



Board of Governors of the City of London School for Girls

Date: THURSDAY, 14 OCTOBER 2021

Time: 11.00 am

Venue: HYBRID PUBLIC MEETING (ACCESSIBLE REMOTELY)

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

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

Next Meeting Date: 11.00am, Friday 10 December 2021

Accessing the virtual public meeting

Members of the public can observe this virtual public meeting at the below link:

<https://youtu.be/UP4rSFDPJZs>

This meeting will be a hybrid meeting. A recording of the public meeting will be available via the above link following the end of the public meeting for up to one municipal year. Please note: Online meeting recordings do not constitute the formal minutes of the meeting; minutes are written and are available on the City of London Corporation's website. Recordings may be edited, at the discretion of the proper officer, to remove any inappropriate material.

John Barradell
Town Clerk and Chief Executive

AGENDA

Part 1 - Public Agenda

1. APOLOGIES

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

3. MINUTES

To agree the public minutes and non-public summary of the meeting held on 10 June 2021.

For Decision
(Pages 7 - 16)

4. OUTSTANDING ACTIONS

Report of the Town Clerk.

For Information
(Pages 17 - 18)

5. SUB-COMMITTEE MINUTES

a) Draft Minutes of the Bursary Committee meeting held on 15 June 2021

To receive the draft minutes and non-public summary of the Bursary Committee meeting held on 15 June 2021.

b) Draft Minutes of the Finance and Estates Committee meeting held on 13 September 2021

To receive the draft minutes and non-public summary of the Finance and Estates Committee meeting held on 13 September 2021.

For Information
(Pages 19 – 24)

6. REPORT OF THE HEADMISTRESS

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

For Information
(Pages 25 - 28)

7. POLICIES FOR APPROVAL

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

For Decision
(Pages 29 - 188)

8. **DRAFT ANNUAL REPORT AND FINANCIAL STATEMENTS 2020/21 OF THE SCHOOL'S CHARITY THE CITY OF LONDON SCHOOL FOR GIRLS BURSARY FUND INCORPORATING THE CITY OF LONDON SCHOOL FOR GIRLS SCHOLARSHIPS & PRIZES FUND**

Report of the Chamberlain.

For Information
(Pages 189 - 224)

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

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

11. **EXCLUSION OF THE PUBLIC**

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

For Decision

Part 2 - Non-Public Agenda

12. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 10 June 2021.

For Decision
(Pages 225 - 232)

13. **NON-PUBLIC OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information
(Pages 233 - 234)

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

- a) Draft Non-Public Minutes of the Bursary Committee meeting held on 15 June 2021

To receive the draft non-public minutes of the Bursary Committee meeting held on 15 June 2021.

- b) Draft Non-Public Minutes of the Finance and Estates Committee meeting held on 13 September 2021

To receive the draft non-public minutes of the Finance and Estates Committee meeting held on 13 September 2021.

- c) Draft Non-Public Minutes of the Academic Working Party meeting held on 20 September 2021

To receive the draft non-public minutes of the Academic Working Party meeting held on 20 September 2021.

For Information
(Pages 235 – 254)

15. **REPORT OF THE HEADMISTRESS**

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

For Decision
(Pages 255 - 272)

16. **ANALYSIS OF EXAM RESULTS**

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

For Information
(Pages 273 - 298)

17. **ESTATES UPDATE**

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

For Information
(Pages 299 - 306)

18. **CITY OF LONDON SCHOOL FOR GIRLS – SUMMER WORKS 2022 (GATEWAY 1-4) (TO FOLLOW)**

Report of the City Surveyor.

For Decision

19. **CITY JUNIOR SCHOOL GOVERNANCE**

The Headmistress of the City of London School for Girls to be heard.

For Discussion

20. **ALLOCATION OF THREE INDEPENDENT SCHOOLS FUNDING WITHIN THE SCHOOLS FUNDING MODEL**

Joint Report of the Director of Children's Services and the Chamberlain.

For Information
(Pages 307 - 316)

21. **CLSG BURSARY FUNDING UPDATE**

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

For Decision
(Pages 317 - 320)

22. **FINANCIAL INFORMATION DASHBOARD**

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

For Information
(Pages 321 - 336)

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

Report of the Town Clerk.

For Information
(Pages 337 - 338)

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

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

Part 3 - Confidential Agenda – Circulated Separately

26. **CONFIDENTIAL MINUTES**

To agree the confidential minutes of the meeting held on 10 June 2021.

For Decision

27. **CONFIDENTIAL OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information

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BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL FOR GIRLS Thursday, 10 June 2021

Minutes of the meeting of the Board of Governors of the City of London School for Girls held via Microsoft Teams at 11.00am

Present

Members:

Nicholas Bensted-Smith (Chairman)	Alderman Robert Howard
Peter Bennett (Deputy Chairman)	Deputy Clare James
Rehana Ameer	Dhruv Patel
Randall Anderson	Professor Anna Sapir Abulafia (External Member)
Mark Bostock	Elizabeth Phillips (External Member)
Alderman Prem Goyal	

Officers:

Tracey Jansen	- Town Clerk's Department
Kerry Nicholls	- Town Clerk's Department
Sarah Phillips	- Town Clerk's Department
Nicholas Basye	- Chamberlain's Department
Steven Reynolds	- Chamberlain's Department
Bukola Soyombo	- Chamberlain's Department
Jenny Brown	- Headmistress
John Hall	- Bursar
Justine Venditti	- Senior Deputy Head (Staff)
Susie Gilham	- Deputy Head (Pastoral)
Rachel Thompson	- Head of Preparatory School
Charles Griffiths	- Bursar, City of London School

1. APOLOGIES

Alderman Robert Howard was in the Chair.

Apologies for absence were received from Mary Durcan, Dr Stephanie Ellington, Shravan Joshi, Deputy Richard Regan and Deputy Philip Woodhouse.

Apologies for lateness were received from Randall Anderson.

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

There were no declarations of interest.

3. ORDER OF THE COURT OF COMMON COUNCIL

RESOLVED - That the Order of the Court of Common Council dated 15 April 2021 appointing the Board of Governors for 2021/22 and setting out its terms of reference be received.

4. **ELECTION OF CHAIRMAN**

Members elected a Chairman in accordance with Standing Order 29.

RESOLVED - That being the only Governor indicating his willingness to serve, Nicholas Bensted-Smith be elected Chairman of the Board of Governors of the City of London School for Girls for the ensuing year.

5. **ELECTION OF DEPUTY CHAIRMAN**

Members elected a Deputy Chairman in accordance with Standing Order 30.

RESOLVED - That being the only Governor indicating his willingness to serve, Peter Bennett be elected Deputy Chairman of the Board of Governors of the City of London School for Girls for the ensuing year.

6. **MINUTES**

RESOLVED – That the minutes of the previous meeting be approved as an accurate record.

7. **OUTSTANDING ACTIONS**

The Board considered a report of the Town Clerk outlining Outstanding Actions and the following point was made:

- The School's Music Department had explored the streaming technology used by the Guildhall School of Music and Drama for integrated musical events (Action 17/20/BG). Work was ongoing to refine the School's own arrangements for delivering music provision and this would include outdoor rehearsal and performance for the Summer 2021 term.

RESOLVED – That the Outstanding Actions report be noted.

8. **SUB-COMMITTEE MINUTES**

a) **Draft Minutes of the Bursary Committee meetings held on 24 March and 6 May 2021**

RESOLVED - That the public minutes and non-public summary of the Bursary Committee meetings held on 24 March and 6 May 2021 be received.

b) **Draft Minutes of the Governance Committee meeting held on 13 May 2021**

RESOLVED - That the public minutes and non-public summary of the Governance Committee meeting held on 13 May 2021 be received.

c) **Draft Minutes of the Finance and Estates Sub-Committee meeting held on 13 May 2021**

RESOLVED - That the public minutes and non-public summary of the Finance and Estates Sub-Committee meeting held on 13 May 2021 be received.

9. **APPOINTMENT OF COMMITTEES AND WORKING PARTIES, AGBIS REPRESENTATIVE AND GOVERNOR DESIGNATED ROLES**

The Board considered a report of the Town Clerk regarding the appointment of Committees and Working Parties, Association of Governing Bodies of Independent Schools Representative and Governors' Designated Roles for the 2021/22 academic year and the following point was made:

- There were a number of vacancies for Governor Designated Roles. Key roles would be allocated as a matter of priority with any remaining vacancies rolling forward to the next meeting of the Board of Governors when it was anticipated that some additional Governors may have been appointed to the Board. A new Governor Designated Role on Diversity and Inclusion had been established in line with the recommendations of the Race Equality Review.

RESOLVED - That:

- Nicholas Bensted-Smith be appointed the School's representative to the Association of Governing Bodies of Independent Schools for the 2021/22 academic year;
- Governor's Designated Roles for the 2021/22 academic year be agreed as follows:

Randall Anderson	Compliance
<i>To be allocated.</i>	Creative Arts
Shravan Joshi	Diversity and Inclusion
Deputy Richard Regan	Extra-curricular
<i>To be allocated.</i>	Fundraising
Shravan Joshi	Diversity and Inclusion
Peter Bennett	Health and Safety
Professor Anna Sapir Abulafia	Humanities
Rehana Ameer	IT
<i>To be allocated.</i>	Modern Foreign Languages
<i>To be allocated.</i>	PE
Elizabeth Phillips	Prep School
Nicholas Bensted-Smith	Safeguarding
Dhruv Patel	SEND
Dr Stephanie Ellington	Sixth Form and Careers
<i>To be allocated.</i>	STEM
<i>To be allocated.</i>	Teacher Recruitment
Alderman Prem Goyal	Wellbeing

- The terms of reference of the Committees and Working Party of the Board be approved, including proposed amendments to the terms of reference of the Governance Committee and Finance and Estates Committee, and the terms of reference and composition of the Teachers' Pay Panel be noted.

- The following appointments be made to the Committees and Working Parties of the Board:

Bursary Committee

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

Governance Committee

Nicholas Bensted-Smith (Chairman)
Peter Bennett (Deputy Chairman)
Randall Anderson
Alderman Robert Howard
Elizabeth Phillips

Finance and Estates Committee

Peter Bennett (Chairman)
Randall Anderson
Nicholas Bensted-Smith
Mark Bostock
Alderman Prem Goyal
Alderman Robert Howard
Dhruv Patel

Academic Working Party

Elizabeth Phillips (Chairman)
Peter Bennett
Nick Bensted-Smith
Dr Stephanie Ellington
Headmistress
Senior Deputy Head (Staff)
Deputy Head (Academic)
Deputy Head (Pastoral)

10. REPORT OF THE HEADMISTRESS

The Board considered the report of the Headmistress which provided updates on forthcoming events, COVID-19 and community and partnerships and the following points were made:

- A number of events had been scheduled for the Summer and Autumn 2021 terms, of which an increasing number would be held in-person as COVID-19 restrictions were lifted. Governors were encouraged to attend events where possible and the Headmistress thanked Governors who would be attending the upcoming Leavers' ceremonies.
- Community and partnership work continued to be a key focus of the School with the majority of Year 11 pupils engaged in some form of community work during the Summer 2021 term, including involvement in

mentoring programmes across the City of London Corporation's family of schools.

- Structural changes were being made to the School's approach to higher education to reflect the increasing number of students applying to American universities or making a dual application to American universities and Oxbridge.

RESOLVED – That the report be noted.

11. POLICIES FOR APPROVAL

Governors considered a report of the Headmistress setting out five school policies for approval.

RESOLVED – That the following policies be approved:

- Curriculum Policy;
- First Aid Policy;
- Medical Conditions, Medicines and Infection Control Policy;
- Privacy Notice; and,
- International Policy.

12. TOM REVIEW, PILOT PROJECT AT THE THREE CITY OF LONDON SCHOOLS - PEOPLE MANAGEMENT - GREATER LOCAL DELEGATION

The Board considered a report of the Director of Human Resources outlining people management delegations to the Heads of the three City of London Independent Schools acting in their capacity as Chief Officers that would be piloted as part of the Target Operating Review pilot project at the City of London School and the following points were made:

- The Target Operating Review pilot project had commenced in April 2021 and was working well with four areas of people management approval that would previously have required confirmation from the City of London Corporation's Director of Human Resources delegated to the Heads of the three City of London Independent Schools acting in their capacity as Chief Officers, including Honoraria payments and starting salary points for external appointments. An evaluation of the pilot scheme would be undertaken in Autumn 2021 and reported to the next meeting of the Board of Governors on 14 October 2021 prior to the possible rolling out of similar delegations to other City of London Corporation institutions.
- The Chairman welcomed the increased delegation of responsibility to the City of London Independent Schools. The Deputy Chairman flagged that whilst it was important to apply delegations consistently across the three City of London Independent Schools it should be noted that the three Schools did not necessarily have comparable levels of financial affordability and that this should be taken into account as part of any delegation process.

RESOLVED – That:

- The areas identified to pilot local delegation to the three Heads of the City of London Independent Schools acting in their capacity as Chief Officers be endorsed in relation to the starting point for external appointments; incremental progression - additional awards and Honoraria payments including the calculation for partial acting ups payments;
- The pilot commences with immediate effect to provide a full term to pilot the delegations and report back with findings in Autumn 2021; and,
- The findings of a review and evaluation of the pilot scheme be reported to the next meeting of the Board of Governors on 14 October 2021.

13. THE CHARGING OF ADMINISTRATION COSTS AND EXTERNAL AUDIT FEES TO THE CLSG BURSARY FUND CHARITY FROM 2021/22 AND UPDATES TO THE RESERVES POLICY OF THE CHARITY TO REFLECT THIS CHANGE

The Board considered a report of the Chamberlain regarding the charging of administration costs and external audit fees to the School's Bursary Fund charity from 2021/22 and the following point was made:

- The City Corporation, as Trustee of City of London School for Girls Bursary Fund incorporating the City of London School for Girls Scholarships and Prizes Fund, had chosen to exercise its right to be reimbursed for legitimate and reasonable costs and expenses properly incurred while undertaking its duties on behalf of the charity from the 2021/22 financial year. These charges comprised the costs of administering the charity and external audit fees estimated at £5,528 and £2,750 respectively for the 2021/22 financial year. It was requested that the reserves policy of the School's charity be revised to provide for these costs going forward.

RESOLVED – That:

- It be noted that following a change in policy approved by the Finance Committee, the City of London Corporation would begin recovering the external audit fees and administration costs incurred from those charities, including the School's charity, from 2021/22 onwards; and,
- That the reserves policy of the School's charity be revised to provide for these costs going forward.

14. TACKLING RACISM TASKFORCE: EDUCATION WORKSTREAM ACTION PLAN

The Board considered a report of the Director of Community and Children's Services presenting the Education Workstream Action Plan developed by the Tackling Racism Taskforce and the following points were made:

- The Tackling Racism Taskforce had been established in June 2020 to consider how the City of London Corporation worked to tackle racism in all its forms and assess whether further action could be undertaken to promote economic, educational and social inclusion through the Corporation's activities. The Education Workstream Action Plan had been developed as a result of this work and in consultation with key stakeholders, and outlined a range of actions intended to ensure that safe, inclusive, supportive, and empowering education was provided to all, regardless of the age, background or circumstance.
- The Headmistress welcomed the Education Workstream Action Plan which reflected and reinforced the work being undertaken by the City of London School for Girls and City of London School which had commissioned a joint Race Equality Review in Autumn 2020.

RESOLVED – That:

- The Education Workstream Action Plan be noted; and,
- Updates on the delivery of the Education Workstream Action Plan be reported to future meetings of the Boards of Governors of the City of London Independent Schools.

15. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD

There were no questions.

16. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There was one item of urgent business.

The Chairman led the Board in thanking Alderman Emma Edhem, Deputy Tom Hoffman, Mary Ireland and Sylvia Moys who had recently stood down as Governors for their excellent service to the City of London School for Girls over many years, as well as Deputy Clare James who would be standing down when her current term as Governor ended in July 2021. The Chairman welcomed Alderman Robert Howard who was attending his first meeting as a Governor.

17. EXCLUSION OF THE PUBLIC

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

18. NON-PUBLIC MINUTES

The non-public minutes of the previous meeting were approved as an accurate record.

19. NON-PUBLIC OUTSTANDING ACTIONS

The Board considered a report of the Town Clerk outlining non-public Outstanding Actions.

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

- a) **Draft Non-Public Minutes of the Bursary Committee meetings held on 24 March and 6 May 2021**

RESOLVED - That the non-public minutes of the Bursary Committee meetings held on 24 March and 6 May 2021 be received.

- b) **Draft Non-Public Minutes of the Governance Committee meeting held on 13 May 2021**

RESOLVED - That the non-public minutes of the Governance Committee meeting held on 13 May 2021 be received.

- c) **Draft Non-Public Minutes of the Finance and Estates Sub-Committee meeting held on 13 May 2021**

RESOLVED - That the non-public minutes of the Finance and Estates Sub-Committee meeting held on 13 May 2021 be received.

- d) **Draft Non-Public Minutes of the Academic Working Party meeting held on 5 May 2021**

RESOLVED - That the non-public minutes of the Academic Working Party meeting held on 5 May 2021 be received.

21. **EXPRESSIONS OF INTEREST IN CO-OPTED GOVERNOR VACANCIES INCLUDING SPRING 2021 SKILLS AUDIT**

The Board considered a report of the Town Clerk outlining expressions of interest in Co-opted Governor vacancies, including the findings of the Spring 2021 Governor Skills Audit.

22. **REPORT OF THE HEADMISTRESS**

The Board approved the report of the Headmistress which provided information on non-public matters in relation to the School.

23. **FINANCIAL INFORMATION DASHBOARD**

The Board considered a joint report of the Chamberlain and the Bursar presenting the Financial Information Dashboard.

24. **REVENUE OUTTURN 2020/21**

The Board considered a joint report of the Chamberlain and the Bursar outlining the revenue outturn 2020/21 for the City of London School for Girls.

25. **CLSG BURSARY AND PARTNERSHIPS: FINDING SPACE TO PIONEER**

The Board considered a report of the Headmistress outlining the School's approach to bursaries and partnerships.

26. **SUMMARY OF THE HARDSHIP BURSARY APPLICATIONS CONSIDERED BY THE CLSG BURSARY COMMITTEE IN 2020/21**

The Board considered a report of the Chamberlain presenting a summary of the hardship bursary applications considered by the Bursary Committee during the 2020/21 financial year.

27. **PROGRESS REPORT ON THE CITY OF LONDON SCHOOL AND CITY OF LONDON SCHOOL FOR GIRLS' JUNIOR SCHOOL**
The Board considered a joint report of the Headmistress and the Head of the City of London School updating progress on the development of the City of London School and City of London School for Girls' Junior School.
28. **ESTATES UPDATE**
The Board considered a report of the Bursar presenting an update on estates work across the School.
29. **REGULAR UPDATE OF THE SCHOOL'S RISK REGISTER**
The Board considered a report of the Bursar presenting a regular update of the School's Risk Register.
30. **REPORT OF ACTION TAKEN BETWEEN MEETINGS**
The Board considered a report of the Town Clerk regarding action taken under urgent or delegated authority since the last meeting.
31. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
There were no questions.
32. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**
There was one item of urgent business.
33. **CONFIDENTIAL MINUTES**
The confidential minutes of the previous meeting were approved as an accurate record.
34. **CONFIDENTIAL OUTSTANDING ACTIONS**
The Board considered a report of the Town Clerk outlining confidential Outstanding Actions.
35. **EXPRESSIONS OF INTEREST IN CO-OPTED GOVERNOR VACANCIES INCLUDING SPRING 2021 SKILLS AUDIT - CONFIDENTIAL APPENDIX**
The Board considered a confidential appendix for Item 21: Expressions of Interest in Co-opted Governor Vacancies including Spring 2021 Skills Audit.
36. **ANNUAL SAFEGUARDING REPORT**
The Board considered a report of the Headmistress presenting the annual safeguarding update.
37. **SCHOOL OPERATIONS PILOT (TARGET OPERATING MODEL)**
The Board considered a joint report of the Headmistress and the Head of the City of London School on the School Operations Pilot (Target Operating Model).

38. TEACHER PAY AND REWARDS UPDATE

The Board considered a joint report of the Headmistress, the Head of the City of London School and the Head of the City of London Freemen's School presenting an update on teacher pay and rewards.

The meeting ended at 1.21 pm

Chairman

Contact Officer: Kerry Nicholls
kerry.nicholls@cityoflondon.gov.uk

CITY OF LONDON SCHOOL FOR GIRLS
Board of Governors – Outstanding Actions (Public)

Action Number	Date	Action	Responsible Officer	Progress Update
18/20/BG/P	10 June 2021	-	-	-

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**BURSARY COMMITTEE OF THE BOARD OF GOVERNORS OF THE CITY OF
LONDON SCHOOL FOR GIRLS
Tuesday, 15 June 2021**

Minutes of the meeting of the Bursary Committee of the Board of Governors of the City of London School for Girls held via Microsoft Teams at 4.00 pm.

Present

Members:

Nicholas Bensted-Smith (Chairman)
Peter Bennett (Deputy Chairman)
Randall Anderson

Also present:

Dhruv Patel	- Governor
John Hall	- Bursar
Kerry Nicholls	- Town Clerk's Department
Sarah Phillips	- Town Clerk's Department
Nicholas Basye	- Chamberlain's Department
Charlie Pearce	- Chamberlain's Department

1. APOLOGIES

Apologies for absence were received from Shravan Joshi.

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 6 May 2021 be approved.

4. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE

There were no questions.

5. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There was no other business.

6. EXCLUSION OF THE PUBLIC

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

7. NON-PUBLIC MINUTES

RESOLVED - That the non-public minutes of the meeting held on 6 May 2021 be approved.

8. **NON-PUBLIC OUTSTANDING ACTIONS**

The Committee considered a report of the Town Clerk outlining non-public Outstanding Actions.

9. **SUMMARY OF THE HARDSHIP BURSARY APPLICATIONS CONSIDERED BY THE CLSG BURSARY COMMITTEE IN 2020/21**

The Committee considered a report of the Chamberlain providing a summary of the hardship bursary applications considered during the 2020/21 financial year.

10. **ANNUAL REVIEW OF EXISTING HARDSHIP BURSARY AWARDS**

The Committee considered a joint report of the Chamberlain and the Bursar of the City of London School for Girls regarding hardship bursary applications and annual reviews of existing hardship bursary awards.

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

There were no questions.

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

There were no urgent items.

The meeting ended at 4.25 pm

Chairman

Contact Officer: Kerry Nicholls
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**FINANCE AND ESTATES COMMITTEE OF THE BOARD OF GOVERNORS OF
THE CITY OF LONDON SCHOOL FOR GIRLS
Monday, 13 September 2021**

Minutes of the meeting of the Finance and Estates Committee of the Board of Governors of the City of London School for Girls held via Microsoft Teams at 2.00pm

Present

Members:

Peter Bennett (Chairman)
Randall Anderson
Nicholas Bensted-Smith
Mark Bostock
Alderman Prem Goyal
Alderman Robert Howard
Dhruv Patel

Officers:

Jenny Brown	- Headmistress
Jane Elliott-Waine	- Compliance Manager
John Hall	- Bursar
Kerry Nicholls	- Town Clerk's Department
Sarah Phillips	- Town Clerk's Department
Aqib Hussain	- Chamberlain's Department
Steven Reynolds	- Chamberlain's Department
Jonathan Cooper	- City Surveyor's Department
Ola Obadara	- City Surveyor's Department

1. APOLOGIES

There were no apologies for absence.

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

There were no declarations.

3. RECEIVE TERMS OF REFERENCE

RESOLVED, that the terms of reference for the Finance and Estates Committee be received.

4. MINUTES

RESOLVED, that the minutes of the meeting held on 13 May 2021 be approved as an accurate record.

5. PUBLIC OUTSTANDING ACTIONS

Governors considered a report of the Town Clerk outlining public Outstanding Actions.

RESOLVED, that public Outstanding Actions be noted.

6. **SCHEDULE OF STANDING ITEMS**

Governors considered a report of the Town Clerk outlining the Schedule of Standing Items.

RESOLVED, that the Schedule of Standing Items be noted.

7. **CASH AVAILABLE IN THE SCHOOL'S CHARITY: THE CITY OF LONDON SCHOOL FOR GIRLS BURSARY FUND INCORPORATING THE CITY OF LONDON SCHOOL FOR GIRLS SCHOLARSHIPS AND PRIZES FUND**

Governors considered a report of the Chamberlain providing an update on the draft cash balance available in the School's charity, *The City of London School for Girls Bursary Fund Incorporating the City of London School for Girls Scholarships and Prizes Fund* which was £931,070 as at 1 April 2021, and the following points were made:

- The School had estimated the level of expenditure for the 2021/22 financial year and recommended that surplus funds of £109,277 be invested in the City of London Charities Pool by the investment deadline of 1 October 2021.
- In discussion, Governors noted that a report of the Tomlinson Review into the Funding of Education would be presented to the next meeting of the Board of Governors on 14 October 2021. Surplus funds might be required to offset any shortfall in bursary funding arising from this review in the short to medium-term to mitigate the impact on disadvantaged pupils. In light of this, the Committee agreed that it was not minded to recommend the Board of Governors agree a proposed investment of £109,277 of surplus funds in the City of London Charities Pool at this time.

RESOLVED, that the proposed investment of £109,277 in the City of London Charities Pool not be supported at this time.

8. **DRAFT ANNUAL REPORT AND FINANCIAL STATEMENTS OF THE SCHOOL'S CHARITY: THE CITY OF LONDON SCHOOL FOR GIRLS BURSARY FUND INCORPORATING THE CITY OF LONDON SCHOOL FOR GIRLS SCHOLARSHIPS AND PRIZES FUND**

Governors considered a report of the Chamberlain presenting the draft Annual Report and Financial Statements 2020/21 of the School's charity, *The City of London School for Girls Bursary Fund Incorporating the City of London School for Girls Scholarships and Prizes Fund* and the following points were made:

- During the year ended 31 March 2021 total funds within the School's charity had increased by £903,217. This favourable movement comprised a net gain on investments of £813,311, voluntary income of £759,979, and investment income of £175,599. The increase in funds had been partly offset by expenditure on charitable activities of £845,672 in awarding 53 bursaries and 25 prizes. There had been no costs relating to fundraising during the 2020/21 financial year. The School's External Auditor, BDO LLP would be commencing its audit of the draft Annual Report and Financial Statements in mid-September 2021. Once this work was

completed, the accounts would be submitted to the Finance Committee of the City of London Corporation for approval on behalf of the Court of Common Council.

- A Governor noted that the total funds held in the School's charity was approximately £4.8M. The Governor suggested that consideration be given to investing a greater proportion of the funds held as surplus cash into the City of London Charities Pool to maximise investment income, and was concerned at possible delays to investment due to the quarterly meeting schedule of the Finance and Estates Committee. The Group Accountant advised that investments and disinvestments to the City of London Charities Pool could only be made on 1 April and 1 October each year and that a recommendation would be made to Governor at these times where surplus funds had been identified. Another Governor observed that the value of investments could reduce as well as increase and was pleased to note the increased value of the total funds in what was a difficult economic climate.

RESOLVED, that the draft Annual Report and Financial Statements 2020/21 of the School's charity be received.

9. **CLSG HEALTH, SAFETY, COMPLIANCE AND RISK UPDATE**

Governors considered a report of the Headmistress providing an update on health, safety, compliance and risk management matters at the City of London School for Girls and the following point was made:

- The School had made significant progress in the area of compliance over the past year. The Chairman underlined the importance of ensuring that any outstanding matters were addressed as soon as possible.

RESOLVED, that the current position be noted.

10. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB COMMITTEE**

There were no questions.

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

There was no other urgent business.

12. **EXCLUSION OF THE PUBLIC**

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

13. **NON-PUBLIC MINUTES**

RESOLVED, that the non-public minutes of the meeting held on 13 May 2021 be approved as an accurate record.

14. **NON-PUBLIC OUTSTANDING ACTIONS**

Governors considered a report of the Town Clerk outlining non-public Outstanding Actions.

15. **CLSG HEALTH, SAFETY, COMPLIANCE AND RISK UPDATE – NON-PUBLIC APPENDIX**

Governors considered a non-public appendix for Item 9: CLSG Health, Safety, Compliance and Risk Update.

16. **CLSG BURSARY FUNDING UPDATE**

Governors considered a report of the Headmistress providing an update on Bursary funding.

17. **MANAGEMENT OF ARREARS OF FEES AT CLSG**

Governors considered a report of the Headmistress regarding the management of arrears of fees at the City of London School for Girls.

18. **FINANCIAL INFORMATION DASHBOARD**

Governors considered a joint report of the Chamberlain and the Bursar on the Financial Information Dashboard.

19. **ESTATES UPDATES**

A. CLSG Estates Update

Governors consider a report of the Headmistress providing an update on the City of London School for Girls' Estates Strategy.

B. Review Summer Works Programme

Governors heard an update of the City Surveyor on the Summer Works Programme 2021.

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

There were no questions.

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

There was no other urgent business.

A. Gateway 4c: City Junior School

Governors considered a report of the City Surveyor outlining the Gateway 4c: Detailed Design (Complex) report for the City Junior School.

The meeting ended at 3.49 pm

Chairman

Contact Officer: Kerry Nicholls
kerry.nicholls@cityoflondon.gov.uk

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

Summary

The Head's Report comprises of:

1. Forthcoming Events;
2. 2021 Leavers: Destinations and Gap Years; and,
3. COVID-19 Update report.

Recommendation(s)

The Board of Governors is asked to note the report.

Main Report

It has been a delight to regather as a school, daring to plan a 'normal' programme of events, co-curricular and curricular activity with staff back at home in their staff room and the Main Hall back in use for gathering as a whole school (which we will do now that testing is complete – thanks in large part to the excellent efforts of our alumnae, as you may have spotted on BBC London News). Plans though still have to be held lightly (overseas trips remain highly uncertain) and we need to be attentive still to a big range of feeling from both staff and pupils as they re-gather and normalise.

Prize Day took place at the Guildhall on Friday 01 October and was warmly received. We have a very full calendar of events, including engagement and marketing with six Open Days. Attendance and registration figures for these are up by approximately 10%; in some cases almost 25%. Parents' breakfasts for each year group are taking place and have been popular with parents. We keenly anticipate our Scholars' Concert and other musical events ahead.

Forthcoming Events (up to the end of Autumn Term)

Thursday 07 October	Scholars' Concert (Yrs 7-11)
Friday 08 October	Year 9 Parents' Breakfast
Monday 11 October	City@6 series
Wednesday 13 October	11+ Open Evening
Thursday 14 October	Prep Parents' Evening
	Scholars' Concert (6 th Form)
Friday 15 October	House Drama Competition
18-29 October	Half Term
Tuesday 02 November	16+ Entrance Exams
	Yr 11 Online Parent Forum
Wednesday 03 November	Year 6 Parents' Breakfast
	Year 13 University entrance exams
Thursday 04 November	Yr 7 Film Night
Friday 05 November	Prep Friends Committee Meeting
	Young Musician Competition
	Professor James Robson, Aristophanes and Lysistrata 6 th form talk
Monday 08 November	City@6 series
Tuesday 09 November	VMT Open Evening
	Mock COP (with CLS and FoS)
	Year 9 Joint Quiz (tbc)
Wednesday 10 November	Year 9 Challenge
	Life After City Speakers event (Y9-13)
Thursday 11 November	Year 7 Parents' Evening
Friday 12 November	Year 5 Parents' Breakfast
Monday 15 November	Autumn Concert
Wednesday 17 November	Year 12 Parents' Evening
	A Level Subject Fair (Yr 11)
Thursday 18 November	Year 7 Challenge
Tue 23- Fri 26 November	Senior Drama Performance
Tue 30 November	Year 10 Parents' Evening
Thursday 02 December	City Girls in Science Yr 8 talk
Tuesday 07 December	Worshipful Company of Ironmongers Carol Service (Junior Choir)
Wednesday 08 December	Prep Winter Showcase Performance
Thursday 09 December	Carol Service
Monday 13 December	Year 9 Options Evening
Tuesday 14 December	Christmas Jumper Day for Street Child
	Christmas Fete
Wednesday 15 December	End of Term Assembly Festive Music Celebration and Sixth Form Entertainment Term ends

The Board of Governors is asked to note that the school is still operating with due regard for the Covid-19 situation, with events subject to last minute change and adjustment.

Educational visits are now taking place, notably in the first half of term to Stubbers Adventure Centre, the Black Country Living Museum and Carding Mill Valley. Our co-curricular programme is thriving, with over 120 clubs established. Duke of Edinburgh Award activities have also taken place.

All-school assemblies are taking place every Friday and alternate Tuesdays, led in the main part this term by Year 13 form groups.

In October we are marking and celebrating Black History Month with a full programme of talks and activities.

The City@6 series continues in its online format. On 20 September, Baroness Eliza Manningham-Buller drew a large audience for her talk on “A career in security”. The remaining events for this term are:

11 October 2021	David Bodanis “Can you succeed without being a terrible person?”
8 th November 2021	Dame Sarah Mullally, Bishop of London

2021 Leavers: Destinations and Gap Years

There were 86 Year 13 leavers in 2021, 63 of whom are planning to begin university courses in the UK, two of whom will begin Art Foundation courses and two of whom will be studying abroad. Nineteen girls are taking gap years.

Five of the Year 13 leavers have places at Cambridge (History of Art, Medicine, History, Classics, Archaeology) and six have places at Oxford (Biology, Philosophy and Theology, Engineering, History and Economics, Medicine, Biochemistry). One Year 14 applicant also has a place at Cambridge (Natural Sciences) and two have places at Oxford (Geography and Classics).

International universities girls will be attending are: John Hopkins University and Columbia, both in the USA.

Nineteen students are taking gap years and three of these have already secured university places for 2022 in the UK. Another five had secured UK university offers and one had an offer from Hong Kong University, but given the ongoing Covid-19 crisis, these students have decided to reapply. There are therefore 16 students making Year 14 applications this year. All gap year students have plans including virtual work placements, volunteering abroad and travel (subject to Covid-19 restrictions).

There are 12 medics who secured university places this year (King's College London, The University of Edinburgh x2, University of Cambridge x2 (one 2022 place), University of Leeds x2, University of Manchester, University of Oxford, University College London x2, and one Year 14 student who will be studying Medicine at University of Manchester.

There were 10 girls who applied this year as Year 14 students and they have all secured university places for September 2021.

Covid-19 Update Report

Following a positive start to the academic year, in which we have had very few Covid-19 cases, numbers have just started to increase: over the weekend of 02 and 03 October, there was an increase in cases and our numbers are 20 positive cases, 15 of which are in Y11.

We have taken advice from the DfE who have set five in one group (or 10% of the school) as a trigger for implementing contingency plans. Consequently, we have moved to stage one of our contingency measures; until half-term, all pupils (unless exempt) will wear a face covering when not in lessons – this includes corridors, at House Drama rehearsals and in mixed year group clubs which are not outdoors. We are also “bubbled”. Ventilation, cleaning and hand hygiene remain as prominent as always and all pupils continue to lateral flow test on a regular basis.

Covid-19 vaccinations will take place on Tuesday 05 October and we have had a very high rate of take up. Some 70% of our pupils have consented to be vaccinated. Many of those who refused had already received one over the summer on vacations abroad.

Appendices

- None

Jenny Brown

Head

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Committee(s): Board of Governors of the City of London School for Girls	Dated: 14 October 2021
Subject: Policies for Approval	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1, 2, 3, 4, 8,12
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	£0
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Jenny Brown - Headmistress	For Decision
Report author: Justine Venditti, CLSG	

Summary

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

Main Report

Policies Recommended for Approval

- Admissions Policy
- Anti-Bullying Policy
- EAL Policy
- ECT Induction
- Fire Policy and Procedures
- Health, Safety and Wellbeing Policy
- Induction Policy for NQTs
- Missing Child Policy
- Safeguarding and Child Protection Policy - Changes have been made to the in light of changes to KCSIE 2021.
- SEND Policy

Update on NQT/ECT Policy

In this transition year while NQTs (newly qualified teachers) and ECTs (early career teachers) both exist, we are required to have two policies.

In reality, we have no NQTs at the school but the policy is relevant in the event one should join for a term during this academic year. We do have one ECT at the school.

Appendices

Appendix 1 – Admissions Policy
Appendix 2 - Anti-Bullying Policy
Appendix 3 - EAL Policy
Appendix 4 - ECT Induction
Appendix 5 - Fire Policy and Procedures
Appendix 6 – Health, Safety and Wellbeing Policy
Appendix 7 – Induction Policy for NQTs
Appendix 8 - Missing Child Policy
Appendix 9 - Safeguarding and Child Protection Policy
Appendix 10 - SEND Policy

Justine Venditti

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CITY OF LONDON SCHOOL FOR GIRLS

ADMISSIONS POLICY

Policy last reviewed by:	Jenny Brown
Date policy last reviewed:	October December 2021 0
Approved by:	Board of Governors
Date approved:	7 th December 2020

Contents

1.	Statement
2.	Aims
3.	Procedures

This policy should be read in conjunction with:

School Standard Terms and Conditions

City of London Corporation Equal Opportunities Policy

The Equality Act (2010)

The SEN Code of Practice (2015)

The Children Act (1989)

1. Statement

City of London School for Girls is a non-denominational, academically selective, independent day school for girls aged 7–18. Most girls are admitted to the City of London School for Girls ('the school') following annual assessments at 7+, 11+ or 16+. The 11+ assessments are held in the November and January prior to entry in the following September. The 7+ and 16+ assessments are held in November prior to entry in September the following year. Occasional places may be available at other ages. Admission is through an appropriate assessment exam and interview at the school.

We welcome staff and students from many different cultures, faiths and backgrounds and it is the intention of CLSG to make its selection procedure equally accessible to all candidates regardless of religion, ethnicity, disability or background. The school aims to provide a stretching, challenging academic education for girls at the top end of the ability range. The school also aims to provide a full and rounded education which helps to develop pupils morally, spiritually, socially and culturally, as well as intellectually. Finally, the school has a long tradition of religious, ethnic, neuro and social diversity within its pupil body, which it seeks to preserve as far as possible.

2. Aims

- 2.1 To identify and admit girls from all backgrounds who have met our academic standards and will benefit from an academic education at CLSG.
- 2.2 To admit girls who will contribute to and benefit from the ethos and opportunities available at City of London School for Girls.
- 2.3 To treat all candidates fairly and sensitively.
- 2.4 Our policy is to apply these criteria to all applicants regardless of additional needs or disability. We recognise the importance of ensuring that the school's culture, policies and procedures are accessible to children who have SEND. We are committed to complying with our legal and moral responsibilities outlined in the SEN Code of Practice (2015) and the Equality Act (2010).

3. Procedures

- 3.1 –Full details of entry procedures are published and updated annually in our Admissions booklets and on our website.
- 3.2 The closing dates for applications are published on the school website.
- 3.3 All families applying are encouraged to visit the school on an Open Day. The school welcomes applicants with special needs and/or disabilities (SEND), providing that it is able to meet their educational needs. We also welcome applicants with other disabilities provided that our site can safely accommodate them. Where an applicant has an additional need or disability, pre-application contact with the SENCO is encouraged. Parents must provide a copy of an educational psychologist's report or a medical report if they have one. All admissions are by competitive assessment and interview.
- 3.4 At 7+ the test consists of reading, spelling, reasoning, story writing and mathematics. Following the written tests selected potential entrants are also invited to take part in practical activities. We aim to recognise the child's potential for a successful academic career at the school. Except in a few instances in which there may be concerns about the progress of a pupil, girls are admitted to the Senior School without the need to sit the 11+ exam.
- 3.5 At 11+, CLSG seeks to select those girls who are most able to benefit from the education offered by the school. Candidates will first sit a computer-based test, assessing numerical, verbal and non-verbal skills. Candidates who are successful in the first assessment and for whom we have received an encouraging school report, will then be invited to the second assessment which consists of two 45 minute papers (Maths and English) and attend an online ~~for~~ interview.
- Parents/guardians wishing to apply for Access Arrangements should submit evidence when they register their daughter. The school follows JCQ guidelines. Access Arrangements will be offered where a history of need is supplied by the child's current school, supported by appropriate professional guidance. Access Arrangements will not be offered based solely on a professional report. The school reserves the right to offer alternative arrangements to those that the child receives in their current setting.
- 3.6. At 11+, the school will set every year a pass mark above which every candidate will be interviewed and a mark below which no candidates will be interviewed. The marks will vary from year to year depending on the outcomes of the assessments. Between those two marks, there will be a pool of candidates out of which the school will select girls for interview based on the following criteria in order of preference:

1. Girls who have been or are Looked After (definition as per section 22 of The Children Act 1989)
2. Girls currently enrolled in a state school and in receipt of Pupil Premium
3. Girls currently enrolled in a state school
4. Girls who have siblings currently at CLSG.

If a girl falls under several of these categories, she will be considered under the highest ranking. Candidates within each category will be ranked by exam outcome.

The school will identify no less than 10 % and no more than 15% of the total number of candidates for interview from this pool.

C19 addendum for 11+ admissions for September 2021 and 2022:

We are committed to ensuring that students are not disadvantaged by the educational provision they received during lockdown between March-July 2020 and December to March 2021. We will be asking parents and schools to explain what education was offered each applicant and will be factoring this in when deciding who to invite back for interview. For this year, up to 50% of candidates invited back for interview may come from the 'grey area' described above.

- 3.7. At 11+ and 16+ Art, Drama, Sport and Music scholarships may also be awarded and means-tested bursaries are available to internal and external candidates. Full details of all scholarships and bursaries and how to apply for them are available on the website.
- 3.8 Offers of places and acceptances are made to a published timescale.
- 3.9 A waiting list is compiled.
- 3.10 The results of the assessments are not discussed with the parents or made public.
- 3.11 At 16+, external candidates for admission to the Sixth Form are required to sit entrance papers in the four subjects they propose to study at A level. Each paper lasts 45 minutes and is designed to test a candidate's potential. Where appropriate, JCQ or centre-approved Access Arrangements will be offered subject to receiving appropriate documentations from the applicant's current school. Following the written tests selected potential entrants are invited to attend for interview.
- 3.12 The school is a fee-paying independent school, but seeks to be as accessible as possible to all able girls, regardless of their parents' ability to pay.

- 3.12 The school was committed to the Assisted Places Scheme before its withdrawal and has a long history of offering scholarships and bursaries to as many suitable applicants as possible.
- 3.14 Full details of scholarships and bursaries, available at 11+ and 16+ and how to apply for them are available in our Admissions booklets and on our website.

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CITY OF LONDON SCHOOL FOR GIRLS

ANTI-BULLYING POLICY

Policy last reviewed by:	Susannah Gilham, Madeleine Garnham
Date policy last reviewed:	October 2021
Approved by:	Board of Governors
Date approved:	5 th October 2020

This policy should be read in conjunction with:

Senior School Parents Handbook
 Prep Parents Handbook
 Pupil Code of Conduct
 ICT Code of Conduct
 Exclusions Policy
 PSHCEE Policy
 Relationships and Sex Education Policy

1. Context

All schools have a duty to draw up procedures to prevent bullying and to bring these procedures to the attention of staff, parents and pupils under the School Standards and Framework Act 1998. The school's policy and procedures also take into account the guidance given in the DFE's Preventing and Tackling Bullying 2017 and Behaviour and Discipline in Schools 2016 and the guidance given in the ISSR handbook September 2017.

2. The School's Position

The school will not tolerate bullying. We believe that all students have the right to be educated in an environment where there is mutual respect and co-operation. Bullying is contrary to this approach and we do everything possible to discourage it.

We aim to create an environment in which bullying is minimised. If bullying does occur, we aim to ensure that the person being bullied is safe, we work to stop the bullying happening again and we provide support to the person being bullied. Parents, pupils teaching and support staff must be alert to signs of bullying and all members of the school community must report any bullying they experience or witness to the victim's Form Tutor or Head of Section.

Senior members of staff will always take reports of bullying seriously and will always ensure they are thoroughly investigated. Serious instances of bullying may be regarded as safeguarding issues and as such may be reported to the designated safeguarding lead and dealt with under the school's Safeguarding and Child Protection Policy. In some instances, and where a criminal offence may have been committed, it will be appropriate to liaise with the City of London Police. Bullying on the basis of protected characteristics is taken particularly seriously.

3. Definitions of Bullying

Bullying is aggressive or insulting behaviour by an individual or group, often repeated over time, which hurts or harms another pupil or group physically or emotionally. It can also be a single incident. It is often motivated by prejudice against particular groups for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability or because the child is adopted, is looked after by the Local Authority or is a carer. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email). Research confirms that bullying can have a lasting destructive effect on people's lives. Bullying can produce long lasting feelings of powerlessness, loss of self-esteem and isolation. Victims can sometimes become convinced that they are somehow at fault and can suffer serious long-term distress as a result. Their school work and social and emotional development can be

seriously adversely affected. Bullying has the potential to cause serious psychological and physical damage and, in the most extreme cases, suicide.

4. Aims and Objectives

The aim of the school Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment. The school's objectives are:

- 4.1. To prevent bullying from happening by proactively teaching pupils about the harm it can do
- 4.2. To promote appreciation of diversity
- 4.3. To nurture students who are empathetic, respectful and considerate of others
- 4.4. To respond appropriately and effectively to instances of bullying
- 4.5. To ensure that parents, pupils and members of staff understand what bullying is and understand the school's policy on bullying and follow it, including by reporting any instances of bullying they come across
- 4.6. To keep governors updated about serious instances of bullying and for governors to review the policy annually and to check on its effective implementation

5. Examples of Bullying

NB this is not an exhaustive list but a summary of some common types of bullying behaviour:

- Calling someone names
- Threatening them
- Mocking their contributions in class
- Sending unpleasant texts or making threats or mocking someone on line (see section on cyberbullying at the end of this document)
- Saying or doing hurtful things to or about someone on the basis of their or their family member's actual or perceived sexual orientation (see section on homophobic bullying at the end of this document)
- Saying or doing hurtful things to or about someone on the basis of their, ethnic, social, cultural or religious background, a disability or special educational need, because they are in the care of the Local Authority or are acting as a carer, or because of an issue in their family
- Hitting, kicking, otherwise inflicting physical pain

6. Relational Aggression

Relational aggression is described as behaviours that harm others through damage to relationships or feelings of acceptance, friendship or group inclusion (Crick and Grotpeter 1995). It refers to deliberate actions that intend to negatively affect an individual's friendships or reputation. Such actions, if ignored, can lead to social exclusion. The school takes relational aggression seriously and addresses the issues associated with it through our PSHCE and assembly programmes.

Examples include:

- Deliberately excluding someone
- Spreading rumours and gossip
- Breaking secrets
- Imitating or mocking a pupil
- Teasing or embarrassing a pupil

7. Forms of bullying

The nature of bullying can be:

- Emotional – excluding, tormenting, threatening, hiding possessions
- Physical – pushing, punching, hair pulling, other violence
- Verbal – name-calling, sarcasm, spreading rumours, teasing, banter
- Cyber – misuse of the internet, social media, mobile phone and associated equipment

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or beliefs
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Education needs or disability
- Appearance or health conditions

8. Signs that someone might be a victim of bullying

NB this is not an exhaustive list but a summary of some common indications that someone is being bullied. They could also be signs of other difficulties, but should give rise to investigating the possibility of bullying.

Parents and teachers should look out for a pupil:

- Seeming afraid of the journey to or from school, asking to be taken to school when they have previously been happy to walk or take public transport unaccompanied
- Making unexplained changes to their routine
- Trying to get out of going to school e.g. by claiming to be ill when nothing really seems wrong with them, playing truant
- Becoming anxious and withdrawn, appearing to have lost confidence
- Changes to behaviour such as stammering, easily becoming tearful, having a disturbed sleep pattern
- Possessions or clothes being frequently lost or damaged, asking for money without explaining why they need it
- Doing badly in school work
- Becoming aggressive towards siblings
- Unwilling to use mobile phone or computer or using them obsessively
- Unexplained cuts or bruises, self-harming, preoccupied by suicide

9. Preventing bullying

The school takes proactive measures to foster positive relationships and mutual respect through assemblies, PSHE, peer support systems such as mentoring and form prefects, the school council and the system for recognising and awarding achievement. The school's programme of extracurricular activities enables pupils to achieve and to develop self-esteem and good relationships beyond the classroom. Opportunities to discuss and challenge bullying are provided in many subjects such as English and RPE, whilst assemblies, including special assemblies during National Anti-Bullying Week are also used to highlight the issues involved. The school also has a student-led Anti-Bullying Committee to help raise awareness of bullying and encourage pupils to form positive relationships with each other.

The school has a clearly defined pastoral system based around Form Tutors, Deputy Tutors, Assistant Heads of Section and Heads of Section. Pupils may seek support from the School Nurse and the School Counsellors. The House System fosters vertical integration allowing younger pupils to be supported by older students, and a Stonewall group provides support for those experiencing homophobic bullying.

Teachers receive training in dealing with bullying as part of the recurring cycle of CPD, parents are able to discuss bullying at Parents' Forum Events, at Parents' Breakfasts and at Parents' Evenings, whilst Governors annually review the school's anti bullying policy and scrutinise the school's records of serious bullying incidents. Resources relating to anti bullying are available in the school library. There is regular staff training to ensure that everyone is aware of the principles of the school policy, of action needed to resolve and prevent problems, of their legal responsibilities and of the support available to staff. Specialist training will be provided as needed to provide understanding

of pupils with particular issues such as special educational needs or disabilities and LGBTQIA+ pupils.

10. Dealing with bullying

All members of the school community are encouraged to report any instances of bullying. “Third Party” reporting of bullying is positively encouraged so that those who are aware of bullying but are not victims of it come forward. Pupils will regularly be reminded about the part they can play to prevent bullying, including when they find themselves as bystanders.

Allegations of bullying must always be reported to the Head of Section or the Assistant Head of Section of the alleged victims and perpetrators, who will investigate the allegations, involving the Deputy Head Pastoral if necessary. Confidential notes of all allegations of bullying will be kept by Heads of Sections. Notes about all cases of bullying will be kept on the files of victims and perpetrators and a central record of serious incidents is kept by the Headmistress and reported to Governors.

If the investigation confirms that bullying has taken place, it will be made clear to the perpetrator that bullying will not be tolerated. The victim and perpetrator’s parents will be informed and a suitable disciplinary sanction may be given. In serious cases, the Headmistress may temporarily or permanently exclude the perpetrator from school.

In less serious cases, mediation may take place which may include giving the victim the opportunity to tell the perpetrator about the effects of their bullying and which will give the perpetrator the opportunity to apologise for their behaviour, in accordance with the principles of restorative justice.

11. Referral to External Agencies

When a child has experienced bullying which gives rise to reasonable concern that she is suffering, or it likely to suffer, significant harm this will be treated as child protection issue.. Advice will be sought from the LADO and if deemed appropriate a referral will be made to Children’s Social Care with the consent of the child or her parents.

12. Bullying experienced by members of staff

The school recognises that adults can be the victims of bullying. Staff who experience bullying have recourse to the City of London’s employee procedures including the Policy on Harassment and Bullying at Work and the staff Grievance Procedure.

13. LGBTQIA+ bullying

The school recognises that pupils who identify as being LGBTQIA+ or who are perceived as such may be subject to bullying. The school seeks to foster a culture of tolerance and acceptance of diversity and addresses issues of homophobia, biphobia and transphobia in PSHCE, in other subjects where appropriate and through assemblies. All members of the school community are reminded to use language that is respectful of and kind towards others, and to avoid language that perpetuates stereotypes or offends others. The school does not tolerate the use of derogatory language and its use will be challenged and recorded by staff.

The school has a long established Stonewall Youth Volunteering Group. Staff leaders of the group and some senior student members of it have received training by Stonewall. All teachers receive training on avoiding heteronormative lesson content where possible.

14. Cyberbullying

The school is committed to teaching pupils and parents about e-safety and the dangers of cyberbullying and online exploitation. These topics are covered for pupils in PSHCE and ICT lessons and for parents in talks at pastoral evenings. Children are given age appropriate advice about the pitfalls of the internet, including the risk of online grooming.

The school has clear rules about the use of mobile phones and cameras in the pupil code of conduct. There is clarity about the school's use of photographs of pupils in promotional materials in the parental terms and conditions. Staff personal use of IT is covered in the staff code of conduct and is part of the regular cycle of safeguarding training. The school's computer system is filtered to prevent access to unsuitable sites, including social media sites. The school will act swiftly to block inappropriate sites if these are drawn to our attention. In a fast changing world continued vigilance by staff, parents and pupils is encouraged. The school's IT code of conduct is explicit about the unacceptability of teasing, mocking or threatening others online.

As with other forms of bullying, all members of the school community are encouraged to report any instances of cyberbullying.

15. Bullying which takes place off site and outside school time

Any reports of bullying of one member of the school community by another member will be treated in accordance with this policy, regardless of when and where the incident takes place.

16. Review and Evaluation

The Deputy Head Pastoral and the pastoral team keep the effectiveness of this policy and the prevalence of bullying in the school under ongoing review as part of their cycle of regular meetings.

This process of review includes discussion of whether any patterns of bullying behaviour have emerged.

The policy and its effectiveness are reviewed annually by Governors.

The School Council regularly discusses anti bullying.



CITY OF LONDON SCHOOL FOR GIRLS

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

Policy last reviewed by:	Kathleen O'Connor
Date policy last reviewed:	October 2021
Approved by:	Board of Governors
Date approved:	5 th October 2020

1. Introduction

The purpose of this policy is to outline the school's approach to identification and meeting the needs of pupils who are classified as having English as an additional language.

2. Definition

An EAL pupil is a pupil whose first language is not English. An individual's first language is considered to be that to which she was initially exposed and which has continued to be the primary language used at home.

As a school at the heart of a city that serves a global community, the school recognises and welcomes the multi-lingual abilities of its pupils and its social and cultural diversity are central to the school's identity. However, as an academically selective school, all pupils need to have a level of English proficiency that enables them to benefit from the education the school provides.

3. Objectives

We promote the principles of fairness and justice for all through the education that we provide in our school, so that our pupils are able to realise their full potential academically and socially and to develop as responsible citizens.

We aim to achieve the following objectives:

- To support EAL learners in their development of English language skills;
- To monitor the progress of EAL learners;
- Ensuring that every teacher is aware that they have responsibility for the language development of an EAL learner;
- The Learning Support Co-ordinator oversees the identification, monitoring and provision of EAL learners and their progress.

4. Identifying EAL

The school refers to the Department for Education's EAL guidance to make a 'best fit' judgement as to the overall proficiency of English stage to which the learner most closely corresponds¹. It also follows advice and guidance from NALDIC (National Association for Language Development in the Curriculum) and The Bell Educational Trust when assessing and supporting learners.

The nature of CLSG is such that all pupils are at least competent users of English; entry requirements to the school's Prep and Lower School consists of successfully completing an academically challenging examination whilst, at Sixth Form, a minimum grade 7 (or equivalent) in GCSE English is required, along with a minimum GCSE grade 7 in those subjects the pupil wishes to study.

Information regarding a pupil's first language and level of fluency is sought upon application to the school, whilst other sources of information, such as baseline assessments and monitoring of attainment and progress, can help assess a pupil's fluency.

The above information is stored safely and securely on the school's network and data management system. Relevant information is shared with teachers, in conjunction with and agreement from the pupil and her family.

5. Provision

For some pupils, additional language support may be required at different stages along their educational journey at CLSG.

Subject teachers are expected to provide support to EAL learners with the development of fluent written expression and the acquisition of subject specific language.

Whilst specialist EAL teaching is not provided at the school, the Learning Support Department are able offer linguistic support in developing written fluency, idiomatic expression and support for the understanding of subject specific vocabulary.

1

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665127/Data_on_pupil_nationality_country_of_birth_and_proficiency.pdf



CITY OF LONDON SCHOOL FOR GIRLS

EARLY CAREER TEACHER (ECT) INDUCTION POLICY

Policy reviewed by:	Justine Venditti, Ben Chappell
Date policy reviewed:	October 2021
Approved by:	Board of Governors
Date approved:	

Contents

1.	Aims
2.	Newly qualified teacher (NQT) induction transitional arrangements
3.	Legislation and statutory guidance
4.	The ECT induction programme
5.	Roles and responsibilities

1. Aims

From 1st September 2021, the school aims to run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF). It aims to provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers. It aims to ensure all staff understand their role in the ECT induction programme.

2. Newly qualified teacher (NQT) induction transitional arrangements

This policy applies to ECTs who start their induction on or after 1 September 2021.

NQTs who have started but not completed their induction before 1 September 2021 will continue to follow our NQT induction policy, which can be found with Staff Policies.

They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the headmistress and appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction

Should they not complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

3. Legislation and statutory guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for early career teachers (England) from 1 September 2021
 - The Early career framework reforms
 - The Education (Induction Arrangements for School Teachers) (England) Regulations 2012
- The 'relevant standards' referred to below are the Teachers' Standards.

4. The ECT induction programme

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF. Prior to the ECT serving their induction, the headmistress and appropriate body must agree that the post is suitable.

For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.

The programme is quality assured by ISTip.

4.1 Posts for induction

An ECT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have an appointed induction mentor, who will have QTS
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
- Regularly teach the same classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

4.2 Support for ECTs

We support ECTs with:

- Their designated induction tutor, who will provide regular monitoring and support, and co-ordinate their assessments
- Their designated induction mentor, who will provide day-to-day support, structured mentoring sessions and targeted feedback
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths
- Opportunities to observe experienced teachers, either within the school or at another school with effective practice

4.3 Assessments of ECT performance

Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT's induction tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headmistress will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headmistress, induction tutor and the ECT. A copy of the formal assessment report will then be submitted to the appropriate body within 10 working days of the meeting to allow the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headmistress should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

4.4 At-risk procedures

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards
- An effective support programme is put in place to help the ECT improve their performance

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.

If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

5. Roles and responsibilities

The following is based on recommendations from the statutory guidance.

5.1 Role of the ECT

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor and mentor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor and mentor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment reports

When the ECT has any concerns, they will:

- Raise these with their induction tutor and mentor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

5.2 Role of the headmistress

The headmistress will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)
- Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively
- Make sure an appropriate ECF-based induction programme is in place
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching
- Make sure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

5.3 Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the ECT(with the appropriate body where necessary)
- Carry out regular progress reviews throughout the induction period
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headmistress and relevant body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Ensure that the ECT's teaching is observed and feedback is provided
- Ensure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Ensure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work

5.4 Role of the induction mentor

The induction mentor will:

- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

5.5 Role of the governing board

The governing board will:

- Ensure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Ensure the headmistress is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis



CITY OF LONDON SCHOOL FOR GIRLS

FIRE SAFETY POLICY AND PROCEDURES

Policy last reviewed by:	Jane Elliott-Waine (Compliance Manager) and Mark Smith (Facilities Manager)
Date policy last reviewed:	August 2021
Approved by:	Board of Governors
Date approved:	6 th October 2020

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1. Introduction

1.1 This document sets out our arrangements for controlling fire risk at City of London School for Girls (CLSG). It has been written with regard to the Regulatory Reform (fire Safety) Order (RRO) 2005, as well as the City of London's Corporate Fire Policy and as stated in that document the Headmistress and the Facilities Manager act as the Responsible Persons.

1.2 Our priority is to take all reasonable precautions to minimise the risk to life and to reduce injury through the implementation of appropriate risk assessment, management plans, protective measures, training / instruction and monitoring. The aim of the fire safety procedures is to ensure that clear guidance is given to ensure that our school community can respond calmly and effectively if fire breaks out.

1.3 The policy has regard to the Government's guidance [*Fire safety in new and existing school buildings*](#) (2014):

"Schools are required to undertake risk assessments to identify the general fire precautions needed to safeguard the safety of occupants in case of fire, including their safe means of escape.

*Under the [*Regulatory Reform \(Fire Safety\) Order 2005*](#) (RRO) fire legislation has become simplified. The Department for Communities and Local Government has produced a guide for schools ([*fire safety risk assessment: educational premises*](#)). The guide deals with the provision and management of fire safety.*

You will need to:

- *ensure procedures are in place to reduce the likelihood of fire*
- *maintain fire detection and alarm systems*
- *ensure staff and pupils are familiar with emergency evacuation procedures*

It is important that:

- *fire risk assessments are kept up to date*

fire precautions remain current and adequate (they should be reviewed in detail when significant alterations are made to a school's premises)"

1.4 The Facilities Manager acts as Fire Safety Coordinator, who is supported by the Bursar in implementing this Policy.

1.5 The policy covers the following areas:

- Fire Safety Responsibilities
- Fire Prevention
- Fire Risk Assessment
- Evacuation Plans
- Prevention of Arson

1.6 This policy should be read in conjunction with:

- The Health and Safety Policy
- The Fire Safety Procedures
- CoL guidance: Personal Emergency Evacuations Plans
- The Security Policy
- The Critical Incident Plan

The City of London Corporation Fire Policy

1.7 This policy has regard to Part 3 (Welfare, health and safety of pupils), Paragraph 12 (Fire) and Part 5 (Premises of and accommodation at schools) of the Independent School Standards Regulations.

2. Responsibilities

2.1 The Head

The Headmistress is accountable for fire safety matters at CLSG. She works with the Bursar and Facilities Manager to ensure that the school meets its legal obligations and is responsible for ensuring that:

- Procedures are in place to implement the requirements of the CoL Corporate Fire Policy. In particular, she is accountable for ensuring that fire risk assessments and fire management plans are in place for CLSG;
- The requirements of this fire safety policy and procedures are made known and available to the whole school community;
- Adequate resources are available for fire prevention and fire precautions;
- Responsibilities for fire prevention/precautions are clearly identified and assigned;
- Appropriate instruction and training are provided to staff and pupils.

2.2 The Facilities Manager

The Facilities Manager, accountable to the Bursar, is responsible for ensuring that:

- A suitable and sufficient fire risk assessment (FRA) is carried out every 5 years by a CoL approved assessor, in line with all CoL FRA guidance and that control measures and recommendations are implemented in a timely manner;
- Fire risk assessments are reviewed yearly and that the CoL Fire Safety Teams Mandating requirements are met;
- Fire procedures and risk assessments are reviewed on each occasion that a building is altered, extended or rebuilt, or when new buildings are acquired;

- A fire management plan is in place, following CoL guidance and that this is communicated to all relevant stakeholders;
- Systems are in place to maintain and test all fire safety equipment i.e. fire doors, alarms systems, emergency lighting, as set out in the CoL Fire Safety Policy and that appropriate records are kept;
- Adequate means of escape are provided for all employees including those with disabilities and all other school users;
- Adequate number of fire marshals are identified and appropriately trained;
- Information, instruction and training is provided to all staff and pupils;
- Everyone in the school (including visitors and contractors) are given clear written instructions on what he/she should do in the event of fire;
- Records are kept of the fire induction training given to new staff and pupils;
- Procedures and arrangements for emergency evacuation are tested termly, recorded and lessons learnt;
- The premises fire logbook is maintained and kept up to date;
- Hot works are assessed, and hot works permits are in place;
- That a Guest Emergency Evacuation Plan (GEEP) is in place and that there is a system in place for Personal Emergency Evacuation Plans (PEEPs) to be developed for staff and pupils where necessary;
- Fire incidents and unplanned activation of the fire alarm systems are reported to CoL as described in the CoL Fire Safety Policy .
- CoL Guidance FSGN48 – Fire Safety Unit Notification Process is being adhered to.

2.3 **Heads of Department and Designated Manager**

Heads of Department and Designated Managers are responsible for ensuring that:

- Information regarding fire safety and emergency procedures are provided to new staff on their first day of employment as part of the induction process;
- Fire safety procedures are observed within work locations and risk assessments for activities under their control include any necessary local fire precautions;
- Managers with responsibility for electrical or networks installations, or where highly volatile or flammable substances are used must ensure that fire arrangements and good housekeeping are maintained so as to minimise fire risk.

2.4 **Responsibilities of teaching staff**

- Teaching staff are responsible for escorting their pupils safely out of the building in silence and in an orderly fashion.
- They are responsible for taking the register at the assembly point (or if not a form tutor/deputy keeping the girls silent), and for ensuring that the name of anyone who cannot be accounted for (and, if possible, their likely location) is passed immediately to the Premises Team or SMT. It is the responsibility of the Facilities Manager/SMT to ensure that this information is passed to the Fire and Emergency service as soon as they arrive.

2.5 **All Staff**

All CLSG Employees are responsible for ensuring that:

- They are aware of the fire safety arrangements for CLSG, are fully conversant with the emergency evacuation procedures and assembly point;
- When the fire alarm sounds that they 'sweep' the building as they leave to ensure that all building users are safely evacuating as detailed in the fire procedures;
- They do not increase fire risks by following poor housekeeping and/or waste disposal practices;
- They do not tamper with or misuse any fire safety equipment, including blocking fire exits, propping open fire doors, moving fire extinguishers / blankets, removing signs or notices or blocking call points from clear view;
- Report dangerous situations or fire risks to their manager, the Facilities Manager and the Compliance Manager by completing the online Health and Safety incident report form.

2.6 **Pupils, contractor and other persons**

- Form tutors and CLSG Managers will ensure that all pupils, contractors and other persons that attend CLSG are made aware of the current arrangements for emergency evacuation and that they must obey all fire safety instructions;
- Pupils, contractors and other persons must report any fire incidents, however small, and any concerns they may have about fire safety to the Facilities Manager

2.7 **Fire marshals**

The Premises Team are the designated Fire Marshals for the school. All Fire Marshals are "competent persons" who have been trained to provide "safety assistance" in the event of a fire. Fire Marshals receive regular refresher training, as set out in the Col Fire Safety Policy. The on-duty FM Manager or FM Supervisor (Evacuation Coordinators) will take charge during alarm activation and direct the Fire Marshals to designated roles. Their duties will include:

- Identifying the location of an activation;
- Confirming whether there is an actual fire or whether it is a false alarm;
- Check areas are clear of all people and close all doors and windows if safe to do so;
- Direct people to the assembly point;
- Report each area is clear to the Evacuation Coordinator;
- Liaising with the emergency services;
- Prevent people from re-entering the building until safe to do so;
- In the absence of a 'buddy' or carer, assist disabled people to the safe refuges and liaise with the Evacuation Coordinator as to next steps;
- Complete inspection of fire safety equipment as directed by the FM.

2.8 The following staff have specific responsibilities as shown:

Responsibility	Member of Staff
Termly fire practices and emergency evacuation drills, combined with a	Senior Deputy Head and Facilities Manager

programme of inducting new staff and pupils with emergency escape procedures and the presence of experienced staff who help to ensure that the School can be safely evacuated in the event of a fire	
Testing all fire alarms weekly and recording results	Facilities Manager
Keeping fire routes and exits clear	Bursar, who in turn has delegated day-to-day management to the Facilities Manager
Ensuring that flammable rubbish and combustible materials are stored away from buildings	Facilities Manager
Arranging the annual service and maintenance of fire alarms, smoke detectors, emergency lighting, fire extinguishers and other alarm systems	Facilities Manager, in conjunction with the City Surveyor (CoL)
Checking that all Science and Art and Design equipment is switched off, where appropriate, at the end of the school day	Heads of Biology, Chemistry, Physics and Art and Design (working with the relevant technicians)
Securing flammable materials used in teaching or maintenance in purpose-made, flame-proof and secure containers	Heads of Biology, Chemistry, Physics, Drama and Art and Design (working with the relevant technicians) and FM
Fixed Electrical Safety Testing	City Surveyor, who will provide the Facilities Manager with a copy of current electrical installation certificates
Portable appliance testing	Facilities Manager
All gas appliances and installations (boilers, kitchen equipment, etc.) are regularly inspected, maintained and serviced by Gas Safe Registered Engineers	City Surveyor and Facilities Manager
Carbon Monoxide (CO) detectors are installed, tested and maintained wherever assessed as necessary	Facilities Manager
Switching off all kitchen equipment at the end of service	Catering Manager
Implementation of robust permits to work for all physical works on the fabric	Facilities Manager

of the buildings and associated equipment, including hot works	
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3. Fire Prevention

- 3.1 All members of staff are to ensure that they comply with the following basic safety rules:
- Combustible materials, such as cardboard boxes and packaging materials should be disposed of safely unless they are required for other purposes. When such materials are retained, they must be kept tidily in designated storage areas.
 - All corridors, stairways, entrances and exits must be kept clear. Particular attention must be paid to designated fire exits and escape routes which must be kept clear at all times and without exception.
 - Classroom displays and work displayed in other areas must be set up with care and away from sources of heat. Notices must be properly fixed to boards and not allowed to flap around.
 - Rubbish must be placed in metal bins or areas made of a non-combustible material. Rubbish must not be allowed to collect in 'hidden' places (e.g. behind cupboards, etc.). Particular attention should be paid to general tidiness and areas around electrical appliances.
 - The stationery store and other cupboards containing stationery and other combustible materials to be kept locked and tidy.
 - Boiler rooms must be kept clear, clean and locked.
 - Electrical equipment must be used properly and kept in safe working order. Electrical sockets must not be overloaded and use of extension leads must be kept to a minimum.
 - Clothing and costumes are often highly inflammable, they must be stored tidily and well away from any heat source.

4.0 Fire risk assessment

- 4.1 A requirement of the RRFSo is the completion of a Fire Risk Assessment (FRA) to determine the risk of fire occurring and identifying the precaution necessary to eliminate, reduce or manage the risk. To ensure a suitable and sufficient FRA is produced CLSGs FM will follow the information contained in the CoL Fire Safety Policy, as well as the published documents (available on COLNET):
- Fire Safety Guidance Note FSGN79 – External FRA Companies
 - Fire Safety Guidance Note FSGN77 - Ordering External Fire Risk Assessment
 - Fire Safety Guidance Note FSGN56 – Fire Safety Assessment Review (Yearly Mandating)
 - Col FRA Cover Page and Template
- 4.2 A full FRA will be completed every 5 years, in line with FSGN79, more frequently if significant changes are made to the interior of buildings, or new buildings are bought or added. This will be completed by a competent assessor approved by the CoL and the

standard CoL FRA Cover page and template will be used to ensure consistency across the City's portfolio.

- 4.3 CoL require yearly mandating (assessment review) of all FRAs as set out in FSGN56, this process will be managed by the FM.
- 4.4 The recommendations and action plan from the FRA will be managed by the FM, assisted by the FM Team and the Compliance Manager.

5. Evacuation Plans

- 5.1 The Head, or another member of staff as delegated by the Head (such as the Bursar), will ensure that emergency plans are prepared to cover all foreseeable major incidents which could put at risk the occupants or users of the School. These plans will indicate the actions to be taken in the event of a major incident so that everything possible is done to:
 - save life
 - prevent injury
 - minimise loss
- 5.2 The Fire Evacuation Procedures set out the details of our emergency plans and are found in Appendix 1.
- 5.3 All new staff (teaching and non-teaching alike) and all new pupils, are given a briefing on the school's emergency evacuation procedures on their first day at the City of London School for Girls as part of their induction. The Fire Evacuation Instructions (Appendix 2) are displayed on the walls of all classrooms.
- 5.4 All staff are to familiarise themselves with the nearest available exit route out of the building from rooms where they teach or work. Staff should also to make themselves aware of alternative routes to evacuate the building in the event that your nominated escape route cannot be used for any reason.

6. Personal Emergency Evacuation Plans and Guest Emergency Evacuation Plans

- 6.1 Personal Emergency Evacuation Plans (PEEPs) are a pre-planning system, for staff, and others, to ensure the adequacy of the emergency arrangements for staff, pupils and other frequent users of the School's premises who may require support or assistance.
- 6.2 A PEEP is a process used to explore what individuals may need in an emergency evacuation to ensure they can leave the building safely and in a timely manner. The aim of the completed PEEP is to identify any assistance, aids, information or building

adjustments that may be required to ensure that evacuation is as independent and safe as possible. The PEEP, once agreed with the individual concerned, may be used to inform staff or others, but only with the agreement of the individual.

- 6.3 PEEPs are drawn up, as required, in the School in line with the City of London Corporation's *Guidance: Personal Emergency Evacuation Plans (PEEPs)* (HSG22)
- 6.4 Any disabled pupil or member of staff will be subject to a Personal Emergency Evacuation Plan (PEEP), which will be drawn up in consultation with the School Nurse and form tutor or line manager.
- 6.5 A PEEP may also need to be drawn up where a pupil or member of staff is temporarily disabled or otherwise incapacitated (e.g. as a result of an injury or illness). It is the responsibility of form tutors to ensure the school nurse is aware that pupils require a temporary PEEP before the pupil returns to school.
- 6.6 A Guest Personal Emergency Evacuation Plan (GEEP) will be completed for disabled visitors in advance of their visit, where we are made aware of any impairment that puts them at a disadvantage in the event of an emergency. We also have generic GEEPs for instances where notice has not been given and these can be obtained from the Compliance Manager or Facilities Manager.
- 6.7 We have designated safe refuge points on every floor of every building, with signs advising of their location.

7. Visitors and contractors

- 7.1 All visitors and contractors are required to sign in at Reception, where they are issued with a visitor's badge, which should be worn at all times that they are on school property. They will be made aware of the emergency procedures by both the Receptionist and by the person they are visiting. The procedures are outlined in a visitor information booklet provided to all visitors.
- 7.2 In the event of a fire alarm activation, any visitor who has not been collected will remain the responsibility of the receptionist. It is for the receptionist to direct them to the assembly point.
- 7.3 When large numbers of visitors are at the school for open days, plays, concerts, exhibitions etc a brief announcement is made advising them of the location of the emergency exits that they should use in the event of the alarms sounding.

8. Training

- 8.1 All new employees must be informed of the fire safety provisions at CLSG. Their Line Manager is responsible for ensuring, on their first day, that they are made aware of these provisions and it is recorded on their induction document.
- 8.2 Staff are to be advised of the following:
- Fire action arrangements
 - Location of fire exits
 - Location of firefighting equipment
 - Name of Fire Safety Coordinator (Facilities Manager)
 - The importance of fire/smoke doors and the need to close all doors at the time of a fire and on hearing the fire alarm
 - Evacuation routes
 - Refuge points
 - Assembly point
- 8.3 All employees must complete the CoL online fire safety training as part of the corporation's induction training within the first 2 weeks of starting. This fire safety module must be repeated at least every 3 years.
- 8.4 Fire drills form part of our fire safety training and the whole school community are expected to participate in termly drills.
- 8.5 Pupils are to be informed of the fire procedures at CLSG on their first day and at the start of each academic year.
- 8.6 Fire marshals must attend fire marshal training every 3 years, this will include the use of fire extinguishers.
- 8.7 The FM is also expected to attend CoL fire safety briefings which will advise them on their specific fire management plan duties.
- 8.8 Additional fire safety training will be reviewed dependant on departmental need i.e. fire extinguisher training, evac chair training, fire door maintenance training.

9. Letting and hiring of the school

- 9.1 Our standard contractual terms, that we use for letting and hiring the school, covers fire safety and specifies that the hirer should certify that he/she has read and understood the school's fire safety policy and procedures. A member of the Premises Team is always on duty when the school is let or hired for an outside function or event.
- 9.2 Regular hires to the school will undertake their own termly fire drill. A record of this will be kept by the hirer and any findings will be reported back to the Facilities Manager.

10. Prevention of Arson

10.1 The School's approach relating to the Prevention of Arson is given in Appendix 5.

Appendix 1: Fire Evacuation Procedures

1. Introduction

- 1.1 These procedures form part of the School's fire evacuation plans. They have been prepared to cover foreseeable fire incidents which could put the occupants or users of the School at risk.
- 1.2 Following a review of risk factors the following emergency procedures have been produced:
- Fire Evacuation Procedures (Appendix 1)
 - Fire Evacuation Notice (Appendix 2)
 - Procedure for Evacuation during break times or class change (Appendix 1)
 - Procedure for Evacuation during Public Exams (Appendix 3)
 - Fire Evacuation Procedures for the Gild Cafe (Appendix 4)
- 1.3 The School completes termly fire drills to test the procedures and any deficiencies are documented and reported to all staff by the Senior Deputy Head.
- 1.4 The fire alarm system is provided with automatic smoke detection and manual break glass call points. This means that, in the event of a fire, smoke may be detected automatically by the detectors and visually by people, who can then operate the fire alarm in a manual way by using the 'break glass' call points to warn other School users.
- 1.5 During an emergency those teachers who are teaching a class when the fire alarm signal sounds will assist in achieving a controlled and orderly evacuation of all pupils from the classroom to their designated assembly points.
- 1.6 During the external examination season, the Head of Examinations will ensure that the school complies with examination board regulations and will ensure that examination attendance registers are provided to the Senior Deputy Head or the person nominated to take the examinees register.
- 1.7 **Action required on activation of the fire alarm**
- The fire alarm is a continuous 2 tone siren and on activation the Fire Marshall and FM will take charge of the situation following the duties described above. All staff, pupils and visitors should follow these instructions:
- If you discover a fire, break the glass in the nearest alarm point to set off the alarm. Leave the building by the nearest exit and make your way to the assembly point on St Giles' Terrace at the front of the school.
 - If you are in a class when the fire alarm sounds, line up and then leave the room quietly. Make your way to the assembly point on St Giles' Terrace at the front of the school. The last person out should shut the door behind them.

- Anyone not in classrooms should leave the building by the nearest unimpeded exit and make his/her way to the assembly point at St Giles' Terrace at the front of the school.
- Do not stop to collect personal belongings.
- If you have a disabled pupil in your class, or a disabled visitor, staff should assist them to the designated refuge point and follow the evacuation procedures as described in the Personal Emergency Evacuation Plans or Guest Emergency Evacuation Plan.
- Anyone who is waiting to be evacuated from a designated refuge, or who is missing immediately must be report to the Premises Team or member of SMT.
- Remain at the assembly point with your pupils until the all clear is given by the Headmistress or member of the SMT.
- At the assembly area line up in forms in alphabetical order and in SILENCE. The Sixth Form will be nearest the church and the Preparatory Department nearest the lake. Line up as far away from the front of the school as possible to ensure access is available for the emergency services.
- On no account should anyone return to any building until given permission by the Fire and Emergency Services in the event of the Fire Service attending or the FM or Bursar if they do not attend.

1.8 Specific Duties of Staff during activation

Certain staff are to carry out the following specific duties:

Member of staff	Duty
Facilities Manager	To report to Reception and take control as the Evacuation Controller <i>(The Facilities Supervisor should deputise as Incident controller and liaise with the Senior Deputy to ensure everyone is accounted for and that it is safe for reoccupation)</i>
Receptionist	To print the Fire Register and wait at the bottom of the main entrance steps and issue to relevant staff. Make the Bursar aware of any registers that have not been collected. Assist the Bursar's PA in registering visitors, contractors, and support staff. <i>(Attendance Officer to deputise in the absence of the receptionist)</i>
Senior Deputy Head	To register and check all teaching staff and notify the Bursar of any missing staff. <i>(The Deputy Head Pastoral should deputise in the absence of the Senior Deputy Head in checking all teaching staff)</i>
Form Tutors and Attendance Officer	Will oversee the evacuation and control of staff and pupils and collect register for their forms from the Receptionist as soon as they reach the assembly point, register their pupils, and inform the Head of Section of any missing persons who then informs the Attendance Officer.

	<i>(The Head of Section will designate deputies in the absence of any Form Tutor in checking)</i>
Music Administrator	Will receive the VMT register and check all Visiting Music Teachers who should be assembled with the teachers on St Giles' Terrace. <i>(The Head of Music should deputise in the absence of the Music Administrator with receiving of registers and checking VMTs)</i>
Bursar's PA	Will check support staff, visitors, contractors and, via the Catering Manager, catering staff and they should be assembled at the front entrance to St Giles' Church. <i>(The Catering Manager will register catering staff and report to the Bursar's PA) (The Head's PA should deputise in the absence of the Bursar's PA)</i>
School Nurse	The School Nurse should carry an emergency grab bag and is to assemble with the Senior Deputy Head and the other teaching staff on St Giles' Terrace. She is to stand ready to provide any medical assistance as required and co-ordinate first aiders if required.

- 1.9 The safe evacuation of everyone, staff and pupils alike, is our priority. Protecting property comes second. No one should attempt to fight a fire at the expense of their own, or anyone else's safety.

1.10 Summoning the fire brigade

The master panel that shows the location of all the alarm call points on the networked alarm system in the school buildings is physically located in reception. The Premises Team are always given advance warning of fire practices. If the alarm goes off for any other reason, the Premises Staff have standing instructions to summon the Fire and Emergency Service at once.

- 1.11 One of the Premises Team is on duty or on call 24 hours a day, 7 days a week, and 365 days a year, including public holidays. When the building is unoccupied the fire alarm system is remotely monitored by a monitoring company and in the event of a fire alarm while the school is unoccupied the fire service will be called by them and then a member of the Premises Team called out to attend.

1.12 Procedure for evacuation during break times or class change

- 1.13 If the fire evacuation plan is implemented during a break time or during a class change time it is imperative that all pupils and staff leave the building via the most direct route. They should then proceed to their Assembly Point on St Giles' Terrace.

- 1.14 It is the responsibility of Form Tutors to ensure that the members of their form clearly understand that they must, in the event of the fire evacuation plan being implemented

during these times, evacuate the School's building immediately by the nearest exit and report to their Assembly Point for the roll-call to be taken.

- 1.15 It is the responsibility of Form Tutors to ensure that their form members clearly understand where their Assembly Point is located.
- 1.16 Under no circumstances should pupils or staff go to any room in the building to collect personal belongings.

Appendix 2: Fire Evacuations Notice

Action on hearing the fire alarm

- Everyone to leave the building by the nearest safe exit ensuring you do not stop to collect personal belongings;
- Where practicable, members of staff should close all doors and windows behind them;
- Members of staff are also asked to check the rooms either side of the classroom they are vacating;
- Lifts must not be used;
- You must make your way to the assembly point on St Giles' Terrace at the front of the school

Action on discovering a fire

- Move yourself out of danger;
- Break the glass of the nearest fire alarm call point;
- Attempt to put out the fire with appropriate fire extinguishers, where practicable, but do not endanger yourself;
- Whether or not you succeed, the incident must be reported to a senior member of staff without delay.



Assembly points

At the assembly area line up in forms in alphabetical order and in SILENCE. The Sixth Form will be nearest the church and the Preparatory Department nearest the lake. Line up as far away from the front of the school as possible to ensure access is available for the emergency services.

Teachers and Visiting Music Teachers (VMTs)

Should be assembled on the terrace of St Giles' Church in an orderly fashion.

Support staff, Visitors and Contractors (other than those with specific duties)

Should be assembled at the front entrance to St Giles' Church in an orderly fashion.

Appendix 3: Procedure for Evacuation during Public Exams

- 3.1 The *general* arrangements for evacuation of the building (for fire and security alerts) will apply during a public examination. In addition, the following *specific* details would apply. Further information is available in the Joint Council for Qualifications (JCQ) guidance '[ICE](#)' - [Instructions for conducting examinations](#).
- 3.2 The JCQ [Centre Emergency Evacuation Procedure](#) guidance is:

Emergency evacuation procedure for examinations

When dealing with emergencies you **must** be aware of any instructions from relevant local or national agencies.

Reference should also be made to the following document:

<https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats>

The invigilator **must** take the following action in an emergency such as a fire alarm or a bomb alert:

- Stop the candidates from writing.
- Collect the attendance register (**in order to ensure all candidates are present**).
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the examination room. Candidates must be advised to close their answer booklet.
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken, and send to the relevant awarding body.

3.3 Fire Evacuation

- 3.3.1 If the fire alarm sounds when exams are taking place the invigilator(s) should announce the suspension of the examination. Pupils should stop working, remain silent and wait for a further announcement. The invigilator(s) should note the time the examination was stopped.
- 3.3.2 If it becomes necessary to evacuate the building, the invigilator(s) should inform the candidates to leave the examination room in an orderly fashion, **in silence**, by the nearest fire exit. The invigilator(s) should take the attendance register for the exam to the assembly point. The candidates should be escorted by the invigilator(s) to the designated assembly point: during an examination, this would be the area by the ponds facing the main Barbican Centre. The invigilator(s) should remain with the

candidates. The Exams Officer (or, in the case of mock examinations, the Deputy Head (Academic)) will report to this assembly point. No discussion about the examination is permitted.

3.3.3 Examination papers should be left on the desks and, when the 'all clear' is sounded and the emergency is deemed over, candidates should return to their places. The examination will resume when the invigilator(s) announces that it should do so.

3.3.4 The School is bound by the regulations laid down by the JCQ (see above) and the invigilator(s) would be responsible for recording times and details relating to the suspension of the exam, evacuation, and recommencement of the exam. Invigilators will be guided by the Exams Officer who is responsible for ensuring the regulations are followed.

3.5 **Damage / Disruption caused by a Fire / Security Emergency**

If it is not possible to return to the building and / or to resume the examination(s), the Exams Officer(s) will be responsible for completing and submitting the necessary JCQ paperwork regarding the disruption / cancellation of the exams.

Appendix 4: Fire Evacuation Plan for the Gild Café

1.0 Introduction

- 4.1 CLSG lunch service is provided within Guildhall (Gild Café). The fire safety management of pupils and staff who use this facility during lunch service remains the responsibility of CLSG. The details below set out the fire safety plan and these will be communicated to all users at the start of each academic year. It should be noted that the contracted catering staff are advised to follow the Guildhall Fire Alarm procedures and protocols.
- 4.2 Three iPads have been set up with a 'roll call' App for use as our fire register for pupils and staff whilst the building. Staff responsible for the daily logging of attendance can obtain their device from the Catering Manager. The staff responsible for logging individuals in and out should be positioned at the main entrance and exit points to the building (not at the entrance or exit to the Gild Café). This is to ensure we have a record of individuals within the building not just in the café.
- 4.3 All pupils and staff using the facility are issued with ID badges with QR codes attached which must be scanned using the 'roll call' App on arrival to the building. They must also log themselves out using the same system to ensure we have an up-to-date fire register, at all times.
- 4.4 All staff on lunch duty within the Guildhall building must log their attendance on the App upon arrival so that they too can be accounted for in an emergency.
- 4.5 Each day one member of CLSG staff will be appointed as the Designated Lunch Duty Manager (DLDM) and will take control in the event of an emergency. They will be provided with a CLSG emergency phone, kept with the iPads by the Catering Manager, which they must carry on their person at all times. This will be pre-programmed with Guildhall 'All Clear' alert system by the CLSG Facilities Manager. The 'All Clear' system sends a text message directly to the phone to notify building users that the building has been given the 'all clear' to return.
- 4.6 In the event of an emergency the DLDM will take the lead on ensuring that area, including the toilets and corridors, are swept, and will manage the rollcall of occupants using the fire register on the iPads. The DLDM will be responsible for informing the Guildhall Security Team, located at the top of the vehicle ramp, that our area is clear and that all our staff and pupils have been accounted for, or not if anyone is missing. The DLDM will also ensure that the Senior Deputy Head and Bursar are made aware of the emergency taking place. The DLDM will also be responsible for managing pupil behaviour at the assembly point. No-one must re-enter the building until the DLDM has been notified via the text message service that the building has been deemed safe.




- 4.7 The designated assembly point for CLSG staff and pupils using the Gild Café is the bottom of the steps leading the High Walk (known as The Plaza). Staff and pupils must position themselves, in an orderly manner, as close to the steps as possible and must move away from the front of the building to allow others building users to evacuate safely.
- 4.8 Staff and pupils that are in the Gild Café at the time of a fire evacuation must following the procedures set out in this plan so that we can account for all individuals on the fire register. They must not return to school until they have been registered as out of the Guildhall building.
- 4.9 Whilst in the building if you discover a fire move yourself out of danger and raise the alarm by breaking the glass of the nearest fire alarm call point.

4.10 **Fire Action Procedures**

4.11 The fire action procedures are as follows:

- All staff and pupils must register themselves using the QR code on their ID badge using the iPad App upon arrival and on leaving the building;
- Upon hearing the fire alarm everyone must leave the building by the nearest safe exit ensuring you do not stop to collect personal belongings. The closest final fire exit is the metal doors at the top of the stairs leading out onto the Plaza, (see picture below);
- A member of staff will be asked to sweep the area, including the toilets, by the DLDM to check the area is vacated;
- Lifts must not be used;
- You must make your way to the assembly point by the steps to the High Walk to the front of the North Entrance to Guildhall (see picture below);
- Pupils should line up in an orderly manner, in silence;
- The DLDM will complete the roll call and notify the Guildhall Security Team that our area is clear (see picture below for security staff location);
- Nobody is to re-enter the building until the 'all clear' alert is received.

4.12

Designated final exit doors	Assembly Point	Guildhall Security Team Location
		

Appendix 5: Prevention of Arson

5.1 Introduction

Arson attacks on schools are serious and frequent. Twenty schools a week suffer an arson attack in the UK. A third of these happen during normal school hours. Around 90,000 children are affected by school arson each year.

Arsonists are most commonly 10–18 years of age and live in the local area. School arson is frequently carried out by either a pupil, ex-pupil or someone with siblings at the school. Many arson attacks are opportunist.

5.2 Practical Advice on combating Arson in schools

Schools can protect themselves against the threat of arson with a few simple techniques. Protection does not need to mean 24-hour security, expensive alarm systems or hours of risk assessment. A few simple, low-cost housekeeping techniques can help to reduce the vulnerability of a school to arson and vandalism.

This appendix on the Prevention of Arson at the School has been developed in line with the Fire Safety Advice Centre (FSAC) guidance [How to Combat Arson in Schools](#), which gives some practical advice for schools as to how to make themselves less of a target. Not only will this reduce the risk of arson but will also improve security and the health and safety standards of the school. The guidance is addressed primarily at school governors, head teachers and their deputies, school premises managers and risk managers. It aims to alert those responsible for school premises to the continuing dangers of arson attacks on schools and suggests means by which such a potential can be reduced.

5.3 Prevention of Arson During School Hours

5.3.1 Education

- Staff should be made aware of the potential for daytime fires to occur (few schools have risk assessments for fire that mention daytime arson as a potential risk). Headteachers should be aware that they are responsible for the legal requirement to carry out and maintain risk assessments in case of fire. In particular, staff should be made aware of the danger of pupils being unsupervised in common rooms and corridors.
- Parents should be notified about occurrences of fires at their children's school. They should also be informed if arson is known, or suspected, to be the cause. This should be repeated whenever an incident occurs.
- Fire Safety Awareness sessions (including the risks of malicious calls) provided by the local fire service, should be held at regular intervals for all pupils.
- Regular fire drills should be undertaken as part of the Risk Assessment and records of them should be kept.

- Pupils should be told regularly that cigarette lighters and matches are not allowed in schools. Any breach should be treated as a serious disciplinary matter.
- Pupils who are suspected of involvement in starting fires should be considered for referral to Fire Service *fire setting aversion* schemes (there are different names for these schemes). Consultation with parents is essential as these schemes are often conducted at home.
- Members of staff responsible for PSHE should consider making fire issues and risks a part of everyday school life.
- All fires, no matter how small, should be reported to the Fire Brigade¹. Sometimes waste bin fires and the like are not considered worthy of reporting, or staff feel embarrassed or think of the repercussions. The Fire Brigade will understand and can assist with possible solutions to prevent further occurrences.

5.3.2 Prevention

- Architects responsible for school building projects (new and alterations to existing) should consult with Fire Service and Insurance specialists.
- Stores in and around the School that contain combustible materials should be kept locked.
- Stores that contain chemicals and hazardous materials, often adjacent to chemistry laboratories, should be well managed, clean and kept locked. The Fire Brigade should be advised of the location of such rooms for their records.
- Waste bins and wheelie bins should be located well away from the buildings, preferably in locked compounds. Waste skips used for any purpose should be located well away from buildings but not near perimeter fences or walls. Litter bins should be emptied before / at start of lunch break and at the end of each school day.

5.4 Prevention of Arson Outside of School Hours

5.4.1 Deter unauthorised entry onto the site

Ensure perimeter fencing is maintained in good order and consider the use of boundary signs to deter intruders, particularly at vulnerable spots, or areas known to be used for unauthorized access to your site.

5.4.2 Prevent unauthorized entry into the building

The easiest points of entry into school premises will be via the doors and windows. Skylights are also a weak point unless fitted with internal bars or grills. Ensure the burglar alarm system is maintained fully functional.

5.4.3 Reduce the opportunity for an intruder to start a fire

¹ Small fires should be reported via the School's Health and Safety reporting procedures; the Bursar and / or Facilities Manager / Compliance Manager will notify the Fire Brigade where appropriate.

Arsonists seldom bring combustible items with them but tend to use what is available on site. External combustible storage within the school should be removed or located elsewhere.

5.4.4 Reduce the scope for potential fire damage

Closing all doors at night will help contain any fire or smoke within the room of origin, or at the very least, slow down the rate of fire growth.

5.4.5 Reduce subsequent losses and disruption resulting from a fire by preparing a disaster recovery plan

The time and effort put into creating a plan will pay dividends in the event of a serious fire, whether started accidentally or deliberately.

5.5 Specific steps to reduce the risk of arson at the School

- The security of the building is maintained by always having staff on duty at the main points of entry including Reception (during core opening times) and Prep Roof Gate from the Podium (during designated opening hours).
- When not in use, flammable materials are to be locked away in the correct storage containers / appropriate cupboards / locked prep rooms:
 - Science Area
 - Art department and DT
 - Drama
 - Workshops
 - Parking / Garage
- Fire Prevention is included in the PSHE programme.
- Fire inspections are undertaken regularly including vulnerable areas (such as those mentioned above)
- The Barbican Estate is closely monitored by the City of London Corporation with information provided to residents in the Good Neighbour Guide regarding management expectation within the common areas and refuse.

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CITY OF LONDON SCHOOL FOR GIRLS

HEALTH & SAFETY AND WELLBEING POLICY

Policy last reviewed by:	Jane Elliott-Waine
Date policy last reviewed:	August 2021
Approved by:	Board of Governors
Date approved:	5 th October 2020

Contents

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1. Introduction

- 1.1 City of London School for Girls (CLSG) is owned by the City of London Corporation (CoL), by whom the Board of Governors is appointed. The Health and Safety at Work etc. Act 1974 places overall responsibility for Health and safety with the employer, the Corporation, therefore CLSG adheres to the overarching Corporate Health, Safety and Wellbeing Policy and associated documents.
- 1.2 CLSG, as a Department of the Corporation, and therefore the Headmistress, as the Departmental Chief Officer, has a duty to produce our own Health and Safety Plans, and this document sets out our framework for the management of health and safety at CLSG.
- 1.3 This document should be read in conjunction with the City of London Corporation's corporate safety policy and is not intended to duplicate its contents or that of its associated procedures, guidance or protocols but provides a link between corporate requirements and the School's and demonstrates our commitment to managing health and safety. CoL health and safety documents are available on CoL Intranet (COLNET), assessable via the CLSG Staff Links on My Portal.
- 1.4 The purpose of this policy is to outline the organisation (people) and arrangements (systems) in place for managing health and safety at CLSG. It also includes arrangements in place for the planning, organising, control, monitoring and review of preventative and protective measures.
- 1.5 This policy should also be read in conjunction with:
 - The Accessibility Policy and Plan
 - The Safeguarding Policy
 - The Educational Visits Policy
 - The Fire Safety Policy and Procedures
 - The First Aid Policy
 - The Medical Conditions, Medicine and Infection Control Policy
 - The Risk Assessment Procedure (which incorporates the City of London Corporation guidance on Risk Assessment)
 - The Security, Access Control, Workplace Safety and Lone Working Policy
 - Drug and Substance Abuse Policy
 - Catering and Food Hygiene Policy
 - The School Staff Development and Induction Policy
 - The City of London Corporation's Occupational Health and Wellbeing Policy
 - The City of London Corporation's Policy on Physical and Verbal abuse of City of London Corporation employees
 - The City of London Corporation's Staff Code of Conduct

All other relevant CLSG safety procedures and guidance documents and City of London Corporation policies¹.

- 1.6 This policy consists of three parts:
- the general statement of policy
 - the description of responsibilities for and the organisation of health and safety
 - the detailed arrangements for health and safety
- 1.7 This policy has regard to Part 3 (Welfare, health and safety of pupils), Paragraphs 11 (Health and Safety) and 16 (Risk Assessment) and Part 5 (Premises of and accommodation at schools), Paragraphs 23–29 of the Independent School Standards Regulations.

2. General statement of policy

- 2.1 On behalf of the City of London Corporation (as the employer), the Governors attach the highest priority to ensuring that all the operations within the school environment, both educational and support, are delivered in a manner that is safe and healthy for all.

The Governors and the Headmistress are committed to promoting the welfare of all in the School community so that effective learning can take place, and we recognise that under the Health and Safety at Work Act (1974) we have a collective responsibility for providing a safe and healthy school for all of the School's staff, pupils, parents / carers, visitors, contractors and anyone else affected by the School's activities or who use the premises of the School from time to time. We will actively promote best practice from regulatory bodies, as this is fundamental to the success of the School and the welfare of its pupils.

Our aim is to provide and maintain safe and health working conditions, facilities, equipment, and systems of work for all our employees. We believe that through information, training, resources, collective sharing of good practice, having open and honest communication and clear supervision, we will be able to foster a positive safety culture at CLSG.

The allocations of duties and responsibilities for safety matters and the particular arrangements which we make to implement this policy are set out below. To ensure that people understand what they need to do to stay safe this document and all other health, safety and wellbeing documents will be presented in a clear and uncomplicated way.

We will ensure that the policy and arrangements are kept up to date, particularly as new risks are identified or emerge and where there are changes within the school in terms of its nature or size.

¹ Available with a City of London Corporation employees' login.

Signed:

The Headmistress:

Date:

- 2.2 The Governors, the Headmistress and Staff recognises there is specific legislation and guidance from the Health and Safety Executive and other Government departments that need to be referred to and complied with to enable us all to maintain a safe environment in which to work and learn.
- 2.3 We recognise the guidance contained in the Health and Safety Executive (HSE)'s [*Managing for Health and Safety*](#) (HSG 65) and [*Sensible Health and Safety Management in Schools*](#) and intend to follow the good practice recommendations they make. The School is aware of, and will follow, the DfE's guidance [*Health and safety: responsibilities and duties for schools*](#).
- 2.4 The School recognise the good practice contained in the HSE's guidance [*School Trips and Outdoor Learning Activities: Tackling the Health and Safety Myths*](#) and the DfE's [*Health and Safety on Educational Visits*](#) (2018), and this is incorporated in the School's Educational Visits Policy.
- 2.5 The School will create and maintain written risk assessments of the risks to the health and safety of its employees whilst they are at work and others who may be affected, as required by the [*Management of Health and Safety at Work Regulations*](#) (1999) (see the Risk Assessment section).
- 2.6 The School is conscious of the external environment that may be affected by its activities and pays regard to the implications of the [*Environmental Protection Act*](#) (1990) (in particular, the duty of care as regards waste).
- 2.7 The Governors accept these responsibilities and it will continue to be their policy to promote standards of health, safety and welfare that comply fully with the terms and requirements of the above Act, Regulations made under that Act, and Approved Codes of Practice. It is considered by the Governors that health and safety is a responsibility at least equal in importance to that of any other function of the School, and they believe that the prevention of accidents, injury or loss is essential to the efficient operation of the School and is part of the good education of its pupils.

3. Responsibilities

3.1 **The responsibilities of the Board of Governors (on behalf of the City of London Corporation²)**

In the discharge of its duty the Board of Governors will:

- Provide strategic governance by demonstrating leaderships and commitment to improving health, safety and wellbeing performance at CLSG;
- Ensure that they and the whole CLSG community adhere to the provisions laid out in the overarching CoL Health, Safety and Wellbeing Policy and associated documents;
- Ensure that there is an effective and enforceable policy for the provision of health and safety throughout the School and that it contains rigorous and comprehensive systems for monitoring and auditing health and safety management within the School;
- Ensure that CLSG's health and safety policies and procedures are kept up to date and that positive arrangements are in place to ensure that all staff and pupils are aware of and comply with their contents;
- Accept their role, collectively and individually, in providing health and safety leadership within the School, and will ensure and require that they are kept informed of, and alert to, relevant health and safety risk management issues;
- Fulfil their responsibility by appointing a nominated as Governor with responsibility for overseeing Health and Safety (see the *Responsibilities* section below, and Appendix 1);
- Receive reports relating to health and safety in order to enable them to monitor the adequacy of arrangements and take any action necessary.

3.2 **Nominated Health and Safety Governor**

The Governors will appoint one of their number to be the nominated governor, who has responsibility for oversight of Health and Safety matters, but clearly acknowledge that this role does not detract from the health and safety responsibilities of the other Governors, either individually or as a whole. The nominated Governor will ensure that the Headmistress is actively taking responsibility for ensuring that corporate and departmental policies are being effectively implemented within the school.

3.3 **The responsibilities of the Headmistress**

The Headmistress is directly responsible to the Governors on a day-to-day basis for the safe functioning of all the School's activities. They are also responsible for ensuring the implementation of Corporate and School policies. In particular, the Headmistress is required to:

Leadership, management and oversight

² The City of London Corporation provides the necessary legal, technical and practical health and safety assistance and information to help the School undertake the measures needed to comply with health and safety law, and provides an independent monitoring service of the activities of the School.

- Be aware of the basic requirements of the *Health and Safety at Work Act (1974)* and any other Health and Safety legislation and codes of practices relevant to the School.
- Take all necessary and appropriate action to ensure that the requirements of all relevant legislation, codes of practice and guidelines are always met in full.
- Implement the requirements of this policy and ensure compliance with all health and safety legislation within the School.
- Ensure that the objectives outlined within this policy are fully understood, observed and implemented by persons under their control.
- Demonstrate a personal commitment to health and safety by providing visible and active leadership and leading by example.
- Ensure a positive health and safety culture is evident and a proactive approach to health and safety management is adopted within the School.
- Ensure, at all times, the health, safety and welfare of staff, pupils and others using the School premises or facilities or services or attending or taking part in School-sponsored activities.
- Oversee the maintenance and development of safe working practices and conditions for teaching staff, support staff, visiting and casual staff, pupils, visitors and any other person using the premises or engaged in School-sponsored activities. The Headmistress will take all reasonably practicable steps to achieve this end, through the Bursar, Heads of Departments (where appropriate) and other senior members of staff, Teachers, and others as appropriate, to ensure the co-operation of all staff at all levels with regard to working to this policy.
- Monitor the standards of health and safety throughout the School, including all School-based activities, encourage staff, pupils and others to achieve the highest possible standards, and discipline those who consistently fail to consider their own well-being or the health and safety of others.
- Be responsible for ensuring that all staff fully understand their responsibilities and are given both the time and the encouragement to pursue them.
- Appoint a competent person, the Compliance Manager, to assist them with meeting the health safety objectives, standards and checks detailed in this policy.
- Consult with all appropriate members of staff, including staff representatives, on health and safety issues.
- Constantly monitor the effectiveness of this policy as regards both teaching and non-teaching work, and report back and recommend (to the Bursar and /or Compliance Manager, as appropriate) changes to the policy in the light of experience.
- Take steps to ensure that changes in curriculum are considered for their health and safety implications.
- Have due regard for the Institute of Directors (IoD) / HSE Guidance: Leading health and safety at work - Leadership actions for directors and board members

Facilities and environment

- Ensure the School requirements with respect to Fire Matters are implemented in line with legislation and CoL policy.

Investment in and provision of resources

- Ensure all school decisions (including new projects, procurement decisions, contractor selection, etc.) fully consider health and safety.
- Ensure that, so far as it is within their control, that adequate funds, materials, equipment and human resources are provided to ensure health and safety requirements are being met.

Risk management

- Be responsible for ensuring that suitable risk assessments are completed covering all processes and activities carried out, with adequate records being maintained and available for inspection.
- Ensure safe working practices and procedures throughout the School, including those relating to the provision and use of machinery and other apparatus, so that each task is carried out to the required standards and so that all risks are controlled.
- Ensure that adequate communication and consultation channels are maintained so that information concerning health and safety matters, including the results of risk assessments which may affect staff, is adequately communicated to them.
- Encourage all employees to suggest ways and means of reducing risks.
- Monitor performance with regard to health and safety by the completion of the CoL Corporation's Annual Certificate of Assurance.
- Ensuring that CLSG manages its risk profile through the recording of the most significant ('Top X') risks on the CoL Risk Register, and that this is kept under constant review and appropriately updated.

Training

- Ensure suitable persons are nominated to undertake key health and safety functions within the School and to ensure these individuals are adequately supported and suitably trained.
- Ensure that all persons under the Headmistress's control are adequately trained to carry out any task required of them in a healthy and safe manner.

3.4 The responsibilities of the Bursar and Senior Deputy Head

The Headmistress works with the Board of Governors to ensure compliance with this policy. The Bursar is the member of the Senior Management Team (SMT) to whom the Headmistress delegates day-to-day operational responsibility for health and safety in the School. The Bursar has overall responsibility for monitoring health and safety within the School and for reporting any serious breaches to the Governors through the Headmistress. The Bursar works closely with the Senior Deputy Head and Compliance Manager in fulfilling this role, and is responsible to the Board of Governors (through the Head) for:

Organisation and management

- Monitoring the management structure, along with the Headmistress and nominated Governor.
- Chairing the School's Health & Safety Committee.
- Encouraging staff, pupils and others to promote Health and Safety.
- Ensuring compliance with the City of London Corporation's Corporate Health and Safety Policy including the requirement for monitoring, safety assurance and inspections.

Reporting and monitoring

- Providing copies of all relevant paperwork to the governor overseeing health and safety.
- Producing reports for Governors on health and safety covering:
 - statistics on accidents to pupils, staff and visitors
 - staff training
 - fire practices
 - all new or revised related policies and procedures.
- Providing the minutes of the Health and Safety Committee's meetings, together with any other issues on health and safety that the Bursar as Chair of the Health and Safety Committee considers need to be brought to the Governors' attention, at each meeting of the Board of Governors.
- With the Facilities Manager, ensuring that the School's adherence to health and safety in catering and cleaning of the food preparation and eating areas is subject to external inspection by the Environmental Health Officer. [In addition, the Catering Manager arranges for a regular independent hygiene and safety audit of food storage, meal preparation and food serving areas, together with regular external deep cleaning and pest control services, and the Bursar reports on all these aspects to the Health and Safety Committee.]
- Providing for monitoring by the Health and Safety Committee of safety assurance / inspection reports and actions required / timescales.

Risk Assessment

- Arranging systems of risk assessment which allow both the identification of educational opportunities and the prompt identification of potential hazards.
- Ensuring that robust arrangements, including adequate monitoring, are in place for the control of contractors working anywhere on the school site / premises.
- With the Facilities Manager, ensuring that a suitable and sufficient risk assessment for legionella / water hygiene management is periodically completed (frequency based on risk assessment) and that a suitable scheme of control is developed, implemented and monitored, including monthly water temperature testing regimes.

First Aid

- With the School Nurse, monitoring first aid and welfare provision.
- Ensuring that an adequate number of staff (teaching and support) is trained and qualified in first aid.

Fire Safety

- Ensuring that the School has a fire risk assessment, carried out by a suitably competent external risk assessment consultant, and that this is updated every five years (or more frequently if significant changes are made to the interior of buildings or on significant change of usage). The Health and Safety Committee should review this risk assessment every time it is amended.
- Supervising the Facilities Manager in the role of Fire Safety Manager.

Induction and Training

- Ensuring that the school has a comprehensive policy in place for the training and induction of new staff in health and safety related issues, which should include basic manual handling and working at height training where required. Health and Safety training that is related to an individual member of staff's functions, such as a science technician, will be provided in addition to the "standard" induction training.
- Identifying the training needs of staff and pupils in Health and Safety matters and ensuring, within the financial resources available, that all members of staff and pupils who have identified training needs receive adequate and appropriate training.

3.5 The responsibilities of Compliance Manager

The Compliance Manager is the competent person with regard to health and safety and is the nominated officer to act as the Departmental Safety Manager as set out in the Corporate Health, Safety and Wellbeing Policy. They are responsible for ensuring there is a coherent and adequate health and safety management system in place. They provide general advisory and information services for CLSG on matters of health, safety, wellbeing and fire and activity assists the Bursar and Senior Deputy Head with their day-to-day operational duties. They will provide a conduit and key single point of contact between the Corporate Health, Safety and Wellbeing Team and will facilitate the flow of information. They work in partnership with the Facilities Manager on matters relating with health, safety and fire and are responsible for:

- Reviewing health and safety policies and ensuring that our documents reflect our risk profile and are compliant with relevant legislation and industry best practice;
- Working with the Facilities Manager, carrying out site inspections, internal safety audits and overseeing external audits including those completed by the CoL;
- Carrying out periodic reviews and safety audits on the findings of risk assessments;
- Collating accident and incident information and, where necessary, carrying out accident and incident investigations and to complete reports, when required, to the

CoL Health and Safety Team in line with their procedures, including RIDDOR reportable incidents;

- Work in collaboration with the School's Facilities Manager, ensure compliance with all fire regulations, CoL fire policies and procedures and ensure that regular fire risk assessments are undertaken and action plan implemented;
- Monitor the safety management system and advise relevant managers in reviewing departmental safety procedures;

3.6 **The responsibilities of Supervisory Staff**

All supervisory staff (e.g. the Senior Management Team, Heads of Departments (HoDs), Senior Science Technician, Line Managers and Duke of Edinburgh Co-ordinator) are responsible for the effective control of risks within the specific areas under their control. They will also be responsible for identifying potential hazards within their departments and writing appropriate risk assessments.

As part of their day-to-day responsibilities they will ensure that:

- Safe methods of working exist and are implemented throughout their department.
- Health and Safety regulations, rules, procedures and codes of practice are being applied effectively.
- Staff, pupils and others under their jurisdiction are instructed in safe working practices.
- New staff within their department are given induction, instruction and training in safe working practices.
- All necessary safety instruction, training and retraining is carried out within their area of responsibility.
- Where identified in risk assessments ensure statutory health surveillance is in place with advice sought from CoL Occupational Health Service.
- They monitor the standard of health and safety throughout the department in which they work, encourage staff, pupils and others to achieve the highest possible standards of Health and Safety and discipline those who consistently fail to consider their own well-being or the Health and Safety of others.
- Regular safety inspections are made of their area of responsibility.
- Positive, corrective action is taken where necessary to ensure the health and safety of all staff, pupils and others.
- All plant, machinery and equipment in the department in which they work is in good and safe working order and is adequately guarded where required, and all reasonably practicable steps are taken to prevent its unauthorised or improper use.
- Appropriate protective clothing and equipment, first aid and fire appliances are provided and readily available in the department in which they work.
- Toxic, hazardous and highly flammable substances in the department in which they work are correctly used, stored and labelled.
- All the signs used meet the statutory requirements.
- All Health and Safety information is communicated to the relevant persons.
- They report, as appropriate, any Health and Safety concerns to the Bursar, Compliance Manager and Senior Deputy Head.

Further guidance is provided in documents HSG20 – Guidance for Manager on Health and Safety Compliance and HSG 55 Guidance on Health, Safety and Wellbeing Responsibilities and Resources for Managers ³.

3.7 **The responsibilities of all members of staff**

All members of staff are responsible for taking reasonable care of their own health and safety, and that of pupils, visitors, temporary staff, volunteers, contractors and any other persons who may be affected by their acts or omissions at work as regards any duty or requirements imposed on the School or any other persons by or under any of the relevant statutory provisions. They are responsible for cooperating so far as necessary with the Headmistress, other members of the Senior Management Team and Compliance Manager in order to enable the Governors to comply with health and safety duties and requirements.

In particular, all members of staff will:

- Be familiar with, and comply with, this policy and all other safety policies and procedures as approved by the Board of Governors.
- Acquaint themselves with any specific health and safety legislation applicable to their role.
- Ensure health and safety regulations, rules, routines and procedures are being applied effectively by both staff and pupils.
- See that all plant, machinery and equipment is in good and safe working order and adequately guarded (where required) and prevent its unauthorised or improper use.
- Use the correct equipment and tools for the job and any protective equipment or safety devices which may be supplied.
- Ensure that toxic, hazardous and highly flammable substances are correctly used, stored and labelled.
- Report any risks or defects in the premises, plant, equipment and facilities which they observe to the Bursar, Compliance Manager and / or the Facilities Manager.
- Take an active interest in promoting health and safety and suggest ways of reducing risks.

Employees should not be in any doubt that CLSG will apply disciplinary procedures to an employee who is in breach of the Schools' and CoL Corporations policies and procedures.

All staff are briefed on the availability of this policy on the Staff intranet and the School's website. Staff will be advised as and when it is reviewed, added to or modified. Details of the organisation and arrangements for carrying out the policy are to be found below.

3.8 **The responsibilities of Pupils**

Pupils will be reminded by staff that they are expected to;

- Exercise personal responsibility for the health and safety of themselves and others;

³ This can be found on the [CitySafe](#) section of COLNET.

- Observes all health and safety rules of the school and, in particular, the instruction of staff given in an emergency;
- Use and not wilfully, neglect or interfere with things provided for their health and safety.
- Bring to the attention of any member of staff concerns related to their health, safety and welfare.

3.9 **The responsibilities of Hirers, Contractors and Others**

When the premises are used for purposes not under the direction of the Headmistress, then the principal person in charge of the activities for which the premises are in use will have responsibility for safe practices.

The Headmistress, the Bursar or Senior Deputy Head will seek to ensure that hirers, contractors and others who use the School premises conduct themselves and carry out their operations in such a manner that all statutory and advisory safety requirements are met at all times.

When the School premises or facilities are being used out of normal School hours for a school-sponsored activity then, for the purposes of this policy, the organiser of that activity, even if a member of staff, will be treated as a hirer and will comply with the requirements of this section.

When the premises are hired to persons outside the employ of the School, it will be a condition for all hirers, contractors and others using the School premises or facilities that they are familiar with this policy, and aspects of any other relevant health and safety policies and procedures, that they comply with all safety directives of the School, report any accidents or near misses which occur on the premises and that they will not without the prior consent of the School:

- introduce equipment for use on the School premises
- alter fixed installations
- remove fire and safety notices or equipment
- take any action that may create hazards for persons using the premises or the staff or pupils of the School

All contractors who work on the School premises are required to ensure safe working practices by their own employees.

In instances where the contractor creates hazardous conditions and refuses to eliminate them or to take action to make them safe, the Headmistress will take such actions as are necessary to protect persons in the care of the Headmistress from risk or injury.

4. Arrangements to Establish, Monitor and Review Procedures

- 4.1 Our arrangements set out the process by which we can demonstrate our commitment to eliminate or reduce the risks of hazards in the workplace and facilitate the creation of a healthy and safe working environment throughout the School.

As a 'Department' of the CoL we adhere to the policies and procedures published on the CitySafe section of COLNET as well as our own health safety documents published on the School Portal. The health and safety policies, procedures, maintenance records, documents and signage represent an integral part of the School's Safety Management System. The individual policies and procedures provide guidance on the processes to follow to demonstrate a consistent approach to health and safety across the School and must be adhered to. They contain the forms and templates required to control and manage hazards identified.

4.2 The Health and Safety Committee

The Health and Safety Committee provides a platform to ensure the dissemination of health and safety information as well as to deliver an appropriate forum for two-way communication.

The Health and Safety Committee is chaired by the Bursar and meets termly. The Governor who is responsible for health and safety attends these meetings, whenever possible. Membership of the Health and Safety Committee is as shown in Appendix 1, which also gives the identities of key post-holders in the School. CoL Building Surveyor and Health, Safety and Wellbeing Manager are Co-opted members.

The aims of the committee are to monitor the effectiveness and implementations of this Health and Safety Policy and the safety management systems. This will include review of accidents, changes to legislation and guidance, updates to policies and procedures, discuss inspection and audit actions plans, review risk assessments, discuss training needs, assist in the development of safety rules and ways to increase reporting by all members of staff and pupils.

As a group, the nominated safety representatives of each accredited trade union or staff association will be offered a number of places on this committee, if they are not already represented by a member of the committee, and may decide amongst themselves which individuals should sit on the committee. In addition, a representative of the Non-Teaching Staff may be co-opted onto the Committee.

4.3 Health & Safety Coordinator

The Compliance Manager is the School's Health and Safety Coordinator, supported by the Facilities Manager. In this capacity, they are responsible, with the Bursar, for the submission of the City of London Corporation's Annual Certificate of Assurance (ACA) and termly safety assurance inspections, the results of which are reported to the Health and Safety Committee.

The Health and Safety Coordinator is assisted in these inspections by the Senior Deputy Head, the Bursar, Facilities Manager and the Governors' representative.

4.4 External Advisors for Health and Safety

The City of London Corporation Surveyor's Department, Fire Safety Team, Health and Safety Team and, where necessary, external consultants provide advice on matters of health and safety as required:

General

- All gym and fitness equipment and machinery used in design technology is serviced annually as arranged by the Facilities Manager.
- CLEAPSS for Science, Art and D&T safety.

Facilities

- The City Surveyor gives advice on the external fabric of the school and compliance with the Construction (Design and Management) Regs 2015 (CDM).
- The City Surveyor monitors and services the School's plant, equipment and lifts as required.
- All work on gas boilers, appliances and installations is carried out by suitably competent Gas Safe registered engineers.
- All lightning protection and earthing are tested annually by a specialist contractor.
- NICEIC qualified Electrical Engineers inspect and maintain electrical installations, all of which are RCB protected and meet the requirements of IEE wiring regulations; current electrical test certificates are held for all areas of the School.

Catering and Cleaning

- Adherence to health and safety in catering and cleaning is subject to external inspection by the Environmental Health Officer.
- In addition, the School's catering contractor arranges for:
 - An external professional to take swabs of all knives, chopping boards and other kitchen equipment three or four times a year, and report on those findings.
 - An independent hygiene and safety audit of food storage, meal preparation and food serving areas three times a year.
 - Professional advice from a dietician on healthier food, menu planning and special diets where necessary
 - The professional deep cleaning of all equipment, high level cleaning of all cooking, food preparation and storage surfaces, areas, etc. once a year.

- Appropriate pest control measures to be in place.

Fire

- The School has a professional fire risk assessment which is updated at least every 5 years⁴; this is coordinated by the Facilities Manager.

Water

- The City Surveyor arranges for a professional risk assessment for water / legionella; this is coordinated by the Facilities Manager.

Radiation

- The Radiation Protection Supervisor (RPS) is as stated in Appendix 1. The RPS is responsible for ensuring compliance with the Ionising Radiation Regulations 2017 including the requirement for appointing a suitable Radiation Protection Adviser (RPA) to provide competent advice.
- The Radiation Protection Advisor (RPA) is as stated in Appendix 1.

City of London Corporation Advisors

- Other advisors may be provided or appointed by the City of London Corporation as required.

5. Recording and Reporting Accidents

- 5.1 The School is obliged under the City of London Corporation's guidelines to record and report accidents of a certain nature. There is also a legal duty to report certain accidents and dangerous occurrences to the Health and Safety Executive (HSE) under the [Reporting of Injuries, Diseases and Dangerous Occurrences Regulations](#) (RIDDOR) (2013). Recording and reporting accidents enables the HSE and local authorities to identify where and how risks arise, and to investigate serious accidents.

All accidents occurring on site and on offsite trips and visits are to be recorded on the Health Safety form on the intranet. The Compliance Manager will be responsible for investigating all reports and judging the level of response required, including submitting reports the CoL who will report to RIDDOR on our behalf. All staff accidents are to be reported to CoL reportline as well as all major injuries to pupils.

Further advice and guidance on the reporting of incidents can be found in the CLSG First Aid Policy.

⁴ The last Fire Risk Assessment was completed in November 2019.

6. Risk Assessment

- 6.1 The School's approach to Risk Assessment is outlined in the School's Risk Assessment Guidance, which should be read in conjunction with this policy. The School is not risk-adverse but takes an active approach to managing significant risks, those with the potential to cause real harm and suffering whilst at the same time recognising opportunities from our activities.

7. Staff Welfare

7.1 Occupational Health Service

The Occupational Health Service is responsible for promoting health and wellbeing matters in the workplace. The service plays an integral part in the School's progressive and proactive role as an employer to safeguard the physical health and mental wellbeing of employees. The School provides access to the City of London Corporation's Occupational Health Service, as outlined in the City of London Corporation's Corporate Health, Safety and Wellbeing Policy and the City of London Corporation's Occupational Health and Welfare Policy. Further information is available from the Bursar, Senior Deputy Head and / or HR.

7.2 Violence to staff

Incidences of violence to staff will be handled in line with the City of London Corporation's Policy on Physical and Verbal abuse of City of London Corporation employees. In the event of such an incidence, staff should inform the Senior Deputy Head and / or the HR Manager; where required, reasonable recovery time would be provided and a referral would be made to the Occupational Health Service.

Incidences of violence to staff by pupils would also be handled in line with the pupil's Behaviour Policy.

7.3 Wellbeing Committee

CLSG are committed to improving the wellbeing of staff and pupils and have introduced a Wellbeing Committee to assist in this aim. The committee actively reviews and shares good practice, looks ahead to pre-emptive stressful situations and looks to ways to best promote wellbeing provisions offered by CoL Corporation and CLSG.

8. Competency and Training

- 8.1 Safety training is needed at all levels. It is an important way of achieving competence and helps to convert information into safe working practices. Each department's risk assessments should help to determine the level of training needed for each type of work

as part of the preventive and protective measures. The training should include basic skills training, specific "on-the-job" training and training in health and safety or emergency procedures. A training needs analysis (TNA) must be carried out for each post, posts can be grouped under a general TNA, however, line managers must identify any particular need that an individual member of staff may have as a result of their duties or personal circumstances

- 8.2 General health and safety induction is provided by Line Managers and all staff are provided with a login to City Learning where they must complete the mandatory e-learning health and safety and fire modules.
- 8.3 Further health and safety training, as offered, can be booked via City People Self Service. Specific job-related training e.g. use of machinery is to be arranged by Managers using competent colleagues or external providers and risk assessment training is organised by the Compliance Manager. Managers should review any training needs as part of the risk assessment process and during staff appraisals. Managers should refer to the Health, Safety and Wellbeing Training Matrix which can be found on the COLNET, CitySafe.
- 8.4 Our policies and procedures form part of our training system and staff are responsible for making themselves aware of the content of all relevant documents applicable to their role.
- 8.5 So far as is reasonably practicable, the School will:
- Make arrangements for all staff (including temporary staff and those on fixed-term contracts) and volunteers, where necessary, to receive comprehensive information about this policy and all other relevant Health and Safety matters.
 - Ensure that this policy is used as a practical working document and that its contents are publicised fully.
 - Ensure that any changes in this policy will be brought to the attention of all employees.
 - Provide all staff and pupils with the information, instruction, training and supervision that they require to work safely and efficiently and carry out their duties in a safe manner without placing themselves or others at risk. Relevant information will be disseminated to staff as appropriate.
 - Ensure that they are kept informed about any significant health and safety failures and the outcome of the investigations into their causes.
- 8.6 Members of staff have responsibility for organising training and maintaining records of training as given in Appendix 1.

9. Measuring Performance

- 9.1 Effective monitoring, inspection and audit are required to ensure that health and safety policies, arrangements, regulations and standards are in place and remain effective.

Active measuring techniques employed by the school are to include:

- Routine audits of documentation and procedures by the Compliance Manager and reports submitted to the Health and Safety Committee, and Board of Governor meetings, as appropriate;
- External examination of records and policies by external audit to check that systems relating to the promotion of the environment and safety culture are complied with;
- The systematic inspection of premises, plant and equipment by maintenance staff, managers, safety representatives and auditing consultants;
- Regular inspections of by the Senior Deputy Head, Compliance Manager, Operations Manager and other staff as appropriate.

Reactive measurement is triggered after an accident, incident or illness and provides an opportunity for the School to check performance, to learn from mistakes and to improve the working environment, safety management and risk control.

Reactive measurement techniques to be employed include:

- Accident, incident and near miss reporting;
- Ill health data where related to occupational causes;
- Reporting the outcomes of accident and incident investigations;
- Details of enforcement action from external regulators, including improvement and prohibition notices and, where relevant, prosecution.

- 9.2 Each year the School completes and submits the CoL Annual Certificate of Assurance (ACA) which provides us with an opportunity to examine our Health and Safety systems and determine how effective they are. This is a useful tool to identify strengths and weaknesses in the application of health and safety policy and outcomes of the ACA direct action for the year ahead to ensure robustness of the health and safety systems is maintained.

10. Review of policy

- 10.1 This policy will be reviewed (at least) annually and updated, modified or amended as necessary to ensure the health, safety and welfare of staff and pupils.
- 10.2 From time to time the Department for Education (DfE), the Health and Safety Executive (HSE) and other regulatory or advisory bodies will issue codes of practice on particular topics for the guidance of Heads and others who are in control of educational premises, who will normally incorporate such codes into their Health and Safety policy and procedures. If the Headmistress considers the inclusion of all or any such documents into

this policy to be inappropriate, the Headmistress will be required to demonstrate to the satisfaction of the Governors that codes of practice and methods of working which achieve a similar or higher standard of health and safety have already been introduced.

Appendix 1: Identities of key personnel

1.1 The table below gives the identities and contact information of key School personnel:

Nominated Governor	Peter Bennett
Bursar	John Hall
Senior Deputy Head	Justine Venditti
Compliance Manager (CLSG Departmental Health and Safety Manager)	Jane Elliott-Waine
Facilities Manager (also Fire Manager)	Mark Smith
Designated Safeguarding Lead	Susannah Gilham
Educational Visits Co-ordinator	Rosie Lockyear (Deputy Head (Co-curricular and Partnership))
Radiation Protection Supervisor (RPS)	Mark Wilkinson (Head of Physics)

1.2 The table below gives the identities and contact information of key external support:

City of London Corporation H&S Advisor	Justin Tyas
City of London Corporation's competent person for advice on Fire Safety	Terence Short
City of London Corporation's competent person for advice on water hygiene / asbestos	David Renshaw
The Radiation Protection Advisor (RPA)	External consultant from CLEAPSS

1.3 The table below shows the composition of the Health and Safety committee:

Role in School	Role on Committee
Bursar	<i>Chairman</i>
Senior Deputy Head	
Compliance Manager	<i>Responsible for Accident reporting</i>
Facilities Manager	<i>Updates on building compliance</i>
Deputy Head Partnership and co-curricular	<i>Educational Visits Coordinator</i>
Head of Prep Dept	
Head of Physics (Dept Head of H&S) or Senior Science Technician	
Head of PE	
Head of DT or DT Technician	
Head of Art or Art Technician	
Director of Drama or Drama Technician	

D of E Co-ordinator / CCF	
School Nurse	<i>Responsible for first aiders</i>
Staffroom Chairperson or Representative	<i>The Chair or Deputy Chair of the Common Room, or another nominated representative, may attend on behalf of the Common Room Representative</i>
Vacant	<i>Support Staff representative</i>
Bursar's PA	<i>Secretary</i>

In addition, a designated union representative (for teachers, representing the NEU) and the nominated Health and Safety Governor may attend committee meetings.

- 1.4 The following staff may also be invited to attend committee meetings as required:

Role in School
Designated Safeguarding Lead
Director of IT (or nominated representative from the IT Team)
Head of Learning Support
Director of Music
Catering Manager

In addition, external advisors from the City of London Corporation (e.g. a Building Surveyor, City Surveyor's Department) may be invited as required.

1.5 **The role of the Facilities Manager with regard to Health and Safety**

- Monitor and assess the safe condition of the fabric of the school buildings, its plant, equipment and systems of work are surveyed and inspected regularly by competent professionals and that their recommendations and cyclical planning form the basis of the School's routine maintenance programmes. Where necessary, seek professional technical advice from other City Corporation department and take remedial action as necessary.
- Ensuring that any defects in the premises, its plant, equipment or facilities which relate to or may affect the Health and Safety of staff, pupils and others are made safe without delay. They will bring to the attention of the appropriate senior manager matters outside their control or competence, but which have implications for the continuing safety and integrity of the building or its use.
- Ensuring that suitable arrangements are in place for the day to day management of any asbestos containing materials (ACMs) so as to prevent them from being disturbed, forming part of our duty to manage asbestos.
- With the City Surveyor, ensuring compliance with Construction (Design and Management) (CDM) Regulations 2015.

- 1.6 The following members of staff have immediate and major delegated responsibilities for Health and Safety in the areas indicated below:

General

General Hazards	Compliance Manager and Facilities Manager
Machinery & Electrical Equipment	Facilities Manager, Head of DT, Head of Drama, Head of Science, IT Manager, Media Resources Technicians
Substances Hazardous to Health	Heads of Science subjects, Science Technicians, Head of Art, Head of DT, Art & Design Technicians, Facilities Manager, Cleaning Contractor
Kitchen	Catering Manager, Facilities Manager
Manual Handling	Facilities Manager
Display Screen Equipment	IT Manager, Media Resources Technician and Compliance Manager
First Aid and Injury Reporting	School Nurse, Compliance Manager
Escorting pupils or arranging for pupils to be escorted to hospital and informing their parents of the circumstances	School Nurse
Checking that all first aid boxes and eye washes are kept replenished	School Nurse
Radioactive Substances	Head of Physics and Physics Technicians
Controlling contractor activity	Facilities Manager, Surveyors Department, (HR Manager if vetted)
Common Room Issues	Common Room Representative
Working heights over 2m	Facilities Manager, Drama Technician
Legionella Hazards	Facilities Manager
Statutory Notices	Bursar, Facilities Manager
Playground Safety	Senior Deputy Head, Head of Prep School and Head of PE
Cleaning	Facilities Manager, Contractors, and Science Technicians (in laboratories)
Disposal of Hazardous Waste	Facilities Manager, Head of Science, Science DT and Art Technicians
Swimming Pool and Plant	Facilities Manager
Duke of Edinburgh Awards	Duke of Edinburgh Coordinator
Monitoring and Review	Bursar, Compliance Manager, Health and Safety Committee, Board of Governors
Induction Training Procedures	Senior Deputy Head, Bursar, Compliance Manager and HR

Slips, trips and falls	Bursar and Facilities Manager (see Appendix 4)
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Safety and Security

Building security (including alarms, CCTV, locking external doors and windows)	Bursar, who in turn has delegated day to day management to the Facilities Manager.
Preventing unsupervised access by students to potentially dangerous areas, such as the swimming pool, the science laboratories and the design technology rooms	Bursar, Senior Deputy Head and Heads of Department, working in cooperation with the Facilities Manager
Controlling lone working after hours	Senior Deputy Head and Facilities Manager
Ensuring that all visitors book in at Reception and wear visitors' badges	Bursar, Facilities Manager
Permits to Work implemented, where necessary, for physical works to the fabric of the buildings or on plant and equipment by contractors	Facilities Manager

Trips and visits

School Outings	Organisers of school trips to follow School Policy, with Deputy Head Partnerships and Co-curricular as Educational Visits Coordinator
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Vehicles & Transport

Control of loading bay and Andrews House care parking	Facilities Manager
Compliance with City of London Corporation Transport Policy	Bursar, Facilities Manager and Compliance Manager

Water, Drainage, etc.

The City Surveyor, together with the Facilities Manager, is responsible for:

Maintaining water quality.	A sampling regime, using external contractors, is in place
Ensuring that drains, gutters etc are kept unblocked.	Checking that all drain runs are clear using external contractors where necessary

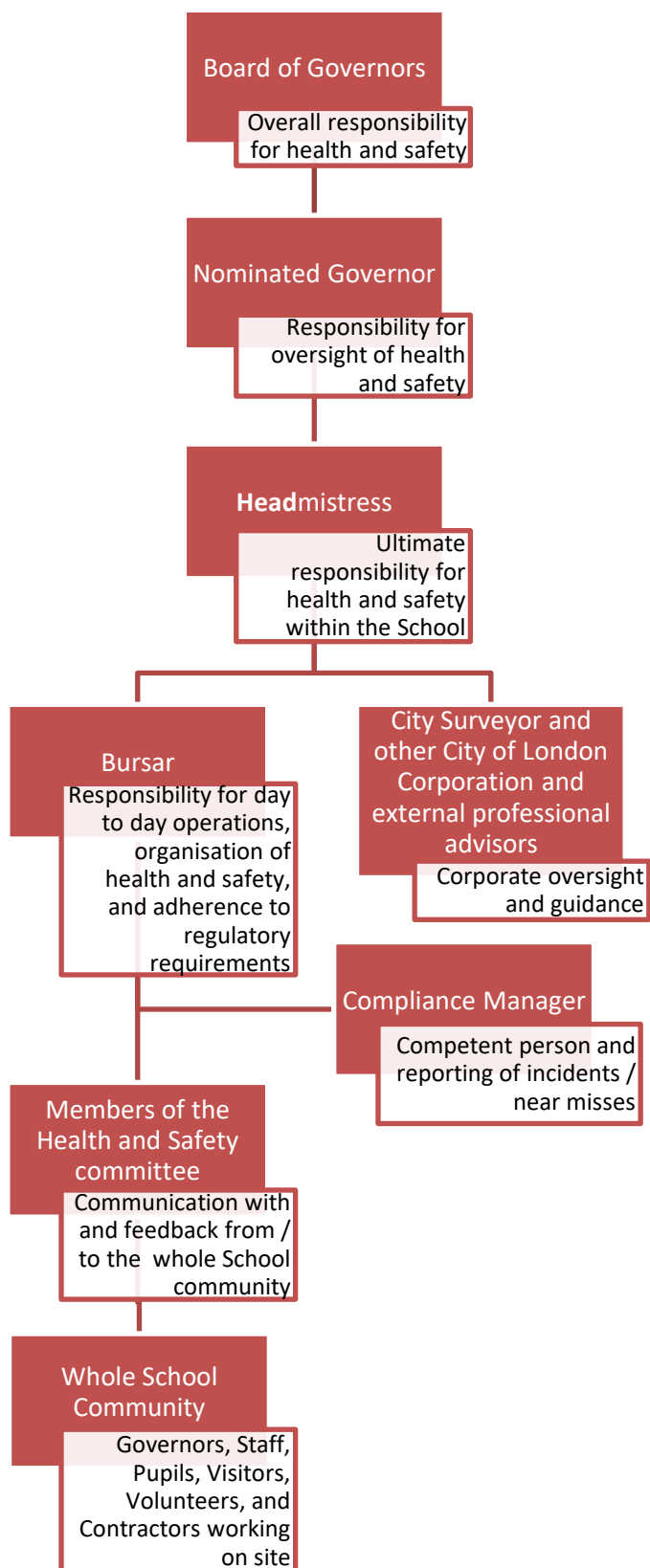
Fire

Fire	Bursar, Facilities Manager, Head of Science, Catering Manager, Director of Drama.
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- 1.7 The following members of staff have responsibility for organising training and maintaining records of training in the areas given below:

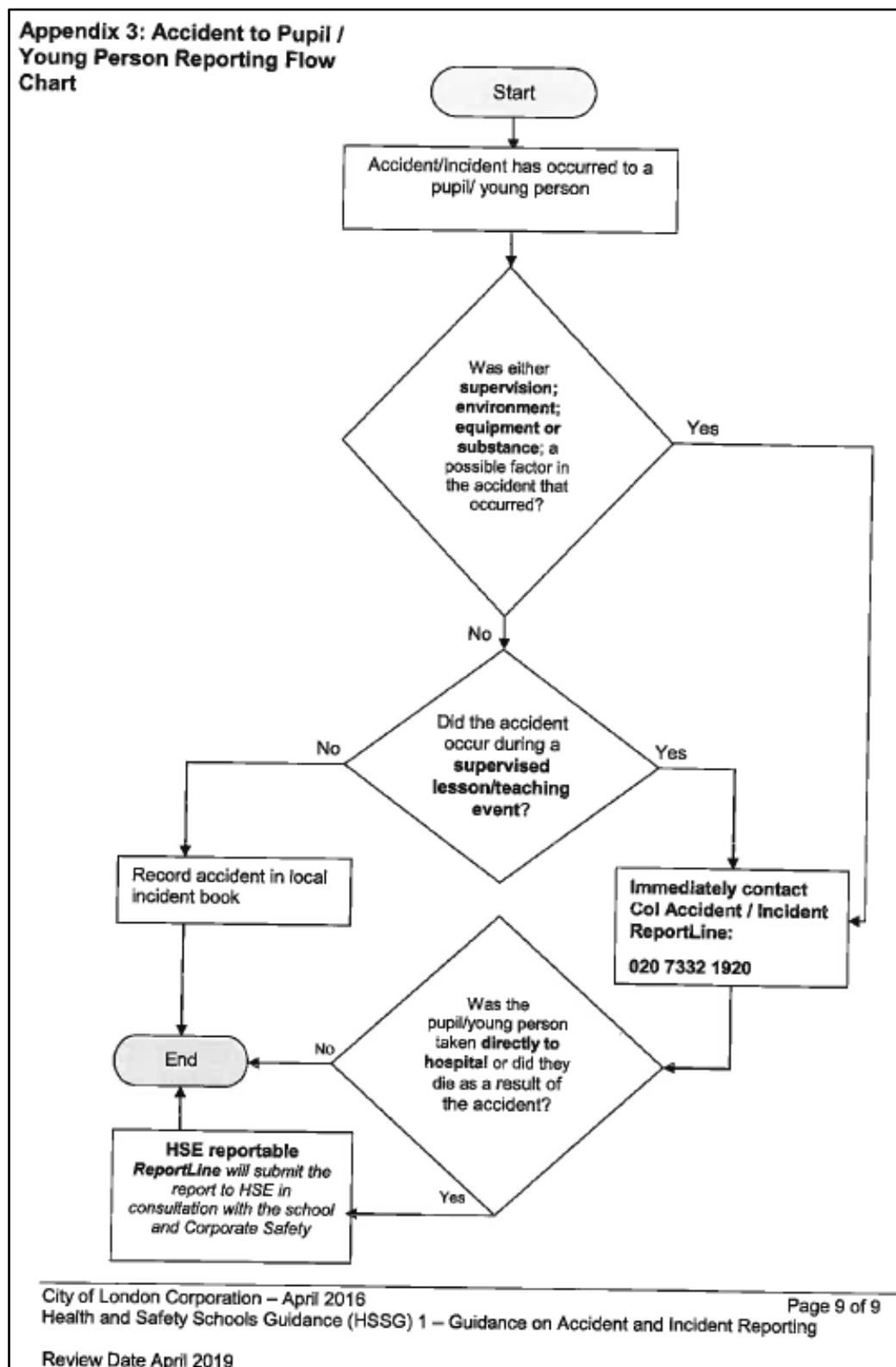
Member of staff	Area of responsibility
Science-related health and safety training	Head of Sciences
Design Technology related training	Head of DT
Health and safety training for catering and cleaning staff	Catering and Cleaning contractors
Briefing new pupils on emergency fire procedures	Pastoral Staff
Briefing new staff on emergency fire procedures	Line Managers in the new staff induction process
Inducting new staff in health and safety	Line Managers in the new staff induction process
Identifying specific health and safety training needs of staff	Heads of Department and Line Managers or Supervisors
First aid training	School Nurse
Health and Safety training for senior staff such as HODs	Bursar
DSE training and assessment	Media Resources Technician
All visits and trips	Educational Visits Coordinator

Appendix 2: The organisation for Health and Safety



Appendix 3: Accident Reporting Flow Chart

The flow chart below is used to determine whether an accident / incident occurring in School should be reported to the City of London Corporation.



Appendix 4: Guidance⁵ regarding Slips, Trips and Falls

5.1 Causes of slips and trips

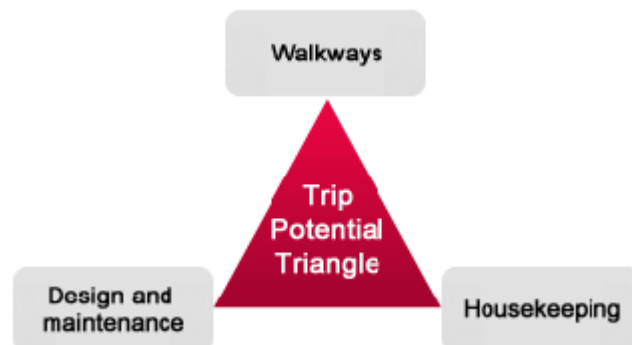
Slip and trip accidents happen for a number of reasons. The following slip potential model helps us to understand the factors that can contribute to slip accidents and the actions to take to prevent them:

- Contamination
- Cleaning
- People
- Flooring
- Environment
- Footwear

One or more of these factors may play a part in any slip accident.

5.2 Preventing trips

The majority of trips are caused by obstructions in walkways. The rest are caused by uneven surfaces. Preventing these accidents is often simple and cost-effective. We need to get all three right (walkways, housekeeping and design and maintenance), to prevent tripping accidents.



5.2.1 Walkways

Check for suitable walkways: are they in the right place, are they being used, and are they available for use? What tasks are taking place on the walkway (e.g. is the task preventing employees from seeing where they going)?

5.2.2 Housekeeping

It is not just good enough to have a walkway, it must be kept clear, no trailing wires, no obstructions. Employees and cleaners need to have 'a see it, sort it' attitude to ensure these and other work areas are kept clear:

- Is the cleaning regime effective?

⁵ This guidance is reproduced from the HSE's [guidance](#) on the causes and prevention of slips and trips.

- Are there enough bins, storage facilities, etc?

5.2.3 **Design and maintenance**

Is the floor suitable for the environment, fitted correctly and properly maintained? Are the walkways wide enough & level? Are stairs suitable; are risers consistent; are nosings highlighted where necessary; are usable handrails available?

Environmental factors also fall into this category: is the lighting good enough for employees to see hazards; what about distractions that might prevent them from seeing where they are going?

- 5.3 Staff should report concerns about hazards which may cause slips, trips and falls using the School's *Health and Safety Reporting Form*.



CITY OF LONDON SCHOOL FOR GIRLS

NEWLY QUALIFIED TEACHERS INDUCTION POLICY (for NQTs who started their induction before 1 September 2021)

Policy last reviewed by:	Justine Venditti
Date policy last reviewed:	September 2021
Approved by:	Board of Governors
Date approved:	June 2020

Contents

1.	Aims
2.	Early career teacher (ECT) induction transitional arrangements
3.	Legislation and statutory guidance
4.	The induction programme
5.	Roles and responsibilities
6.	Monitoring arrangements

1. Aims

The school aims to run an NQT induction programme that meets all the statutory requirements, provides NQTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers and to ensure all staff understand their role in the induction programme

2. Early career teacher (ECT) induction transitional arrangements

From 1 September 2021, NQT induction will be replaced by ECT induction. Those starting their induction on or after 1 September 2021 are instead covered by our ECT induction policy, which can be found with our Staff Policies in the General Staff Documentation Team.

NQTs who have started but not completed their induction before 1 September 2021, will have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. They will be known as the 'pre-September 2021 cohort', and should continue to refer to previous NQT induction guidance and this NQT policy.

Where possible, at the discretion of the headmistress and appropriate body, we will also provide them with:

- An early career framework (ECF) based induction for the remainder of their 1-year induction
- An induction mentor for the remainder of their 1-year induction

Should they not complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year induction period.

3. Legislation and statutory guidance

This NQT policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for Newly Qualified Teachers (England), and Induction for newly qualified teachers during the coronavirus outbreak
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012

The 'relevant standards' referred to below are the Teachers' Standards.

4. The NQT induction programme

The programme is quality assured by the Independent Schools Teacher Induction Panel (ISTip), our 'appropriate body'.

For a full-time NQT, the induction programme will typically last for a single academic year. Part-time NQTs will serve a full-time equivalent.

4.1 Posts for induction

Each NQT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
- Have an appointed induction tutor, who will have qualified teacher status (QTS)
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

4.2 Support for NQTs

We support NQTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place on a monthly basis, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

4.3 Assessments of NQT performance

Formal assessment meetings will take place on a termly basis carried out by the NQT's induction tutor.

These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period, and drawn from the NQT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the NQT and the appropriate body.

After these meetings, formal assessment reports will be completed that clearly show how the NQT is performing against the relevant standards.

At the end of the programme, NQTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the headmistress to decide whether the NQT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.

The NQT can add their own comments to this final form.

The form will then be sent to the appropriate body, who will make the final decision on whether the NQT has passed their induction period.

4.4 At-risk procedures

If it becomes clear the NQT is not making sufficient progress, additional monitoring and support measures must be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the NQT towards satisfactory performance
- An effective support programme is put in place to help the NQT improve their performance

If there are still concerns about the NQT's progress at their next formal assessment, so long as it is not the final assessment, the headmistress will discuss this with the NQT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

5. Roles and responsibilities

5.1 Role of the NQT

The NQT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period (noting that up until 1 September 2021, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their NQT induction)
- Keep copies of all assessment forms

When the NQT has any concerns, they will:

- Raise these with their induction tutor as soon as they can

- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their tutor or within the school

5.2 Role of the headmistress

The headmistress will:

- Check that the NQT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the NQT starting, who will act as the appropriate body
- Notify the appropriate body when an NQT is taking up a post and undertaking induction
- Make sure the NQT's post is suitable according to statutory guidance (see section 4.1 above)
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period (noting that up until 1 September 2021, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend the NQT's induction)
- Make the governing board aware of the support arrangements in place for the NQT
- Make a recommendation to the appropriate body on whether the NQT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

5.3 Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the NQT, including coaching and mentoring
- Carry out regular progress reviews throughout the induction period
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Inform the NQT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the NQT to add their own comments
- Ensure that the NQT's teaching is observed and feedback is provided
- Ensure the NQT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the NQT appears to be having difficulties

5.4 Role of the governing board

The governing board will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the NQT
- Ensure the headmistress is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the NQT as part of the school's grievance procedure
- If it wishes, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the NQT



CITY OF LONDON SCHOOL FOR GIRLS

MISSING CHILD POLICY

Policy last reviewed by:	Susannah Gilham
Date policy last reviewed:	October 2021
Approved by:	Board of Governors
Date approved:	5 th October 2020

This policy should be read in conjunction with:

- Parents Handbook
- Prep Parents Handbook
- Pupil Code of Conduct
- School Health and Safety Policy
- Educational Visits Policy
- School Contingency Plan

1. Introduction

The welfare of all of the children at the school is our paramount responsibility. Every adult who works at the school has been trained to appreciate that he or she has a key responsibility for helping to keep all of the children safe at all times. Our staffing ratios are generous and are deliberately designed to ensure that every child is appropriately supervised when she is in our care.

2. Procedure for dealing with a child who is missing from morning and afternoon registration

- 2.1 Procedures for parents to follow in the case of pupil absence are set out in The Parents' Handbook.
- 2.2 Parents are requested to inform the school in advance of any planned absence, for example for medical or dental appointments which cannot be arranged during the school holidays.
- 2.3 Parents should write to the pupil's Form Tutor in the first instance. The Form Tutor will use the appropriate code in the register on the day of the girl's absence to indicate the cause.

In the case of a planned absences that is a day or longer, permission needs to be sought from the Head of Section in the first instance. The Head of Section may in turn refer to the Deputy Head Pastoral or the Headmistress.

- 2.4 In the case of unexpected absence, most typically because of illness, parents are requested to email the Attendance Officer (attendance@clsg.org.uk) before 8.00am on the first day of the absence.
- 2.5 Morning registration takes place at 8.40am and [automatically generated list of unexplained absences is emailed to the attendance officer at 9am.](#)
- 2.6 The Attendance Officer will then check the rooms in which pupils listed as missing without explanation are timetabled to be taught, in order to ensure that they are not in fact in school and have been registered as absent in error. [The Attendance Officer will also check the late register on Invenry and the music register.](#)

- 2.7 The Attendance Officer telephones the parents or guardians of those who are absent without explanation (before 10.00am) to establish whether a pupil is unwell or whether there is some other explanation for her absence of which they have failed to inform the school.
- 2.8 If the Attendance Officer is not able to make contact with the parents and guardians of those who are absent without explanation, they will email the Deputy Head Pastoral, the Head of Section and the Head of Year to let them know.
- 2.9 The Deputy Head Pastoral and/or the relevant Head of Section or Head of Year investigates those absences that continue to be unexplained, for example by calling the pupil on their mobile phone, checking whether or not their friends are aware of any reason why the pupil is not in school of which their parents have failed to inform the school.
- 2.10 The Deputy Head Pastoral exercises her professional judgement on how to pursue any unresolved instances of unexplained absence, if necessary contacting the police or social services.
- 2.11 The same process is carried out for PM registration at 1.50pm (or 1.30pm on a Monday), with the exception that parents are called as a last resort if we are unable to find the missing pupil by any other means.

3. Procedures for dealing with children who missing during the school day

- 3.1 City of London School for Girls is located on a secure site. Once the school day has begun, there is only one entry and exit point via reception which is manned throughout the school day and which is covered by CCTV. Gates and fences are treated with anti-climb paint.
- 3.2 Pupils cannot leave the school site without permission and must sign in and out if they are given permission to leave the school buildings.
- 3.3 Teachers take a register at the beginning of every lesson and make a note of who is absent.
- 3.4 If a girl is absent and there is no satisfactory explanation for her absence (e.g. she is absent from school for the day, has a music lesson or is with the School Nurse) the teacher reports the absence to the Attendance Officer at the earliest opportunity.

- 3.5 Unexplained absences from lessons of those who are registered as being in school are reported to the Deputy Head Pastoral or to the relevant Head of Section, who investigates the absence, organising a search of the premises if necessary.
- 3.6 In the very unlikely event of a pupil not being found when the premises are searched, and if it is suspected that they have managed to leave the school undetected (for example if they have somehow managed to scale a fence), the school will contact the pupil's parents or guardians and the police.

4. Procedures for dealing with children who go missing during educational visits away from the school site

- 4.1 All members of staff receive training on safety on educational visits, risk assessment and dealing with emergencies.
- 4.2 All educational visits are subject to a rigorous process of planning and approval which includes giving due consideration to staffing ratios and supervision arrangements.
- 4.3 Pupils are kept under direct or remote supervision at all times and are given clear instructions of how to act if they do get lost or become detached from the party. This information includes teachers' contact mobile phone numbers and emergency rendezvous instructions.
- 4.4 If a child does get lost and cannot be contacted, the teachers in charge of the visit will contact the local police and will contact the school emergency SMT contact.
- 4.5 Staff will be deployed so that enough teachers remain with the main party to ensure their safety whilst others assist the authorities in the search for the missing child.
- 4.6 The school emergency SMT contact will activate the school's Contingency Plan in consultation with the Bursar and Headmistress.

5. Actions to be followed by staff once the child is found

- 5.1 Talk to, take care of and, if necessary, comfort the child.
- 5.2 Speak to the other children to ensure they understand why they should not leave the premises/separate from a group on an outing.

- 5.3 The Headmistress will speak to the parents to discuss events and give an account of the incident.
- 5.4 The Headmistress will promise a full investigation (if appropriate involving Children's Services/ the City and Hackney Children Safeguarding Partnership).
- 5.5 Media queries should be referred to the City of London Press Office.
- 5.6 The investigation should involve all concerned providing written statements.
- 5.7 The report should be detailed covering: time, place, numbers of staff and children, when the child was last seen, what appeared to have happened, [the purpose of the outing], the length of time that the child was missing and how she appeared to have gone missing, lessons for the future.

6. Procedures for dealing with unauthorised absence of frequent or prolonged absences which lack a satisfactory explanation

- 6.1 If parents request permission to take their children out of school for a purpose which does not accord with DFE regulations governing schools' ability to grant authorised leave of absence, such as a family holiday in term time, permission will be refused and parents will be warned that if they do take their child out of school, the absence will be recorded as unauthorised .
- 6.2 If a child repeatedly takes unauthorised absence, or if the unauthorised absence is prolonged, the school will consult the Education Welfare Consultant at the City of London Department of Community and Children's Services. and may contact Children's Services and/or the attendance service in the child's home borough.
- 6.3 The same procedure will be followed if the school considers that no satisfactory explanation of a child's absence has been received

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CITY OF LONDON SCHOOL FOR GIRLS

SAFEGUARDING AND CHILD PROTECTION POLICY

City of London School for Girls – safeguarding contact sheet	
School Contact Details	St. Giles' Terrace, Barbican, London, EC2Y 8BB 020 7847 5500
Headmistress	Jenny Brown 020 7847 5526 headpa@clsg.org.uk
Designated Safeguarding Lead (DSL)	Susie Gilham (Deputy Head, Pastoral) 020 7847 5573 gilhams@clsg.org.uk
Deputy Designated Safeguarding Leads (DDSL)	Madeleine Garnham (Head of Senior School and Prevent Lead) 020 7847 5564 garnhamm@clsg.org.uk Justine Venditti (Senior Deputy Head, Lead Practitioner for Looked After Children) 020 7847 5513 vendittij@clsg.org.uk
Governor with Safeguarding Responsibility	Del Cooke del.cooke@cityoflondon.gov.uk
LADO	Pat Dixon (City of London) 020 7332 1215 pat.dixon@cityoflondon.gov.uk
Prevent Co-ordinator	Ali Burlington (City of London) 07749 046 766 ali.burlington@cityoflondon.gov.uk prevent@cityoflondon.gov.uk 020 7332 3084
Local Police number	101
City and Hackney Safeguarding Children Partnership	City of London: 020 7332 3621 Hackney: 020 8356 5500

City of London Children & Families Team (Social Care)	020 7332 3621/020 8356 2710 (out of hours emergencies) Dccsdutyf&ypteam@cityoflondon.gov.uk
DfE Counter-extremism hotline	020 7340 7264 counter-extremism@education.gsi.gov.uk
Out-of-Hours	Contact Susannah Gilham (gilhams@clsg.org.uk) – an out of office message will explain how to get in touch with her or another member of the safeguarding team. If your concern requires an urgent response because a child is at risk of immediate and significant harm, please contact the police or your local authority Multi-Agency Safeguarding Hub (MASH).

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Statement

We ‘The School’ are committed to safeguarding and promoting the welfare of children and expect all staff, governors and volunteers to share this commitment.

1. Introduction

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

1.1.1 Relevant legislation, including the Children Act 2004, the Education Act 2002, and the Education (Independent School Standards) (England) Regulations 2014.

1.1.2 Relevant guidance issued by HM Government, including “Keeping Children Safe in Education” September 2021. 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 “Sexual violence and sexual harassment between children in schools and colleges”, September 2021, “The Prevent duty Departmental advice for schools and childcare providers”, 2015, “Prevent duty guidance for England and Wales” 2021, “The use of social media for on-line radicalisation” July 2015, “Working Together to Safeguard Children” July 2020, “What to do if You are Worried a Child is Being Abused” March 2015, “SEND Code of practice” September 2020, “Mental health and behaviour in schools”, November 2018; “Information sharing: advice for practitioners”, July 2018, “Use of reasonable force in schools” July 2013; Searching, Screening and Confiscation 2018, “Pan London Child Protection Procedures” 2021 (fifth edition), “Channel Guidance” 2021, “Relationships, Sex and Health Education” 2020 and the Ofsted Review of Sexual Abuse in Schools and Colleges 2021.

Other relevant standards and guidance, including guidance issued by the Independent Schools Inspectorate entitled – Handbook for the Inspection of Schools, The Regulatory Requirements, September 2019.

1.1.3 Relevant Local Safeguarding Partnership Procedures, the City of London Prevent Strategy and the City of London Prevent Information Sharing Agreement. The Designated Safeguarding Lead (DSL) and the two Deputy Designated Safeguarding Leads (DDSL) regularly attend meetings of the City and Hackney Safeguarding Children Partnership.

- 1.2 This policy has been prepared in consultation with the Community and Children's Services Department at the City of London. (See Appendix for contact details which may be updated from time-to-time as necessary to reflect changes in personnel.)
- 1.3 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.
- 1.4 There are three broad categories of concern about pupils: children in need, children who are at risk of harm and children who have suffered, or are suspected of suffering, abuse. This policy covers all three categories.
- 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. Wherever the word "staff" is used, it covers ALL on site, including temporary and support staff, contractors' employees working regularly on the School's premises, and volunteers working with children. Wherever the term "school staff" is used, it covers ALL staff directly employed by the City of London Corporation. Further information on contractor employees is given in paragraph 2.1.21.
- 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 ensure that decisions about appropriate actions are always taken with consideration for the best interests of the child.
 - 1.7.3 To facilitate an understanding of the early help process and to help staff identify emerging problems so they can act on them by liaising with the DSL and by sharing information with other professionals.
 - 1.7.4 To provide an environment in which all children and young people feel safe, secure, valued and respected, and also feel confident to approach adults if they are in difficulties believing they will be effectively listened to.
 - 1.7.5 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, peer-on-peer abuse, child sexual exploitation and female genital mutilation. NB – although the usual procedure is for staff who have safeguarding concerns to alert the DSL or DDSL of them, it is the

responsibility of all staff to report any suspicions they have, by-passing the DSL/DDSL if necessary and going straight to Childrens' Services.

- 1.7.6 To promote a culture of 'it could happen here' and to support staff who act as whistleblowers 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 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. This includes relevant checks on adults involved in childcare activities at the School who could be subject to disqualification by association.
 - 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.
- 1.8 This policy and its appendices are reviewed annually by governors and are kept under constant review by the school. Should any deficiencies or weaknesses in child protection arrangements become apparent, the arrangements will be remedied without delay.

2. Procedures

- 2.1 The school recognises that 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 the relevant Local Authority's Childrens' Services. The latter, who can be described as children in need, will be supported by inter-agency assessment using

referrals under CAF (Common Assessment Framework) procedures when appropriate and working with other agencies as part of the Team Around the Child (TAC) and Channel panels. Our School procedures for safeguarding children have been prepared in accordance with relevant legislation, guidance and Pan London Child Protection Procedures. Contact details are set out at the beginning of the document. 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 radicalisation, child sexual exploitation etc, which will be referred to the relevant local authority children's services within 24 hours.
- 2.1.2 An allegation against a member of staff will be referred to the local authority designated officer or team of officers (hereafter known as the LADO), who provide advice and will preside over any investigation of any allegation or suspicion of abuse directed at anyone working at the school.
- 2.1.3 In the case of serious harm or if a crime may have been committed, police will be informed from the outset. The School will engage with the police, other statutory agencies and professionals, as necessary, to provide inter-agency support to the child concerned.
- 2.1.4 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.
- 2.1.5 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 local safeguarding partnership referral procedures. The school will consider whether it is appropriate to make a referral to the Channel Programme, in accordance with Channel Guidance, February 2021.
- 2.1.6 The school recognises that as well as needing to safeguard children who are at risk of harm, it needs to identify children who would benefit from early help and give support and advice to them, working with other agencies as necessary. The school is fully committed to making referrals under CAF (Common Assessment Framework) procedures when appropriate and to working with other agencies as part of the Team Around the Child (TAC) and Channel panels.
- 2.1.7 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 2021 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 at the beginning of this document. The City of London will undertake to ensure that relevant training is provided for governors.

- 2.1.8 The School has a designated senior member of staff from the school leadership team, our Designated Safeguarding Lead (DSL), who has undertaken relevant child protection training delivered through local safeguarding partnership representative and this training is updated at least every two years. Details of the DSL are set out at the beginning of this document.
- 2.1.9 There will be two additional members of school staff (the Deputy Designated Safeguarding Leads or DDSL) who will act in place of the designated DSL when absent, and must receive relevant child protection training and this training is updated at least every two years. One of the DDSL is also the Prevent lead and has received suitable Prevent awareness training and the other is trained as the Lead for Looked After Children. Other members of the pastoral team will also receive appropriate child protection training. Details of the DDSLs are set out at the beginning of this document.
- 2.1.10 All staff are provided with relevant Child Protection Awareness information and Child Protection training INSET in accordance with the local safeguarding partnership and at least once a year to provide them with the skills and knowledge to safeguard children effectively, developing their understanding of the signs and indicators of abuse, along with their 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 Part 1 of the "Keeping Children Safe in Education" September 2021 guidance documentation and confirm in writing that they have undertaken to do this. School leaders and those staff that work directly with children should also read Annex A. 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 Local Authority's Children's Services, or in the most serious cases, the police, so as not to jeopardise statutory investigations.
- 2.1.11 All Staff have the opportunity to contribute and shape safeguarding arrangements and child protection policy, building on their expertise in dealing with children on a daily basis.
- 2.1.12 All new members of staff will have the roles of the DSL and DDSLs explained to them and will be given a copy of this policy and its annexes (including Staff Code of Conduct), the Behaviour Management policy, the Children Missing Education Policy, the IT and eSafety Policy, the City of London Corporation Whistleblowing procedures, and the Department for Education procedures, "Keeping Children Safe in Education September 2021", with the DSL and DDSL names clearly displayed, as part of their induction into the School and proof of

induction is held on their staff file. Speakers and volunteers are provided with an abridged version of the Safeguarding policy which includes the contact details of the DSL, the DDSLs and the LADO.

- 2.1.13 When children attend educational activities offsite, the school strives to ensure their safety by making sure that school's 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.
- 2.1.14 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; and report the matter to the DSL or the DDSL. The DSL will report matters to the relevant Local Authority Children's Services and to the Headmistress.
- 2.1.15 Where there are allegations of abuse against staff, the Headmistress will report these to the LADO (Local Authority Designated Officer), unless it is a matter that involves the Headmistress herself, in which case the DSL will report the matter to the LADO and to the Chairman of Governors.
- 2.1.16 All staff and governors are explicitly trained in the importance of ensuring that victims are taken seriously when disclosures are made: "All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report." (Keeping Children Safe in Education September 2021)
- 2.1.17 Everyone in the school, including pupils, are also made aware that, while the normal referral route is through the DSL, they have a duty to report concerns directly to the LADO if they feel that the school has made an inadequate response to their concerns. In effect, anyone can make a referral.
- 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 Lists from teaching and from management. 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 join the DBS update service.

These checks will also be carried out on existing staff with a break in service of more than three months or where staff have, since their initial appointment to a position not requiring a disclosure, moved to work that involves significantly greater responsibility for children. Criminal record checks for governors will be undertaken in accordance with regulatory requirements. There is a separate policy on recruitment which 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 Teaching Regulation Agency (TRA). The School will, as soon as possible and, in any event, within one month, report to the DBS anyone whose services are no longer used, whether because the School has removed them from work with children or the person has chosen to cease work, and there are grounds to believe they are unsuitable to work with children; and ensure that any allegation is followed up in accordance with statutory guidance.

Where there have been concerns about a member of staff which have not reached the threshold for referral to the DBS, the school will consider a referral to the TRA, following the advice in 'Teacher Misconduct: the prohibition of teachers' October 2015. A referral will be made to the TRA where a teacher has been dismissed for misconduct, or would have been dismissed had he or she not resigned first.

- 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 Child Protection Policy on the School website, and reference to it in our introductory school pack. The policy is also available upon request to the school. Summaries of safeguarding procedures are posted in classrooms for the information of pupils.

- 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 which would affect their continued eligibility must be disclosed immediately to the City of London Corporation. Any allegation of abuse will be dealt with in accordance with the Pan London Child Protection Procedures.

- 2.1.22 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 the school site 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 All community users are made aware of the school's child protection policy and those working with children understand the school's child protection guidelines and procedures.
- 2.1.25 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.
- 2.1.26 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 Annex 4.
- 2.1.27 The use of technology has become a significant component of many safeguarding issues. The DSL will work with the eSafety coordinator to reduce opportunities for harm and to promote effective education. Further detail is in the ICT and eSafety Policy.
- 2.1.28 Annex B to this document deals with the specific issues of Child Sexual Exploitation, Female Genital Mutilation, Forced Marriage and Honour Based Violence. The school recognises and understands that these are all forms of abuse covered by this policy and would trigger the school's referral procedures.
- 2.1.29 Annex E covers child on child sexual violence and sexual harassment. These issues will always be taken seriously and are never acceptable as 'banter' or teasing.
- 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 DDSs are 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. The DSL and DDSs have regular meetings to discuss effective safeguarding. If the DSL is absent, referrals should be made to a DDS or the Headmistress.
- 2.4 For incidents which occur out of hours, an email should be sent to the DSL and the Headmistress who will take action as soon as possible. In emergencies, the police or social services should be contacted immediately.

- 2.5 The current contact details of all those involved in child protection are listed at the beginning of this document. Staff must sign to say they have read these documents. This applies to current staff as well when documentation is updated.
- 2.6 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 takes the lead responsibility for safeguarding and child protection including online safety. S/he is responsible for:
- 3.1.1 Referring a child to the Local Authority Childrens' Services whenever a professional allegation or disclosure of abuse has been made or if there are concerns about possible abuse or radicalisation and acting as a focal point for staff to discuss concerns. All referrals will be carried out in accordance with The Pan London Child Protection Procedures.
 - 3.1.2 Referring cases where a person is dismissed or has left due to risk or harm to a child to the DBS as required and referring cases where a crime may have been committed to the Police.
 - 3.1.3 Liaising with the Headmistress to inform her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
 - 3.1.4 Encouraging a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
 - 3.1.5 Keeping written records of concerns about a child even where no immediate referral is required.
 - 3.1.6 Ensuring that all such records are kept confidentially and securely in accordance with the Data Protection Act 2018 and are kept separate from pupil records.
 - 3.1.7 Ensuring that an indication of record-keeping is marked on the pupil records.
 - 3.1.8 Liaising with other agencies and professionals and ensuring that contact with the relevant welfare agency will be made as soon as possible, but in any event within 24 hours, upon the disclosure or suspicion of abuse, including female genital mutilation, child sexual exploitation or radicalisation. The referral shall be made in writing or with written confirmation of a telephone referral.
 - 3.1.9 Supporting staff in liaising with other agencies and setting up an interagency assessment as appropriate in cases where early help is appropriate.

- 3.1.10 Where appropriate informing the police (when a crime has been committed) or the DBS and the TRA (when a person is dismissed or has left due to risk/harm to a child).
- 3.1.11 Informing the LA when a pupil is to be deleted from the school register for the reasons stipulated in the Education (Pupil Registration) (England) 2016. Further details are set out in paragraph 14.5.
- 3.1.12 Informing the LA 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 required by the LA as set out in Children missing education September 2016
- 3.1.13 Ensuring their attendance at case conferences, core groups, or other multi-agency planning meetings, and otherwise co-operates with the Local Authority and other agencies to support inter-agency working.
- 3.1.14 Ensuring that any pupil currently on a child protection plan who is absent without explanation for two days is referred to the child's social worker.
- 3.1.15 Undertaking training in child protection in accordance with Keeping Children Safe in Education September 2021, including training in inter-agency working that is provided by, or to standards set by, the local safeguarding partners, and undertaking refresher training at least every 2 years with annual updates to keep his or her knowledge and skills up to date, including Prevent awareness training.
- 3.1.16 Ensuring that the DDSLs are trained to the same standard as the DSL.
- 3.1.17 Organising child protection training for all school staff (including induction training for all newly appointed staff), in accordance with Keeping Children Safe in Education September 2021, and arranging refresher training for the Headmistress and all other Staff with pastoral responsibilities every two years. All staff receive an annual refresher INSET on child protection and safeguarding.
- 3.1.18 Providing, with the Headmistress and in consultation with the Town Clerk, an annual report for the Board of Governors, detailing - any changes to the policy and procedures; training undertaken by the DSL and deputy DSL, all staff and governors; the number and type of incidents/cases; and the number of children on the child protection register (anonymised).
- 3.1.19 Being alert to the specific needs of children in need, those with special educational needs and young carers.
- 3.1.20 Ensuring that, where children leave the school, 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. The DSL will also consider whether to contact the new school before the child leaves in order to allow for the new school to have support in place when the child arrives.

- 3.1.21 The DSL's job description complies with Annex B of the guidance on Keeping Children Safe in Education September 2021.

4. Supporting Children

- 4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self-worth.
- 4.2 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.
- 4.3 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.
- 4.4 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.
- 4.5 We recognise that the following groups of children can face additional safeguarding challenges and of the need to be especially vigilant in recognising the signs of abuse and neglect in this group of children.
- is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - Is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for 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
 - is homeless

4.6 The school will support all pupils by:

- 4.6.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as in our relationships, whilst attempting to counteract aggression and bullying.
- 4.6.2 Having clear policies and procedures to deal with peer on peer abuse (including sexting or banter) which make clear that abuse is abuse and will not be tolerated. For further detail see section 7 and Annex E and refer to the anti-bullying policy and the IT and e-safety policies.
- 4.6.3 Promoting a caring, safe and positive environment within the school.
- 4.6.4 Aiming at all times to have a child-centred approach which considers the best interests of the child
- 4.6.5 Liaising and working together with all other support services and those agencies involved in the safeguarding and social care of children. The first point of contact in such cases will be the City of London Corporation LADO.
- 4.6.6 Notifying the child's local authority as soon as there is a cause for significant concern.
- 4.6.7 Where appropriate, checking any concerns which do not appear to meet the threshold or are borderline on an anonymous basis with the child's local authority and following their guidance and recommendations.
- 4.6.8 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.
- 4.6.9 Working with the local authority (or the Police as appropriate) where a child may have suffered significant harm, or there may be a criminal prosecution, to consider what support the child or children involved may need.

5. Confidentiality

- 5.1 We recognise that all matters relating to child protection are confidential subject to overriding legal obligations to disclose information to ensure the safety and well-being of a child. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.
- 5.2 The Headmistress 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 Headmistress or DSL, LADO, Police,

and Town Clerk (together with other relevant City Officers) will agree who needs to know about the matter, exactly what information can be shared, how to manage speculation etc., and how to manage any press interest.

- 5.3 All staff are made aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff are made aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.5 We will always inform parents/carers of an allegation affecting their child as soon as possible (if they already do not know of it). However, where a strategy meeting is required, the DSL or Headmistress will consult with the Local Authority Childrens' Services (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, including supply staff, are carried out in accordance with HM Government Guidance: Keeping Children Safe in Education Part 4 (September 2021), and the Pan London Child Protection Procedures 5th Edition. All staff are made aware of this guidance, the school's procedures, and other local guidance relating to this issue. All relevant contact details are set out on the front page of this policy.

- 6.2 There are two levels of allegation/concern:

- 1. Allegations that may meet the harms threshold:

An allegation that may meet the harms threshold may include, for example:

- a member of staff has behaved in a way that has harmed a child
- possibly committed a criminal offence against a child
- behaved in such a way that indicates they may not be suitable to work with children.

- 2. Allegation/concerns that do not meet the harms threshold, hereafter referred to as 'low level concerns'.

In instances of a low level concern, the concern should be reported to the DSL who will record it and liaise with the Senior Deputy Head. A low level concern does not mean that it is insignificant, it means that the behaviour towards child does not meet the threshold of an allegation. "A low-level concern is any concern – no matter how small, and even if no

more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Records of low-level concerns will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to. Where a pattern of behaviour is identified, the school will decide on the best course of action. This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met. The school will consider if any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

- 6.3 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 an adult works on a one to one basis with a child and in any situation in which it may be necessary for an adult to make physical contact with a child, such as in music instrumental lessons or in sports coaching. See the advice to staff contained in appendices to this document.

- 6.4 We understand that a pupil may make an allegation against any member of staff.

- 6.5 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headmistress or, if she is not available, the DSL. The LADO and the Town Clerk will be informed within 24 hours of any allegation. The professional advice of the LADO will be of particular importance in these circumstances. The Headmistress on all such occasions will also discuss the allegation with the Chairman of Governors where

appropriate. In the absence of the Headmistress the allegation should be passed direct to the Chairman of Governors. The School will not undertake its own investigation before receiving advice from the LADO, or in the most serious cases, the police, so as not to jeopardise statutory investigations.

- 6.6 Any allegation against the DSL will be made directly to the Headmistress.
- 6.7 If a professional allegation is made against the Headmistress, the person receiving the allegation will immediately inform the Chairman of Governors who will consult as in 6.5 above, without notifying the Headmistress first.
- 6.8 The purpose of the initial discussion (per 6.5 and 6.7 above) is to consider the nature, content and context of the allegation and to agree a course of action, including whether to obtain any additional relevant information. The DSL should press for reconsideration as necessary. Where this initial sharing of information and evaluation leads to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, the decision and a justification for it will be recorded by both the Headmistress or DSL and the LADO and agreement reached as to what information should be put in writing to the individual concerned and by whom. The Headmistress or DSL and the LADO will then consider what action will follow in respect of the individual and those who made the initial allegation.
- 6.9 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 professional allegation will precipitate a strategy meeting, which will involve representatives from the School and other relevant agencies, to decide on the most appropriate action. This is in accordance with the Pan London Child Protection Procedures.
- 6.11 Subject to the approval of the LADO or the Police, where a member of staff is the subject of an allegation of abuse they will normally be informed of the concerns or allegations as soon as possible and given an explanation of the likely course of action. We will follow the City of London's Disciplinary Procedures when managing allegations against staff, a copy of which is readily available in the school. Disciplinary action will be considered in conjunction with discussions at the strategy meeting.
- 6.12 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, the information on potential risks to children and whether it compromises any criminal investigation.

- 6.14 In the event of an allegation against the Headmistress, the decision to suspend will be made by the Chairman of Governors with advice as in 6.11 and 6.13 above.
- 6.15 Any allegation of abuse made against a member of staff will be dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
- 6.16 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.
- 6.17 Where a child is found to have made a malicious allegation against a member of staff, they will be dealt with in accordance with the school's disciplinary procedures.
- 6.18 Reports about supply staff and contractors should be notified to their employers so any potential patterns of inappropriate behaviour can be identified.

7. Dealing with Allegations of Abuse by one or more Pupil/s Against another Pupil (Peer on Peer Abuse) (see also Annex E on Sexual violence and harassment)

- 7.1 The school has a zero-tolerance approach to peer-on-peer abuse which includes challenging inappropriate behaviours between peers. The school is committed to never downplaying certain behaviours between peers, such as dismissing sexual harassment as "just banter", "having a laugh" or "boys being boys", which can lead to a culture of unacceptable behaviours. This can result in students normalising abuse/harassment and not reporting abuse they witness or experience.
- 7.2 Allegations of abuse of whatever kind, including unpleasant initiation rituals, or attempts to radicalise by one or more pupil against another pupil are taken very seriously. Peer on peer abuse can take many forms, including:
- bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
 - physical abuse such as biting, hitting, kicking or hair pulling, shaking, biting, hair pulling, or otherwise causing physical harm
 - sexually harmful behaviour/sexual abuse such as inappropriate sexual language, touching, sexual assault or rape
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery)
- up-skirting – which typically involves 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. This is now a criminal offence
- teenage relationship abuse - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- initiation/hazing - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- prejudiced behaviour - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

- 7.3 Disclosures of peer-on-peer abuse should be handled appropriately. Staff should be able to reassure victims that they are safe, and their disclosures are being taken seriously. Pupils who report abuse should never be made to feel that they are creating a problem, nor should they ever be made to feel ashamed, or victim-blamed for their disclosures.
- 7.4 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headmistress and the DSL. The Headmistress on all such occasions will discuss the content of the allegation with the Town Clerk, any other relevant City Officer, and the Chairman of Governors where appropriate.
- 7.5 The relevant Local Authority Children Services team will also be promptly informed of any allegation.
- 7.6 An allegation of abuse will normally be referred to a strategy meeting, involving representatives from the school and the local authority. A strategy meeting also covers any urgent formal strategy discussion which may take place between the police, social care and education managers prior to the first meeting.
- 7.7 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.
- 7.8 Suspension of the pupil, against whom an allegation has been made, needs careful consideration, and the Headmistress will seek the advice from relevant agencies before deciding on the course of action to be taken.

- 7.9 A bullying incident (as in 11.2 below) will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the matter will be reported to the DSL and to the City of London Children and Families Team (children's social care).
- 7.10 If there is a disclosure about peer on peer abuse, all children involved, whether perpetrator or victim will be treated as being 'at risk'.
- 7.11 There is further information about peer on peer sexual violence and abuse in Annex E

8. Supporting Staff

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

9. Whistleblowing

- 9.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. The school strives therefore to have a culture of safety, raising concerns, valuing staff and reflective practice.
- 9.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. Staff can also utilise the City's Whistleblowing facilities via the telephone hotline and/or website. Whistleblowing procedures are covered as part of new staff induction training and child protection regular training for existing staff.
- 9.3 Staff who raise concerns about safeguarding in good faith either with the school's senior management, or with the LADO will not suffer any negative consequences such as notes on their file or denial of promotion.
- 9.4 Where a member of staff is unhappy about the action taken by the school in relation to a particular concern raised by the staff member, the Headmistress will facilitate a mediation meeting with the staff member and the DSL to explain the school's actions and the reasons for them as far as is possible to maintain a child's confidentiality. If this meeting does not

satisfy the member of staff, they should feel able to contact the LADO for more effective action.

- 9.5 If a staff member feels unable to raise an issue with the DSL or LADO and feels that their genuine concerns are not being met, they should use the NSPCC whistleblowing helpline; phone: 0800 028 0285, email: help@nspcc.org.uk.

10. Physical Intervention

- 10.1 The School's policy on physical intervention by staff is set out in the Teachers Guide and in the school's policy on Physical Intervention and Restraint and has regard to HM Government's Guidance: 'Use of reasonable force', July 2013. The policy acknowledges that staff have a legal power to use reasonable force i.e. to use no more force than is needed in the circumstances to control or restrain pupils. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Physical intervention must be necessary and proportionate to the level of risk and will normally be used as a last resort.
- 10.2 Such an event should be recorded and signed by a witness should there be one. If there was no witness the DSL must be informed immediately.
- 10.3 Staff should avoid touching or restraining a pupil which gives rise to an unacceptable risk of physical harm or in a way that could be interpreted as sexually inappropriate conduct. Physical intervention of a nature which causes injury or distress to a child may need to be considered under child protection or disciplinary procedures.
- 10.4 We understand that force may never be used as a punishment.
- 10.5 All complaints about the use of force should be thoroughly, speedily and appropriately investigated. The school will follow the procedures outlined in paragraph 7.0 should a complaint be received.

11. Equalities and Bullying

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

- 11.2 Our policy on bullying (including racial, religious, cultural, sexual/sexist, homophobic, special educational needs or disability, and cyber bullying) is set out in a separate document (Anti-Bullying Policy). The policy acknowledges that to allow or condone bullying may lead to consideration under child protection procedures, in particular where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the matter will be reported to the DSL and to the LADO.

12. Prevention

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

- 12.2 The School community will therefore:

- 12.2.1 Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- 12.2.2 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- 12.2.3 Incorporate into the curriculum, the Assembly programme including PSHCEE (Personal, Social, Health, Citizenship and Economic Education), information and opportunities which equip children with the awareness and skills they need to stay safe from harm and to know to whom they should turn for help.
- 12.2.4 Be proactive about safeguarding by making relationships and sex education and health education an integral part of the school's PSHCEE curriculum.
- 12.2.5 Make e-safety an integral part of safeguarding by explicitly teaching pupils how to keep safe online in Computer Science lessons working with City of London police, external speakers and through PSHCEE.
- 12.2.6 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 Annex D.
- 12.2.7 Ensure that no political indoctrination takes place in any of the school curricular or extracurricular activities and that pupils are always exposed to a balanced presentation of political issues.

- 12.2.8 Ensure that all visiting speakers are suitably vetted and supervised to avoid political indoctrination. Details of the procedure to follow are in Annex D to this policy.
- 12.2.9 Ensure that appropriate filtering is in place to prevent children being exposed to inappropriate, illegal or exploitative material, without such measures resulting in over-blocking that would lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- 12.2.10 Ensure that if staff have a mental health concern about a child that is also acknowledged that this is also a safeguarding concern and immediate action should be taken following the procedures in the safeguarding policy and speaking to the DSL.

13. Private Fostering

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

14. Children Who Go Missing From Education

- 14.1 The school monitors pupils' attendance through a daily register and any unexplained absences are investigated. A child going missing from education is a potential indicator of abuse or neglect.
- 14.2 Unauthorised absences must be reported to the Head of Year and Deputy Head Pastoral immediately and followed up with the parents or guardians.

- 14.3 Staff should be alert to the possible triggers of absence (particularly repeated absence) that may be indicative of wider safeguarding concerns. They should watch out for other potential signs of such safeguarding concerns as described in this policy and its annexes and report their concerns immediately to the DSL in accordance with the policy.
- 14.4 In accordance with paragraph 3.1.12 of this policy the DSL will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.
- 14.5 In accordance with paragraph 3.1.11, the DSL will inform their local authority of any pupil who is going to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil registration) (England) Regulations as amended.

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

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

- 15.1 Our Health, Safety and Wellbeing policy, sets 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.

Other aspects, such as the procedures for internet use and school trips are set out in this and/or other school policies. For the avoidance of doubt, the School has adequate filtering systems to keep children safe when accessing the internet at school.

ANNEX A

TYPES OF ABUSE AND POSSIBLE SIGNS OF ABUSE

The following information about types of abuse is taken from “Keeping Children Safe in Education” (DFE September 2021).

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 each other.

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 institution or community setting by those who know them or more rarely by others. 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see Annex E)“

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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. “

Possible signs of abuse are:

Physical Indicators:

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

Behavioural Indicators:

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

Other Forms of Abuse or Warning Signs

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.

All staff should be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting (youth produced sexual imagery) put children in danger. They should also be aware that safeguarding issues may manifest themselves via peer on peer abuse. This is likely to include, but is not limited to: bullying (including cyberbullying), physical abuse, sexual violence and sexual harassment, sexting and initiation rituals. Staff should refer to the anti-bullying policy and Annex E for details on how to deal with peer to peer abuse.

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding issues and should flag any concerns.

Exposure to domestic abuse can have serious, long lasting emotional and psychological impact on children. As with other forms of abuse, staff should be alert to the possibility and report any concerns they have promptly.

Specific safeguarding issues include:

- Child abduction and community safety incidents
- Child and the court system
- Children missing education (CME)

- Children with family members in prison
- Child criminal exploitation (CCE) and child sexual exploitation (CSE)
- County lines and/or gangs
- Modern slavery and the National Referral Mechanism
- Cybercrime
- Domestic Abuse (DA)
- Homelessness
- So called 'honour-based' abuse, including FGM and forced marriage
- Female genital mutilation (FGM)
- Forced marriage
- Preventing radicalisation
- The Prevent duty
- Peer-on-peer/child-on-child abuse
- Sexual violence and sexual harassment between children

ANNEX B

AWARENESS OF FEMALE GENITAL MUTILATION (FGM), CHILD SEXUAL EXPLOITATION (CSE), FORCED MARRIAGE (FM) AND HONOUR BASED ABUSE

FEMALE GENITAL MUTILATION (FGM)

The following general statement about schools' responsibilities in relation to FGM is taken from "Keeping Children Safe in Education" (DfE 2021).

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

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

Warning Signs relating to FGM

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

- Practitioners overhearing students talking about FGM
- Disclosure by a student or one of her 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

- All adults who work with girls and young women must be alert to the risk of FGM.

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

In addition to being vigilant and aware of the possibility of FGM affecting our students, the school will take proactive measures to raise students' awareness of the issue and to foster an atmosphere in which students will be able to voice concerns, by including FGM in PSHCEE and elsewhere in the curriculum where appropriate.

CHILD SEXUAL EXPLOITATION

All children, whatever their backgrounds, can be at risk of CSE so staff at the school need to be aware of its possibility.

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

http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/cse-homepage_wda97456.html

What is child sexual exploitation?

Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.

Children may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed and exploited online.

Some children are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to children in gangs.

POSSIBLE SIGNS OF CSE

- inappropriate sexual or sexualised behaviour
- repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- going to hotels or other unusual locations to meet friends
- getting in/out of different cars driven by unknown adults

- going missing from home or care
- having older boyfriends or girlfriends
- associating with other children involved in sexual exploitation
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- drug or alcohol misuse
- getting involved in crime
- injuries from physical assault, physical restraint, sexual assault

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

FORCED MARRIAGE (FM)

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

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

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

Warning signs of forced marriage to look out for:

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

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

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

For information about forced marriage and relevant legislation see:

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

HONOUR BASED ABUSE

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

http://www.cps.gov.uk/legal/h_to_k/honour_based_violence_and_forced_marriage/#a04

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 students at the school could be at risk of Honour Based Abuse.

ANNEX C

SAFEGUARDING CODE OF CONDUCT

INTRODUCTION

All staff accept responsibility for the welfare of children with whom they come into contact in the course of their work, and will report any concerns about a child or somebody else's behaviour, using the procedures laid down in the school's Child Protection Policy. Staff must have due regard to the Prevent duty both as part of their safeguarding responsibilities and as part of their professional conduct as stipulated by the Teachers' Standards Part 2.

Susannah Gilham, Madeleine Garnham and Justine Venditti are the Designated Safeguarding Leads in the school who will take action following any expression of concern in accordance with the process laid out in the school's safeguarding and child protection policies.

The Headmistress and the school's Designated Safeguarding Leads know how to make appropriate referrals to statutory child protection agencies. Pat Dixon (020 7332 1512) is the City of London's Children and Families Service Manager (LADO) and should be consulted for all safeguarding matters via the DSL if the matter pertains to a City of London resident child, or an issue relating to potential / actual allegations against staff, and for advice on liaising with another LA in respect of safeguarding issues. When appropriate, the school will consult with the School's HR Business Partner within the COL HR Department also for HR advice and technical support concerning the process in relation to allegations made against staff.

All staff who come into contact with children in the course of their professional activities must adhere to the school's Child Protection Policy, the procedure for reporting safeguarding concerns 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. Staff are also expected to observe the Teachers' Standards issued by the DfE at all times.

Information relating to any allegation or disclosure must be clearly recorded as soon as possible, as outlined in the Child Protection Policy and supporting documents.

The Children Act 1989 states that the 'welfare of the child is paramount'. This means that considerations of confidentiality which might apply to other situations should not be allowed to over-ride the right of children to be protected from harm. However, every effort should be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated.

The Child Protection Policy will be referred to or included in recruitment, training and policy materials, where appropriate, and the policy will be openly and widely made available to members and staff and volunteers and actively promoted within the organisation.

A culture of mutual respect between children and staff will be encouraged, with adults modelling good practice and professional behaviour at all times in line with the Teachers' Standards.

It is part of the school's acceptance of its responsibility of duty of care towards children that members of staff who encounter child protection concerns in the context of their work will be supported when they report their concerns in good faith. Staff must also be aware of the procedures for whistleblowing as detailed in the Child Protection policy and the City of London Corporation whistleblowing procedures.

STAFF AND VOLUNTEERS MUST AVOID:

- Inappropriate physical contact with children: Physical contact is only appropriate in very limited circumstances. For more detailed advice, see the school's policy on Physical Contact and Restraint. Staff will be shown the location of this policy and all other school policies as part of their induction training as well as given copies of policies as stated in 2.1.10.
- Taking the lead from children in their behaviour or engaging in any behaviour that may be seen as in breach of the Teachers' Standards, be perceived as unprofessional, may bring the school into disrepute or may be misrepresented.
- 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 accordance with the safeguarding / child protection procedures.
- Taking photos of children: photographs and films taken for official school use may be covered by the Data Protection Act, e.g. if the images are going to be stored with other personal data. If the photograph is taken of groups of pupils during lessons and will be used in the school prospectus, then the Data Protection Act does not apply. Names of children must not be published with photographs or films.
- Establishing or seeking to establish any social contact with a pupil or their parents/carers. Unplanned or other social contact that happens outside of the school setting should be reported to the Headmistress. 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 or childcare arrangements with parents without the permission of the Headmistress. Staff should notify their line manager of any existing or previous family or social relationship with a pupil or their parents/carers.
- 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.
- Other than for routine classwork related matters, communicating directly with children by email or text messages and only then with the prior consent of the child's parent or guardian. If electronic communication is necessary, best practice would be to communicate directly with parents or guardians and to copy in a senior colleague. Further guidance on electronic communications with pupils is to be found in Annex C of the Child Protection Policy.
- Communicating with children via Twitter, Facebook or other social media.

- Engaging in behaviour which could be construed as ‘grooming’ a child (for example giving a child money, presents or favours or talking or behaving in an inappropriate or unprofessional manner towards children).
- Communicating to the public, press, television or any outside agency the contents of any documents relating to the school/Corporation or the proceedings of any safeguarding matters that is confidential information unless required by law or authorised by an appropriate official to do so.
- Making personal use of telephones e-mail and internet facilities during work time. They may only use them at the Headmistress’s discretion, or when there is an urgent need to contact someone in an emergency. The time spent should be kept to a minimum. Staff should also inform their family and friends only to contact them at work when it is necessary.
- It is not unusual for pupils or, sometimes, their parents to develop infatuations or “crushes” on staff. Staff must not keep this a secret. All such situations must be responded to sensitively to maintain the dignity of those concerned and any indications that this might be happening reported to the Headmistress. In addition, the object of the pupil or parent’s affections may not even be aware of this. In this case colleagues must bring this to the colleague’s attention and report to the Headmistress.
- It is not permissible to take children 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 Headmistress.

STAFF AND VOLUNTEERS MUST:

- Maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
- Dress appropriately whilst at work so that confidence of pupils, parents and the general public is maintained. Whilst the school values diversity and are 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.
- Take a disclosure of abuse from a child seriously. It is important not to deter children 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 section 4 of the Child Protection Policy. 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 yourself.
- Always report any concerns, however small, immediately to the school’s Designated Safeguarding Lead in a non-judgemental manner regarding the conduct of another staff member in relation to children.
- 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.
- Value and respect children as individuals, and model adult appropriate conduct - which will always exclude bullying, shouting, racism, sectarianism or sexism.
- Obtain written permission from pupils and their parents/carers before taking photographs or films. All images and films must be stored appropriately and securely 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.

- Always follow the advice and guidance on child protection and safeguarding issues available via the relevant annexes of the school's Child Protection Policy which can be found in the staff handbook and on the school's website.
- Report any child who falls sick on a school trip to the DSL on return to school

GUIDANCE ON RESPONDING TO A CHILD MAKING AN ALLEGATION OF ABUSE:

- Stay calm.
- Listen carefully to what is said and show that you are taking it seriously.
- 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.
- Tell the child that the matter will only be disclosed to those who need to know about it.
- Allow the child to continue at her/his own pace.
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer.
- Reassure the child that they have done the right thing in telling you.
- Tell them what you will do next, and with whom the information will be shared (in school it will need to be a Designated Safeguarding Lead).
- Make no judgement about what you have heard.
- Record in writing what was said, using the child's own words as closely as possible, and as soon as possible - note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
- 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 Designated Safeguarding Lead from the school.

GUIDANCE ON AVOIDING BEHAVIOUR WHICH COULD BE MISINTERPRETED

All adults who work with children are at risk from false accusations of abuse or inappropriate behaviour. This is particularly true in the current climate of increasing parental empowerment and litigiousness and when reporting of abuse in the media is frequent. All staff are advised to exercise common-sense and caution to ensure as far as possible that their behaviour is never open to misinterpretation. This is especially true of male staff working in a girls' school, but it is also applicable to female staff.

Much of the advice included in the child protection policy is simply sound common sense and is routinely followed by all teachers. It is related to the maintenance of the appropriate boundaries, which are intrinsic to our profession. The culture of this school is intended to be supportive of the students and traditionally relations between Staff and pupils here are friendly. Nobody would wish for these positive aspects of school life to be replaced by excessive formality, or for there to be a

climate of suspicion and distrust, but it is essential that a proper distance is maintained between teachers and students.

The following points should be borne in mind:

- Avoid being alone with a pupil unless it is really necessary or inevitable.
- If you are alone with a pupil, ensure that what passes is clearly visible from outside the room. Most rooms at the school have glass panels in the door, but it is still advisable to consider whether the door can practically be left open.
- Where there is no glass panel in the door, it is definitely advisable to make sure that the door is open.
- Except when absolutely necessary, for example when assisting a child in PE or when teaching a musical instrument, avoid all physical contact with pupils. If you do need to touch a child, explain in advance that you are going to do so, and why.
- It is certainly necessary to avoid any physical contact when you are alone with a pupil. Sadly, even a consoling hug can be misinterpreted or misrepresented.
- Take care over commenting on a child's appearance. A casual remark can also be misinterpreted or misrepresented.
- Ensure that any supervision in changing rooms is respectful to the child.

GUIDANCE ON TEACHER/PUPIL BOUNDARIES

- It is important to ensure that the school retains its friendly and open atmosphere and that a climate of unwarranted suspicion does not develop.
- Sadly, some children on some occasions either misinterpret or even maliciously misrepresent the behaviour of adults. This is very rare in schools of this type but it has happened and so it is very important to observe appropriate professional boundaries and to avoid putting oneself in a vulnerable position.
- Adolescents can develop "crushes" on their teachers. All teachers need to be aware of this possibility and to seek advice from senior colleagues if they feel that they are being inappropriately focused on by a pupil.
- In addition to exercising caution when seeing pupils there may well be occasions on which it is better to have another colleague with you when you see an individual student, just as at times it is more appropriate not to see parents on one's own.
- Contact between teaching staff and pupils outside school in contexts other than on organised school activities is only very rarely likely to be appropriate. Colleagues should always consult senior staff about any possible contact of this kind and should always ensure that it is known about and approved of by the child's parents.
- If you are asked to give a child extra tuition or a private lesson in their own home, you should consult your Head of Department before agreeing and the Head of Department will liaise with the Headmistress or Senior Deputy Head about the proposed arrangements.
- Inviting a pupil to your own home for extra teaching or any other purpose is fraught with difficulty and is to be avoided.
- It is important to be especially cautious at social occasions at which staff and students are both present. It may be tempting to step out of role at events such as the leavers' ball, but

it must be emphasised that pupils remain under our care and on the school roll until the end of the summer holidays after they have left school.

- Even if they are over 18 and are about to leave school, students continue to be “vulnerable people” in terms of safeguarding legislation whether or not they are legally adult and teachers retain their professional obligations towards them. In any case, many of them have younger sisters or friends who will remain in the school and who will gossip about perceived indiscretions in the next school year.
- Staff should never give alcoholic drink to students and should avoid situations in which their presence could be interpreted as permitting or encouraging students to drink.
- Do not be afraid to ask for advice from or to express concern to the DSL or other senior members of staff.

GUIDANCE ON ONLINE BEHAVIOUR AND USE OF ELECTRONIC MEDIA

Staff must follow the City of London Corporation’s Social Media policy and the school’s ICT code of conduct. The following points give general guidance:

- Be extremely careful over the use of Facebook, Instagram, YouTube and any other social media.
- Make sure your privacy settings on social networking sites are at the highest possible level to avoid IT savvy pupils being able to access any private material.
- Never accept a student, parent or a recent leaver as a “friend” on any social media
- If you need students, parents or recent former pupils to contact you via Facebook, Twitter or the like for a school related activity (e.g. for a team or trip), set up a special separate site and let the DSL and Director of ICT know what you have arranged and why.
- Always use your school e mail address and students’ school email addresses when communicating with pupils by email.
- For anything apart from the most routine delivery and return of work or any learning-related queries, copy in your HOD or another appropriate colleague to all e mail exchanges with students and parents.
- Use a school mobile phone rather than your private phone for school activities and contacting students and parents. If enough warning is given these can be borrowed from the school.
- Only contact a student on her mobile phone or keep her number on record if there is a real need to do so and make sure that you inform your HOD or another appropriate colleague about why you are doing so.

Apply common sense and professional judgement in all your electronic contacts with students and parents.

ANNEX D

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 1st 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:

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

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

WHAT DOES THE PREVENT DUTY MEAN FOR SCHOOLS?

In order to fulfil the Prevent duty, schools must be able to identify children who may be at risk of radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of the wider safeguarding responsibilities of schools and it is similar in nature to protecting children from other harms, whether these come from within their families or are the product of outside influences. This appendix therefore must be read in conjunction with the Safeguarding and Child Protection policy.

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

There are four general duties placed on schools:

- 1) Risk assessments

Schools are expected to assess the risk of their pupils being drawn into terrorism, including support of extremist ideas that are part of a terrorist ideology, based on a general understanding of the risks affecting children 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 Children and Community Safety Partnerships and local Prevent Leads.

3) Staff training

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

4) IT policies

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

HOW THE PREVENT DUTIES ARE DISCHARGED AT CITY OF LONDON SCHOOL FOR GIRLS?

Risk Assessments

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

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

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

We remain alert to the possibility of staff becoming radicalised and watch out for signs of this (e.g. reports from members of the school community). All speakers are vetted to check they are not a risk.

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 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 Headmistress, the DSL and the DDSL (Prevent Lead) have completed online Prevent Awareness training available at:

http://course.ncalt.com/Channel_General_Awareness/01/index.html.

WRAP training (workshop on raising awareness of Prevent) has been completed by at least the DSL and the DDSL (Prevent Lead). The DDSL (Prevent Lead) is the first source of advice for staff on all matters related to the Prevent Duty.

IT Filter

The school has a strict and effective filtering and e-safety is delivered through both Computer Science and PSHCEE lessons. There is also an e-safety coordinator who is responsible for all matters of e-safety and keeps a log of incidents and reports annually to the governors. The Deputy Head Pastoral has 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/PSHCEE programmes as well as within other subject areas and assemblies.
- 4) Ensure that no political indoctrination takes place in any of the school curricular or extracurricular activities and that pupils are always exposed to a balanced presentation of political issues.
- 5) Ensure that children are resilient to radicalisation and are prepared to challenge extremist ideology by providing a safe environment for the discussion of sensitive issues, helping children to understand how they can participate in decision-making.

DDSL (Prevent Lead) Responsibilities

One of the DDSL is the nominated Prevent Lead at the school and has responsibilities for the oversight of the discharge of the Prevent Duty at school. Details on the DDSL are in the appendix to 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

The Prevent statutory guidance requires the school to have clear protocols for ensuring that all visiting speakers are suitable and appropriately supervised. This applies whether the speakers are booked by pupils or staff.

Where speakers are booked by pupils there must be a sponsoring member of staff who will oversee the event and should complete the form. In all cases, a visiting speaker risk assessment form must be completed in advance of the person coming to speak at the school.

This form is accessed and submitted via a link from the school's portal to the Deputy Head Partnerships and Co-curricular's office, or in the case of PSHCEE speakers to the Deputy Head Pastoral. This must be no fewer than 72 hours before the event. Further checks on the speaker will then be undertaken where necessary.

The relevant Deputy Head may decide to cancel or postpone an event if she has any concerns about the speaker. Records of all visiting speakers will be retained by the school in accordance with the data retention policy and until the end of the academic year of their visit.

Visiting speakers will be asked to bring their passport or photo ID and proof of home address with them on the day of their visit. Visiting speakers are not safeguarding checked. They will be issued with red lanyards and must be supervised whilst in school.

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 (February 2021, Annex C) suggest indicators. The framework involves three dimensions: engagement, intent and capability.

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

- Feelings of grievance and injustice
- Feeling under threat

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

Intent to cause harm or readiness to use violence

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

Capability to cause harm

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

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

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

The following are further risk indicators:

- Racist graffiti/ symbols/ comments made in School
- Speaking out or writing in favour of extremist ideas in school work
- Extreme comments shared on social media
- Erratic attendance patterns, including travel for extended periods of time to international locations known to be associated with extremism

- Distribution of extreme or terrorist propaganda among other pupils
- Association with those known to be involved in extremism (including via the internet)
- A significant shift in the child/ young person's behaviour or outward appearance, particularly involving conflict with his/her family and/or faith group
- A simplistic or flawed understanding of religious/ political/ global issues
- A significant adult or other in the child/ young person's life who has extremist views or sympathies

Critical risk factors include:

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

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

CHALLENGING EXTREMIST IDEOLOGIES

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

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

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

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

provide key counter-narratives to extremist ideology, through resources such as the Community Response to Extremism DVD, London Grid for Learning and Inspire.

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

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

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

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

WHAT TO DO WHERE THERE ARE CONCERNS ABOUT A PUPIL

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

Records will be kept by the DDSL of all concerns and she 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 relevant Local Authority Childrens' Services 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 Childrens' Services and the Prevent Coordinator in the Community Safety Team.

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

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

ANNEX E

CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also involve a wider group. Children who are victims of sexual violence or harassment will likely find the experience stressful and distressing and it can adversely affect their educational attainment. Sexual violence and harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. Children with SEND are disproportionately likely to be victims of sexual violence or harassment. Children who are perceived to be lesbian, gay, bi or trans (LGBTQ+) can be targeted by their peers, even if such an attribution is wrong.

Sexual harassment can be defined as ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to violate a child’s dignity and/or make them feel intimidated, degraded or humiliated.

Sexual harassment can include:

- Sexual comments such as telling sexual stories, making lewd comments, making sexual remarks about appearance and calling someone sexualised names;
- Sexual “jokes” or taunting
- Displaying pictures of a sexual nature
- Online sexual harassment which might include non-consensual sharing of images, bullying and sexual exploitation, coercion and threats.
- “Up-skirting”, which typically involves 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. It is now a criminal offence and may constitute sexual harassment.

Problematic, abusive and violent sexual behaviour may cause developmental damage. Harmful sexual behaviour can occur online and/or offline.

Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years’ difference. Children displaying harmful sexual behaviour have often experienced their own abuse and trauma and it is important that they are offered appropriate support and education.

The PHSCEE programme offers an age-appropriate curriculum educating pupils about what constitutes a healthy relationship and the nature of consent. In addition, all staff should challenge any homophobic teasing or banter or other inappropriate sexual discussion.

RESPONDING TO INCIDENTS OF SEXUAL VIOLENCE OR SEXUAL HARASSMENT.

In this school, incidents of violence are rare and sexual violence has not been a problem, however, we remain alert to the possibility that this could occur. It is more likely that we would have to support a victim of sexual violence who had been abused by a pupil at another school. In cases of sexual violence, action would be taken in line with the procedures set out in the rest of this policy,

referring the case to children's social care and the police if a crime has been committed. Where the abuse involved online illegal images of children, these will not be viewed or forwarded unless absolutely unavoidable and in these cases two members of staff should be involved in the decision.

Sexual harassment is a more likely scenario. If the threshold for early help or statutory intervention is not reached, the management of these cases will follow the Anti bullying policy. The school response will be underpinned by the principle that sexual violence and harassment is never acceptable and will not be tolerated. All concerns and discussions and decisions will be recorded.

Consideration must be given to the wishes of the victim who may ask that no one else is told. However, the DSL may judge that it is in the best interests of the child to inform others either to protect the victim or safeguard others. As a rule, parents should normally be informed unless to do so would put the victim at greater risk.

Depending on the seriousness of the allegation, consideration should be given to ensuring the victim and the perpetrator are not in the same classes at least until the issue has been investigated and action taken.

The needs and wishes of the victim should be paramount so they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine so school is a safe place for them.

If it is clear that ongoing support will be required, the victim should be asked to name a trusted adult whom they can talk to about their needs.

Consideration also needs to be given to the needs of the perpetrator. Although it is highly likely that sanctions will be both justified and deserved, it might be helpful to involve the school counsellors or external professionals to understand why they have acted in this way. Sanctions should be balanced with a consideration of the broader picture and should be decided on a case by case basis. Parents of the perpetrator would normally be informed about what has happened but this would depend on the specific circumstances.

Action may also need to be taken to minimise reports spreading more widely and to avoid other children 'taking sides'. Social media is likely to play a central role and how to prevent or minimise the impact of this should be considered.

There are useful sources of support listed in Sexual Violence and Sexual Harassment between Children in Schools and Colleges, September 2021.

SHARING NUDES AND SEMI-NUDES: HOW TO RESPOND TO AN INCIDENT: ADVICE FOR EDUCATION SETTINGS WORKING WITH CHILDREN AND YOUNG PEOPLE (DECEMBER 2020)

In December 2020 the UK Council for Child Internet Safety (UKCCIS) published non-statutory guidance on managing incidents of the sending or posting of nude or semi-nude images by young

people under the age of 18. The UKCCIS guidance is non-statutory but should be read alongside Keeping Children Safe in Education.

Sharing nudes and semi-nudes is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'. The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

If an incident comes to your attention:

- **Report it** to your DSL or equivalent immediately
- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal [In exceptional circumstances, it may be necessary for the DSL (or equivalent) only to view the image in order to safeguard the child or young person. That decision should be based on the professional judgement of the DSL (or equivalent)]
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent)
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or their, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

ANNEX F

CRIMINAL EXPLOITATION OF CHILDREN

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs exploiting children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

All staff are made aware of indicators that children are at risk from or experiencing criminal exploitation. The main indicator is increased absence during which time the child may have been trafficked for the purpose of transporting drugs or money.

County lines exploitation can affect any child under the age of 18 years. It 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. County lines exploitation can be perpetrated by individuals or groups, males or females, and young people or adults and is typified by some form of power imbalance such as age, gender, cognitive ability, physical strength, status, and access to economic or other resources.

SERIOUS VIOLENCE

All staff are made aware of indicators that children are at risk from or are involved with serious violent crime. These include increased absence, 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 wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.

ANNEX G

PROCEDURE FOR DEALING WITH SELF-HARM

Recent research indicates that up to one in ten children in the UK engage in self-harming behaviours. Schools can play an important role in preventing self-harm and also in supporting students, peers and parents of students currently engaging in self-harm.

Scope

This document describes the school's approach to self-harm. This document is intended as guidance for all staff including teachers and support staff.

Aims

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to staff dealing with students who self-harm
- To provide support to students who self-harm and their peers and parents/carers

Definition of Self-Harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual Factors:

- Depression / anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse

Family Factors:

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family

Social Factors:

- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers

Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should always be taken seriously and staff observing any of these warning signs should seek further advice from the Designated Safeguarding Lead (DSL) for safeguarding children - Deputy Head Pastoral Susannah Gilham, or in her absence Justine Venditti, the Senior Deputy Head, or in her absence, Madeleine Garnham, Head of Senior School.

Possible warning signs include:

- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing

Staff roles in working with students who self-harm

Students may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. School staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust.

Students need to be made aware that it may not be possible for staff to offer complete confidentiality. If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept. It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so.

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult the DSL – the Deputy Head Pastoral, Susannah Gilham or in her absence Justine Venditti, the Senior Deputy Head, or in her absence, Madeleine Garnham, Head of Senior School.

Following the report, the designated teacher will decide on the appropriate course of action. This may include:

- Contacting parents /carers
- Arranging professional assistance e.g. from the school nurse, social services
- Arranging an appointment with a counsellor
- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers
- In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times
- If a student has self-harmed in school a first aider should be called for immediate help

Further Considerations

Any meetings with a student, their parents or their peers regarding self-harm should be recorded in writing including:

- Dates and times
- An action plan
- Concerns raised
- Details of anyone else who has been informed

This information should be stored in the confidential child protection file.

It is important to encourage students to let you know if one of their group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible action and being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner.

The peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. Any member of staff wishing for further advice on this should consult the designated teacher for safeguarding children. When a young person is self-harming it is important to be vigilant in case close contacts with the individual are also self-harming. Occasionally schools discover that a number of students in the same peer group are harming themselves.

Related School Policies and Procedures are:

- School Statement on Confidentiality
- Confidential Counselling Service Information
- Anti-Bullying Policy
- Child Protection Policy
- Drugs and Substance Abuse Policy
- First Aid Policy
- Health, Safety and Wellbeing Policy
- Behaviour Policy

ANNEX H

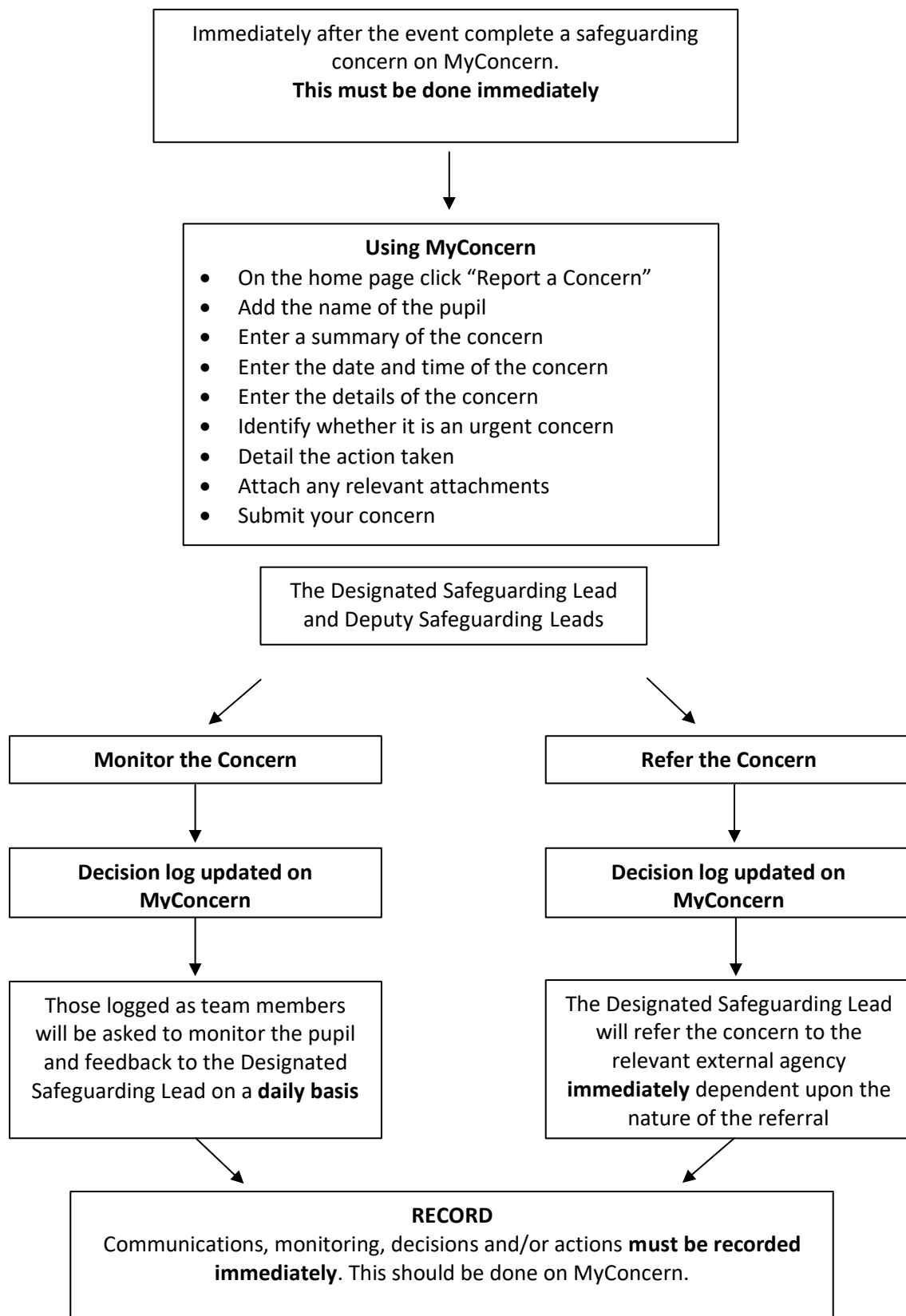
Guidance on responding to a child making an allegation of abuse

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 their 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. When recording names, of both pupils and staff, full names should be recorded, not initials, in order to avoid any ambiguity of identity.
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.

Responding to a Child's Disclosure of Abuse – NSPCC Learning
<https://www.youtube.com/watch?v=bvJ5uBIGYgE&t=118s>

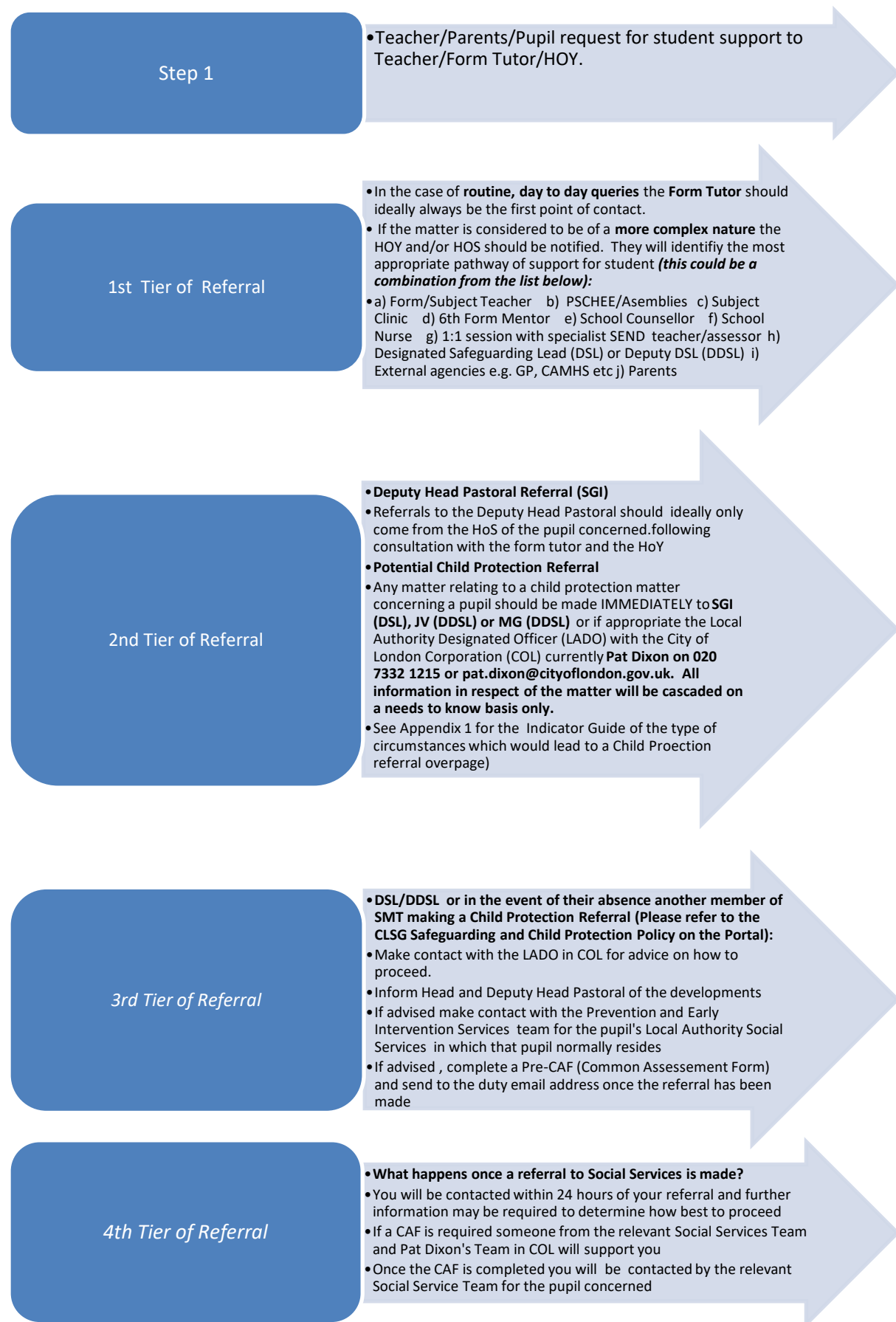
ANNEX I

PROCEDURE FOR REPORTING A CONCERN



ANNEX J

PASTORAL REFERRAL PROCEDURE



Issues which would prompt a Child Protection referral

The following is an indicator guide of the type of circumstances which would lead to a S47 assessment:

- Any allegation or suspicions about a serious injury/sexual abuse to a child
- Inconsistent explanation or an admission about a clear non-accidental injury
- A child being traumatised injured or neglected as a result of domestic violence.
- Repeated allegations involving suspicions of serious neglect
- Direct allegation of sexual abuse made by a child or abuser's confession to such abuse
- Any allegation suggesting connections between sexually abused children in different families or more than one abuser
- An individual (adult or child) posing a risk to children, any suspicious injury or allegation involving a child subject to a current child protection plan or looked after by a local authority
- No available parent and child vulnerable to significant harm
- Suspicion that child has suffered or is at risk of significant harm due to fabricated or induced illness,
- Child subject to parental delusions
- A child at risk of sexual exploitation or trafficking
- Pregnancy in a child aged under 13
- A child at risk of FGM, honour based abuse or forced marriage.

Revised: September 2016, June 2017, September 2018, January 2019, September 2019, September 2020, September 2021

Approved by the Board of Governors: October 2020



CITY OF LONDON SCHOOL FOR GIRLS

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Policy last reviewed by:	Kathleen O'Connor
Date policy last reviewed:	October 2021
Approved by:	Board of Governors
Date approved:	5 th October 2020

Contents

1.	Overview
2.	Definition of Special Educational Needs
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6.	In School support for SEND
7.	Educational Healthcare Plans (EHPs)
8.	Role of the Head of Learning Support/SENDCo
9.	Medical Conditions
10.	Mental Health
11.	Resources and Diagnostic testing
12.	Exam Access Arrangements
13.	Evaluation of SEND Provision
14.	Planning the Transition into Post 16, Universities, Training and the Workplace
15.	Arrangements for dealing with complaints
16.	City Corporation Local Offer

This Special Educational Needs and Disability Policy takes into account:

- The Special Educational Needs and Disability (SEND) Code of Practice: for 0 - 25yrs (September 2015)
- The Equality Act 2010

- The Children and Family Act (April 2014)
- Teachers' Standards 2012 Section 5
- CLSG Accessibility Plan
- CLSG Pupil Mental Health Policy
- CLSG Medical Conditions, Medicines and Infection Control Policy
- JCQ (Joint Council for Qualifications) Access Arrangements and Reasonable Adjustment Guidelines

1. Overview

- 1.1. City of London School for Girls (CLSG) is an academically selective school catering for girls of high academic ability. Pupils are admitted by competitive examination and are selected on the basis that they will be able to cope with an intensive academic curriculum.
- 1.2. It is our belief that all pupils can achieve their academic potential, regardless of need. It is recognised that some pupils will require additional, specific provision to do this and it is our aim to provide this support as required. Therefore, in keeping with the Equality Act (2010), the non-statutory guidelines within the SEND Code of Practice (2015) and the Children and Families Act (2014), the school will strive to make all reasonable adjustments to support pupils with SEND.
- 1.3. It is the policy of CLSG, wherever possible, to provide all pupils with a balanced, broad and stretching curriculum and to ensure full entitlement and access to all pupils who have satisfied the entrance requirements. Whilst due recognition will be given to the SEND of any pupil, all pupils are expected to demonstrate respect for self and others; responsibility for their own learning and development; and demonstrate resourcefulness. Adherence to the school's Code of Conduct as presented in the Behaviour Management Policy is a requirement of all pupils.

2. Definition of Special Educational Needs

A pupil is said to have special educational needs if her learning difficulty or disability calls for special educational provision to be made for her.

- 2.1 A pupil has a learning difficulty or disability if she:
 - a) has a significantly greater difficulty in learning than the majority of her peers or
 - b) has a physical or mental impairment which has a substantial and long-term adverse effect on her ability to carry out normal day-to-day activities.

(Section 6), Equality Act 2010.

- 2.2 The above definition includes sensory impairments such as those affecting sight or hearing, long term health conditions such as asthma, diabetes, epilepsy, cancer and mental health concerns.

2.3 It should be noted that under the Equalities Act 2010 ‘hidden’ impairments such as Dyslexia, Autism, ADHD may qualify as a disability and are therefore subject to reasonable adjustment duties. At CLSG this usually comes in the form of 1:1 or small group tutorials, if it is felt that a pupil’s needs cannot be addressed in the classroom.

2.4 The SEND Code of Practice identifies four areas of need:

- **Communication and Interaction**
This includes pupils who are on the autistic spectrum, and/or pupils with speech, language and communication needs (SLCN).
- **Cognition and Learning**
This includes pupils with specific learning difficulties, including Dyslexia Dyspraxia, and Attention Deficit Hyperactivity Disorder (ADHD).
- **Social, Emotional and Mental Health Difficulties**
This may include pupils who have a wide range of social and emotional and/or mental health difficulties which can manifest themselves in a variety of ways including self-harm, eating disorders, depression and/or anxiety, substance misuse or physical symptoms which are medically unexplained.
- **Sensory and/or Physical needs**
This includes pupils with a physical disability (e.g. vision impairment (VI), hearing impairment (HI)). Pupils with such needs may require additional, on-going support and equipment to access the curriculum.

Please note, a pupil might fall into one of more of the categories listed above.

It should be noted that the school will make best endeavours to meet the requirements any individual within the context of ‘reasonable adjustments’ as required by the Equality Act (2010).

3. Identification of Need

3.1 Upon Application to the School

Upon application, Parents are required to inform the school of any specific learning or educational needs that their daughter requires. This will include sending copies of relevant professional reports, such as an assessment by an Educational Psychologist or medical professional. It is important that full details are provided so that the school can assess whether or not it can implement any required arrangement for entrance exams.

Whilst the school will pay due care to a pupil’s requirements upon application, should a place be offered and accepted, any subsequent adjustments will be based upon evidence of need as it is

presented within the context of the school and the pupil's learning at CLSG. Access arrangements awarded for entrance examinations do not automatically carry forward.

For pupils with SEND who transition from the Preparatory Department to Senior School, the Learning Support Department will liaise with the Head of Prep regarding transition planning and transition meetings with each pupil and her parents.

3.2 Baseline Assessment

Whole year screening takes place in the first term of Year 7 or upon entry for midyear admissions, and measures ability in spelling, reading and comprehension skills. Such assessments form part of the school's monitoring and tracking of pupils' progress, and help the school identify potential needs in order to further support pupils. There is no additional preparation work to be done for these assessments.

3.3 Gathering Information

The school recognises that potential underlying difficulties might only emerge as a pupil progresses through the school. Teachers can raise SEND concerns about a pupil's learning via the school's internal "SEND Concern" referral system. In addition, the Learning Support Department holds regular monitoring meetings with Heads of Year to review pupils' progress. Pupils can also make self-referrals and parents can raise concerns directly to the department or via their daughter's Head of Year.

4. Objectives for CLSG in relation to SEND

When a pupil has been identified as having SEND the school will endeavour to:

- 4.1 Ensure full entitlement and access for pupils with SEND to high quality teaching within a broad, balanced curriculum so that they can reach their full potential and enhance their self-esteem.
- 4.2 Identify those pupils who have difficulties with learning which are significantly greater than the majority of pupils within the same age group and academic ability.
- 4.3 Supply information to the pupil and her parents outlining the support required and to take into consideration the views and feelings of the pupil and her parents.
- 4.4 Meet the needs of pupils with SEND with appropriate provision and resources. Where possible, this will be completed within school, but on occasions it may be necessary to advise parents to seek specialist assessment and/or teaching outside of school.

- 4.5 Advise and liaise with staff and parents on the identification of SEND and provide strategies for in-class support. Where necessary, the SENDCo responsible might recommend either an external or internal Educational Assessment.

CLSG is committed to the ongoing development of its Learning Support Department to better support the needs of pupils with SEND. The SENDCo holds a nationally recognised SENDCo qualification and specialist teaching qualification (AMDBA). In addition, the school has one full time Learning Support Teacher and two part-time Learning Support Teachers, one of whom holds specialist teaching qualification (OCR Level 7 equivalent).

The school has a designated governor for SEND.

5. Responsibility for Pupils at CLSG with SEND

- 5.1 All teachers at CLSG are responsible and accountable for the progress and development of all pupils in their classes, high quality teaching, differentiated for individual pupils where necessary, is the first step in responding to pupils who have or may have SEND.
- 5.2 CLSG will regularly review the quality of teaching for all pupils. This includes reviewing teachers' understanding of strategies to identify and support pupils with SEND
- 5.3 Class and subject teachers, supported by Heads of Departments and/or Heads of Year carry out regular assessments of pupils' progress. These seek to identify pupils making less than expected progress. This can be characterised by progress which:
- 5.3.1 is significantly below that of their peers starting from the same baseline
 - 5.3.2 fails to match or better the pupil's previous rate of progress
 - 5.3.3 fails to close the attainment gap between the pupil and their peers (in line with her ability).

6. In School Support for SEND

When a pupil has been identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. As per the SEND Code of Practice, the school adopts a graduated response to identification and support of pupils with SEND.

The school aims to:

- liaise closely with the pupil, her parents and staff to identify needs accurately and effectively and provide appropriate support
- adopt a pupil central approach to its provision and support
- liaise with outside agencies, as appropriate, to further support pupils as required.
- provide specialist in-house cognitive assessments as and when appropriate in consultation with a pupil, her parents/guardians and teaching staff
- liaise with pastoral staff to support the social and emotional well-being of pupils with specific needs or learning difficulties
- collaborate with subject teachers to ensure the needs of pupils with SEND are met
- monitor and review the progress of pupils in line with the school's tracking and reporting procedures
- support students to:
 - to develop effective learning habits, including study and revision skills
 - to further support and develop reading and writing skills
 - to develop problem solving strategies
- specialist specific learning difficulties (dyslexia) teaching, as and where appropriate
- provide staff with relevant and accurate descriptions of pupils' needs and teaching strategies to support their learning
- provide ongoing CPD for staff

6.2 Learning Support List and Monitoring List

The school's Learning Support List provides teaching staff with an up-to-date record of pupils in the school who have identified SEND. It details their areas of need and provides advice on appropriate teaching strategies.

The Learning Support Department also keeps a record of pupils who may have received support or intervention from the department but who do not meet the criteria for the Learning Support List. This list may also include students with SEND who responded well to intervention and as a result their needs are no longer a significant barrier to their learning. The progress of these students may be monitored for a period of time before being completely removed from tracking lists.

As the school adopts a graduated response and "plan, do, review" approach to its work, these lists are reviewed and updated regularly.

6.3 Personalised Learning Plans

A Personal Learning Plan (PLP) may be prepared in collaboration with the key stakeholders depending on the pupil's level of need. A PLP will reflect a pupil's strengths and areas of need and provide specific teaching strategies to meet the particular needs of the pupil. PLPs should be regularly reviewed and updated, in line with guidance from the Code of Practice.

6.4 External Specialist Reports

In some cases, an external Educational Psychologist (EP) or other professional may be required to assess a pupil. The school may advise parents/guardians of the benefits of such support and the

benefits of the school liaising closely with such professionals. Parents/guardians should share professional reports with the school in order to establish and agree support in school.

Please note that when parents/guardians are advised to seek assessment by an outside professional, or engage a Specialist Teacher to assist their daughter beyond the scope of the extra help available from the school, any charges arising will be borne by the parents/guardians and not by the school. For bursary funded pupils who require an external assessment, CLSG may be able to offer financial assistance.

Please refer to the Access Arrangements section for further information on the use of specialist teacher/EP reports for access arrangements.

7. Educational, Health and Care Plans (EHC Plans)

For a prospective pupil with an EHC Plan, the school will consult the pupil's parents/guardians and, where appropriate, her current school and Local Authority to ensure that the provision can be delivered by the School.

As per the Children and Families Act (2014), it is the legal responsibility of the pupil's Local Authority to arrange the provision specified in a Plan.

8. Role of the Head of Learning Support/SENDCo

The Head of Learning Support/SENDCo has overall responsibility for SEND provision across the entire school and has the following key responsibilities:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for pupils with SEND
- Liaising with all the relevant staff who teach/support pupils with SEND
- Advise on the graduated approach to provide a pupil with SEND
- Management of the SEND budget
- Liaising with parents of pupils with SEND.

- Liaising with internal professionals, such as the School Counsellor and School Nurse, as appropriate to support the needs of pupils
- Liaising with external professionals, including educational psychologists, medical professionals and professionals from other schools and/or institutes of education to support the needs of pupils as appropriate.
- To work with SMT and the Headmistress to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- To provide support and training for staff to ensure they have the ability to identify SEND and adapt their teaching if necessary to provide differentiated quality first teaching.
- To attend regular training and INSET sessions relevant to the role
- To regularly meet with the school Pastoral Team comprising of Heads of Section, School Counsellors and Deputy Head Pastoral.

9. Medical Conditions

The school's Pastoral Team, including the school nurse, is involved in the care of girls with any serious medical conditions. Please refer to the 'Medical Conditions, Medicines and Infection Controls Policy for further information.

10. Mental Health

The school has specific legal responsibilities towards pupils whose mental condition falls within the definition of disability under the law. This requires us to ensure that pupils with a well-recognised mental illness are not disadvantaged and that reasonable adjustments are put in place to support their learning. Please refer to our policy 'Pupil Mental Health' for further information.

11. Resources and Diagnostic Testing

The Learning Support Department has a range of resources to develop the skills of pupils and it is the role of the SENDCo to keep informed of any new resources that will be beneficial to the school.

The department is well-equipped with diagnostic tests which enables its specialist teachers to carry out a battery of educational assessments in school. For further, more specialist advice,

parents/guardians may be asked to take their daughter to a recommended professional, for example, an Educational Psychologist for assessment.

12. Exam Access Arrangements

The regulations for Access Arrangements for public examinations are determined by the Joint Council for Qualifications (JCQ) and other relevant Awarding Bodies, such as Cambridge International Examinations (CIE).

The regulations are designed to ensure no candidate is placed at a substantial disadvantage in comparison to her peers as a result of a specific need or learning difficulty and, equally, that no candidate should be unreasonably advantaged by the provision of an access arrangement for which significant evidence of need is not apparent.

In order to justify the requirements for a specific access arrangement, evidence has to be presented to demonstrate a history of need and how a candidate would be at a substantial disadvantage in comparison to someone who is not disabled if the arrangement were not in place.

As an Examinations Centre, the school is required to ensure that any adjustments are based upon evidence of need. Permitting access arrangements which are not supported by appropriate evidence constitutes malpractice by the Centre and could, ultimately, lead to the recall of certificates.

Whilst careful attention will be paid to the contents of historically commissioned external reports from Educational Psychologists, these will not, in themselves, constitute definitive evidence of need nor enable automatic eligibility for access arrangements to be granted.

Equally, external assessments commissioned by parents may not be used as evidence for access arrangements by the school unless there is an established working relationship between the external assessor and the school. Prior to assessment, the school should have provided background information to the external professional such that the school and the assessor are working together to ensure a joined up and consistent approach.

It is important to recognise that Access Arrangements awarded at previous schools are not automatically carried forward and do not guarantee eligibility for exam Access Arrangements at CSLG. All pupils who arrive with external reports must be made aware that the school will, in most cases, re-assess irrespective of previous recommendations.

If a pupil's performance within the school suggests that they may require specific access arrangements to be made for public examinations, the views of the pupil, her parents/guardians and subject teachers as well as evidence of performance within the school will be collated in order to demonstrate a clear picture of need. With permission, one of the school's qualified assessors will

carry out an assessment using a range of nationally standardised tests from those approved by the JCQ. Subject to pupil and parental agreement, the reports of external professionals who have liaised closely with the school to identify a pupil's needs may also be used when making an application. Only with the appropriate evidence can an application be made for specific access arrangements. Parents will be provided with assessment results and, if necessary, an application for a specific access arrangement will be made.

Where Access Arrangements are required as a result of a long term medical condition, the professional diagnosis should ensure there is clear and substantial evidence for an arrangement to be made as a direct result of the candidate's long term and continuing medical needs presenting a persistent and significant barrier to learning.

Pupils with exam Access Arrangements are awarded such arrangements as their standard way of working in school (classwork and internal assessments and tests) as well as in public examinations.

The use of a word processor is one type of Access Arrangement. Please refer to the Exam Policy for further information on the use of word processors at CLSG.

Final decisions about examination concessions for internal and public examinations rest entirely with the school in its capacity as an examination centre.

13. Evaluation of SEND Provision

- 13.1 The school's SENDCo liaises regularly with the Deputy Head Academic, Head of Senior School, Head of Lower School, Head of the Preparatory Department, Heads of Year, School Nurse and Exams Officer.
- 13.2 The school's SEND Policy and Developmental plan are updated regularly and adjustments made as appropriate and when necessary.
- 13.3 Annual lesson observations of teachers should include recognition and evaluation of SEND provision.
- 13.4 It is the aim that additional SEND support provided is monitored, adjusted and reviewed with pupils, parents/guardians, and relevant staff.
- 13.5 Currently SEND support is measured in the following ways:
 - Subject assessments
 - Internal and external examinations
 - End of term reports

- Parents' Evenings
- Personal Learning Plans
- Diagnostic testing
- Book looks
- Learning Walks
- School leavers destinations

14. Planning the Transition into Post 16, Universities, Training and the Workplace

- 14.1 Pupils at CLSG entering post-16 education should have access to supportive provision allowing them to build on their achievements.
- 14.2 The SENDCo will liaise with the Head of Sixth Form, Head of Senior School and Head of Careers before the pupil approaches the transition point. Similarly, the SENDCo will support pupil and parents liaise with relevant educational providers or employers to ensure that relevant information about previous SEND provision is shared appropriately.
- 14.3 The pupil's Local Authority will be able to offer advice on the financial support available to pupils in higher education and how to claim it, including the Disabled Students Allowance (DSA).
- 14.4 DSAs are available to help pupils in higher education with the extra costs they may incur on their course because of a disability. Applications for DSA can be made to Student Finance application services. This varies from year to year, but generally at least six months before the start of the academic year in which the young person is expecting to take up a place.

15. Arrangements for Dealing with Complaints

- 15.1 Any serious complaints relating to SEND provision will be dealt with using the school's Complaints Procedure.
- 15.2 Most complaints are likely to be minor and to arise from misunderstandings, which can quickly be resolved by conversations involving the SENDCo, staff, parents and pupils as appropriate.

16. City of London Local Offer

For information on the City of London's Local Offer please click [here](#).

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Committees:	Dates:
Finance and Estates Committee of the Board of Governors of the City of London School for Girls	13 September 2021
Board of Governors of the City of London School for Girls	14 October 2021
Subject: Draft Annual Report and Financial Statements 2020/21 of the School's charity <i>The City of London School for Girls Bursary Fund incorporating The City of London School for Girls Scholarships & Prizes Fund</i>	Public
Report of: The Chamberlain	For Information
Report author: Nick Basye, Senior Accountant (Chamberlain's Department)	

Draft Annual Report and Financial Statements for the year ended 31 March 2021

1. The draft 2020/21 Annual Report and Financial Statements for The City of London School for Girls Bursary Fund (charity 1) incorporating The City of London School for Girls Scholarships & Prizes Fund (charity 2) have been prepared and are attached for your information.
2. During the year ended 31 March 2021 total funds increased by £903,217 (2019/20: funds reduced by £589,951). This favourable movement comprised:
 - i) A net gain on investments of £813,311 (2019/20: a net loss of £755,689). The valuation of investments held in the City of London Charities Pool is 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. Most of the losses that occurred have now reversed although valuations have not yet fully recovered to the levels seen in October 2019.
 - ii) Voluntary income of £759,979 (2019/20: £902,211), investment income of £175,599 (2019/20: £158,246) and nil other income (2019/20: £500).

Partly offset by:

 - iii) Expenditure on charitable activities of £845,672 (2019/20: £828,983) which was made up of 53 bursary awards and 25 prizes (2019/20: 50 bursaries awarded and 24 prizes). There were no costs relating to fundraising in 2020/21 (2019/20: £66,236).
3. BDO LLP intends to commence their audit of the draft Annual Report and Financial Statements in mid-September 2021. Once complete, the accounts will be

submitted to the Finance Committee for approval on behalf of the Court of Common Council.

Recommendation

4. It is recommended that Members receive this report for information.

Appendix

- Appendix – Draft Annual Report and Financial Statements 2020/21 of The City of London School for Girls Bursary Fund incorporating The City of London School for Girls Scholarships & Prizes Fund.

Contact:

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Chamberlain's Department

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APPENDIX

City of London School for Girls (CLSG) Bursary Fund

Incorporating:

City of London School for Girls (CLSG) Scholarships and Prizes Fund

Annual Report and Financial Statements for the year ended 31 March 2021

Charity registration numbers 276251 and 276251-5

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ORIGINS OF THE CHARITY

The governing document for the City of London School for Girls Bursary Fund (charity registration 276251; charity 1), incorporating the City of London School for Girls Scholarships and Prizes Fund (charity registration 276251-5; 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 29 June 1978, subsequently amended 28 June 1990, 23 December 1997 and 30 November 1999, for the City of London School for Girls Bursary Fund, and the various individual governing documents of the City of London School for Girls Scholarships and Prizes Fund.

TRUSTEE'S ANNUAL REPORT

STRUCTURE AND GOVERNANCE

GOVERNING DOCUMENTS

The governing document for the City of London School for Girls Bursary Fund (charity registration 276251; charity 1), incorporating the City of London School for Girls Scholarships and Prizes Fund (charity registration 276251-5; 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 29 June 1978, subsequently amended 28 June 1990, 23 December 1997 and 30 November 1999, for the City of London School for Girls Bursary Fund, and the various individual governing documents of the City of London School for Girls Scholarships and Prizes Fund. The charity is constituted as a charitable trust.

This scheme further directs that the City of London School for Girls Scholarships and Prizes Fund shall be treated as forming part of the City of London School for Girls 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 for Girls Bursary Fund and the City of London School for Girls 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 for Girls. 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 for Girls, 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.

The Trustee believes that good governance is fundamental to the success of the charity. A comprehensive review of governance commenced during 2019/20 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.

ORGANISATIONAL STRUCTURE AND DECISION-MAKING PROCESS

The charity is administered in accordance with its governing instruments and the City Corporation's own corporate governance and administration framework, including Committee Terms of Reference, Standing Orders, Financial Regulations and Officer Scheme of Delegations. These governance documents can be obtained via a request to the email address stated on page 32.

Each Member by virtue of their membership of the Court of Common Council, its relevant committees and sub-committees, has a duty to support the City Corporation in the proper exercise of its functions and in meeting its duties as Trustee of the charity by faithfully acting in accordance with charity law, the Terms of Reference of the relevant committee or sub-committee, and the City of Corporation's agreed corporate governance framework as noted above, backed up by its standards regime.

INDUCTION AND TRAINING OF MEMBERS

The City Corporation makes available to its Members, seminars and briefings on various aspects of its activities, including those concerning the charity, to enable Members to carry out their duties efficiently and effectively. Induction meetings are provided on specific aspects of the work of City of London School for Girls Bursary Fund. If suitable seminars or other training options are identified that are relevant to the charity, Members are advised of these opportunities.

OBJECTIVES AND ACTIVITIES

City of London School for Girls 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 for Girls 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 32.

FUNDRAISING

Section 162a of the Charities Act 2011 requires charities to make a statement regarding fundraising activities. The legislation defines fundraising as “soliciting or otherwise procuring money or other property for charitable purposes”. Such amounts receivable are presented in the financial statements as “voluntary income” including grants.

In relation to the above we confirm that all solicitations are managed internally, without involvement of commercial participators or professional fund-raisers, or third parties. The day to day management of all income generation is delegated to the executive team, who are accountable to the Trustee. The charity is not bound by any regulatory scheme and does not consider it necessary to comply with any voluntary code of practice.

The charity has received no complaints in relation to fundraising activities in the current year (2019/20: nil).

POLICY ON GRANT MAKING

The charity has established its grant making policies to achieve its 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 charity’s criteria. The assessment, management and oversight of the charity’s grant making is provided by the City of London School for Girls, the Bursar and the Chamberlain’s, which is an internal department 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 for Girls Bursary Fund and the City of London School for Girls Scholarships and Prizes Fund’s aims and objectives and in planning future activities. The purposes of the charity are as stated above.

Consequently, the Trustee considers that the City of London School for Girls Bursary Fund and the City of London School for Girls 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 32.

ACHIEVEMENTS AND PERFORMANCE

- 1) The aim for the City of London School for Girls Bursary Fund (charity 1) during 2020/21 was to continue to contribute towards the fees payable to the School of pupils who, but for financial assistance, having commenced at the school, would be unable to continue at, or to enter the school having been accepted. In accordance with this aim 53 bursaries were awarded during the year amounting to £843,423 (2019/20: 50 bursaries awarded amounting to £827,243).
- 2) The aim for the City of London School for Girls Scholarships and Prizes Fund (charity 2) during 2020/21 was to continue to assist children to study various subjects at the School and to assist in further education. In 2020/21 25 prizes were allocated from this fund amounting to £2,249 (2019/20: 24 prizes were allocated from this fund amounting to £1,740).

PLANS FOR FUTURE PERIODS

The aims for 2021/22 are:

- i) For the City of London School for Girls Bursary Fund (charity 1) to continue to contribute towards pupils' fees where financial hardship would cause the pupils to be unable to continue at the school.
- ii) For the City of London School for Girls Scholarships and Prizes Fund (charity 2) to continue to assist children to study various subjects at the School.

The Trustee does not consider there to be any material uncertainty around going concern and further detail regarding this is set out on page 17.

FINANCIAL REVIEW

Overview of Financial Performance

Income

In 2020/21 the charity's total income for the year was £935,578, an overall reduction of £125,379 against the previous year (2019/20: the charity's total income for the year was £1,060,957, an overall increase of £132,407 against the previous year).

The key contributor to income was from voluntary income, amounting to £759,979 (2019/20: £902,211), with further income from managed investments of £169,785 (2019/20: £155,820), £5,814 of interest from cash balances held (2019/20: £2,426) and nil other income (2019/20: £500).

Expenditure

Total expenditure for the year was £845,672, an overall reduction of £49,547 against the previous year (2019/20: total expenditure for the year was £895,219, an overall increase of £170,730 against the previous year). This comprised of spend on charitable activities of £846,672 (2019/20: £828,983) and nil costs in relation to raising funds (2019/20: £66,236).

Investments performance

Financial markets recovered strongly over the twelve months to 31 March 2021 following the decline in asset prices in early 2020 during the emergence of the COVID-19 pandemic. Under these conditions investments held in the Charities Pool performed very well, generating a gross return of +30.72% for 2020/21 (2019/20: -14.78%) which compares favourably against the FTSE All Share Index benchmark return of +26.71% (2019/20 -18.45%). As a result, the longer-term performance of the Charities Pool investments, as set out in the table below, has significantly improved compared to the position reported twelve months ago.

Fund	2020/21		2019/20	
	3 year	5 year	3 year	5 year
Fund	5.04%	7.19%	-2.44%	1.37%
FTSE All Share	3.19%	6.29%	-4.24%	0.57%
Fund outperformance	+1.85%	+0.90%	+1.80%	+0.80%

Funds held

The charity's total funds held increased by £903,217 to £4,787,963 as at 31 March 2021 (2019/20: the charity's total funds held decreased by £589,951 to £3,884,746). This is largely due to gains of £812,493 (2019/20: losses of £755,689) on the investments held within the City of London Charities Pool based on valuations as at 31 March 2021. 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. Most of the losses that occurred have now reversed although valuations have not yet fully recovered to the levels seen in October 2019.

Funds are represented mainly by permanent and expendable endowment funds. The endowment is held to generate income for the objectives of the charity and the expendable endowment funds are also used for the primary objectives of the charity.

As part of the review of charities, a detailed review of the historic governing documents of the charity identified that the charity does not have the power of accumulation required to allocate incoming funds to the expendable endowment. As such the policy for recognising income and available expenditure for the current period has been updated to provide more reliable and relevant information that income received is unrestricted, and that all available unrestricted funds are spent on charitable purposes. Subsequently, voluntary income of £647,940 was credited to the unrestricted fund in 2020/21.

Income of £175,599 arising from the capital held in the endowment funds was also credited to the unrestricted fund (2019/20: £158,246) and expenditure of £738,179 was met from this fund (2019/20: £156,461). The remaining balance of the fund was £87,145 as at 31 March 2021 (2019/20: £1,785).

Restricted voluntary income of £112,039 was received during 2020/21 (2019/20: £97,994) and was largely offset by expenditure. A transfer of £150,000 was made from the expendable endowment fund to the restricted fund, resulting in a closing balance of £154,546 (2019/20: nil).

Details of the funds held, including their purpose, is set out within notes 12 and 13 to the financial statements.

Reserves policy

The reserves policy is to maintain the endowment funds of the charity in investments in the Charities Pool administered by the City of London Corporation and use the donations and investment income together with other funds, in accordance with the objectives of the charity. The Trustee also has the discretion to distribute the expendable endowment as bursaries, prizes and other forms of financial assistance should they deem this is appropriate. The free reserves of the charity are held to cover working capital needs. The trustee believes that an amount of at least £8,278 should be held at present, representing 12 months of administration and external audit fees, which will be subject to annual review.

Principal Risks and Uncertainties

The charity is committed to a programme of risk management as an element of its strategies 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.

The principal risks faced by the charity, and actions taken to manage them are as follows:

Risk	Actions to manage risks
The income from investments in the Charities Pool may decline.	Funds are managed by professional fund manager. Monitoring of the fund manager's performance is carried out by the Chamberlain and the Financial Investment Board.
Funding from the City may be reduced following change in its budget policy which could result in serious impact on the charity and lead to adverse user reaction and bad publicity.	Timely representation to be made to the City Corporation if budget policy provides a risk to charity's income. The school will continue to pursue additional sources of funding for the charity.

TRUSTEE'S 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.

Jamie Ingham Clark FCA
Chairman of Finance Committee of
The City of London Corporation
Corporation
Guildhall, London
10 November 2020

Jeremy Paul Mayhew MA MBA
Deputy Chairman of Finance
Committee of The City of London

INDEPENDENT AUDITOR'S REPORT TO TRUSTEES OF THE CITY OF LONDON SCHOOL FOR GIRLS BURSARY FUND INCORPORATING CITY OF LONDON SCHOOL FOR GIRLS SCHOLARSHIPS AND PRIZES FUND

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, the cashflow statement 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 Trustees' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the Trustees 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 Trustees are 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 Trustees

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.

BDO LLP, statutory auditor
London

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 2021

	Notes	Unrestrict- ed Funds	Restricted Funds £	Endow- ment Funds £	2020/21 Total Funds £	2019/20 Total Funds £
Income and endowments from:						
Voluntary income	2	647,940	112,039	-	759,979	902,211
Investments	3	175,599	-	-	175,599	158,246
Other	4	-	-	-	-	500
Total income		823,539	112,039	-	935,578	1,060,957
Expenditure on:						
Charitable activities	5	738,179	107,493	-	845,672	828,983
Raising funds	6	-	-	-	-	66,236
Total expenditure		738,179	107,493	-	845,672	895,219
Net gains / (losses) on investments	9	-	-	812,493	812,493	(755,689)
Fair Value Movements		-	-	818	818	-
Net income / (expenditure)		85,360	4,546	813,311	903,217	(589,951)
Transfers between funds	13	-	150,000	(150,000)	-	-
Net movement in funds	12,13	85,360	154,546	663,311	903,217	(589,951)
Reconciliation of total funds:						
Brought forward		1,785	-	3,882,961	3,884,746	4,474,697
Carried forward	12,13	87,145	154,546	4,546,272	4,787,963	3,884,746

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 17 to 31 form part of these financial statements.

BALANCE SHEET

AS AT 31 MARCH 2021

	Notes	2021 Total £	2020 Total £
Fixed assets:			
Investments	9	4,116,941	3,304,448
Total fixed assets		4,116,941	3,304,448
Current assets			
Debtors	10	57,907	39,381
Cash at bank and in hand		931,070	804,276
Total current assets		988,977	843,657
Creditors: Amounts falling due within one year	11	(317,955)	(263,359)
Net current assets		671,022	580,298
Total net assets		4,787,963	3,884,746
The funds of the charity:			
Endowment funds		4,546,272	3,882,961
Restricted funds		154,546	-
Unrestricted funds		87,145	1,785
Total funds	12,13	4,787,963	3,884,746

The notes on pages 17 to 31 form part of these financial statements.

Approved and signed on behalf of the Trustee.

Caroline Al-Beyerty

Chamberlain of London

25 January 2021

CASH FLOW STATEMENT

AS AT 31 MARCH 2021

	Notes	2020/21 Total £	2019/20 Total £
Cash flows from operating activities:			
Net cash provided by operating activities	14	(48,805)	22,916
Cash flows from investing activities:			
Dividends, interest and income from investments		175,599	158,246
Increase in cash in the year		126,794	181,162
Change in cash and cash equivalents in the reporting period		126,794	181,162
Cash and cash equivalents at the beginning of the reporting period		804,276	623,114
Cash and cash equivalents at the end of the reporting period		931,070	804,276

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 Accounting and Reporting by Charities: Statement of Recommended Practice (SORP) applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (second edition effective 1 January 2019) 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 for Girls Scholarships and Prizes Fund shall be treated as forming part of the City of London School for Girls 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 only spends the income that is generated from donations and investments, so maintaining its capital base. The latest forecast anticipates that adequate funds will be available in the next five years to enable the charity to continue to fulfil its obligations.

In making this assessment, the Trustee has given regard to the ongoing impact of the Coronavirus (COVID-19) pandemic on the future income levels and the liquidity of the charity over the next 12-month period, and has not identified any indication that the charity will not be able to meet liabilities, including planned liabilities, as they fall due.

The policy of only approving commitments from available income provides the flexibility to ensure the long-term viability of the charity despite previous reductions in investment values that occurred at the start of the pandemic. 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) 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, managed investment income and interest.

As part of the review of charities, a detailed review of the historic governing documents of the charity identified that the charity does not have the power of accumulation required to allocate incoming funds to the expendable endowment. As such the policy for recognising income and available expenditure for the current period has been updated to provide more reliable and relevant information that income received is unrestricted, and that all available unrestricted funds are spent on charitable purposes.

However, it is not practicable to amend this recognition over a longer period of time as it would require significant administrative time and cost which would outweigh the benefit and understanding provided to the users of the accounts, given that expenditure out of the expendable endowment has historically been at a similar level to the income received and therefore the net impact on the funds held would be unlikely to be significant.

(e) 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 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, however the costs of bursaries administration, incurred by the City of London Corporation, are charged to the charity.

Officers of the City Corporation provide additional administrative assistance to the charity when required. From 1 April 2021, the City Corporation, as Trustee, has taken a decision to seek full reimbursement for administration fees incurred on behalf of the charity.

(f) 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.

(g) 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 are valued at bid-price. Gains and losses for the year on investments held as fixed assets are included in the Statement of Financial Activities.

(h) 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 permanent endowment.

Expendable endowment fund – this fund consists of funds that are expendable as a result of the charity's governing Scheme. 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 funds – these funds can be used in accordance with the charitable objects at the discretion of the Trustee and include income generated by assets held within the expendable endowment fund.

(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

	Unrestricted funds 2020/21 £	Restricted funds 2020/21 £	Endowment funds 2020/21 £	Total 2020/21 £
Charity 1 - CLSG Bursary Fund				
Donations and legacies	292,469	112,039	-	404,508
City of London Corporation match-funding	355,471	-	-	355,471
Total	647,940	112,039	-	759,979

	Unrestricted funds 2019/20 £	Restricted funds 2019/20 £	Endowment funds 2019/20 £	Total 2019/20 £
Charity 1 - CLSG Bursary Fund				
Donations and legacies	-	97,994	449,729	547,723
City of London Corporation match-funding	-	-	354,488	354,488
Total	-	97,994	804,217	902,211

Voluntary income consists of donations from individuals and organisations which are then match-funded by the City of London Corporation up to a maximum of 2.5% of tuition fee income. The match-funded value is included within Note 15 Related Party Transactions.

3. INCOME FROM INVESTMENTS

	Unrestricted funds 2020/21 £	Unrestricted funds 2019/20 £
Charity 1 - CLSG Bursary Fund		
Investment income	166,219	152,547
Interest	5,339	2,174
Total	171,558	154,721
Charity 2 - CLSG Scholarships and Prizes Fund		
Investment income	3,566	3,273
Interest	475	252
Total	4,041	3,525
Charities 1 & 2 total		
Investment income	169,785	155,820
Interest	5,814	2,426
Total - charities 1 and 2	175,599	158,246

4. OTHER INCOME

	Endowment funds 2020/21 £	Endowment funds 2019/20 £
Charity 1 - CLSG Bursary Fund		
Sponsorship	-	500
Total	-	500

5. EXPENDITURE ON CHARITABLE ACTIVITIES

	Unrestricted Direct costs £	Support costs £	Restricted Direct costs £	Endowment Direct costs £	Total 2020/21 £
Charity 1 - CLSG					
Bursary Fund					
Bursaries awarded	721,624	5,508	107,493	-	834,625
Ancillary costs of education	8,798	-	-	-	8,798
Total	730,422	5,508	107,493	-	843,423
Charity 2 - CLSG					
Scholarships and Prizes Fund					
Prizes	2,249	-	-	-	2,249
Total	2,249	-	-	-	2,249
Charities 1 & 2 total					
Bursaries awarded	721,624	5,508	107,493	-	834,625
Ancillary costs of education	8,798	-	-	-	8,798
Prizes	2,249	-	-	-	2,249
Total	732,671	5,508	107,493	-	845,672

5. EXPENDITURE ON CHARITABLE ACTIVITIES (CONTINUED)

	Unrestricted Direct costs £	Restricted Direct costs £	Endowment funds Direct costs £	Support costs £	Total 2019/20 £
Charity 1 - CLSG Bursary Fund					
Bursaries awarded	154,721	97,994	565,283	2,754	820,752
Ancillary costs of education	-	-	6,491	-	6,491
Total	154,721	97,994	571,774	2,754	827,243
Charity 2 - CLSG Scholarships and Prizes Fund					
Prizes	1,740	-	-	-	1,740
Total	1,740	-	-	-	1,740
Charities 1 & 2 total					
Bursaries awarded	154,721	97,994	565,283	2,754	820,752
Ancillary costs of education	-	-	6,491	-	6,491
Prizes	1,740	-	-	-	1,740
Total	156,461	97,994	571,774	2,754	828,983

Charitable activities consist of 53 bursaries (2019/20: 50) and 25 prizes (2019/20: 24) awarded to individuals during the year. Further ancillary costs of education, noted above, were for the provision of uniforms and school trips.

6. EXPENDITURE ON RAISING FUNDS

	Endowment Funds 2020/21 £	Endowment Funds 2019/20 £
Charity 1 - CLSG Bursary Fund		
125th year celebration concert	-	66,236
Total	-	66,236

7. AUDITOR'S REMUNERATION

BDO LLP 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. From 2021/22 the City Corporation, as Trustee, has taken a decision to seek reimbursement for the audit fee incurred from each of its charities. In 2020/21, no audit fee was recharged (2019/20: nil).

No other services were provided to the charity by its auditors during the year (2019/20: nil).

8. TRUSTEE'S 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 2020/21 (2019/20: nil).

9. 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:

	Total 31 March 2021 £	Total 31 March 2020 £
Charity 1 - CLSG Bursary Fund		
Market value 1 April	3,235,046	3,974,864
Gain / (Loss) for the year	795,429	(739,817)
Market value 31 March	4,030,475	3,235,047
Units held in Charities Pool	455,833	455,833
Charity 2 - CLSG Scholarships and Prizes Fund		
Market value 1 April	69,402	85,273
Gain / (Loss) for the year	17,064	(15,872)
Market value 31 March	86,466	69,401
Units held in Charities Pool	9,779	9,779
Total charities 1 and 2:		
Total market value 31 March	4,116,941	3,304,448
Total cost 31 March	1,765,156	1,765,156
Total units held in Charities Pool	465,612	465,612

9. INVESTMENTS (CONTINUED)

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

	Total 31 March 2021	Total 31 March 2020
	£	£
Equities	3,841,106	2,934,350
Pooled Units	218,198	237,920
Cash held by Fund Manager	57,637	132,178
Total	4,116,941	3,304,448

10. DEBTORS – AMOUNTS FALLING DUE WITHIN ONE YEAR

	Total 31 March 2021	Total 31 March 2020
	£	£
Charity 1 - CLSG Bursary Fund		
Sundry debtors	1,902	20,036
Amounts due from HMRC for Gift Aid	56,005	19,345
Total	57,907	39,381

Note: for charity 2, debtors at 31 March 2021 were nil (31 March 2020: nil).

11. CREDITORS – AMOUNTS DUE WITHIN ONE YEAR

	2021	2020
	£	£
Charity 1 - CLSG Bursary Fund		
Bursaries awarded	296,820	250,428
Receipts in advance	21,135	12,931
Total	317,955	263,359

	2021	2020
	£	£
Charity 1 - bursaries awarded analysis within creditors:		
Commitments at 1 April	250,428	262,417
Commitments made in the year	829,116	817,998
Amounts paid in the year	(782,724)	(829,987)
Commitments at 31 March	296,820	250,428

Note: for charity 2, creditors at 31 March 2021 were nil (31 March 2020: nil).

12. ANALYSIS OF NET ASSETS BY FUND

At 31 March 2021					Total at 31 March 2021	Total at 31 March 2020
	Unrestricted	Restricted	Endowment Funds			
			Permanent	Expendable		
Charity 1 - CLSG Bursary Fund	£	£	£	£		£
Fixed assets - investments	-	-	53,061	3,977,414	4,030,475	3,235,047
Current assets	83,568	154,546	-	709,376	947,490	803,992
Current liabilities	-	-	-	(317,955)	(317,955)	(263,359)
Total	83,568	154,546	53,061	4,368,835	4,660,010	3,775,680
Charity 2 - CLSG Scholarships and Prizes Fund						
Fixed assets - investments	-	-	-	86,466	86,466	69,401
Current assets	3,577	-	-	37,910	41,487	39,665
Total	3,577	-	-	124,376	127,953	109,066
Total (charities 1 and 2)	87,145	154,546	53,061	4,493,211	4,787,963	3,884,746
At 31 March 2020					Total at 31 March 2020	Total at 31 March 2019
	Unrestricted	Restricted	Endowment Funds			
			Permanent	Expendable		
Charity 1 - CLSG Bursary Fund	£	£	£	£		£
Fixed assets - investments	-	-	42,589	3,192,458	3,235,047	3,974,864
Current assets	-	-	-	803,992	803,992	639,097
Current liabilities	-	-	-	(263,359)	(263,359)	(262,417)
Total	-	-	42,589	3,733,091	3,775,680	4,351,544
Charity 2 - CLSG Scholarships and Prizes Fund						
Fixed assets - investments	-	-	-	69,401	69,401	85,273
Current assets	1,785	-	-	37,880	39,665	37,880
Total	1,785	-	-	107,281	109,066	123,153
Total (charities 1 and 2)	1,785	-	42,589	3,840,372	3,884,746	4,474,697

13. MOVEMENT IN FUNDS

TOTAL MOVEMENT IN FUNDS

At 31 March 2021	Total 1 April 2020	Income	Expend-iture	Gains & (losses)	Transfers	Total 31 March 2021
£	£	£	£	£		£
Endowment funds:						
Expendable	3,840,372	-	-	802,839	(150,000)	4,493,211
Permanent	42,589	-	-	10,472	-	53,061
Restricted funds:						
11+ Tower Hamlets Bursaries (7 years)	-	29,010	(29,010)	-	-	-
11+ Bursaries (5 years)	-	22,528	(22,528)	-	-	-
Lower Sixth Bursaries (2 years)	-	30,849	(30,849)	-	-	-
Sixth Form Bursaries (up to 2 years)	-	-	-	-	150,000	150,000
Sixth Form STEM Bursaries (1 or 2 years)	-	14,606	(14,606)	-	-	-
11+ Bursaries (7 years)	-	5,500	(5,500)	-	-	-
Pupils from single parent families	-	5,000	(5,000)	-	-	-
Existing pupils facing financial hardship	-	4,546	-	-	-	4,546
Unrestricted fund	1,785	823,539	(738,179)	-	-	87,145
Total funds	3,884,746	935,578	(845,672)	813,311	-	4,787,963
At 31 March 2020	Total 1 April 2019	Income	Expend-iture	Gains & (losses)	Transfers	Total 31 March 2020
£	£	£	£	£		£
Endowment funds:						
Expendable	4,422,368	804,717	(640,764)	(745,949)	-	3,840,372
Permanent	52,329	-	-	(9,740)	-	42,589
Restricted funds:						
11+ Tower Hamlets Bursaries (7 years)	-	28,818	(28,818)	-	-	-
11+ Bursaries (5 years)	-	26,712	(26,712)	-	-	-
Lower Sixth Bursaries (2 years)	-	23,058	(23,058)	-	-	-
Bursaries (1 or 2 years)	-	14,000	(14,000)	-	-	-
11+ Bursaries (7 years)	-	5,406	(5,406)	-	-	-
Unrestricted fund	-	158,246	(156,461)	-	-	1,785
Total funds	4,474,697	1,060,957	(895,219)	(755,689)	-	3,884,746

MOVEMENT IN FUNDS OF CHARITY 1 - CLSG BURSARY FUND

At 31 March 2021	Total 1 April 2020 £	Income £	Expend- iture £	Gains & (losses) £	Transfers £	Total 31 March 2021 £
Endowment funds:						
Expendable	3,733,091	-	-	785,745	(150,000)	4,368,836
Permanent	42,589	-	-	10,472		53,061
Restricted funds:						
11+ Tower Hamlets Bursaries (7 years)	-	29,010	(29,010)	-	-	-
11+ Bursaries (5 years)	-	22,528	(22,528)	-	-	-
Lower Sixth Bursaries (2 years)	-	30,849	(30,849)	-	-	-
Sixth Form Bursaries (up to 2 years)	-	-	-	-	150,000	150,000
Sixth Form STEM Bursaries (1 or 2 years)	-	14,606	(14,606)	-	-	-
11+ Bursaries (7 years)	-	5,500	(5,500)	-	-	-
Pupils from single parent families		5,000	(5,000)	-	-	-
Existing pupils facing financial hardship	-	4,546	-	-	-	4,546
Unrestricted fund	-	819,498	(735,930)	-	-	83,568
Total funds - charity 1	3,775,680	931,537	(843,423)	796,217	-	4,660,010

At 31 March 2020	Total 1 April 2019 £	Income £	Expend- iture £	Gains & (losses) £	Transfers £	Total 31 March 2020 £
Endowment funds:						
Expendable	4,299,215	804,717	(640,764)	(730,077)	-	3,733,091
Permanent	52,329	-	-	(9,740)	-	42,589
Restricted funds:						
11+ Tower Hamlets Bursaries (7 years)	-	28,818	(28,818)	-	-	-
11+ Bursaries (5 years)	-	26,712	(26,712)	-	-	-
(2 years)	-	23,058	(23,058)	-	-	-
Bursaries (1 or 2 years)	-	14,000	(14,000)	-	-	-
11+ Bursaries (7 years)	-	5,406	(5,406)	-	-	-
Unrestricted fund	-	154,721	(154,721)	-	-	-
Total funds - charity 1	4,351,544	1,057,432	(893,479)	(739,817)	-	3,775,680

MOVEMENT IN FUNDS OF CHARITY 2 - CLSG SCHOLARSHIPS AND PRIZES FUND

At 31 March 2021	Total 1 April 2020 £	Income £	Expend- iture £	Gains & (losses) £	Transfers £	Total 31 March 2021 £
Endowment funds:						
Expendable endowment	107,281	-	-	17,095	-	124,376
Unrestricted fund	1,785	4,041	(2,249)	-	-	3,577
Total funds - charity 2	109,066	4,041	(2,249)	17,095	-	127,953

At 31 March 2020	Total 1 April 2019 £	Income £	Expend- iture £	Gains & (losses) £	Transfers £	Total 31 March 2020 £
Endowment funds:						
Expendable endowment	123,153	-	-	(15,872)	-	107,281
Unrestricted fund	-	3,525	(1,740)	-	-	1,785
Total funds - charity 2	123,153	3,525	(1,740)	(15,872)	-	109,066

A gain of £812,493 (2019/20: a loss of £755,689) occurred on investments, based on valuations as at 31 March 2021. 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. Most of the losses that occurred have now reversed although valuations have not yet fully recovered to the levels seen in October 2019.

Purpose of endowment funds

The permanent endowment fund is held in perpetuity as a capital fund to generate income for the activities of the charity. This consists of one scholarship and prize fund identified within the governing scheme, to be held by charity 1.

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, scholarships and prizes in accordance with the objectives of the charity. This consists of the seven scholarships and prizes funds identified in the charity's governing Scheme.

Purpose of restricted funds

The following restricted funds are held within charity 1:

11+ Tower Hamlets Bursaries (7 years) – donations were received to fund full or partial bursaries for one or more resident in the London Borough of Tower Hamlets in year 7 for their studies up to and including year 13.

11+ Bursaries (5 years) – donations were received to fund full or partial bursaries for one or more pupils in year 7 for their studies up to and including year 11.

Lower Sixth Bursaries (2 years) – donations were received to fund full or partial bursaries for one or more pupils in the lower sixth for the duration of their studies in the sixth form.

Sixth Form Bursaries (up to 2 years) – donations were received to help existing pupils who otherwise would be unable to continue at the school.

Sixth Form STEM Bursaries (1 or 2 years) – donations were received to fund full or partial bursaries for one or pupils in lower or upper sixth studying subjects related to science, technology, engineering or mathematics.

11+ Bursaries (7 years) – donations were received to fund full or partial bursaries for one or more pupils in year 7 for their studies up to and including year 13.

Pupils from single parent families – donations were received to fund full or partial bursaries for pupils from single parent families.

Existing pupils facing financial hardship – donations were received to help pupils whose parents are experiencing financial difficulties to continue their education at the school.

Purpose of unrestricted funds

These funds can be used in accordance with the charitable objects at the discretion of the Trustee and include income generated by assets held within the endowment funds.

14. NOTE TO THE STATEMENT OF CASH FLOWS

Reconciliation of net income to net cash inflow from operating activities:

	2020/21 £	2019/20 £
Net (expenditure)/income for the reporting period as per the Statement of Financial Activities	903,217	(589,951)
Adjustments for:		
Dividends, interest and income from investments	(175,599)	(158,246)
Losses / (gains) on investments	(812,493)	755,689
Decrease in debtors	(18,526)	14,482
Increase in creditors	54,596	942
Net cash provided by / (used in) operating activities	(48,805)	22,916

Analysis of cash and cash equivalents

	2020/21 £	2019/20 £
Cash in hand	931,070	804,276
Total cash and cash equivalents	931,070	804,276

15. 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.

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

Related party	Connected party	2020/21 £	2019/20 £	Detail of transaction
City of London Corporation	The Trustee of the charity	355,471	354,488	Match-funding up to a maximum of 2.5% of tuition fee income
Charities Pool	The Trustee of the charity	169,785	155,820	Distribution from the Charities Pool
City of London Corporation	The Trustee of the charity	(5,508)	(2,754)	Bursary administration costs

REFERENCE AND ADMINISTRATION DETAILS

CHARITY NAMES & NUMBERS: City of London School for Girls Bursary Fund (276251; charity 1) incorporating City of London School for Girls Scholarships and Prizes Fund (276251-5; charity 2).

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

Caroline Al-Beyerty - The Chamberlain of the City of London Corporation (appointed 1 May 2021)

Dr Peter Kane – The Chamberlain of the City of London Corporation (retired 30 April 2021)

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., PO 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.

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