. meet the NQT at the beginning and end of the Induction period.
7. receive reports on the progress of any NQTs.

## **Accountability**

8. The NQT Induction Governor is accountable to the Governors through the Chairman of Governors.

## **Appointment**

9. The NQT Induction Governor will be a member of the Academic and Education Committee.
10. The NQT Induction Governor is appointed by the Governors and is to be reviewed annually.

These were the terms as agreed by the Governance Committee in November 2019 and endorsed by the Board in December 2019.



<b>Committee(s)</b> Board of Governors, City of London School	<b>Date(s):</b> 08/10/2020
<b>Subject:</b> Head's Report	<b>Public</b>
<b>Report of:</b> Alan Bird, Head, City of London School	<b>For Information</b>
<b>Report author:</b> Alan Bird, Head, City of London School	

## Summary

This report provides an update to governors on matters of relevance. In particular, it covers the following matters.

- i) Academic Update
- ii) Co-Curricular Update
- iii) Partnership Update
- iv) Pastoral Update
- v) Covid Operations
- vi) Diversity and Inclusion

## Recommendation(s)

- Governors are asked to note the report.

## Main Report

### Academic Update

1. As the Board will be aware, the GCSE grades and A-level grades awarded this summer ended up being those that were assigned by the School through the process of awarding Centre Assessment Grades (CAGs). The adjusted grades (after the application of the algorithm developed by Ofqual or the relevant exam board) were issued to A-level candidates on Results' Day, but set aside on Monday 17 August, and they were never issued to GCSE candidates.
2. The School is not using these results for the purposes of marketing, since it is not felt that they provide a strong basis for comparing schools.
3. The School hopes that circumstances will permit GCSE and A-level exams to go ahead as normal in the summer of 2021, and – until greater clarity is forthcoming on the precise arrangements – it is planning for this to be the case. There is some discussion of a possible delay to the exam season. In light of the possibility that the School be asked to assign CAGs again, we are also organising regular

formal assessments for pupils in Years 11 and 13, to ensure that we build a bank or robust data.

4. The John Locke Institute Essay competition has seen a superb number of pupils short-listed, with 13 pupils in the running for a Prize across the categories of Law, Economics, Theology, History and the Junior Category. S6 pupil won second prize in the Sheffield University Essay competition, a recent leaver was second in the Julia Wood History Competition, the Head Boy was second in the Cambridge Trinity R A Butler Politics competition (resulting in a cheque for him and a cheque for the School Library: he is helping to choose the latter which will be Book-Plated), two boys were awarded certificates by the Historical Association for their History essays (Spirit of Normandy and Second World War), and over 40 S6 pupils took part in the CLS (internal) John Carpenter Essay over the summer. We will celebrate the latter shortly at an assembly. We are awaiting other news from entries into English Literature and Classics Competitions and the start of the new academic year has meant many competitions are now open so we look forward to future success. It is striking how many pupils have benefited from these opportunities through a challenging few months at home.

### **Co-Curricular Update**

5. Planning for co-curricular delivery has inevitably been challenging, but – with careful planning and extensive risk assessment – much is already taking place. We have to remain flexible, balancing the desire to provide an enriching experience with the need to ensure, as best we are able, the safety of staff and pupils.
6. Some co-curricular highlights include:
  - **Co-curricular Hub 2.0:** The Co-curricular Hub has been adapted in light of the return to School. This will remain a place for pupils to access information regarding co-curricular opportunities. It is designed to be adaptable to the potential shifts in the nature of our provision.
  - **Sport:** PE and swimming lessons have resumed, and an adapted Games programme is in place. We are making maximum use of Grove Park, although fixtures against other schools are unlikely to resume in the foreseeable future. Inter-Form and Inter-House competitions will be prioritised.
  - **Music:** The Department is again operating a full provision of individual music lessons in school with the Visiting Music Teachers, and considerable work was done to ensure that this could be done successfully, serenely and within all current COVID-secure guidelines from both DfE and DCMS. The VMTs are also running Junior Classes, allowing OG and 1st Form boys the opportunity to receive tuition in small groups on a variety of orchestral and percussion instruments. Chamber Choir, First/Second Orchestra and other constituted ensembles are not able to rehearse as usual; however, provision for consort singing and mixed instrument ensembles in various musical styles has been made for every year group bubble and ensembles are led by academic music staff every morning, lunchtime and on two evenings. The Chapel Royal choristers are rehearsing three mornings a week. We are preparing for a

- filmed Carol Service, Christmas 'carolling' for charity and a live Christmas concert (without audience) given by J6 and S6 boys.
- **Drama:** Over 80 pupils have just begun their LAMDA qualifications. This is all delivered in-house and forms the core of our offering this term.
  - **CCF:** The MOD have approved the resumption of training and weekly CCF sessions began at the end of September.
  - **Duke of Edinburgh:** A provisional plan is in place to allow those pupils who were unable to complete their Duke of Edinburgh Awards last academic year, to do so in this one. It is hoped that we can cater for both 'legacy' and new groups.
  - **Inter-Form Competition and the House Championship:** Given the suspension of fixtures with other schools, great efforts are being invested in facilitating inter-form and inter-house competition.
  - **Educational Visits:** No overseas or residential trips are currently being advertised. However, days trips have resumed, including the Third Form Visits Programme, the Senior Sixth Biology Field Trip and Fourth Form Geography Field Trip. These are all subject to specific COVID-19 Risk Assessments.
  - **Clubs and Societies:** Provision on this front is particularly problematic, given the requirement to observe bubbles. However, as always, staff are showing great initiative and the LGBT+ Society, Afro-Caribbean Society, Virtual Reality Society, Jewish Society, Islamic Society, Creative Writing Society, Debating Society and various reading groups are all up and running.
  - **Charity:** We were delighted that, despite the particular challenges of recent months, over £35,000 was raised for Switchback. We have decided to continue to support the Charity this year and a new Committee has already been selected.
  - **Eco-Schools:** The Eco-Schools programme has been officially launched by the recently appointed Eco-Schools Coordinator. This involves extensive opportunities for pupil leadership and the ultimate aim is to achieve the Green Flag Award.
7. The Senior Prefect Team (previously, the 'Top 5') have done a stellar job through lockdown, and now in the changed operational environments of the new school year. They have provided thoughtful and honest feedback to senior members of staff to guide our operations; they have instituted a popular, fortnightly podcast for the whole school; and they have created pupil-led committees on matters including joint CLS-CLSG enrichment, diversity, technology and PSHE provision, to guide the School's thinking in these areas. This work, along with the reformed arrangements for the School Parliament, are creating growing opportunities for meaningful pupil voice.

### Partnership Update

8. The School's new Director of Partnership began her role at the start of this term, working across both CLS and CLSG in the delivery of their Joint Partnership Strategy. She will join the Board meeting to introduce herself, and to provide a verbal update on her work and her priorities going forward. She provides the following summary.

*This term to date, Partnership work has focused on close collaboration with City of London School for Girls, relationship building and the planning of Partnership events and initiatives for the benefit of young people within and beyond our school community. Partnership work has been highlighted to Headteachers across the Family of Schools, with a shared vision and a range of opportunities identified. In addition, the vision for Partnership work has been shared at a Liveries Education Network meeting, which has led to links being made with the Independent Schools' Council which is keen to understand and, where relevant, promote our partnership work. Pupils have also been sharing their independent Partnership work during the lockdown period which has provided an insight into the value that pupils place on contributing to the lives of others.*

*On 29 September, we are holding the first Partnership Forum, bringing together strategic partners from the Family of Schools to share our approach to Partnership work and to create a termly opportunity to share our Partnership offer, developing it strategically alongside our partner schools. We anticipate that this forum will facilitate a dialogue and ongoing collaboration at Primary and Secondary level with a focus on enrichment, the enhancement of pupils' cultural capital, mentoring opportunities, CPD and the sharing of best practice. We look forward to fostering exceptional relationships to enable an open and incremental approach to Partnership work. Partnership provision has been developed alongside external organisations to create a bespoke offer, including the brokering of access to inspirational talks with How to Academy, the development of a Communications Webinar with Linklaters and the planning of significant partnership work with the City of London Virtual School, IntoUniversity and East Side Young Leaders, Partnership initiatives which will involve the close participation of City of London School pupils and teachers.*

## **Pastoral Update**

9. The Board is informed that the Safeguarding Policy has been updated, to reflect relevant statutory changes. This has been audited by the Safeguarding Governor, with further information on the most significant changes reported to the Board later in this meeting.
10. The School has updated its Behaviour Policy and Anti-Bullying Policy, to reflect its anti-racist position, and to clarify that the School will consider pupils' behaviour within the context of its overarching values. These values are defined in the Policy as follows:

*“The values at this School are defined by and rooted in our desire to teach boys that are kind, ready and aware. The values that underpin this community encourage members to care for others as much as themselves, to understand the world we inhabit, and to be forward-looking into the 21<sup>st</sup> century. It is the expectation of all pupils to subscribe to these values in all that they do as members of the School.”*
11. Adjustments have been made to the Behaviour Policy in light of the changes to school operations required of pupils under the Risk Assessment for COVID-19. Furthermore, the Safeguarding Policy Addendum relating to remote teaching and

learning remains in place, and applies for both blended learning, and for any future lockdown (under Tiers 2, 3 and 4).

## **Covid Operations**

12. The School is operating in a Covid-compliant way, under the provisions of a risk assessment, which is regularly reviewed and updated on the back of changes to guidance. The risk assessment has been scrutinised and approved by the City of London Corporation, as well as by an informal sub-committee of governors, comprising the Chair, the Deputy Chair, the Health and Safety Governor, the Safeguarding Governor and the Staff Liaison Governor.
13. The School has, at the time of writing, had one confirmed case of Covid-19 amongst the pupil body, and no confirmed cases amongst the staff body. As a result of this confirmed case, 28 pupils in the S6 (who had been identified as 'close contacts') self-isolated for 14 days. Throughout that period, they were able to access all lessons from home; where necessary, lessons are being delivered in a blended manner, both to pupils in class and to pupils at home.
14. A current concern to the School is the difficulty in getting efficient access to tests, and test results. Most significantly, members of staff are having to remain away from school, due to Covid symptoms within their household. More effective testing for school staff alone will not solve that problem.
15. Contingency planning is currently underway for a movement to Tier 2 provision (in which we would be asked to operate on a rota, with half of the School on-site at any given point in time). We would run this rota on a Week A/Week B model, with years 6, 9, 11 and 13 on-site in Week A, and years 7, 8, 10 and 12 on-site in Week B. These allocations have been guided to maximise the number of siblings who are able to attend school together to reduce the risk of a single infected household transmitting coronavirus to both halves of the pupil body.
16. Current levels of Covid-related absence amongst both staff and pupils are no higher than reported national averages.

## **Diversity and Inclusion**

17. The School's ongoing work in relation to diversity and inclusion lies at the very heart of its Development Plan for 2020-21, with further detail provided to the Board via a paper that will be considered later in this meeting. The School has also commissioned, jointly with CLSG, an external, independent Race Equality Review. It is being undertaken by the former Legal Director of the Equality and Human Rights Commission, and is already underway. This review will inform the continuing evolution of our Diversity and Inclusion Action Plan.
18. The School has appointed a Co-ordinator for Diversity and Inclusion, to support the Senior Management Team in this work. One of his first roles was to co-ordinate a Staff Training day on 25 September 2020.

## Appendices

- No appendices.

### **Alan Bird**

Head, City of London School

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<b>Committee(s):</b> City of London School Board of Governors	<b>Date(s):</b> 08/10/2020
<b>Subject:</b> Safeguarding and Child Protection Policy	<b>Public</b>
<b>Report of:</b> Alan Bird, Head	<b>For Decision</b>
<b>Report author:</b> Alice Martineau, Deputy Head (Pastoral) and Designated Safeguarding Lead	

## Summary

The purpose of this report is to provide the Board with the new City of London School Safeguarding and Child Protection Policy for the academic year 2020-2021. This was updated in the summer of 2020 to reflect the changes to Keeping Children Safe in Education (KCSIE) September 2020. The Policy is provided in Appendix 1.

## Recommendation(s)

This policy is currently active and in use by all members of staff at CLS. It requires approval from the Board of Governors.

## Main Report

Amendments made to the policy for 2020 are highlighted in purple for ease of review.

Owing to COVID-19, the changes to KCSIE are minimal for September 2020 and most relate to clarifications and expansion or previous themes. Key changes in the Safeguarding and Child Protection Policy as listed in KCSIE are as follows:

1. The changes to KCSIE Part one (for all staff) include additional information in relation to child criminal exploitation and child sexual exploitation as well as paragraphs to help staff understand and act upon the link between mental health concerns and safeguarding.
2. Part two (the management of safeguarding) contains updates that relate either to other statutory guidance, or to new ways of learning at home. In addition, new information relating to GDPR and information-sharing has been included this time, giving greater clarity to processes and decision-making. Again, the link between mental health and safeguarding is made in this section.
3. Part four (allegations of abuse) contains an additional point which describes transferable risk: this is very useful in providing clarity around issues relating to an adult involved in an incident outside an education setting that may

impact their suitability. There is also more information on allegations against supply teachers.

4. Updated and additional information is provided on: Child Criminal Exploitation, Child Sexual Exploitation, County Lines, Domestic abuse, honour-based abuse, preventing radicalisation and upskirting.
5. In Annex B (DSL), there is advice for DSLs on children with a social worker.

In addition, the following changes or additions have been made to the CLS Safeguarding and Child Protection Policy.

1. Changes to the details and contact details of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead.
2. A Neutral Notification Policy has been implemented whereby all School staff can neutrally notify themselves or their colleagues in regards to any aspect of their behaviour or conduct which they feel may be open to interpretation or be perceived negatively if considered out of context. This is as a result of the outcome of the St. Paul's School Serious Case Review.
3. The School has reviewed and adjusted its policy on the consumption of alcohol during the School day whereby no alcohol may be served at any function, irrespective of attendees. The School has implemented a policy whereby no pupil, irrespective of their age, may be served alcohol at any School event. This extends to Educational Visits, both residential and day.
4. The School has reviewed and adjusted its policy on staff social media accounts. The School takes the position that no member of staff engages with pupils and or former pupils on social media, unless by agreement with the Head or Deputy Head Pastoral.

## **Appendices**

- Appendix 1 – City of London School Safeguarding and Child Protection Policy

**Alice Martineau**

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### Safeguarding contact information

City of London School: safeguarding contact sheet	
Head	Alan Bird <a href="mailto:head@cityoflondonschool.org.uk">head@cityoflondonschool.org.uk</a> , 020 3680 6401
Designated Safeguarding Lead (DSL)	Alice Martineau [Deputy Head Pastoral] <a href="mailto:akm@cityoflondonschool.org.uk">akm@cityoflondonschool.org.uk</a> , 020 3680 6408 / 07803 377417
Deputy Designated Safeguarding Lead (DDSL)	Christopher Apaloo [Head of Lower School] <a href="mailto:cea@cityoflondonschool.org.uk">cea@cityoflondonschool.org.uk</a> , 020 3680 6468
Deputy Designated Safeguarding Lead (DDSL)	Nick Hudson [Head of Middle School] <a href="mailto:nch@cityoflondonschool.org.uk">nch@cityoflondonschool.org.uk</a> , 020 3680 6469
Deputy Designated Safeguarding Lead (DDSL)	Chris Webb [Head of Sixth Form] <a href="mailto:crw@cityoflondonschool.org.uk">crw@cityoflondonschool.org.uk</a> , 020 3680 6466
Deputy Designated Safeguarding Lead (DDSL)	Andrew McBroom [Deputy Head Co-curricular and Operations] <a href="mailto:ajvm@cityoflondonschool.org.uk">ajvm@cityoflondonschool.org.uk</a> , 020 3680 6406
Deputy Designated Safeguarding Lead (DDSL)	Sasha Massey-White [Pastoral and Wellbeing Advisor] <a href="mailto:sasha.massey-white@cityoflondonschool.org.uk">sasha.massey-white@cityoflondonschool.org.uk</a> , 020 3680 6316
Governor with Safeguarding Responsibility	Rosie Gill <a href="mailto:rosie.gill@cityoflondon.gov.uk">rosie.gill@cityoflondon.gov.uk</a>
Chair of Governors	Tim Levene <a href="mailto:Tim.Levene@cityoflondon.gov.uk">Tim.Levene@cityoflondon.gov.uk</a>
Designated Office (DO) and City of London's Safeguarding and Quality	Pat Dixon (City of London) <a href="mailto:pat.dixon@cityoflondon.gov.uk">pat.dixon@cityoflondon.gov.uk</a> , 020 7332 1215

Assurance Service Manager	
Prevent Co-ordinator	Ali Burlington <a href="mailto:ali.burlington@cityoflondon.gov.uk">ali.burlington@cityoflondon.gov.uk</a> / 07749 046 766 (City of London) <a href="mailto:prevent@cityoflondon.gov.uk">prevent@cityoflondon.gov.uk</a> , 020 7332 3084
Local Police number	101 or 020 7601 2222
City and Hackney Safeguarding Children Partnership (CHSCP)	City of London: 020 7332 3621 Hackney: 020 8356 5500 <b>CHSCP Independent Child Safeguarding Commissioner:</b> Jim Gamble, <a href="mailto:Jim@ineqe.com">Jim@ineqe.com</a>
City of London Children & Families Team (Social Care)	<a href="mailto:Dccsdutyf&amp;ypteam@cityoflondon.gov.uk">Dccsdutyf&amp;ypteam@cityoflondon.gov.uk</a> 020 7332 3621 / 020 8356 2710 (out of hours emergencies)
DfE Counter-extremism hotline	<a href="mailto:counter-extremism@education.gsi.gov.uk">counter-extremism@education.gsi.gov.uk</a> 020 7340 7264

### **Statement**

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

**Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.**

**At City of London School pupils are taught about safeguarding including online, through various teaching and learning opportunities as part of providing a broad and balance d curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.**

### **Definition**

**Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:**

- **protecting children from maltreatment;**
- **preventing impairment of children's **mental and physical** health or development;**
- **ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and**
- **taking action to enable all children to have the best outcomes.**

# 1. Introduction

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

- 1.1.1 relevant legislation, including the Children Act 2004, the Education Act 2002, and the Education (Independent School Standards) (England) Regulations 2014;
- 1.1.2 relevant guidance issued by HM Government, including “*Keeping Children Safe In Education*” September 2020. All Staff are issued with the summary guidance of this document, which includes Part 1 of the guidance notes.

Other official documents taken into consideration when formulating this policy include:

- “*The Prevent duty Departmental advice for schools and childcare providers*”, July 2015
- “*Prevent guidance for England and Wales*”, July 2015
- “*How social media is used to encourage travel to Syria and Iraq: briefing note for schools*”, July 2015
- “*Working Together to Safeguard Children*”, July 2018
- “*What to do if You are Worried a Child is Being Abused*”, March 2015
- “*Disqualification under the Child Care Act 2006*”, March 2015
- “*Keeping Children Safe in Education*”, September 2020
- *Sexual Violence and Sexual Harassment (SVSH) between Children in Schools and Colleges*, May 2018
- *Safeguarding Children and Young People*, July 2014 (Charity Commission)
- “*SEND Code of practice*”, May 2015
- “*Mental health and behaviour in schools*”, March 2015
- “*Information sharing: advice for practitioners providing safeguarding services*”, DFE, 2018
- “*Use of reasonable force in schools*”, July 2013
- “*Pan London Child Protection Procedures*”, 2017 (fifth edition)
- “*Channel Guidance*”, April 2015
- *Children Missing Education Statutory Guidance*, 2016

- 1.1.3 other relevant standards and guidance, including guidance issued by the Independent Schools Inspectorate “*Handbook for the Inspection of Schools, The Regulatory Requirements*”, September 2019.
- 1.1.4 relevant Local Safeguarding Children Partnerships (LSCP) Procedures, the City of London Prevent Strategy and the City of London Prevent Information Sharing Agreement. The Designated Safeguarding Lead (DSL) and the five Deputy Designated Safeguarding Leads (DDSLs) regularly attend meetings of the City and Hackney Safeguarding Children Partnership (CHSCP).
- 1.2 This policy has been prepared in consultation with the Community and Children’s Services Department at the City of London. (See the Cover Sheet of the Safeguarding and Child Protection Policy for contact details, which may be updated from time-to-time as necessary to reflect changes in personnel.)
- 1.3 This policy has also been prepared in consultation with members of School staff who have had an opportunity to contribute to the formulation of the School’s safeguarding arrangements and who have reviewed and commented on this policy.
- 1.4 The Governing Body takes seriously its responsibility under section 157 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within the School to identify, assess, and support those children where there are concerns about a child’s safety and welfare.
- 1.5 We recognise that all adults, including Staff, Volunteers and Governors, have a full and active part to play in protecting pupils from harm, and that the child’s welfare is our paramount concern. Staff should at all times consider what is in the best interests of the child. Wherever the word “Staff” is used, it covers ALL staff on site, including **support staff, temporary staff, supply staff**, contractors’ employees working regularly on the School’s premises, and volunteers working with children. Wherever the term “School Staff” is used, it covers ALL staff directly employed by the City of London Corporation. Further information on contractor employees is given in paragraph 2.1.21.
- 1.6 The School, through its Governors and Staff, is committed to providing a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.7 The aims of this policy are:
  - 1.7.1 To support each child’s development in ways that will foster awareness, understanding, security, confidence, resilience and independence.
  - 1.7.2 To provide an environment in which all children and young people feel safe, secure, valued and respected, and feel confident to approach adults if they are in difficulties believing they will be effectively listened to.
  - 1.7.3 To recognise that no child or group of children must be treated any less favourably than others in being able to access services which meet their particular needs.

- 1.7.4 To recognise that all children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs.
- 1.7.5 To raise the awareness of all Staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases, or suspected cases, of abuse including radicalisation, child sexual exploitation and female genital mutilation. N.B. although the usual procedure is for staff who have safeguarding concerns to alert the DSL or a DDSL of them, it is the responsibility of all staff to report any suspicions they have, bypassing the DSL / DDSL if necessary and going straight to the Designated Officer (DO). *Staff should only approach the DO where there is an allegation against an adult who works with children. Other matters, for example where a child is subject to abuse or suspected abuse at home, should be referred to MASH – unless you have specific instruction otherwise: [Dccsdutyf&ypteam@cityoflondon.gov.uk](mailto:Dccsdutyf&ypteam@cityoflondon.gov.uk) 020 7332 3621 / 020 8356 2710 (out of hours emergencies).*
- 1.7.6 To promote a culture of ‘it could happen here’ and to support staff who act as whistle-blowers in raising concerns about poor or unsafe practice and potential failures in the School safeguarding regime.
- 1.7.7 To provide a systematic means of monitoring children known or thought to be at risk of harm, including the risk of being drawn into terrorism and extremism, child sexual exploitation or female genital mutilation, and ensure we, the School, contribute to assessments of need and support packages for those children.
- 1.7.8 To emphasise the need for good levels of communication between all members of Staff.
- 1.7.9 To develop a structured procedure within the School, which will be followed by all members of the School community in cases of alleged or suspected neglect, abuse and/or any other child welfare concern.
- 1.7.10 To develop and promote effective working relationships with other agencies, especially the Police, the City and Hackney Safeguarding Children Partnership, Community and Children’s Services, and the relevant Prevent Coordinators within Community Safety Partnerships.
- 1.7.11 To ensure that all adults within the School who have the opportunity to have contact with children have had Disclosure and Barring Service (DBS) checks in accordance with the safeguarding requirements in this Policy and as required by law.
- 1.7.12 To ensure that all visiting speakers to the school have been appropriately vetted and are supervised in accordance with the Prevent duty to protect children from radicalisation by being drawn into terrorism and extremism.
- 1.7.13 To ensure that all concerns, discussions, decisions and the reasons for those decisions are recorded in writing (Annexure 5 sets out the School's disclosure form).

- 1.8 This policy and its appendices are reviewed annually by Governors and are kept under constant review by the School. Should any deficiencies or weaknesses in child protection arrangements become apparent, the arrangements will be remedied without delay.
- 1.9 We recognise that a new multi-agency safeguarding model (which includes child death review partner arrangements) is now in place under the new “*Working Together to Safeguard Children*” (July 2018) as of September 2019. LSCBs, set up by local authorities, have been replaced. Three safeguarding partners (local authorities, clinical commissioning groups and chief officers of police in a local area) have made new safeguarding arrangements to work together with relevant agencies (as they consider appropriate) to safeguard and protect the welfare of children in the area. All professionals and volunteers within safeguarding partner and relevant agencies are members of the City & Hackney Safeguarding Children Partnership.
- 1.10 Documentation from the NPCC (National police Chiefs Council) gives guidance as to when to call the Police – [NPCC – When to Call the Police](#).

## 2. Procedures

- 2.1 Our School procedures for safeguarding children have been prepared in accordance with relevant legislation, guidance and Pan London Child Protection Procedures: [Dccsdutyf&ypteam@cityoflondon.gov.uk](mailto:Dccsdutyf&ypteam@cityoflondon.gov.uk). Contact details are set out on the cover page of the Safeguarding and Child Protection Policy. We will ensure that:
- 2.1.1 Arrangements are in place at the School to deal with cases and allegations of abuse, or suspected abuse, including female genital mutilation, child sexual exploitation or radicalisation, which will be referred to the LSCP. The Designated Officer or team of officers (hereafter known as the DO) will preside over any investigation of any allegation or suspicion of abuse directed at any adult working at the School. The School will engage with the police, other statutory agencies and professionals, as necessary, to provide inter-agency support to the child concerned.
- 2.1.2 If a member of Staff discovers (either through disclosure by the victim or visual evidence) that female genital mutilation appears to have been carried out in a girl under 18, the teacher and the School will comply with their obligatory duty to report this information to the police.
- 2.1.3 The School assesses regularly and reviews the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding, shared with strategic partners, of the risk on the local area. Appropriate referrals will be made in accordance with the School's LCSP CHSCP referral procedures. The School will consider whether it is appropriate to make a referral to the Channel Programme, in accordance with Channel Guidance, April 2015.
- 2.1.4 The School is aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include: increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or

a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal network or gangs.

- 2.1.5 [The Voyeurism \(Offences\) Act, which is commonly known as the Upskirting Act came into force 12 April 2019.](#) The School is aware that upskirting is a criminal offence. Upskirting is defined as typically involving taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. [Anyone of any gender can be a victim.](#)
- 2.1.6 The School recognises that as well as needing to safeguard children who are at risk of harm, it needs to give support and advice to children who require it, working with other agencies as necessary. The School is fully committed to making referrals under CAF (Common Assessment Framework), [or MASH \(multi-agency safeguarding hub\)](#) procedures when appropriate and to working with other agencies as part of the Team Around the Child (TAC) and Channel panels.
- 2.1.7 All members of the Governing Body understand the need for and fulfil their responsibilities under this Policy, and are provided with a copy of this Policy and a copy of "*Keeping Children Safe in Education*", September 2020, including Annex A, upon their appointment to the Governing Body. There is one nominated Governor who is responsible for child protection and who has skills commensurate for this role and their details are set out on the Cover Page of the Safeguarding and Child Protection Policy. The City of London Corporation will undertake to ensure that relevant training is provided for Governors.
- 2.1.8 The School has a designated senior member of staff, our Designated Safeguarding Lead (DSL), who has undertaken relevant child protection training delivered through the LSCP representative and this training is updated at least every two years. Details of the DSL are set out on the Cover Page of the Safeguarding and Child Protection Policy.
- 2.1.9 There will be five additional members of School Staff (the Deputy Designated Safeguarding Leads (DDSLs)) who will act in place of the designated DSL when absent, and must receive relevant child protection training and this training is updated at least every two years. The DSL is also the Prevent lead and has received suitable Prevent awareness training. Other members of the pastoral team will also receive appropriate child protection training. Details of the DDSLs are set out at the beginning of this document. Each DDSL has a specific area of responsibility and there is a clear hierarchy of responsibility which is published to all staff.
- 2.1.10 All Staff are provided with relevant Child Protection Awareness information and Child Protection in-service training in accordance with the LSCP at least once a year to develop their understanding of the signs and indicators of abuse, along with individual responsibilities to respond to any child welfare concerns in accordance with the School's child protection procedures. As part of this, all Staff must read and understand Part 1 and Annex A of the "*Keeping Children Safe in Education*" (September 2020) guidance documentation and confirm in



writing that they have undertaken to do this. In particular, all Staff understand the need to avoid asking leading questions of children when a child protection matter is brought to the Staff member's attention. The School must also refrain from undertaking an investigation without first consulting the DO, [or the City of London Children & Families Team \(Social Care\)](#) or in the most serious cases, the police, so as not to jeopardise statutory investigations. The mechanisms in place for ensuring that staff understand Part 1 and Annex A of "*Keeping Children Safe in Education*" are Teachmeet discussions, regular briefings at staff meetings, a published set of FAQs, an 'open door policy' with regard to discussion, advice and guidance from the DSL, DDSLs and pastoral team and continued training.

- 2.1.11 As part of their induction into the School, all new members of Staff will be given a copy of our Safeguarding and Child Protection policy and its annexes (including Staff Safeguarding Code of Conduct), the City of London Corporation Staff Code of Conduct and Whistleblowing procedures, and the Department for Education procedures, "*What to do if You're Worried a Child is Being Abused*" (2015), as well as a copy of Part One and Annex A of "*Keeping Children Safe in Education*" (September 2020) with the DSL and DDSL names clearly displayed. All staff are trained in online safety (including being provided with a copy of the Digital Safety policy, and provided with the pupil behaviour policy and the attendance and registration policy (which included information about children missing in education)).
- 2.1.12 When children attend educational activities offsite, the School strives to ensure their safety by making sure that School staff supervise them and that assurances are sought that staff of other organisations have been checked for suitability. Further details are in the Educational Visits Policy and its annexes.
- 2.1.13 All members of Staff and Governors are advised on how to respond to 'Disclosures of Abuse' through relevant child protection awareness training. In particular, training will ensure that they understand the need to: consider measures that may be necessary to protect individual pupils; avoid asking leading questions of pupils; avoid giving inappropriate guarantees of confidentiality; make and keep written records (in accordance with the disclosure form at Annexure 5); and report the matter to the DSL or a DDSL. The DSL will report matters to the DO and to the Head, unless it is a matter that involves the Head, in which case the DSL will report the matter to the DO and to the Chair of Governors.
- 2.1.14 All staff are also made aware that, while the normal referral route is through the DSL, they have a duty to report concerns directly to the DO [or the City of London Children & Families Team \(Social Care\)](#) if they feel that the School has made an inadequate response to their concerns. All staff are made aware that anyone may make a referral.
- 2.1.15 Staff are made aware of the difference between a **concern** about a child (**section 17 – child in need**) and a child **in immediate danger or at risk from significant harm (section 47 – child protection)**. In the former, staff should discuss their concern with the DSL although they may make a direct referral to Children's Social care. They must inform the DSL as soon as possible that a

referral has been made. In the case of a child being in immediate danger or at risk from significant harm, a member of staff should make a referral to Children's Social Care or the Police immediately. The member of staff must inform the DSL that a referral has been made as soon as possible. For further information, see Annexure 7.

- 2.1.16 Staff are made aware that if they have a concern they should act on it without delay. Wherever possible there should be a conversation with the DSL or a DDSL, who will help and support staff in deciding next steps. If the DSL or DDSLs are unavailable, this should not delay action being taken, and staff should seek support from Senior Management or the Head. Any action then taken should be shared with the DSL or DDSLs as soon as it is practically possible.
- 2.1.17 All staff are aware that concerns must be recorded on MyConcern in a timely manner. This does not replace a conversation with the DSL or a DDSL but serves as a tracking and monitoring of safeguarding concerns.
- 2.1.18 Safer recruitment practices are always followed through rigorous recruitment process and procedures for Staff, striking a balance between the need to protect children from abuse and the need to protect Staff from false or unfounded allegations. Our selection and recruitment of Staff includes relevant criminal record checks, provided by the Disclosure and Barring Service (DBS) for their suitability for work and the receipt of barred list checks for new staff, and checks of the Prohibited List. All Staff who have the opportunity to come into contact with pupils, including contracted support staff such as cleaners and caterers, will be required to have a criminal records check on appointment and then every three years following. These checks will also be carried out on existing Staff with a break in service of more than three months or where Staff have, since their initial appointment to a position not requiring a Disclosure, moved to work that involves significantly greater responsibility for children. Criminal record checks for Governors will be undertaken in accordance with regulatory requirements. There will always be a member of staff who has completed Safer Recruitment Training who will conduct an interview during the course of recruitment. There is a separate Safer Recruitment Policy and a separate City of London Corporation policy on Recruitment that provides further details.
- 2.1.19 Where we have grounds for believing that a member of Staff may be unsuitable to work with children that this is notified to the appropriate bodies including the DBS. In some cases, a referral may be made to both the DBS and the Teaching Regulation Agency (TRA), where a teacher has been dismissed for misconduct or would have been dismissed had they not resigned first, the reasons for such an order being unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence. The School must consider whether a referral of the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

The School will, as soon as possible and ordinarily on conclusion of an investigation, report to the DBS anyone who is removed from regulated activity;

this could include when an individual is suspended, redeployed to work that is not a regulated activity; dismissed or when they have resigned.

When an allegation is made, an investigation should be carried out to gather enough evidence to establish if it has foundation, and the School must ensure that it has sufficient information to meet the DBS referral duty criteria. **The School understands that there is a legal duty and a failure to refer when criteria are met is a criminal offence.**

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

- 2.1.20 All parents/carers are made aware of the responsibilities of Staff with regard to child protection procedures through publication of the School’s Safeguarding and Child Protection Policy on the School website, and reference to it in our induction pack. The Policy is also available upon request to the School. Summaries of safeguarding procedures are posted in classrooms for the information of pupils. In addition, all visitors are asked to read a summary of the Safeguarding and Child Protection Policy, in Reception, upon arrival.
- 2.1.21 Where a contractor’s employees visit the School premises irregularly, and are therefore not subject to the same requirements as contractors’ employees working regularly on site (as set out otherwise in this Policy), relevant written assurances are obtained from the contractor that all staff have had a criminal records check within the past three years. Information regarding these checks will be provided by the contractor to the School upon request. Contracts require on-going monitoring and audit of the eligibility of those employees to work with children and any subsequent concerns arising that would affect their continued eligibility must be disclosed immediately to the City of London Corporation. Any allegation of abuse will be dealt with in accordance with the Pan London Child Protection Procedures.
- 2.1.22 Written assurance is obtained that any staff employed by another organisation and working with the School’s pupils on another site have had a criminal records check within the past three years.
- 2.1.23 Our lettings policy will seek to ensure the suitability of adults working with children on School sites at any time. Where School premises are used by outside bodies who are not working with children, there will be sufficient safeguards in place to protect the health, safety and welfare of pupils and to have due regard to the Prevent duty to avoid school facilities being used as a platform for extremism. Measures will also be in place to protect against the interruption of pupils’ education by third party users of the School’s premises.
- 2.1.24 We are aware that we have an important role to play in multi-agency safeguarding arrangements. We should seek to work with social care, the police, health services and other relevant services to promote the welfare of children and protect them from harm.

- 2.1.25 The School is in the unique position of being located in the City of London in which very few pupils reside. Pupils live in boroughs through London and the South East. We engage with a variety of different agencies, including police, LSCPs and health services, with different protocols and thresholds. We are aware of our responsibility, particularly the DSL and DDSLs, to have knowledge of and to take into account the varying procedures, practices and thresholds of the different agencies.
- 2.1.26 All community users are made aware of the School's Safeguarding and Child Protection Policy and those working with children understand the School's child protection guidelines and procedures.
- 2.1.27 Where appropriate, senior pupils given positions of responsibility over other pupils will be briefed on appropriate action to take should they receive any allegations of abuse.
- 2.1.28 All visiting speakers are suitably vetted by a member of staff prior to their visit and are supervised by a member of staff during their time at school. Further details are set out in Annexure 4.
- 2.1.29 Annexure 2 to this document deals with the specific issues of Child Sexual Exploitation, Female Genital Mutilation, Forced Marriage, Child Criminal Exploitation, Domestic Abuse, Homelessness and Honour Based Violence. The School recognises and understands that these are all forms of abuse covered by this policy and would trigger the School's referral procedures.
- 2.2 Our procedures will be reviewed annually by the Board of Governors. The review will also include a review of the efficiency with which the related duties have been discharged, or deficiencies (if any) have been rectified.
- 2.3 The names of the DSL and DDSLs will be clearly advertised in the School, with a statement explaining the School's role in referring and monitoring cases of suspected abuse and/or risk to a child.
- 2.4 The current contact details of all those involved in child protection are listed on the cover page of the Safeguarding and Child Protection Policy. Staff must sign to say they have read these documents. This applies to current staff as well when documentation is updated.
- 2.5 A single central record is held detailing all staff (and Volunteers) employed by the School and the relevant safeguarding checks undertaken.

### **3. Responsibilities**

- 3.1 The DSL's responsibilities have been amended to reflect those set out in Annex B to "*Keeping Children Safe In Education*", September 2020. A copy of these responsibilities is set out in Annexure 6.
- 3.2 Broadly the DSL's responsibilities encompass:

- 3.2.1 managing referrals;
- 3.2.2 working with other parties internally and externally in relation to child protection;
- 3.2.3 training;
- 3.2.4 raising awareness;
- 3.2.5 ensuring the transfer of the child protection file; and
- 3.2.6 being available to discuss child protection concerns.
- 3.2.7 being aware of pupils who have a social worker
- 3.2.8 helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff.

## 4. Supporting Children

- 4.1 We recognise that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
- 4.2 We recognise that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) may put children at risk.
- 4.3 We recognise that somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- 4.4 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and may find it difficult to develop and maintain a sense of self-worth.
- 4.5 We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.6 We recognise that it is important for children to receive the right help at the right time to address risks and prevent issues escalating. We understand the importance of acting on and referring the early signs of abuse and neglect, listening to the child, the need for clear records and of reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. Further details are set out in section 16 below.
- 4.7 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.8 We understand that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These might include assumptions that indicators of

possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and challenges with communication.

- 4.9 We recognise that safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between children outside the school. We recognise that we must consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding and means that assessments of children **by all staff** should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. **Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.**
- 4.10 The School will support all pupils by:
- 4.10.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as in our relationships, whilst attempting to counteract aggression and bullying.
  - 4.10.2 Teaching about safeguarding, online safety and relationships and sex education through the curriculum and through PSHE education. Refer to PSHE Policy.
  - 4.10.3 Promoting a caring, safe and positive environment within the school.
  - 4.10.4 Liaising and working together with all other support services and those agencies involved in the safeguarding and social care of children.
  - 4.10.5 Notifying the child's Local Authority as soon as there is a cause for significant concern.
  - 4.10.6 Where appropriate, checking any concerns which do not appear to meet the threshold on an anonymous basis with the child's Local Authority and following their guidance and recommendations.
  - 4.10.7 Providing continued support to school-leavers identified as potentially at risk of abuse, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring relevant medical records are forwarded as a matter of priority.
- 4.11 Working with the Local Authority (or the Police as appropriate) where a child may have suffered significant harm, or there may be a criminal prosecution, to consider what support the child or children involved may need.
- 4.12 We realise there is a difference between children who have suffered or are likely to suffer harm or are at risk of radicalisation who will require immediate action, and those whose needs fall below the threshold for immediate intervention but who nonetheless require additional support from one or more agencies. The former will be reported to City of London Children and Families Team (children's social care) immediately. The latter will

be supported by inter-agency assessment using CAF, TAC approaches, and, in the case of children in the early stages of being drawn into extremism, Channel panel referrals.

- 4.13 We recognise that looked after children or those who have recently left care through adoption, special guardianship or child arrangement orders require particular support and care. The Head will appoint an appropriately trained teacher to ensure that that educational achievement of looked after children or those who have recently left care is promoted.
- 4.14 We recognise that children with a parents or parents in prison are at risk of poor outcomes, including poverty, stigma, isolation and poor mental health. The Head will appoint an appropriately trained teacher to ensure that educational achievement of such children is promoted. *If and when such a circumstance occurs, the name of this member of staff will be listed on the front of this policy.*
- 4.15 We recognise that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. All staff must understand that these children's experiences can impact on their mental health, behaviour and education.
- 4.16 Young people may need a social worker due to safeguarding or welfare needs. Young people on CIN or CP plans will have an allocated social worker. The school recognises that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should share the fact that a young person has a social worker, and the DSL will use this information to ensure that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. The allocation of a social worker to a young person should inform decisions about safeguarding, for example responding to unauthorised absence or missing education or if there are known safeguarding risks, and about promoting welfare, for example allocating pastoral and/or academic support.
- 4.17 All staff understand that mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. It is important that all staff recognise that only appropriately trained professionals should attempt to make a diagnosis of a mental health issue. All staff, however, are well placed to observe young people day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health issue or be at risk of developing one. If staff have a mental health concern about a young person which is also a safeguarding concern, immediate action should be taken. Staff should report to the DSL or DDSL following the procedures laid out in this policy. If staff have a mental health concern about a young person which is not necessarily or conspicuously a safeguarding concern, they should report their concerns to the Head of Year, Head of Section, DSL, Pastoral or Wellbeing Advisor or School Counsellor without delay.

## **5. Confidentiality and Information Sharing**

- 5.1 We recognise that all matters relating to child protection are confidential subject to overriding legal obligations to disclose information to ensure the safety and well-being of

a child. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. “The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe... This includes allowing practitioners to share information without consent.” (KCSIE, 2020)

- 5.2 All safeguarding and child protection information is stored on MyConcern software. As this information is sensitive and personal it is categorised as ‘special category personal data’, and as such is accessible only to key safeguarding staff. However, CLS recognises that staff may share information should it be in the interests of safeguarding and supporting young people at risk. This includes allowing practitioners to share information without consent when there is good reason to do so and the sharing of that information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a young person at risk. A young person’s personal data may be withheld where the serious harm test under the legislation is met.
- 5.3 The DfE has provided a Data Protection toolkit for Schools – [Data Protection: a toolkit for schools](#).
- 5.4 The Head or DSL will disclose any information about a pupil to other members of Staff on a need to know basis only consistent with legal requirements, and in accordance with the Pan London Child Protection Procedures. The Head or DSL, DO, Police, and Town Clerk (together with other relevant City Officers) will agree who needs to know about the matter, exactly what information can be shared, how to manage speculation, etc., and how to manage any press interest.
- 5.5 All Staff are made aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.6 All staff are aware that data protection obligations to process information fairly and lawfully and to retain information securely should not be a barrier to sharing information where failure to do so would result in a child being placed at risk of harm.
- 5.7 When a pupil leaves the School it is the responsibility of the DSL to ensure that their Child Protection file is transferred to the new school as soon as possible, ensuring secure transit and confirmation of receipt should be obtained.
- 5.8 The DSL will consider if it would be appropriate to share information with a pupil’s new school in advance of them leaving. This will enable the new school to provide continuity of care in supporting victims of abuse and have that support in place before arrival at the new school.
- 5.9 All Staff are made aware that they cannot promise a child to keep secrets that might compromise the child’s safety or wellbeing.
- 5.10 We will always inform parents/carers of an allegation affecting their child as soon as possible (if they already do not know of it). However, where a Strategy Meeting is required, the DSL or Head will consult with the DO (and other relevant agencies such as the Police) beforehand to agree what information can be disclosed to parents so as not to put the child at greater risk of harm, or impede a criminal investigation. Parents/carers will



normally be kept informed about the progress of the case and told the outcome where there is no criminal prosecution, including the outcome of any disciplinary process, in confidence.

## 6. Dealing with Allegations of Abuse Against Staff

6.1 Procedures for dealing with allegations of abuse against Staff are carried out in accordance with HM Government Guidance “*Keeping Children Safe in Education*”, Part 4, September 2020, and the Pan London Child Protection **Procedures 5<sup>th</sup> Edition: chapter 7**. All Staff are made aware of this guidance, the School’s procedures, and other local guidance relating to this issue. All relevant contact details are set out on the front page of this policy

6.2 All School Staff should take care to ensure that professional boundaries are maintained so that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (e.g. one-to-one tuition, engaging in inappropriate electronic communication with a pupil, etc.). It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

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

6.3 We understand that a pupil may make an allegation against any member of Staff.

6.4 An allegation is defined as anyone working in the school (including supply staff and volunteers) having:

- behaved in a way that has harmed a child or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates that they may pose a risk of harm to children;
- behaved or may have behaved in a way that indicates that they may not be suitable to work with children.

6.5 If such an allegation is made, the member of Staff receiving the allegation will immediately inform the Head. They will inform the DO and the Town Clerk within 24 hours of any allegation. The professional advice of the DO will be of particular importance in these circumstances. The Head on all such occasions will also discuss the allegation with the Chair of Governors where appropriate. In the absence of the Head, the allegation should be passed directly to the Chair of Governors. The School will not undertake its own investigation before receiving advice from the DO(s), or in the most serious cases, the Police, so as not to jeopardise statutory investigations. An allegation made against a member of supply staff should be reported to the DO; the employment agency should be informed and should be fully involved and cooperate with the DO, Police and/or children’s

services as required; the School will lead on the case. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. (KCSIE, 2020)

- 6.6 If an allegation is made against the Head, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 6.4 above, without first notifying the Head.
- 6.7 If an allegation is made against a person no longer employed as a member of staff, volunteer or governor or is an historical allegation it should be referred to the Police.
- 6.8 The purpose of the initial discussion (per 6.4 and 6.5 above) is to consider the nature, content and context of the allegation and to agree a course of action, including whether to obtain any additional relevant information. The Head or Chair of Governors should press for reconsideration as necessary. Where this initial sharing of information and evaluation leads to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, the decision and a justification for it will be recorded by both the Head/Chair of Governors and the DO and agreement reached as to what information should be put in writing to the individual concerned and by whom. The Head/Chair of Governors and the DO will then consider what action will follow in respect of the individual and those who made the initial allegation.
- 6.9 The publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation), will remain confidential. Any such information will only be released if the member of Staff is charged with an offence or if the DfE or TRA publish the information.
- 6.10 Any allegation will precipitate a strategy meeting convened by the DO, which will involve the Head, representatives from the School and other relevant agencies, to decide on the most appropriate action. This is in accordance with the Pan London Child Protection Procedures.
- 6.11 Subject to the approval of the DO or the Police, where a member of Staff is the subject of an allegation of abuse they will normally be informed of the concerns or allegations as soon as possible and given an explanation of the likely course of action. We will follow the City of London Corporation's Disciplinary Procedures when managing allegations against Staff, a copy of which is readily available in the School. Disciplinary action will be considered in conjunction with discussions at the Strategy Meeting.
- 6.12 We would not normally send a child home, pending such an investigation, unless this advice is given exceptionally as a result of a Strategy Meeting.
- 6.13 Suspension of the member of Staff against whom an allegation has been made needs careful consideration and will not be the default approach adopted. The decision to suspend will be based on information received at the strategy meeting (or based on discussion with the DO and other agencies prior to that meeting) , the information on potential risks to children and whether it compromises any criminal investigation.

- 6.14 In the event of an allegation against the Head, the decision to suspend will be made by the Chair of Governors with advice as in 6.10 and 6.13above.
- 6.15 The following definitions should be used when determining the outcome of allegation investigations:
- **substantiated** (there is sufficient evidence to prove the allegation); *If the facts of the incident are found to be true but it is not found that a child has been harmed or there is a risk of harm, then consideration should be given to deciding that the outcome is 'unsubstantiated' or 'unfounded'.*
  - **unsubstantiated** (there is insufficient evidence to either prove or disprove the allegation. The term therefore does not imply guilt or innocence);
  - **false** (there is sufficient evidence to disprove the allegation); *False allegations may be an indicator of abuse elsewhere which requires further exploration. If an allegation is demonstrably false, the employer, in consultation with the LADO, should refer the matter to LA children's social care to determine whether the child is in need of services, or might have been abused by someone else*
  - **malicious** (there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive); *The police should be asked to consider what action may be appropriate in these circumstances.*
  - **unfounded** (to reflect cases where there is no evidence or proper basis which supports the allegation being made).
- 6.16 After every occasion on which a problem arises regarding safeguarding and a member of staff the School will review its procedures in the light of lessons learnt from the case and will amend them as necessary.

Where a child is found to have made a malicious allegation against a member of staff, *the Police should be asked to consider what action may be appropriate in these circumstances.*

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

- 7.1 The Peer-on-Peer Abuse Policy sets out how the School deals with allegations, as well as recognising and preventing peer-on-peer abuse in detail.
- 7.2 Allegations of abuse, including 'upskirting', or attempts to radicalise by one or more pupil against another pupil are taken very seriously.
- 7.3 We recognise that peer-on-peer abuse can take many different forms: bullying and cyberbullying; physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; sexting (also known as youth produced sexual imagery) (*see UKCIS Guidance, sexting in schools and colleges, responding to incidents and safeguarding young people (2017)*) sexual violence and sexual harassment (such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand alone or as part of a broader pattern of abuse); initiation/'hazing' type violence and rituals. We recognise that some issues, such as initiation or 'hazing' may be more prevalent at the

School as it is a boys' school. Staff and pupils are made aware through staff training, the PSHE programme and the general moral framework and ethos of the School that abuse is abuse and must never be dismissed as 'banter' or 'just having a laugh' or 'part of growing up'.

- 7.4 We recognise that consent means 'freedom and capacity to choose'. Issues surrounding consent are covered in the PSHE programme and school curriculum.
- 7.5 If such an allegation is made, the member of Staff receiving the allegation will immediately inform the Head and the DSL. The Head on all such occasions will discuss the content of the allegation with the Town Clerk, any other relevant City Officer, and the Chair of Governors where appropriate.
- 7.6 The DO and the City of London Children and Families Team (children's social care) will also be promptly informed of any allegation.
- 7.7 An allegation of abuse will normally be referred to a Strategy Meeting convened by children's social care, involving representatives from the School and the Local Authority. A Strategy Meeting also covers any urgent formal strategy discussion that may take place between the police, social care and education managers prior to the first meeting.
- 7.8 The child experiencing alleged peer-on-peer abuse will be supported by the pastoral mechanisms within the school. This includes form tutors, heads of year, the Deputy Head Pastoral, School Nurse and School Counsellors.
- 7.9 We would not normally send a child who is experiencing the alleged abuse home, pending such an investigation, unless this advice is given exceptionally as a result of a Strategy Meeting or on the advice of the allocated or duty social worker
- 7.10 Suspension of the pupil, against whom an allegation has been made, needs careful consideration, and the Head will seek the advice from relevant agencies before deciding on the course of action to be taken.
- 7.11 A bullying incident (as in 11.2 below) will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases, the matter will be reported to the DSL and to the City of London Children and Families Team (children's social care).
- 7.12 We are committed to engaging with specialist support for pupils involved as either experiencing abuse or engaging in abuse, even in cases where the Police choose to take no further action.
- 7.13 If there is a disclosure about pupil-on-pupil abuse, all children involved, whether abusing or experiencing abuse will be treated as being 'at risk'. We acknowledge that when a child abuses another child they may have themselves experienced abuse and require support themselves.
- 7.14 The School has a Behaviour Policy, a Peer-on-Peer Abuse Policy, an Anti-Bullying Policy and a School Standards, Rules and Regulations document. All pupils are required to read and sign that they have read the School Standards, Rules and Regulations.

## 8. Supporting Staff

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

## 9. Whistleblowing

- 9.1 We recognise that children cannot be expected to raise concerns in an environment where Staff fail to do so. The School strives therefore to have a culture of safety, raising concerns, valuing staff and reflective practice.
- 9.2 All Staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. Staff can also utilise the City of London Corporation's 'Whistleblowing' facilities via the telephone hotline and/or website. Whistleblowing procedures are covered as part of new staff induction training and child protection regular training for existing staff. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (the line is available from 8.00am to 8.00pm, Monday to Friday) and email [help@nspcc.org.uk](mailto:help@nspcc.org.uk). The NSPCC's *what you can do to report abuse dedicated helpline* is available at: <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>.
- 9.3 Staff who raise concerns about safeguarding either with the School's senior management, **or with the CoL children's social care team** will not suffer any negative consequences such as notes on their file or denial of promotion.
- 9.4 Where a member of staff is unhappy about the action taken by the School in relation to a particular concern raised by the staff member, the Head will facilitate a mediation meeting with the staff member and the DSL to explain the School's actions and the reasons for them as far as is possible to maintain a child's confidentiality. If this meeting does not satisfy the member of staff, they should feel able to contact the DO for more effective action.

## 10. Physical Intervention

- 10.1 The School's policy on physical intervention by staff is set out in the School's Physical Intervention and Restraint Policy and has regard to HM Government's Guidance: *"Use of*

*reasonable force*”, July 2013. The policy acknowledges that Staff have a legal power to use reasonable force, i.e. to use no more force than is needed in the circumstances to control or restrain pupils. It also acknowledges that a ‘no contact’ policy can leave staff unable to fully support and protect pupils. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Physical intervention must be necessary and proportionate to the level of risk and will normally be used as a last resort.

- 10.2 All incidences of Physical Intervention by a member of staff should be reported to the DSL immediately. Such an event should be recorded, and the record signed by a witness should there be one. If there was no witness, that should also be recorded.
- 10.3 We understand that when using reasonable force in response to risks presented by incidents involving pupils with SEN or disabilities or with medical conditions, we must recognise the additional vulnerability of these pupils. An individual behaviour plan, agreed with parents or carers and the pupil, may be appropriate to consider risk, reduce the occurrence of challenging behaviour and reduce the need to use considerable force.
- 10.4 Staff should avoid touching or restraining a pupil which gives rise to an unacceptable risk of physical harm or in a way that could be interpreted as sexually inappropriate conduct. Physical intervention of a nature that causes injury or distress to a child may need to be considered under child protection or disciplinary procedures.
- 10.5 We understand that force may never be used as a punishment.
- 10.6 All complaints about the use of force should be investigated thoroughly, speedily and appropriately. The School will follow the procedures outlined in Section 7 should a complaint be received.

## **11. Equalities and Bullying**

- 11.1 The School adheres to the City of London Corporation’s Equal Opportunities Policy and action will be taken to prevent, and respond to, incidents of inappropriate discrimination, harassment and victimisation, in particular because of differences which arise out of gender or gender reassignment, pregnancy or maternity, special educational need or disability, race, religion or belief, cultural or linguistic background, or sexual orientation. The School acknowledges that repeated incidents or a single serious incident may lead to consideration under child protection procedures.
- 11.2 Our policy on bullying (including racial, religious, cultural, sexual/sexist, homophobic, special educational needs or disability, and cyber bullying) is set out in a separate document (the Anti-Bullying Policy). The policy acknowledges that to allow or condone bullying may lead to consideration under child protection procedures, in particular where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases, the matter will be reported to the DSL and to the DO.

## **12. Prevention**

- 12.1 We recognise that the School plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 12.2 The School and those in its community will therefore:
- 12.2.1 Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
  - 12.2.2 Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty.
  - 12.2.3 Incorporate into the curriculum and the Assembly programme, including PSHE (Personal, Social, Health, Citizenship Education), information and opportunities that equip children with the awareness and skills they need to stay safe from harm and to know to whom they should turn for help.
  - 12.2.4 Make e-safety an integral part of safeguarding by explicitly teaching pupils how to keep safe online in ICT lessons working with City of London Police, external speakers and through PSHE.
  - 12.2.5 Ensure that children are resilient to radicalisation and are prepared to challenge extremist ideology by providing a safe environment for the discussion of sensitive issues, helping children to understand how they can participate in decision-making, and by promoting the spiritual, social, moral and cultural development of all pupils and within this, fundamental British Values. Further details are set out in Annexure 4.
  - 12.2.6 Ensure that no political indoctrination takes place in any of the School curricular or extra-curricular activities and that pupils are always exposed to a balanced presentation of political issues.
  - 12.2.7 Ensure that all visiting speakers are suitably vetted and supervised to avoid political indoctrination. Details of the procedure to follow are set out in Annexure 4.
  - 12.2.8 Ensure that appropriate filtering is in place to prevent children being exposed to inappropriate, illegal or exploitative material.

## **13. Private Fostering**

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

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

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

- 14.1 The School monitors pupils' attendance through a daily register and any unexplained absences are investigated. A child going missing from education is a potential indicator of abuse or neglect.
- 14.2 We understand that we have an obligation to hold more than one emergency contact number for pupils where reasonably possible.
- 14.3 Unauthorised absences must be reported to the Head of Year and Deputy Head Pastoral immediately and followed up with the parents or guardians.
- 14.4 Staff should be alert to the possible triggers of absence (particularly repeated absence) that may be indicative of wider safeguarding concerns. They should watch out for other potential signs of such safeguarding concerns as described in this policy and its annexes and report their concerns immediately to the DSL in accordance with the policy.
- 14.5 The DSL will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority.
- 14.6 The DSL will inform their local authority of any pupil who is going to be deleted from the admission register where they:
  - 14.6.1 have been taken out of school by their parents and are being educated outside the school system e.g. home education;
  - 14.6.2 have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
  - 14.6.3 have been certified by the School Nurse as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he



nor his parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

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

14.6.5 have been permanently excluded.

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

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

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

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

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

## **16. Early help**

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

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

16.3 All staff should be alert to children who may benefit from early help. Any child may benefit from early help but staff should be alert to the potential need for early help for a child who:

- is disabled or has specific additional needs;

- has special educational needs;
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing or goes missing from care or from home;
- is misusing drugs or alcohol;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges to the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

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

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

16.6 If early help is appropriate, the case should be kept under constant review by the DSL and consideration be given to a referral to children's social care if the child's situation does not appear to be improving.

16.7 In order for an early help assessment to be effective:

16.7.1 the assessment should be undertaken with the agreement of the child and the parents or carers. It should involve the child and family as well as all the professionals who are working with them;

16.7.2 the member of staff or DSL should be able to discuss concerns they may have about a child and family with a social worker in the local authority in accordance with the relevant local authority's processes;

16.7.3 if the parents or child do not consent to an early help assessment the DSL as the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, referral into local authority children's social care may be necessary.

## 17. Review of Policy

This policy will be reviewed annually (or more regularly where required) prior to approval by the Board of Governors.

Policy last reviewed by:	Coco Stevenson (as DSL)
Date last reviewed:	August 2019 (changes as shown) December 2019 (minor amendment to 2.1.19, and to identities of DDSLs) May 2020 (addition of extra DDSL; name of Chair of Governors updated) August 2020 (substantive changes in purple as per KCSIE 2020)
Approved on behalf of Governors by:	Board of Governors
Date last approved:	8 October 2019

## **Annexure 1: TYPES OF ABUSE AND POSSIBLE SIGNS OF ABUSE**

The following information about types of abuse is taken from “*Keeping Children Safe in Education*”, September 2020 (DfE).

### **Abuse**

“A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.”

### **Physical Abuse**

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

Possible signs of physical abuse are:

#### *Physical Indicators:*

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

#### *Behavioural Indicators:*

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

## **Sexual Abuse**

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

Possible signs of sexual abuse are:

### *Physical Indicators:*

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

### *Behavioural Indicators:*

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

## **Emotional/Psychological Abuse**

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

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

Possible signs of abuse are:

*Physical Indicators:*

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

*Behavioural Indicators:*

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

## **Neglect**

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

Possible signs of abuse are:

*Physical Indicators:*

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

*Behavioural Indicators:*

- Unusual school attendance.
- Chronic absenteeism.
- Chronic hunger, tiredness, or lethargy.
- Begging for or collecting leftovers.
- Assuming adult responsibilities.
- Reporting no caregiver at home.

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

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

## **Annexure 2: AWARENESS OF FEMALE GENITAL MUTILATION (FGM), CHILD SEXUAL EXPLOITATION (CSE), FORCED MARRIAGE (FM), HONOUR BASED VIOLENCE (HBV), CHILD CRIMINAL EXPLOITATION: COUNTY LINES, DOMESTIC ABUSE and HOMELESSNESS**

### **FEMALE GENITAL MUTILATION (FGM)**

The following general statement about schools' responsibilities in relation to FGM is taken from "Keeping Children Safe in Education", September 2020 (DfE).

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

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

### **Warning Signs relating to FGM**

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

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

### **Implications for the School**

- Although the School is a boys' school, there could be situations where staff become aware of issues relating to FGM.
- A number of pupils at the School belong to communities in which FGM has traditionally been practised and have close family links with countries abroad where it is prevalent and so may know other children potentially at risk.
- From October 2015, teachers have an obligatory duty to report to the police when they discover (either through disclosure by the victim or visual evidence) that FGM appears to



have been carried out in a girl under 18. The report should be made to the police force in the area in which the girl resides. Those failing to report such cases face disciplinary action. Teachers should still consider and discuss such cases with the DSL and involve City of London Children and Families Team (children's social care) as appropriate.

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

### **CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. While age may be the most obvious, this power imbalance can also be due to a range of other factors, including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical and be facilitated and/or take place online.

### **CHILD SEXUAL EXPLOITATION**

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

Comprehensive information about CSE can be found on the NSPCC Website at:

[http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/cse-homepage\\_wda97456.html](http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/cse-homepage_wda97456.html)

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

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

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

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

CSE does not always involve physical contact; it can also occur through the use of technology. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and

may occur without the young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

### **Possible signs of CSE**

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

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

### **CHILD CRIMINAL EXPLOITATION (CCE)**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence and weapons to ensure compliance of victims. Young people are often recruited to move drugs and money between locations and are known to be exposed to techniques, such as 'plugging', where drugs are concealed internally to avoid detection. Young people can easily become trapped in this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines networks.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious imbalance, this power imbalance can

also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

- can include young people being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

#### Possible signs of CCE

- young people who appear with unexplained gifts or new possessions
- young people who associate with other young people involved in exploitation
- young people who suffer changes in emotional wellbeing
- young people who misuse drugs and alcohol
- young people who go missing for periods of time or regularly come home late
- young people who regularly miss school or education or who do not take part in education

### **FORCED MARRIAGE (FM)**

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

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

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

Warning signs of forced marriage to look out for:

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

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

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

For information about forced marriage and relevant legislation see:

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

## **HONOUR BASED ABUSE (formerly Honour Based Violence HBV)**

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

[http://www.cps.gov.uk/legal/h\\_to\\_k/honour\\_based\\_violence\\_and\\_forced\\_marriage/#a04](http://www.cps.gov.uk/legal/h_to_k/honour_based_violence_and_forced_marriage/#a04)

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

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

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

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

Some pupils at the School could be at risk of honour based abuse.

## **DOMESTIC ABUSE**

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame itself for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

The School is part of the City of London Police [Operation Encompass](#).

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

<http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

<http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

## **HOMELESSNESS**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties:

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation:

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheet>

## Annexure 3: SAFEGUARDING CODE OF CONDUCT

### A) General

This Code of Conduct has been introduced in the light of statutory regulations issued by the DfE entitled “*Keeping Children Safe in Education*”, September 2020: it is intended not only to protect children but also members of staff from any malicious allegation(s). It is provided to all School staff (teaching and support) and volunteers.

1. All School staff and volunteers accept responsibility for the welfare of children with whom they come into contact in the course of their work, and that they will report any concerns about a child or somebody else’s behaviour, using the procedures laid down in the School’s Safeguarding and Child Protection Policy.
2. **Alice Martineau** is the School’s **Designated Safeguarding Lead (DSL)** who will take action following any expression of concern in accordance with the process laid out in the School’s Safeguarding and Child Protection Policy. **Andrew McBroom, Chris Webb, Nick Hudson, Chris Apaloo and Sasha Massey-White** are the Deputy Designated Safeguarding Leads (DDSLs), with the following responsibilities:
  - Andrew McBroom: the City of London Virtual School and Educational Visits
  - Chris Webb: the Sixth Form (Years 12 and 13)
  - Nick Hudson: the Middle School (Years 10 and 11)
  - Chris Apaloo: the Lower School (Years 6 to 9)
  - Sasha Massey-White: Social Services liaison, Looked After Children, Children with parents in prison, and MyConcern administration
  - Alice Martineau: Prevent, training with regard to safeguarding matters

The Head and, in his absence, the Senior Deputy Head know how to make appropriate referrals to statutory child protection agencies. **Pat Dixon (020 7332 1512)** is the City of London’s Safeguarding and Quality Assurance Service Manager and the Designated Office (DO) and should be consulted for all safeguarding matters via the DSL if the matter pertains to a City of London resident child, or an issue relating to potential / actual allegations against staff, and for advice if the School is experiencing difficulties liaising with another LA in respect of safeguarding issues. Please also consult with the School’s HR Business Partner (**Neeta Shah**) for HR advice and technical support concerning the process.

3. All staff who come into contact with children in the course of their professional activities must adhere to the School’s Safeguarding and Child Protection Policy and have regard to any other relevant guidance issued by the School. Failure to comply with these obligations may result in disciplinary action in accordance with the School’s Disciplinary Procedure.
4. Information relating to any allegation or disclosure must be clearly recorded as soon as possible, and there is a procedure setting out who should record information and the time-scales for passing it on. See Annexure 5 (the Disclosure Form).

5. All safeguarding concerns must be recorded on MyConcern in a timely manner, in addition to discussion with the DSL. The Disclosure form can be attached to the relevant pupil record in MyConcern.
6. The *Children Act 1989* states that the 'welfare of the child is paramount'. This means that considerations of confidentiality that might apply to other situations should not be allowed to over-ride the right of children to be protected from harm. However, every effort should be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated.
7. The Safeguarding and Child Protection Policy will be referred to or included in recruitment, training and policy materials, where appropriate, and this policy will be openly and widely made available to members of staff and volunteers and actively promoted within the organisation.
8. A culture of mutual respect between children and staff will be encouraged, with adults modelling good practice in this context.
9. It is part of the School's acceptance of its responsibility of duty of care towards children that staff, who encounter child protection concerns in the context of their work will be supported when they report their concerns in good faith.
10. All staff should be aware that it is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.
11. The Serious Case Reviews undertaken as a result of criminal activities at South Bank International and St Paul's School strongly recommend that schools adopt a policy of 'neutral notification'. Staff can 'neutrally notify' their own behaviour as well as the behaviour of any other member of staff. The 'neutral notification' procedure is set out at the end of the Safeguarding Code of Conduct.

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

1. Inappropriate physical contact with children: physical contact is only appropriate in very limited circumstances. Please see the School's policy on Physical Intervention and Restraint by Staff for more detailed advice, p. A copy has been supplied to all Staff at their induction training along with this copy of the Safeguarding Code of Conduct, Safeguarding and Child Protection Policy and *Keeping Children Safe in Education (September 2020)*.
2. Being involved in a one-to-one discussion or lesson with a pupil, but if this is necessary it is essential that the door of the room is open or that the meeting is visible from the outside (i.e. there is a vision panel in the room facing out into the corridor or interior school space, or a vision panel in the door of the room which again faces out into the corridor or interior school space).
3. Using confidential or sensitive information about a child or their family for their own benefit or to humiliate or embarrass a child. Confidential information about pupils or the School



should not be shared casually. However, information that might suggest that a child is in need or at risk of significant harm must be shared with the DSL, in line with the Safeguarding and Child Protection Policy.

4. Taking photographs of pupils: photographs or images of pupils should only be made when they are to be exclusively used in the School's promotional materials such as newsletters, prospectus, twitter feed and the website. Pupils' names should not be published with such images unless parents have given permission. Some parents may not wish their son's photograph or image to be used in this way and authorisation should be sought before any such image is published. Should staff use their own personal mobile or digital device to capture images of pupils for School promotional materials the following protocol must be adopted:
  - Imagery must be transferred from the device to the School network as soon as is practicable;
  - Imagery must be deleted permanently from the device as soon as is practicable.
5. Establishing or seeking to establish any social contact with a pupil or their parents / carers. Family friendships should be declared to the Senior Deputy Head (e.g. friendships already formed outside school or forged through social contact by staff with children at the School). Staff should not give their personal telephone numbers or email addresses to pupils or their parents. No member of staff will enter into extra or private tuition (see note (i) below) or childcare arrangements with parents of pupils at the School without the permission of the Head. Staff should notify their line manager of any existing or previous family or social relationship with a pupil or their parents / carers.
  - (i) Staff should not tutor boys who are preparing to take the School's entrance examinations.
6. Making suggestive or inappropriate remarks to or about a child, even in fun, as this could be misinterpreted. Inappropriate remarks include innuendo, swearing, and discussing their or your own intimate relationships.
7. Other than in exceptional circumstances, communicating directly with pupils by email or text message on your private phone or mobile/digital device. If it is necessary to communicate with pupils via a personal device (in the case of emergency or exceptional circumstances), staff must either copy in the Senior Deputy Head/Deputy Head Pastoral or inform the Senior Deputy Head/Deputy Head Pastoral of the communication as soon as a practicable.
8. Communicating personally with pupils or accepting pupils as 'friends', 'contacts' or 'followers' via Twitter, Facebook, Snapchat, Instagram or other social media or sharing platforms, except via the School's internal network, Citizens Connect. For the avoidance of doubt, where the School uses, or sanctions the use of, social media, it should be for the appropriate dissemination of information and not for entering into discussion or dialogue on the internet. The use of social media regarding School matters should be approved by the Head. This includes former pupils (unless where an exception has been agreed by the Head and or the Deputy Head Pastoral). The Development and Alumni Team looks after our Old Citizens and can help facilitate contact with alumni. Staff may also join the alumni networking platform Citizens Connect.

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

**Please note also:**

13. It is not unusual for pupils or, sometimes, their parents to develop infatuations or "crushes" towards staff. Staff must take steps to try to defuse these situations. All such situations must be responded to sensitively to maintain the dignity of those concerned and any indications that this might be happening should be reported to the Head of Year and the Head. In addition, the object of the pupil or parent's affections may not even be aware of this, in which case colleagues must bring this to the colleague's attention and report this to the Head.
14. It is not permissible to take a pupil / pupils alone in a car on journeys, however short, unless with the prior consent of the child's parent or guardian, and then only in exceptional circumstances with prior authorisation from the Head.
15. Any event during the School day, irrespective of attendees, will not involve alcohol. It is not permissible for staff to allow pupils to drink alcoholic beverages at any time. When the School 'entertains' pupils at events such as the Prefects' Dinner no alcohol will be served. This applies even if the pupil is 18. This also applies on residential and non-residential School trips. (Details regarding the consumption of staff on educational visits can be found in the Educational Visits Handbook.) At events hosted by The School for other guests, for example parents, alumni or governors, alcohol must neither be served to pupils in attendance, nor consumed by staff in a supervisory capacity. Exceptions to this are with the agreement of the Head and the Deputy Head Pastoral.

16. Staff are responsible for their own personal online digital profile and, where social media or games are used, staff should take all reasonable precautions to ensure their own privacy. It is recognised that the position of trust staff hold in relation to pupils will not lapse when the pupil leaves the School. Any contact with former pupils should be appropriate within this context and should take into account the nature of the relationship with a pupil when they were at school and the time elapsed since they left. It is for this reason that former pupils should **not** be accepted as “Friends” or “Followers” to any staff member’s social media or gaming accounts at any time, with the exception of LinkedIn for professional purposes or any other specific exceptions agreed with the Deputy Head Pastoral. **The School encourages members of staff with former pupils as existing friends or followers on social media to remove these former pupils. Exceptions to this are with the agreement of the Head and the Deputy Head Pastoral.** The Development and Alumni Team looks after our Old Citizens and can help facilitate contact with alumni. Staff may also join the alumni networking platform Citizens Connect.
  
17. Any inappropriate conduct with a pupil or former pupil of CLS, or with a pupil of another school, or conduct, (whether committed at or outside work or on social media) which is likely to damage the School’s reputation may be treated as a serious disciplinary offence up to and including an act of gross misconduct.

Further guidance is available as follows:

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

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

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

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

*Social Networking – Guidelines for Members (NASUWT)*

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

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

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

1. Staff must maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
2. The School expects all staff to dress appropriately whilst at work so that confidence of employees, pupils, parents and other connected with the School is maintained. Whilst the School values diversity and is not seeking to achieve a complete uniformity of dress style, the School does expect all employees’ clothing at work to be neat, clean, modest and appropriate.

3. Do take a disclosure of abuse from a pupil seriously. It is important not to deter pupils from making a 'disclosure' of abuse through fear of not being believed, and to listen to what they have to say. Guidance on responding to an allegation of abuse is set out in the School's Safeguarding and Child Protection Policy including Annexure 5 (The Disclosure Form). If the allegation gives rise to a child protection concern it is important to follow the School's procedure for reporting such concerns, and not to attempt to investigate the concern oneself.
4. Staff may enter the boys' changing rooms for the purpose of respectful supervision. Before entering the changing room staff must announce their intention to enter by knocking loudly on the door and shouting at a decent volume that they are entering the changing room. Respectful supervision is defined by warning the boys of entry, averting eyes from boys in a state of undress, the intention of entry being to monitor standards of behaviour and remaining in the changing room for a maximum of five minutes.
5. Always report any concerns immediately to the School's Designated Safeguarding Lead regarding the conduct of another staff member in relation to pupils or vulnerable adults.
6. Remember that those who abuse children can be of any age (even other children), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place.
7. Good practice includes valuing and respecting children as individuals, and the adult modelling of appropriate conduct - which will always exclude bullying (including cyber-bullying), homophobia, racism, sectarianism or sexism.
8. Further advice and guidance on child protection and safeguarding issues is available via the relevant advice in the School's Safeguarding and Child Protection Policy, which can be found on the School's website and intranet.
9. Written permission from pupils and their parents/carers must be obtained before taking photographs or films. This is included in the Terms and Conditions of the contract that parents sign. All images and films must be stored appropriately and securely and only used by those authorised to do so. Staff should be able to give account of the rationale behind any images of pupils that are in their possession.
10. Members of staff working in the building after 7.00pm must relocate to Level 2 Common Room and offices unless there is a school function such as a parents' evening or concert. If it is essential to be working elsewhere in the building after 7.00pm, please let the Duty School Keeper know and inform him when you are leaving. The building is usually locked and alarmed from 8.00pm.

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

1. Stay calm.
2. Listen carefully to what is said and show that you are taking it seriously.

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

## **NEUTRAL NOTIFICATION POLICY AND PROCEDURE**

### **Rationale**

It is accepted that there are occasions when school staff, as professionals, have to act in a particular way in order to protect the health, safety and welfare of their pupils. Such situations could put the adult in a potentially vulnerable position and perhaps cause them, with hindsight, to consider that they might have chosen to act in a different manner.

There may be occasions when an incident occurs which is out of the ordinary and which causes a member of staff to have doubts about the behaviour of an adult towards a pupil or another child [Such doubts which fall below the threshold for a Safeguarding Concern Report].

There may also be occasions when a member of staff has concerns about how their own behaviour in a specific situation might be misinterpreted. It is important that any occasions or incidents which might give rise to such concerns are reported to the DSL. In the vast majority of cases, there will be a perfectly innocent and reasonable explanation for what has occurred.

### **Procedure**

The procedure for self-reporting or reporting a concern of this nature is called 'Neutral Notification'. The purpose of neutral notification is to protect both pupils and the staff working with them and allows a system for a simple record to be kept in case events are later referred to or any patterns emerge.

Where a member of staff is the subject of a notification [self-notification or by a colleague] they will suffer no detriment or stigma. Notifications of these types are a neutral act, and the DSL will, on receipt of a notification, determine how to best approach the issue.

Neutral Notifications can be made in person in the first instance. The Neutral Notification Form (available on the Staff Intranet) should be passed to the DSL. If the notification is made in person in the first instance, staff may be required to complete a Neutral Notification Form later.

The DSL will receive all Neutral Notifications. Such records will be kept confidentially and shared with the relevant safeguarding team and relevant agencies **only** in cases where it leads to such liaison / reporting is required. A staff member who makes a Neutral Notification in good faith will suffer no detriment as a result but failure to make a Neutral Notification could, however, constitute misconduct and lead to the implementation of the School's Disciplinary Procedure.

The circumstances in which staff **should** make a Neutral Notification are as follows:

- any incident where s/he feels that his/her actions or behaviour towards a pupil could be misinterpreted;
- any incident which a member of staff is aware of actions of a colleague towards a pupil which could be misinterpreted;
- any incident of which a staff member is aware where the interactions of a colleague with a pupil are not appropriate to the pupil's age or need at that time;
- inadvertent email, messaging, use of social media sites or other communication between adults and pupils outside agreed protocols;
- any unsupervised contact with a pupil other than in the context of a one-to-one lesson or discussion about academic, extracurricular or pastoral issues or other situations which fall within expected boundaries of professional conduct;
- any incident where a member of staff has been alone with a pupil or pupils in a vehicle where this has not been authorised in advance;
- any inadvertent and potentially inappropriate social contact with pupils outside of school (such as restaurants or pubs);
- if a pupil uses a staff member's home address, mobile or home phone number, or private e-mail address;
- one-to-one contact with a pupil on school trip [residential / non-residential] which falls outside expected boundaries of professional conduct.

This is not intended to be an exhaustive list but representative. Anything which causes staff to have a 'nagging doubt' about the way in which other adults behave or interact with pupils (or their own actions could be viewed) should be notified, in order to protect both pupils and the members of staff involved.

NB Where there is evidence that a professional boundary has been broken and the threshold for a Safeguarding Concern Report has been met, Neutral Notification must be bypassed, and the usual Safeguarding Concern reporting lines must be followed.

**Neutral Notification Form**

Name of person completing form: .....

Name of person form concerns:.....

Date:.....

Time:.....

Form handed to (name and role):.....

Notification (include detail of situation):

## **Annexure 4: THE PREVENT DUTY**

### **THE PREVENT DUTY**

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

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

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

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

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; it causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

### **WHAT DOES THE PREVENT DUTY MEAN FOR SCHOOLS?**

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

Protecting children from the risk of radicalisation should be seen as part of the **wider safeguarding responsibilities** of schools and it is similar in nature to protecting children from other harms,



whether these come from within their families or are the product of outside influences. This annexure therefore must be read in conjunction with the Safeguarding and Child Protection policy.

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

There are four general duties placed on schools:

- 1) Risk assessments  
Schools are expected to assess the risk of their pupils being drawn into terrorism, including support of extremist ideas that are part of a terrorist ideology, based on a general understanding of the risks affecting young people in their area and a specific understanding of how to identify individual children at risk and offer support.
- 2) Working in partnership  
Schools are expected to continue to work with Local Safeguarding Partnerships, Community safety Partnerships and local Prevent Leads.
- 3) Staff training  
Schools are expected to provide Prevent awareness training to help staff identify children at risk of radicalisation and to challenge extremist ideology.
- 4) IT policies  
Schools are expected to have suitable levels of filtering to prevent access to material that promotes terrorism and extremist ideologies. Compliance with the Prevent duty falls within a school's responsibility to teach e-safety.

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

### Risk Assessments

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

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

The risk to individual pupils is monitored through our pastoral structure and, in particular, the Form tutors, who take into account all the factors and patterns of behaviour detailed in Annexure 1. Attendance monitoring plays an important part in assessing vulnerability.

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

### Working in Partnership

The School works closely with the City and Hackney Safeguarding Children Partnership (CHCSP) and with the Community Safety team and its Prevent Coordinator at the City of London Corporation.

### Staff Training

As part of the annual INSET on safeguarding, staff receive appropriate training on relevant aspects of the Prevent Duty, including how to identify children at risk of being drawn into terrorism, how to challenge extremist ideologies and what to do if staff become concerned about a child being drawn into terrorism. The Head, the DSL (Prevent Lead) and the DDSLs have completed online Prevent Awareness training ('Prevent: learning to support the prevent strategy') available at: [www.cityoflondon.learningpool.com](http://www.cityoflondon.learningpool.com).

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

### IT Filter

The School has a strict and effective filtering and e-safety is delivered through both IT and PSHE lessons. The IT Manager and Deputy Head Pastoral are responsible for all matters of e-safety, and keeps a log of incidents and report annually to the Governors. The Senior Deputy Head and the Deputy Head Pastoral have responsibility for the issuing of sanctions to pupils.

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

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

### DSL (Prevent Lead) Responsibilities

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

- 1) To be the first point of contact for parents, pupils, teaching and non-teaching staff and outside agencies in matters relating to Prevent.

- 2) To coordinate the Prevent Duty procedures in the School.
- 3) To undergo appropriate training (including WRAP).
- 4) To maintain an ongoing training programme on Prevent related issues for all staff.
- 5) To liaise with the local prevent coordinator, the police, local authorities and other agencies.
- 6) To keep appropriate records of Prevent related incidents.

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

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

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

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

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

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

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

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

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

## **Capability** to cause harm

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

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

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

The following are further risk indicators:

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

Critical risk factors include:

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

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

## **CHALLENGING EXTREMIST IDEOLOGIES**

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

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

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

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

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

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

The School promotes critical thinking skills across all subjects as these remain central to challenging any form of extremism.

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

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

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

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

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

If a child is suspected or identified as already engaged in illegal terrorist related activity, they will be reported to the police. The following are useful contact numbers:

- Anti-Terrorist Hotline: 0800 789 321
- Crime stoppers: 0800 555 111
- Relevant Police force: 101.

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

## Annexure 5: Disclosure Form

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

### 1. You

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

### 2. The Pupil

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

Parent/Carer: .....

### 3. The Alleged Perpetrator

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

.....

### 4. The Disclosure

Record of conversation (use continuation sheet if necessary):

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

.....

.....

.....

.....

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

.....  
.....

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

.....  
.....

**5. Consent to Share**

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

If so, how did you seek consent?

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

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

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

If yes, what did the pupil say?

- Note the exact words used by the pupil

.....  
.....



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

.....  
.....

**6. Additional Information**

Any other comments

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

Signed: .....

Time: .....

Date: .....

## **Annexure 6: Annex B of “Keeping Children Safe in Education” (2020)**

### **Annex B: Role of the Designated Safeguarding Lead**

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

#### **Deputy Designated Safeguarding Leads**

It is a matter for individual schools and colleges as to whether they choose to have one or more Deputy Designated Safeguarding Leads (DDSLs). Any deputies should be trained to the same standard as the DSL and the role should be explicit in their job description.

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

#### **Manage referrals**

The DSL is expected to:

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

#### **Work with others**

The DSL is expected to:

- **act as a point of contact with the three safeguarding partners;**
- liaise with the headteacher or principal to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part Four<sup>1</sup>) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and

---

<sup>1</sup> “Keeping Children Safe in Education” (2020), Part four: Allegations of abuse made against teachers and other staff.

- act as a source of support, advice and expertise for all staff.

## **Training**

The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The DSL should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins and meeting other DSLs, as required and at least annually, to allow them to understand and keep up with any developments relevant to their role) so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part-time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and General Data Protection Regulation (GDPR);
- understand the importance of information sharing, both within the School and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online (e.g. from online bullying, grooming and radicalisation) and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

## **Raise Awareness**

The DSL should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policies are reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and

- link with the Local Safeguarding and Children’s Partnership (LSCP) to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced, with teachers and the SMT. Their role should include ensuring that all staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

### **Child protection file**

Where children leave the school or college, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff, such as DSLs and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

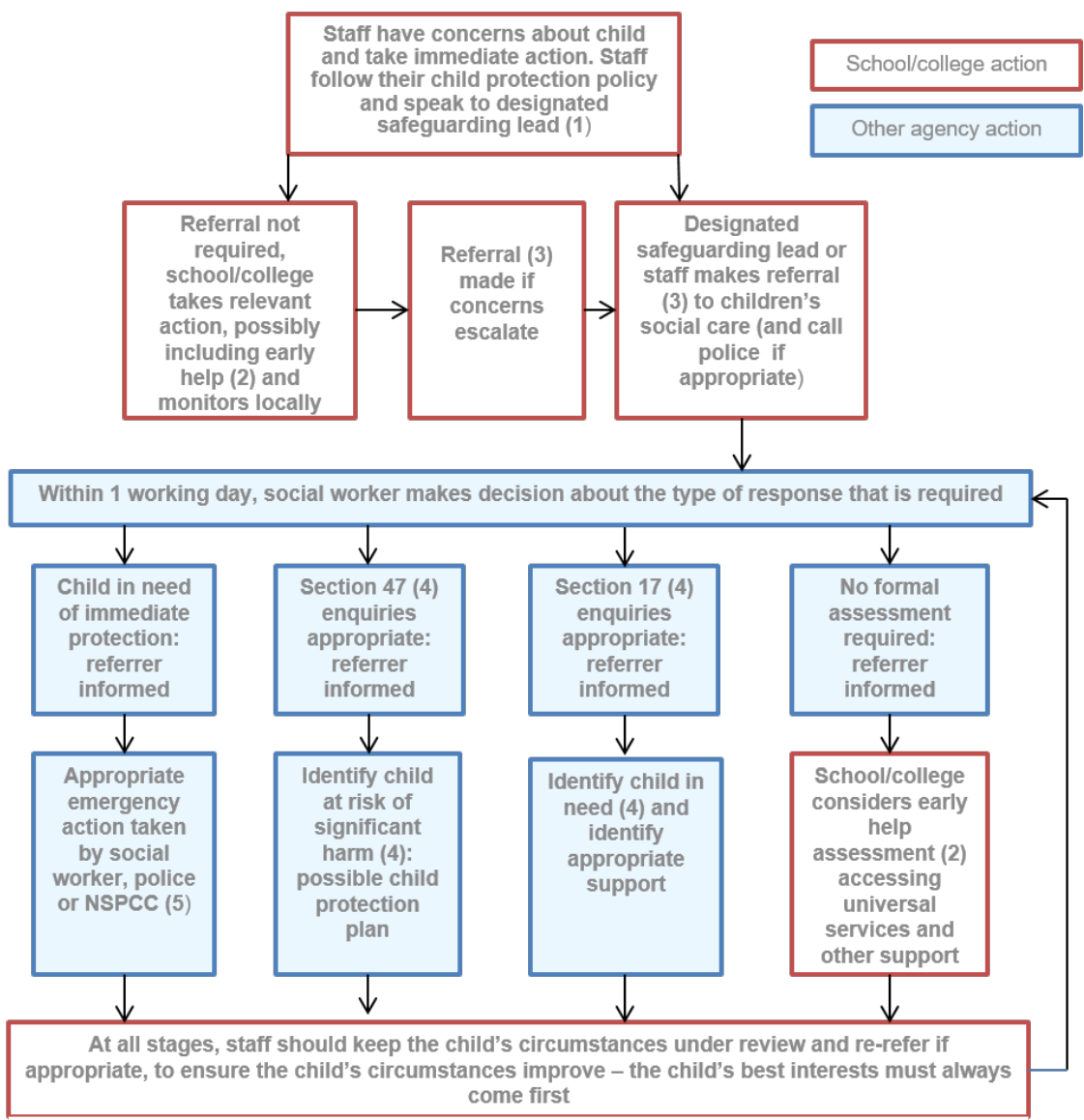
### **Availability**

During term time the DSL (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the DSL, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

# Annexure 7: Actions where there are concerns about a child with reference to referrals to Children’s Services

## Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).



<b>Committee:</b> Board of Governors of the City of London School	<b>Date:</b> 08 October 2020
<b>Subject:</b> City of London School Education Trust – Draft 2019/20 Annual Report and Financial Statements	<b>Public</b>
<b>Report of:</b> The Chamberlain	<b>For Information</b>
<b>Report author:</b> Steven Reynolds	

## **Draft Annual Report and Financial Statements for the year ended 31 March 2020**

1. The draft 2019/20 Annual Report and Financial Statements for the City of London School Education Trust (charity number: 1118571) are attached.
2. During the year ended 31 March 2020 total funds decreased by £6,045 (2018/19: an increase of £158) to nil (2018/19: £6,045). This movement comprised expenditure of £4,364 on a hearing loop for the theatre with City of London School (2018/19: nil) and £1,719 on professional fees to aid the closure of the Charity (2018/19: nil) less investment income of £38 (2018/19: there was investment income of £58 and donations of £100).
3. The charity was closed on 28 April 2020 by a decision taken by the Court of Common Council and had no remaining funds. It was subsequently removed from the Charities Commission's Register of Charities on 10 June 2020.
4. BDO LLP is auditing the draft Annual Report and Financial Statements, which will be submitted to the Finance Committee on 10 November for approval on behalf of the Court of Common Council.

### **Recommendation**

5. It is recommended that members receive this report for information.

### **Appendices**

- Appendix – The City of London School Education Trust – Draft 2019/20 Annual Report and Financial Statements

### **Contact:**

Steven Reynolds, Group Accountant  
Chamberlains

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E: [steven.reynolds@cityoflondon.gov.uk](mailto:steven.reynolds@cityoflondon.gov.uk)

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# The City of London School Education Trust

Annual Report and Financial Statements for the year  
ended 31 March 2020

Charity registration number 1118571

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## **ORIGINS OF THE CHARITY**

The charity was initially set up with a donation in 2007 towards the refurbishment of the City of London School's theatre. Since that time, further restricted donations have been received towards a variety of projects and activities in accordance with the objects of the charity.

The charity now lacks purpose and has had only minor funds associated with it in recent years. A decision was made by the Trustee, the City of London Corporation, to close the charity on 28 April 2020.

# TRUSTEE'S ANNUAL REPORT

## STRUCTURE AND GOVERNANCE

### GOVERNING DOCUMENTS

The constitution of this charity is set out in the Trust deed dated 27 March 2007. The charity is constituted as a charitable trust.

### GOVERNANCE ARRANGEMENTS

The Mayor and Commonalty and Citizens of the City of London (also referred to as 'the City Corporation' or 'the City of London Corporation'), a body corporate and politic, is the Trustee of the City of London School Education Trust. The City Corporation is Trustee acting by the Court of Common Council of the City of London in its general corporate capacity and that executive body has delegated responsibility in respect of the administration and management of this charity to various committees and sub-committees of the Common Council, membership of which is drawn from 125 elected Members of the Common Council and external appointees to those committees. In making appointments to committees, the Court of Common Council will take into consideration any particular expertise and knowledge of the elected Members, and where relevant, external appointees. External appointments are made after due advertisement and rigorous selection to fill gaps in skills. Members of the Court of Common Council are unpaid and are elected by the electorate of the City of London

The key Committee which has responsibility for directly managing matters related to the charity is the Board of Governors of the City of London School, which is ultimately responsible to the Court of Common Council of the City of London. Committee meetings are held in public, enabling the decision-making process to be clear, transparent and publicly accountable. Details of the membership of Committees of the City Corporation are available at [www.cityoflondon.gov.uk](http://www.cityoflondon.gov.uk).

The Trustee believes that good governance is fundamental to the success of the charity.

### OBJECTIVES AND ACTIVITIES

Prior to the closure of the charity on 28 April 202, the objectives of the charity were:

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

## **PUBLIC BENEFIT STATEMENT**

The Trustee confirms that it referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing the City of London School Education Trust's aims and objectives. The purposes of the charity, prior to its closure, were to advance the education of pupils of the City of London School, children and young people who are not pupils of the school by providing or assisting in the provision of facilities for education and education in music and arts and also to provide facilities for recreation in other leisure-time activities.

Consequently, the Trustee considered that the City of London School Education Trust operated to benefit the general public and satisfied the public benefit test.

## **REFERENCE AND ADMINISTRATIVE DETAILS**

The administrative details of the charity are stated on page 17.

## **ACHIEVEMENTS AND PERFORMANCE**

The Board of Governors of the City of London School decided on 13 June 2019 to seek approval from the City of London Corporation's Court of Common Council to close the charity. In anticipation of this decision, the remaining funds of the charity were used to part-fund a hearing aid loop, which was installed in the theatre of the City of London School during 2019/20.

The Court of Common Council agreed on 28 April 2020 to close the charity. The Charity Commission for England and Wales confirmed on 10 June 2020 that the charity will be removed from the Central Register of Charities.

## **PLANS FOR FUTURE PERIODS**

The charity closed on 28 April 2020. There were no activities in the period from 1 to 28 April 2020 and there are no future plans.

## FINANCIAL REVIEW

### Overview of Financial Performance

#### Income

In 2019/20 the charity's total income for the year was £38 (2018/19: £158), an overall decrease of £120 against the previous year (2018/19: total income for the year was £158, an overall increase of £78 against the previous year).

Income received in the year consisted entirely of interest received on cash balances, amounting to £38 (2018/19: donations of £100 and interest on cash balances amounting to £58 were received in the year).

#### Expenditure

Total expenditure for the year was £6,083 (2018/19: nil), of which £4,364 was incurred on charitable activities (2018/19: nil) and £1,719 in professional fees relating to the future closure of the charity (2018/19: nil).

#### Funds held

The charity's total funds held decreased by £6,045 to nil as at 31 March 2020 (2018/19: an increase of £158 from £5,887 to £6,045), with all amounts held as restricted funds.

Details of the funds held, including their purpose, is set out within note 9 to the financial statements.

#### Reserves policy

The charity held a restricted fund, which was initially set up with a donation in 2007 towards the refurbishment of the School's theatre. Since that time further restricted donations have been received towards a variety of projects and activities in accordance with the objects of the charity. Consequently, the charity had no free reserves and a reserves policy was considered by the Trustee to be inappropriate.

The remaining funds of the charity were used in 2019/20 in anticipation of the closure of the charity on 28 April 2020.

#### Principal Risks and Uncertainties

The charity is committed to a programme of risk management as an element of its strategy to preserve the charity's assets. In order to embed sound practice the senior leadership team ensures that risk management policies are applied, that there is an on-going review of activity and that appropriate advice and support is provided. A key risk register has been prepared for the charity, which has been reviewed by the Trustee. This identifies the potential impact of key risks and the measures which are in place to mitigate such risks.

## TRUSTEE RESPONSIBILITIES

The Trustee is responsible for preparing the Annual Report and the Financial Statements in accordance with applicable law and regulations.

Charity law requires the Trustee to prepare the financial statements for each financial year in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law). Under charity law the Trustee must not approve the financial statements unless the Trustee is satisfied that they give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources, including the income and expenditure, of the charity for that period. In preparing these financial statements, the Trustee is required to:

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

The Trustee is responsible for keeping adequate accounting records that are sufficient to show and explain the charity's transactions and disclose with reasonable accuracy at any time the financial position of the charity and enable the Trustee to ensure that the financial statements comply with the Charities Act 2011. The Trustee is also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

In so far as the Trustee is aware:

- there is no relevant audit information of which the charity's auditors are unaware; and
- the Trustee has taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditors are aware of that information.

Financial statements are published on the Trustee's website in accordance with legislation in the United Kingdom governing the preparation and dissemination of financial statements, which may vary from legislation in other jurisdictions. The maintenance and integrity of the Trustee's website is the responsibility of the Trustee. The Trustee's responsibility also extends to the ongoing integrity of the financial statements contained therein.



Adopted and signed for on behalf of the Trustee.

Jeremy Paul Mayhew MA MBA  
Chairman of Finance Committee of  
The City of London Corporation  
Corporation  
Guildhall, London  
XX Month 2020

Jamie Ingham Clark FCA  
Deputy Chairman of Finance  
Committee of The City of London

# INDEPENDENT AUDITOR'S REPORT TO THE TRUSTEE OF THE CITY OF LONDON SCHOOL EDUCATION TRUST

## Opinion

We have audited the financial statements of the City of London School for Girls Bursary Fund incorporating City of London School for Girls Scholarships and Prizes Fund (the charity) for the year ended 31 March 2020 which comprise the statement of financial activities, the balance sheet and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the charity's affairs as at 31 March 2020 and of its incoming resources and application of resources for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

## Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

## Conclusions related to going concern

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the Trustee's use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the Trustee have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charity's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

## **Other information**

The other information comprises the information included in the Annual Report, other than the financial statements and our auditor's report thereon. The Trustee is responsible for the other information.

Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

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

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

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

## **Responsibilities of the Trustee**

As explained more fully in the Trustee's responsibilities statement, the Trustee is responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Trustee determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Trustee is responsible for assessing the charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Trustee either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

## **Auditor's responsibilities for the audit of the financial statements**

We have been appointed as auditor under section 144 of the Charities Act 2011 and report in accordance with the Act and relevant regulations made or having effect thereunder.

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

A further description of our responsibilities for the audit of the financial statements is located at the Financial Reporting Council's ("FRC's") website at:

<https://www.frc.org.uk/auditorsresponsibilities>.

This description forms part of our auditor's report.

## **Use of our report**

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

Fiona Condron (Senior Statutory Auditor)  
For and on behalf of BDO LLP, statutory auditor  
London

Date

BDO LLP is eligible for appointment as auditor of the charity by virtue of its eligibility for appointment as auditor of a company under section 1212 of the Companies Act 2006.

BDO LLP is a limited liability partnership registered in England and Wales (with registered number OC305127).

## STATEMENT OF FINANCIAL ACTIVITIES

FOR THE YEAR ENDED 31 MARCH 2020

	Notes	Restricted Funds 2019/20 £	Restricted Funds 2018/19 £
<b>Income from:</b>			
Voluntary income	2	-	100
Investments	3	38	58
<b>Total income</b>		<b>38</b>	<b>158</b>
<b>Expenditure on:</b>			
Charitable activities	4	4,364	-
Other	5	1,719	-
<b>Total expenditure</b>		<b>6,083</b>	<b>-</b>
<b>Net movement in funds</b>	9	<b>(6,045)</b>	<b>158</b>
<b>Reconciliation of funds:</b>			
Total funds brought forward	8, 9	6,045	5,887
<b>Total funds carried forward</b>	8, 9	<b>-</b>	<b>6,045</b>

All of the above results are derived from continuing activities.

There were no other recognised gains and losses other than those shown above.

The notes on pages 13 to 16 form part of these financial statements.

## BALANCE SHEET

AS AT 31 MARCH 2020

	Notes	2020 Total £	2019 Total £
<b>Current assets</b>			
Cash at bank and in hand		-	6,045
<b>Total current assets</b>		-	6,045
<hr/>			
<b>Total net assets</b>	8, 9	-	6,045
<hr/>			
<b>The funds of the charity:</b>			
Restricted funds	8, 9	-	6,045
<b>Total funds</b>	8, 9	-	6,045

The notes on pages 13 to 16 form part of these financial statements

Approved and signed on behalf of the Trustee.

Dr Peter Kane

Chamberlain of London

XX Month 2020

## NOTES TO THE FINANCIAL STATEMENTS

### 1. ACCOUNTING POLICIES

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

#### (a) Basis of preparation

The financial statements of the charity, which is a public benefit entity under FRS102, have been prepared under the historical cost convention and in accordance with the Statement of Recommended Practice (SORP) Accounting and Reporting by Charities, published in 2015, Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (FRS 102) and the Charities Act 2011.

#### (b) Going concern

These financial statements have not been prepared on a going concern basis as the charity closed on 28 April 2020. The Board of Governors of the City of London School decided on 13 June 2019 to seek approval from the City of London Corporation's Court of Common Council to close the charity and this approval was granted on 28 April 2020.

The Charity Commission for England and Wales confirmed on 10 June 2020 that the charity was removed from the Central Register of Charities.

The financial statements show that the charity had nil assets and liabilities as at 31 March 2020 and the Trustee confirm that there were no activities in the period from 1 April 2020 to 28 April 2020.

#### (c) Key management judgements and assumptions

The preparation of the financial statements requires management to make judgements, estimates and assumptions that affect the application of policies and reported amounts of assets and liabilities, income and expenditure. The estimates and associated assumptions are based on historical experience and various other factors that are believed to be reasonable under the circumstances, the result of which form the basis of decisions about carrying values of assets and liabilities that are not readily apparent from other sources. The resulting accounting estimates will, by definition, seldom equal the related actual results.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected. Management do not consider there to be any material revisions requiring disclosure.

**(d) Statement of Cash Flows**

The charity has taken advantage of the exemption in FRS102 (paragraph 1.12b) from the requirements to produce a statement of cash flows on the grounds that it is a small entity.

**(e) Income**

All income is included in the Statements of Financial Activities (SOFA) when the charity is legally entitled to the income; it is more likely than not that economic benefit associated with the transaction will come to the charity and the amount can be quantified with reasonable certainty. Income consists of donations and interest.

**(f) Expenditure**

Expenditure is accounted for on an accruals basis and would be classified under the principal categories of 'raising funds' or 'expenditure on charitable activities'. Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, it is probable that settlement will be required, and the amount of the obligation can be measured reliably.

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

**(g) Taxation**

The charity meets the definition of a charitable trust for UK income tax purposes, as set out in Paragraph 1 Schedule 6 of the Finance Act 2010. Accordingly, the charity is exempt from UK taxation in respect of income or capital gains under part 10 of the Income Tax Act 2007 or section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

**(h) Funds structure**

Income, expenditure and gains/losses are allocated to particular funds according to their purpose:

**Restricted funds** – These include income that is subject to specific restrictions imposed by donors, with related expenditure deducted when incurred.

**(i) Insurance**

The charity, elected Members and staff supporting the charity's administration are covered by the City Corporation's insurance liability policies, and otherwise under the indemnity the City Corporation provides to Members and staff, funded from City's Cash.



## 2. INCOME FROM VOLUNTARY ACTIVITIES

	<b>Restricted funds 2019/20 £</b>	<b>Restricted funds 2018/19 £</b>
Donations and legacies	-	100

## 3. INCOME FROM INVESTMENTS

	<b>Restricted funds 2019/20 £</b>	<b>Restricted funds 2018/19 £</b>
Interest	38	58

## 4. EXPENDITURE ON CHARITABLE ACTIVITIES

	<b>Restricted funds 2019/20 £</b>	<b>Restricted funds 2018/19 £</b>
Hearing loop for theatre within City of London School	4,364	-

## 5. OTHER EXPENDITURE

	<b>Restricted funds 2019/20 £</b>	<b>Restricted funds 2018/19 £</b>
Professional fees	1,719	-

## 6. AUDITOR'S REMUNERATION

BDO are the auditors of the City of London's City's Cash Fund and all of the different charities of which it is Trustee. The City of London Corporation charges the audit fee to its City's Cash Fund and does not attempt to apportion the audit fee between the different charities. No other services were provided to the charity by its auditors during the year (2018/19: nil).

## 7. TRUSTEE EXPENSES

The Members of the City of London Corporation acting on behalf of the Trustee did not receive any remuneration or reimbursement of expenses during 2019/20 (2018/19: nil).

## 8. ANALYSIS OF NET ASSETS BY FUND

### At 31 March 2020

	Restricted funds	
	Total at 31 March 2020	Total at 31 March 2019
	£	£
Current assets	-	6,045

### At 31 March 2019

	Restricted funds	
	Total at 31 March 2019	Total at 31 March 2018
	£	£
Current assets	6,045	5,887

## 9. MOVEMENT IN FUNDS

As at 31 March 2020	Total as at 1 April 2019	Income	Expenditure	Total as at 31 March 2020
	£	£	£	£
Restricted fund	6,045	38	(6,083)	-

As at 31 March 2019	Total as at 1 April 2018	Income	Expenditure	Total as at 31 March 2019
	£	£	£	£
Restricted fund	5,887	158	-	6,045

### Purposes of restricted funds

The restricted funds include income that is subject to specific restrictions imposed by donors, with related expenditure deducted when incurred.

## REFERENCE AND ADMINISTRATION DETAILS

**CHARITY NAME:** The City of London School Education Trust

Registered charity number: 1118571

**PRINCIPAL OFFICE OF THE CHARITY & THE CITY CORPORATION:**

Guildhall, London, EC2P 2EJ

**TRUSTEE:**

The Mayor and Commonalty & Citizens of the City of London

**SENIOR MANAGEMENT:**

**Chief Executive**

John Barradell OBE - The Town Clerk and Chief Executive of the City of London Corporation

**Treasurer**

Dr Peter Kane - The Chamberlain of the City of London Corporation

**Solicitor**

Michael Cogher - The Comptroller and City Solicitor of the City of London Corporation

**AUDITORS:**

BDO LLP, 55 Baker Street, London, W1U 7EU

**BANKERS:**

Lloyds Bank Plc., P.O. Box 72, Bailey Drive, Gillingham Business Park, Kent ME8 0LS

Contact for The Chamberlain, to request copies of governance documents:

[PA-DeputyChamberlain@cityoflondon.gov.uk](mailto:PA-DeputyChamberlain@cityoflondon.gov.uk)

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<b>Committee(s):</b> Board of Governors of the City of London School	<b>Date(s):</b> 08 October 2020
<b>Subject:</b> The City of London School Bursary Fund incorporating The City of London School Scholarships & Prizes Fund – Draft Annual Report and Financial Statements for the year ended 31 March 2020	<b>Public</b>
<b>Report of:</b> The Chamberlain	<b>For Information</b>
<b>Report author:</b> Steven Reynolds	

### **Draft Annual Report and Financial Statements for the year ended 31 March 2020**

1. The draft 2019/20 Annual Report and Financial Statements for The City of London School Bursary Fund (charity 1) incorporating The City of London School Scholarships & Prizes Fund (charity 2) are attached.
2. The governing scheme approved by the Charity Commission for England and Wales on 1 December 2011 directs that The City of London School Scholarships & Prizes Fund (charity number: 276654-1) shall be treated as forming part of The City of London School Bursary Fund (charity number: 276654) solely for the purpose of Part II (registration) and Part VI (accounting) of the Charities Act 2011.
3. During the year ended 31 March 2020 total funds decreased by £738,441 (2018/19: total funds decreased by £22,750) to £3,262,086 (2018/19: £4,000,527). This increase comprised the following:
  - i) a net loss on investments of £740,940 (2018/19: a net loss of £36,124);
  - ii) investment income of £148,950 (2017/18: £141,509) and donations and legacies of £37,500 (2018/19: £nil); and
  - iii) expenditure on charitable activities of £163,582 (2018/19: £128,135) which was made up of eleven bursary awards (2018/19: thirteen bursary awards) and £20,369 of other expenditure (2018/19: nil).
4. BDO LLP is auditing the draft Annual Report and Financial Statements, which will be submitted to the Finance Committee on 10 November for approval on behalf of the Court of Common Council.

#### **Recommendation**

5. It is recommended that members receive this report for information.

## **Appendices**

- Appendix – The City of London School Bursary Fund incorporating The City of London School Scholarships & Prizes Fund – Draft Annual Report and Financial Statements for the year ended 31 March 2020

### **Contact:**

Steven Reynolds, Group Accountant  
Chamberlains

T: 020 7332 1382

E: [steven.reynolds@cityoflondon.gov.uk](mailto:steven.reynolds@cityoflondon.gov.uk)

## City of London School (CLS) Bursary Fund

Incorporating:

City of London School (CLS) Scholarships and Prizes Fund

Annual Report and Financial Statements for the year ended 31 March 2020

Charity registration numbers 276654 and 276654-1

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## **ORIGINS OF THE CHARITY**

The City of London School Bursary Fund charity, and the various individual governing documents of City of London School Scholarships and Prizes Fund, was registered on 22 September 1978. The governing documents were replaced on 1 December 2011 by the governing scheme approved by The Charity Commission for England and Wales.

# TRUSTEE'S ANNUAL REPORT

## STRUCTURE AND GOVERNANCE

### GOVERNING DOCUMENTS

The governing document for the City of London School Bursary Fund (charity registration: 276654; Charity 1), incorporating the City of London School Scholarships and Prizes Fund (charity registration: 276654-1; Charity 2) is the Scheme approved by The Charity Commission for England and Wales on 1 December 2011. This Scheme replaced the previous charitable trust deed dated 22 September 1978 for the City of London School Bursary Fund, and the various individual governing documents of the City of London School Scholarships and Prizes Fund. Constitution of this charity is set out in the Trust deed dated 27 March 2007. The charity is constituted as a charitable trust.

This scheme further directs that the City of London School Scholarships and Prizes Fund shall be treated as forming part of the City of London School Bursary Fund solely for the purpose of Part II (registration) and Part VI (accounting) of the Charities Act 2011.

### GOVERNANCE ARRANGEMENTS

The Mayor and Commonalty and Citizens of the City of London (also referred to as 'the City Corporation' or 'the City of London Corporation'), a body corporate and politic, is the Trustee of the City of London School Bursary Fund and the City of London School Scholarships and Prizes Fund. The City Corporation is Trustee acting by the Court of Common Council of the City of London in its general corporate capacity and that executive body has delegated responsibility in respect of the administration and management of these charities to the Board of Governors of the City of London School. In making appointments to committees, the Court of Common Council will take into consideration any particular expertise and knowledge of the elected Members, and where relevant, external appointees. External appointments are made after due advertisement and rigorous selection to fill gaps in skills. Members of the Court of Common Council are unpaid and are elected by the electorate of the City of London

The key Committee which has responsibility for directly managing matters related to the charity is the Board of Governors of the City of London School, which is ultimately responsible to the Court of Common Council of the City of London. Committee meetings are held in public, enabling the decision-making process to be clear, transparent and publicly accountable. Details of the membership of Committees of the City Corporation are available at [www.cityoflondon.gov.uk](http://www.cityoflondon.gov.uk).

The Trustee believes that good governance is fundamental to the success of the charity. A comprehensive review of governance commenced during the year and is ongoing to ensure that the charity is effective in fulfilling its objectives. Reference is being made to the good practices recommended within the Charity Governance Code throughout this review. Focus is being placed on ensuring regulatory compliance and

the ongoing maintenance of an efficient and effective portfolio of charities that maximise impact for beneficiaries.

## **OBJECTIVES AND ACTIVITIES**

### **City of London School Bursary Fund (Charity 1)**

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

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

### **City of London School Scholarships and Prizes Fund (Charity 2)**

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

## **INVESTMENT POLICY**

The charity's investments are held in units of the City of London Charities Pool (registered charity 1021138). The investment policy is to provide a real increase in annual income in the long term whilst preserving the value of the capital base. The annual report and financial statements of the Charities Pool (which include an analysis of investment performance against objectives set) are available from the Chamberlain of London, at the email address stated on page 29.

## **POLICY ON GRANT MAKING**

The charities have established their grant making policy to achieve their objects, as laid out above, for the public benefit. Applications are assessed via a robust process to ensure the proposed activities for funding will be supported by adequate and appropriate resources and will be used only for activities that match the charities' criteria. The assessment, management and oversight of the charities grant making is provided by the City of London School, which is part of the City of London Corporation. Grants are recognised in the Statement of Financial Activities when they have been approved by the Trustee and notified to the Beneficiaries.

## **PUBLIC BENEFIT STATEMENT**

The Trustee confirms that it has referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing the City of London School Bursary Fund and the City of London School Scholarships and Prizes Fund's aims and objectives and in planning future activities. The purposes of the charities are as stated above.

Consequently, the Trustee considers that the City of London School Bursary Fund and the City of London School Scholarships and Prizes Fund operate to benefit the general public and satisfy the public benefit test.

## **REFERENCE AND ADMINISTRATIVE DETAILS**

The administrative details of the charity are stated on page 29.

## **ACHIEVEMENTS AND PERFORMANCE**

The target for 2019/20 was to continue to contribute towards fees of pupils at the City of London School where financial hardship would cause the pupil to be unable to enter or continue at the School. In line with this, 11 bursaries (2018/19: 13 bursaries) were awarded during the year amounting to £163,582 (2018/19: £128,135)

## **PLANS FOR FUTURE PERIODS**

The objective for 2020/21 is to continue to contribute towards the tuition fees payable to the City of London School for pupils who, but for financial assistance, would not be able to continue at or enter the School. Support for further pupils will likely be required in 2020/21 as a result the economic implications of the ongoing Coronavirus (COVID-19) pandemic.

Prior to the end of the financial year of the charity, the Coronavirus (COVID-19) pandemic began. This impacted on the value of the investments held by the charity and is expected to impact on the future level of income available to meet the objectives of the charity.

The Trustee is monitoring the situation and will continue with its general operating model of only committing expenditure from available income funds. Where deemed necessary, future expenditure on charitable activities may be placed on hold until adequate investment income has been received.

## FINANCIAL REVIEW

### Overview of Financial Performance

#### Income

In 2019/20, the charity's total income for the year was £186,450, an overall increase of £44,941 against the previous year (£141,509).

The key contributor to income was from investments, amounting to £147,829 (2018/19: £139,145), with further income of £37,500 (2018/19: nil) from voluntary income and £1,121, (2018/19: £2,364) of interest from cash balances held.

#### Expenditure

Total expenditure for the year was £183,951 (2018/19: £128,135), of which £163,582 (2018/19: £128,135) related to charitable activities and £20,369 (2018/19: nil) of other expenditure.

#### Investments performance

As at 31 March 2020, the investments held in the Charities Pool achieved a gross return of -14.78% (2018/19: 4.05%) compared to the FTSE All Share Index return of -18.45% (2018/19: 6.36%). Over three years this fund achieved a return of -2.44% (2018/19: 8.31%) compared to the FTSE All Share Index return of -4.24% (2018/19: 9.51%). Over five years, the fund achieved a return of 1.37% (2018/19: 6.77%) compared to the FTSE All Share Index return of 0.57% (2018/19: 6.10%).

	2019/20		2018/19	
	3 year	5 year	3 year	5 year
Fund	-2.44%	1.37%	8.31%	6.77%
FTSE All Share	-4.24%	0.57%	9.51%	6.10%
Fund outperformance	+1.80%	+0.80%	-1.20%	+0.67%

#### Funds held

The charities total funds held decreased by £738,441 to £3,262,086 as at 31 March 2020 (2018/19: total funds held increased by £22,750 to £4,000,527). This is largely due to losses of £740,940 (2018/19: losses of £36,124) on the investments held within the City of London Charities Pool based on valuations as at 31 March 2020. The valuations are linked to the UK stock market, which experienced a significant fall during February and March 2020 as a result of the Coronavirus (COVID-19) pandemic.

Within the total funds held, £3,037,759 (2018/19: £3,727,897) represent permanent and expendable endowment funds. The permanent endowment is held to generate income that is accounted for within the expendable endowment funds for the primary objectives of the charities.

The designated funds consist of unrestricted income funds which the Trustee has chosen to set aside for specific purposes although such designations are not legally binding and the Trustee can decide to remove these designations at any time. Designations as at 31 March amounted to £96,325 (2018/19: £126,370).

A restricted fund of £128,002 (2018/19: £146,260) was held at year-end relating to the bequest from the estate of Ronald Charles Sansom.

Details of the funds held, including their purpose, is set out within note 11 to the financial statements.

### **Reserves policy**

The reserves policy is to maintain the restricted and endowment funds of the charity in investments in the Charities Pool administered by the City of London Corporation and use the investment income together with other funds, in accordance with the objectives of the charities. The Trustee also has the discretion to distribute the expendable endowment, in addition to the to the unrestricted fund and restricted fund, as bursaries, prizes and other forms of financial assistance should they deem this is appropriate.

### **Principal Risks and Uncertainties**

The charities are committed to a programme of risk management as an element of their strategies to preserve the charities assets. In order to embed sound practice the senior leadership team ensures that risk management policies are applied, that there is an on-going review of activity and that appropriate advice and support is provided. A key risk register has been prepared for the charities, which has been reviewed by the Trustee. This identifies the potential impact of key risks and the measures which are in place to mitigate such risks.

## TRUSTEE RESPONSIBILITIES

The Trustee is responsible for preparing the Annual Report and the Financial Statements in accordance with applicable law and regulations.

Charity law requires the Trustee to prepare the financial statements for each financial year in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law). Under charity law the Trustee must not approve the financial statements unless the Trustee is satisfied that they give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources, including the income and expenditure, of the charity for that period. In preparing these financial statements, the Trustee is required to:

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

The Trustee is responsible for keeping adequate accounting records that are sufficient to show and explain the charity's transactions and disclose with reasonable accuracy at any time the financial position of the charity and enable the Trustee to ensure that the financial statements comply with the Charities Act 2011. The Trustee is also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

In so far as the Trustee is aware:

- there is no relevant audit information of which the charities auditors are unaware; and
- the Trustee has taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditors are aware of that information.

Financial statements are published on the Trustee's website in accordance with legislation in the United Kingdom governing the preparation and dissemination of financial statements, which may vary from legislation in other jurisdictions. The maintenance and integrity of the Trustee's website is the responsibility of the Trustee. The Trustee's responsibility also extends to the ongoing integrity of the financial statements contained therein.



Adopted and signed for on behalf of the Trustee.

Jeremy Paul Mayhew MA MBA  
Chairman of Finance Committee of  
The City of London Corporation  
Corporation  
Guildhall, London  
XX Month 2020

Jamie Ingham Clark FCA  
Deputy Chairman of Finance  
Committee of The City of London

# **INDEPENDENT AUDITOR'S REPORT TO THE TRUSTEE OF CITY OF LONDON SCHOOL BURSARY FUND INCORPORATING CITY OF LONDON SCHOOL SCHOLARSHIPS AND PRIZES FUND**

## **Opinion**

We have audited the financial statements of the City of London School Bursary Fund incorporating City of London School Scholarships and Prizes Fund (the charity) for the year ended 31 March 2020 which comprise the statement of financial activities, the balance sheet and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the charity's affairs as at 31 March 2020 and of its incoming resources and application of resources for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

## **Basis for opinion**

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

## **Conclusions related to going concern**

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the Trustee's use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the Trustee have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charity's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

## **Other information**

The other information comprises the information included in the Annual Report, other than the financial statements and our auditor's report thereon. The Trustee is responsible for the other information.

Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

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

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

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

## **Responsibilities of the Trustee**

As explained more fully in the Trustee's responsibilities statement, the Trustee is responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Trustee determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Trustee is responsible for assessing the charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Trustee either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

## **Auditor's responsibilities for the audit of the financial statements**

We have been appointed as auditor under section 144 of the Charities Act 2011 and report in accordance with the Act and relevant regulations made or having effect thereunder.

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

A further description of our responsibilities for the audit of the financial statements is located at the Financial Reporting Council's ("FRC's") website at:

<https://www.frc.org.uk/auditorsresponsibilities>.

This description forms part of our auditor's report.

## **Use of our report**

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

Fiona Condron (Senior Statutory Auditor)  
For and on behalf of BDO LLP, statutory auditor  
London

Date

BDO LLP is eligible for appointment as auditor of the charity by virtue of its eligibility for appointment as auditor of a company under section 1212 of the Companies Act 2006.

BDO LLP is a limited liability partnership registered in England and Wales (with registered number OC305127).

## STATEMENT OF FINANCIAL ACTIVITIES

FOR THE YEAR ENDED 31 MARCH 2020

	Notes	Unrestric- ted Funds £	Restric- ted Funds £	Endow- ment Funds £	2019/20 Total Funds £	2018/19 Total Funds £
<b>Income and endowments from:</b>						
Voluntary income	2	-	-	37,500	<b>37,500</b>	-
Investments	3	4,169	4,213	140,568	<b>148,950</b>	141,509
<b>Total income</b>		<b>4,169</b>	<b>4,213</b>	<b>178,068</b>	<b>186,450</b>	<b>141,509</b>
<b>Expenditure on:</b>						
Charitable activities	4	12,280	-	151,302	<b>163,582</b>	128,135
Other	5	-	-	20,369	<b>20,369</b>	-
<b>Total expenditure</b>		<b>12,280</b>	<b>-</b>	<b>171,671</b>	<b>183,951</b>	<b>128,135</b>
Net (losses) on investments	11	(21,934)	(22,471)	(696,535)	<b>(740,940)</b>	(36,124)
<b>Net movement in funds</b>		<b>(30,045)</b>	<b>(18,258)</b>	<b>(690,138)</b>	<b>(738,441)</b>	<b>(22,750)</b>
<b>Reconciliation of total funds:</b>						
Brought forward	10,11	126,370	146,260	3,727,897	<b>4,000,527</b>	4,023,277
<b>Carried forward</b>	10,11	<b>96,325</b>	<b>128,002</b>	<b>3,037,759</b>	<b>3,262,086</b>	<b>4,000,527</b>

All of the above results are derived from continuing activities.

There were no other recognised gains and losses other than those shown above.

The notes on pages 15 to 28 form part of these financial statements.

## BALANCE SHEET

AS AT 31 MARCH 2020

	Notes	2020 Total £	2019 Total £
<b>Fixed assets:</b>			
Investments	8	3,201,996	3,810,161
<b>Total fixed assets</b>		<b>3,201,996</b>	<b>3,810,161</b>
<b>Current assets</b>			
Cash at bank and in hand		119,699	232,778
Debtors		476	-
<b>Total current assets</b>		<b>120,175</b>	<b>232,778</b>
<b>Creditors: Amounts falling due within one year</b>	9	<b>(60,085)</b>	(42,412)
<b>Net current assets</b>		<b>60,090</b>	<b>190,366</b>
<b>Total net assets</b>		<b>3,262,086</b>	<b>4,000,527</b>
<b>The funds of the charity:</b>			
Expendable Endowment funds		2,797,667	3,432,899
Permanent Endowment Funds		240,092	294,998
Restricted funds		128,002	146,260
Unrestricted funds		96,325	126,370
<b>Total funds</b>	10,11	<b>3,262,086</b>	<b>4,000,527</b>

The notes on pages 15 to 28 form part of these financial statements.

Approved and signed on behalf of the Trustee.

Dr Peter Kane

Chamberlain of London

XX Month 2020

## NOTES TO THE FINANCIAL STATEMENTS

### 1. ACCOUNTING POLICIES

The following accounting policies have been applied consistently in dealing with items that are considered material in relation to the financial statements of the charities.

#### (a) Basis of preparation

The financial statements of the charities, which is a public benefit entity under FRS102, have been prepared under the historical cost convention and in accordance with the Statement of Recommended Practice (SORP) Accounting and Reporting by Charities, published in 2015, Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (FRS 102) and the Charities Act 2011.

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

#### (b) Going concern

The financial statements have been prepared on a going concern basis as the Trustee considers that there are no material uncertainties about the charity's ability to continue as a going concern. The charity usually only spends the income that is generated from donations and investments, so maintaining its capital base. However, the Trustee has agreed in principle to disinvest a small amount of funds on 1 October 2020 so that there are sufficient liquid funds available in anticipation of an increase in requests for hardship bursaries from parents at the School given the current economic circumstances.

In making this assessment, the Trustee has considered the potential impact of the Coronavirus (COVID-19) pandemic on the value of investment assets held, future income levels and the liquidity of the charity over the next 12-month period. The general policy of only approving expenditure commitments from available income provides the flexibility to ensure the long-term viability of the charity despite reductions in investment values that have occurred. For this reason, the Trustee continues to adopt a going concern basis for the preparation of the financial statements.

#### (c) Key management judgements and assumptions

The preparation of the financial statements requires management to make judgements, estimates and assumptions that affect the application of policies and reported amounts of assets and liabilities, income and expenditure. The estimates and associated assumptions are based on historical experience and various other factors that are believed to be reasonable under the circumstances, the result of which form the basis of decisions about carrying

values of assets and liabilities that are not readily apparent from other sources. The resulting accounting estimates will, by definition, seldom equal the related actual results.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected. Management do not consider there to be any material revisions requiring disclosure.

**(d) Statement of Cash Flows**

The charities have taken advantage of the exemption in FRS102 (paragraph 1.12b) from the requirements to produce a statement of cash flows on the grounds that it is a small entity.

**(e) Income**

All income is included in the Statements of Financial Activities (SOFA) when the charities are legally entitled to the income; it is more likely than not that economic benefit associated with the transaction will come to the charities and the amount can be quantified with reasonable certainty. Income consists of donations managed investment income and interest.

**(f) Expenditure**

Expenditure is accounted for on an accruals basis and is classified under the principal category of 'expenditure on charitable activities'. Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charities to that expenditure, it is probable that settlement will be required, and the amount of the obligation can be measured reliably.

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

**(g) Taxation**

The charities meet the definition of a charitable trust for UK income tax purposes, as set out in Paragraph 1 Schedule 6 of the Finance Act 2010. Accordingly, the charities are exempt from UK taxation in respect of income or capital gains under part 10 of the Income Tax Act 2007 or section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

**(h) Investments**

Investments are made in the City of London Charities Pool (charity number 1021138) which is an investment mechanism operating in a similar way to a unit trust. This enables the City of London Corporation to "pool" small charitable investments together and consequently obtain better returns than would be the case if investments were made individually.



Investments were previously valued at mid-price. To ensure compliance with FRS102, bid-price is now used. The difference in valuation as a result in the year is considered immaterial. Gains and losses for the year on investments held as fixed assets are included in the Statement of Financial Activities.

**(i) Funds structure**

Income, expenditure and gains/losses are allocated to particular funds according to their purpose:

**Permanent endowment fund** – this fund consists of funds which are held in perpetuity for the benefit of the charity as a result of conditions imposed by the original donors and trusts. Income generated from the investments which represent these funds can be spent on the charitable purpose of the charity, hence is allocated to the expendable endowment fund. Gains/losses on the underlying assets remain as part of the endowment.

**Expendable endowment fund** – this fund consists of funds that are expendable as a result of conditions imposed by the original donors and trusts. Funds can also be invested to generate income which can be spent on the charitable purpose of the charity.

**Restricted funds** – these include income that is subject to specific restrictions imposed by donors, with related expenditure deducted when incurred.

**Unrestricted designated funds** – these are funds set aside by the Trustee out of unrestricted funds for a specific purpose.

**Unrestricted income funds** - these funds can be used in accordance with the charitable objects at the discretion of the Trustee and include both income generated by assets held within the permanent endowment fund and from those representing unrestricted funds. Specifically, this represents the surplus of income over expenditure for the charity which is carried forward to meet the requirements of future years, known as free reserves.

**(j) Insurance**

The charity, elected Members and staff supporting the charity's administration are covered by the City Corporation's insurance liability policies, and otherwise under the indemnity the City Corporation provides to Members and staff, funded from City's Cash.

## 2. INCOME FROM VOLUNTARY ACTIVITIES

	Endowment funds £	<b>Total 2019/20 £</b>	Endowment funds £	Total 2018/19 £
<b>Charity 1 - CLS Bursary Fund</b>				
Donations and legacies	37,500	<b>37,500</b>	-	-
<b>Total</b>	<b>37,500</b>	<b>37,500</b>	-	-

## 3. INCOME FROM INVESTMENTS

	Unrestricted funds £	Restricted funds £	Endowment funds £	<b>Total 2019/20 £</b>
<b>Charity 1 - CLS Bursary Fund</b>				
Investment income	4,080	-	103,237	<b>107,317</b>
Interest	89	-	543	<b>632</b>
<b>Total</b>	<b>4,169</b>	-	<b>103,780</b>	<b>107,949</b>

<b>Charity 2 - CLS Scholarships &amp; Prizes Fund</b>				
Investment income	-	4,043	36,469	<b>40,512</b>
Interest	-	170	319	<b>489</b>
<b>Total</b>	-	<b>4,213</b>	<b>36,788</b>	<b>41,001</b>

<b>Charities 1 &amp; 2 total</b>				
Investment income	4,080	4,043	139,706	<b>147,829</b>
Interest	89	170	862	<b>1,121</b>
<b>Total</b>	<b>4,169</b>	<b>4,213</b>	<b>140,568</b>	<b>148,950</b>

### 3. INCOME FROM INVESTMENTS (CONTINUED)

	Unrestricted funds £	Restricted funds £	Endowment funds £	Total 2018/19 £
<b>Charity 1 - CLS Bursary Fund</b>				
Investment income	3,665	-	97,425	101,090
Interest	255	-	1,508	1,763
<b>Total</b>	<b>3,920</b>	<b>-</b>	<b>98,933</b>	<b>102,853</b>
<b>Charity 2 - CLS Scholarships &amp; Prizes Fund</b>				
Investment income	-	3,577	34,478	38,055
Interest	-	309	292	601
<b>Total</b>	<b>-</b>	<b>3,886</b>	<b>34,770</b>	<b>38,656</b>
<b>Charities 1 &amp; 2 total</b>				
Investment income	3,665	3,577	131,903	139,145
Interest	255	309	1,800	2,364
<b>Total</b>	<b>3,920</b>	<b>3,886</b>	<b>133,703</b>	<b>141,509</b>

#### 4. EXPENDITURE ON CHARITABLE ACTIVITIES

	Unrestricted funds		Endowment funds		Total 2019/20 £
	Direct costs £	Direct costs £	Support costs £		
<b>Charity 1 - CLS Bursary Fund</b>					
Bursaries awarded	12,280	143,797	-		<b>156,077</b>
<b>Total</b>	<b>12,280</b>	<b>143,797</b>	<b>-</b>		<b>156,077</b>
<b>Charity 2 - CLS Scholarships &amp; Prizes Fund</b>					
Bursaries awarded	-	7,505	-		<b>7,505</b>
<b>Total</b>	<b>-</b>	<b>7,505</b>	<b>-</b>		<b>7,505</b>
<b>Charities 1 &amp; 2 total</b>					
Bursaries awarded	12,280	151,302	-		<b>163,582</b>
<b>Total - charities 1 &amp; 2</b>	<b>12,280</b>	<b>151,302</b>	<b>-</b>		<b>163,582</b>

	Unrestricted funds		Endowment funds		Total 2018/19 £
	Direct costs £	Direct costs £	Support costs £		
<b>Charity 1 - CLS Bursary Fund</b>					
Bursaries awarded	2,984	123,163	294		126,441
<b>Total</b>	<b>2,984</b>	<b>123,163</b>	<b>294</b>		<b>126,441</b>
<b>Charity 2 - CLS Scholarships &amp; Prizes Fund</b>					
Bursaries awarded	-	1,694	-		1,694
<b>Total</b>	<b>-</b>	<b>1,694</b>	<b>-</b>		<b>1,694</b>
<b>Charities 1 &amp; 2 total</b>					
Bursaries awarded	2,984	124,857	294		128,135
<b>Total - charities 1 &amp; 2</b>	<b>2,984</b>	<b>124,857</b>	<b>294</b>		<b>128,135</b>

Charitable activities consist of 11 bursaries (2018/19: 13).

## 5. OTHER EXPENDITURE

	<b>Endowment funds</b>	Endowment funds
	<b>2019/20</b>	2018/19
	£	£
<b>Charity 1 - CLS Bursary Fund</b>		
Professional fees	<b>20,369</b>	-
<b>Total</b>	<b>20,369</b>	-

## 6. AUDITOR'S REMUNERATION

BDO are the auditors of the City of London's City's Cash Fund and all of the different charities of which it is Trustee. The City of London Corporation charges the audit fee to its City's Cash Fund and does not attempt to apportion the audit fee between the different charities. No other services were provided to the charity by its auditors during the year (2018/19: nil).

## 7. TRUSTEE EXPENSES

The members of the City of London Corporation acting on behalf of the Trustee did not receive any remuneration or reimbursement of expenses during 2019/20 (2018/19: nil)

## 8. INVESTMENTS

The investments are held in the City of London Corporation Charities Pool, a charity registered in the UK with the Charities Commission (charity number 1021138). The Charities Pool is a UK registered unit trust.

The value of investments held by the charity are as follows:

	<b>Total 2020 £</b>	Total 2019 £
<b>Charity 1 - CLS Bursary Fund</b>		
Market value 1 April	2,768,679	2,762,038
Additions	87,833	32,916
(Loss) for the year	(536,339)	(26,275)
<b>Market value 31 March</b>	<b>2,320,173</b>	2,768,679
Units held in Charities Pool	<b>326,923</b>	317,509
<b>Charity 2 - CLS Scholarships &amp; Prizes Fund</b>		
Market value 1 April	1,041,482	1,040,248
Additions	44,942	11,083
(Loss) for the year	(204,601)	(9,849)
<b>Market value 31 March</b>	<b>881,823</b>	1,041,482
Units held in Charities Pool	<b>124,253</b>	119,436
<b>Charities 1 and 2 total</b>		
<b>Total market value 31 March</b>	<b>3,201,996</b>	3,810,161
<b>Total cost 31 March</b>	<b>2,561,939</b>	2,429,164
Total units held in Charities Pool	<b>451,176</b>	436,945

A loss of £740,940 (2018/19: £36,124) occurred on investments, based on valuations as at 31 March 2020. The valuations are linked to the UK stock market, which experienced a significant fall during February and March 2020 as a result of the Coronavirus (COVID-19) pandemic.

The type of listed investments held as at 31 March was as follows:

	<b>Total 31 March 2020 £</b>	Total 31 March 2019 £
Equities	<b>2,840,170</b>	3,379,613
Bonds	-	-
Pooled Units	<b>217,736</b>	259,091
Cash held by Fund Manager	<b>144,090</b>	171,457
<b>Total</b>	<b>3,201,996</b>	3,810,161

## 9. CREDITORS – AMOUNTS DUE WITHIN ONE YEAR

	<b>Total 31 March 2020</b>	Total 31 March 2019
	£	£
<b>Charity 1 - CLS Bursary Fund</b>		
Bursaries awarded	<b>60,085</b>	42,412
<b>Total</b>	<b>60,085</b>	42,412

## 10. ANALYSIS OF NET ASSETS BY FUND

### At 31 March 2020

	Endowment				<b>Total 31</b>	Total 31
	Unrestricted funds	Restricted funds	Permanent Funds	Expendable Funds	<b>March 2020</b>	March 2019
	£	£	£	£	£	£
<b>Charity 1 - CLS Bursary Fund</b>						
Fixed assets - investments	92,509	-	240,092	1,987,572	<b>2,320,173</b>	2,768,679
Current assets	3,816	-	-	49,012	<b>52,828</b>	153,985
Current liabilities	-	-	-	(60,085)	<b>(60,085)</b>	(42,412)
<b>Total</b>	96,325	-	240,092	1,976,499	<b>2,312,916</b>	2,880,252
<b>Charity 2 - CLS Scholarships &amp; Prizes Fund</b>						
Fixed assets - investments	-	93,730	-	788,093	<b>881,823</b>	1,041,482
Current assets	-	34,272	-	33,075	<b>67,347</b>	78,793
Current liabilities	-	-	-	-	-	-
<b>Total</b>	-	128,002	-	821,168	<b>949,170</b>	1,120,275
<b>Charities 1 &amp; 2 total</b>	96,325	128,002	240,092	2,797,667	<b>3,262,086</b>	4,000,527

## 10. ANALYSIS OF NET ASSETS BY FUND (continued)

At 31 March 2019	Unrestricted funds		Restricted funds		Endowment		Total 31 March 2019	Total 31 March 2018
	£	£	£	£	Permanent Funds	Expendable Funds	£	£
<b>Charity 1 - CLS Bursary Fund</b>								
Fixed assets - investments	102,547	-	294,998	2,371,134	2,768,679	2,768,297		
Current assets	23,823	-	-	130,162	153,985	175,761		
Current liabilities	-	-	-	(42,412)	(42,412)	(13,943)		
<b>Total</b>	<b>126,370</b>	<b>-</b>	<b>294,998</b>	<b>2,458,884</b>	<b>2,880,252</b>	<b>2,930,115</b>		
<b>Charity 2 - CLS Scholarships &amp; Prizes Fund</b>								
Fixed assets - investments	-	100,350	-	941,132	1,041,482	1,033,990		
Current assets	-	45,910	-	32,883	78,793	59,172		
<b>Total</b>	<b>-</b>	<b>146,260</b>	<b>-</b>	<b>974,015</b>	<b>1,120,275</b>	<b>1,093,162</b>		
<b>Charities 1 &amp; 2 total</b>	<b>126,370</b>	<b>146,260</b>	<b>294,998</b>	<b>3,432,899</b>	<b>4,000,527</b>	<b>4,023,277</b>		

## 11. MOVEMENT IN FUNDS

### Total Movement in Funds

At 31 March 2020	Total 1 April 2019	Income	Expenditure	Gains & (losses)	Transfers	Total 31 March 2020
£	£	£	£	£	£	£
Endowment funds:						
Expendable	3,432,899	166,963	(171,671)	(641,629)	11,105	<b>2,797,667</b>
Permanent	294,998	11,105	-	(54,906)	(11,105)	<b>240,092</b>
Total endowment funds	3,727,897	178,068	(171,671)	(696,535)	-	<b>3,037,759</b>
Restricted fund	146,260	4,213	-	(22,471)	-	<b>128,002</b>
Unrestricted funds:						
Designated funds	126,370	4,169	(12,280)	(21,934)	-	<b>96,325</b>
<b>Total funds</b>	<b>4,000,527</b>	<b>186,450</b>	<b>(183,951)</b>	<b>(740,940)</b>	<b>-</b>	<b>3,262,086</b>



## 11. MOVEMENT IN FUNDS (continued)

At 31 March 2019	Total 1 April 2018 £	Income £	Expenditure £	Gains & (losses) £	Transfers £	Total 31 March 2019 £
Endowment funds:						
Expendable	3,455,641	122,932	(125,151)	(31,294)	10,771	3,432,899
Permanent	297,704	10,771	-	(2,706)	(10,771)	294,998
<b>Total endowment funds</b>	<b>3,753,345</b>	<b>133,703</b>	<b>(125,151)</b>	<b>(34,000)</b>	<b>-</b>	<b>3,727,897</b>
Restricted fund	143,430	3,886	-	(1,056)	-	146,260
Unrestricted funds:						
Designated funds	126,502	3,920	(2,984)	(1,068)	-	126,370
<b>Total funds</b>	<b>4,023,277</b>	<b>141,509</b>	<b>(128,135)</b>	<b>(36,124)</b>	<b>-</b>	<b>4,000,527</b>

A loss of £740,940 (2018/19: £36,124) occurred on investments, based on valuations as at 31 March 2020. The valuations are linked to the UK stock market, which experienced a significant fall during February and March 2020 as a result of the Coronavirus (COVID-19) pandemic.

### Movement in funds of charity 1 - City of London School Bursary Fund

At 31 March 2020	Total 1 April 2019 £	Income £	Expenditure £	Gains & (losses) £	Transfers £	Total 31 March 2020 £
Endowment funds:						
Expendable	2,458,884	130,175	(164,166)	(459,499)	11,105	<b>1,976,499</b>
Permanent	294,998	11,105	-	(54,906)	(11,105)	<b>240,092</b>
<b>Total endowment funds</b>	<b>2,753,882</b>	<b>141,280</b>	<b>(164,166)</b>	<b>(514,405)</b>	<b>-</b>	<b>2,216,591</b>
Unrestricted funds:						
Designated funds	126,370	4,169	(12,280)	(21,934)	-	<b>96,325</b>
<b>Total funds</b>	<b>2,880,252</b>	<b>145,449</b>	<b>(176,446)</b>	<b>(536,339)</b>	<b>-</b>	<b>2,312,916</b>

## 11. MOVEMENT IN FUNDS (continued)

At 31 March 2019	Total 1 April 2018 £	Income £	Expenditure £	Gains & (losses) £	Transfers £	Total 31 March 2019 £
Endowment funds:						
Expendable	2,505,909	88,162	(123,457)	(22,501)	10,771	2,458,884
Permanent	297,704	10,771	-	(2,706)	(10,771)	294,998
<b>Total endowment funds</b>	<b>2,803,613</b>	<b>98,933</b>	<b>(123,457)</b>	<b>(25,207)</b>	<b>-</b>	<b>2,753,882</b>
Unrestricted funds:						
Designated funds	126,502	3,920	(2,984)	(1,068)	-	126,370
<b>Total funds</b>	<b>2,930,115</b>	<b>102,853</b>	<b>(126,441)</b>	<b>(26,275)</b>	<b>-</b>	<b>2,880,252</b>

### Movement in funds of charity 2 - City of London School Scholarships and Prizes Fund

At 31 March 2020	Total 1 April 2019 £	Income £	Expenditure £	Gains & (losses) £	Transfers £	Total 31 March 2020 £
Endowment funds:						
Expendable	974,015	36,788	(7,505)	(182,130)	-	<b>821,168</b>
Restricted funds	146,260	4,213	-	(22,471)	-	<b>128,002</b>
<b>Total funds</b>	<b>1,120,275</b>	<b>41,001</b>	<b>(7,505)</b>	<b>(204,601)</b>	<b>-</b>	<b>949,170</b>

At 31 March 2019	Total 1 April 2018 £	Income £	Expenditure £	Gains & (losses) £	Transfers £	Total 31 March 2019 £
Endowment funds:						
Expendable	949,732	34,770	(1,694)	(8,793)	-	974,015
Restricted funds	143,430	3,886	-	(1,056)	-	146,260
<b>Total funds</b>	<b>1,093,162</b>	<b>38,656</b>	<b>(1,694)</b>	<b>(9,849)</b>	<b>-</b>	<b>1,120,275</b>

## **11. MOVEMENT IN FUNDS (continued)**

### **Purpose of endowment funds**

The permanent endowment fund is held in perpetuity as a capital fund to generate income for the activities of charity 1. This consists of 11 scholarship and prize funds, as detailed in Part 2 of Schedule 1 to the charity's governing Scheme.

The expendable endowment fund is invested as a capital fund to generate income for the activities of the charity, including support in the form of bursaries and other forms of financial assistance in accordance with the objectives of the charity. This consists of the property identified in part 1 of Schedule 1 to the charity's governing Scheme for charity 1 and the property of all charities identified in Schedule 2 to the Scheme of charity 2.

### **Purpose of restricted funds**

A restricted fund is held by charity 2, being the bequest from the estate of Ronald Charles Sansom. The restriction is to relieve poverty of pupils who hold a scholarship or bursary by funding additional costs associated with schooling.

### **Purpose of unrestricted income funds**

A designated fund is held by charity 1, being the bequest from the estate of Rodney FitzGerald. The purpose of this designation is to provide support in the form of bursaries to students with sporting ability.

### **Purpose of transfers between funds**

Income from investments within the permanent endowment fund is transferred to the expendable endowment fund. The transferred income is held for use in accordance with the objectives of the fund.

## 12. RELATED PARTY TRANSACTIONS

The City Corporation is the sole Trustee of the charity, as described on page 2.

The charity is required to disclose information on related party transactions with bodies or individuals that have the potential to control or influence the charity. Members are required to disclose their interests, and these can be viewed online at [www.cityoflondon.gov.uk](http://www.cityoflondon.gov.uk).

Members and senior staff are requested to disclose all related party transactions, including instances where their close family has made such transactions.

Figures in brackets represent the amounts due at the balance sheet date.

Related party	Connected party	2019/20 £	2018/19 £	Detail of transaction
City of London Corporation	The Trustee of the charity	147,829	139,145	Distribution from the Charities Pool
City of London Corporation	The Trustee of the charity	-	(294)	Bursary administration costs

## REFERENCE AND ADMINISTRATION DETAILS

**CHARITY NAMES & NUMBERS:** City of London School Bursary Fund (276654; charity 1) incorporating: City of London School Scholarships and Prizes Fund (276654-1; charity 2).

**PRINCIPAL OFFICE OF THE CHARITIES & THE CITY CORPORATION:**

Guildhall, London, EC2P 2EJ

**TRUSTEE:**

The Mayor and Commonalty & Citizens of the City of London

**SENIOR MANAGEMENT:**

**Chief Executive**

John Barradell OBE - The Town Clerk and Chief Executive of the City of London Corporation

**Treasurer**

Dr Peter Kane - The Chamberlain of the City of London Corporation

**Solicitor**

Michael Cogher - The Comptroller and City Solicitor of the City of London Corporation

**AUDITORS:**

BDO LLP, 55 Baker Street, London, W1U 7EU

**BANKERS:**

Lloyds Bank Plc., P.O. Box 72, Bailey Drive, Gillingham Business Park, Kent ME8 0LS

**INVESTMENT ADVISORS:**

Artemis Investment Management Limited, Cassini House, 57 St. James's Street, London, SW1A 1LD

Contact for The Chamberlain, to request copies of governance documents:

[PA-DeputyChamberlain@cityoflondon.gov.uk](mailto:PA-DeputyChamberlain@cityoflondon.gov.uk).

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