



Academic and Personnel Committee of the Board of Governors of the City of London Freeman's School

Date: WEDNESDAY, 12 MAY 2021
Time: 10.00 am
Venue: VIRTUAL MEETING – ACCESSIBLE REMOTELY

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

Enquiries: Polly Dunn
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Accessing the virtual public meeting

Members of the public can observe this virtual public meeting via YouTube at the following link <https://youtu.be/z1z1wNCge2A>.

Meeting Recordings

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

John Barradell
Town Clerk and Chief Executive

AGENDA

Part 1 - Public Agenda

1. **APOLOGIES**

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

3. **MINUTES**

To agree the public minutes and summary of the meeting held on 21 January 2021.

For Decision
(Pages 5 - 6)

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

Report of the Headmaster.

For Decision
(Pages 7 - 38)

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

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

7. **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

8. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 21 January 2021.

For Decision

(Pages 39 - 44)

9. **OUTSTANDING ACTIONS**
Report of the Town Clerk.

For Information
(Pages 45 - 46)

10. **REPORT FROM HEADMASTER**
Report of the Headmaster.

For Information
(Pages 47 - 102)

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

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

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**ACADEMIC AND PERSONNEL COMMITTEE OF THE BOARD OF GOVERNORS
OF THE CITY OF LONDON FREEMEN'S SCHOOL
Thursday, 21 January 2021**

Minutes of the meeting of the Academic and Personnel Committee of the Board of Governors of the City of London Freeman's School held virtually on Thursday, 21 January 2021 at 10.15 am

Present

Members:

Andrew McMillan (Chairman)
Deputy Philip Woodhouse (Deputy Chairman)
Deputy Roger Chadwick
Nicholas Goddard
Tracey Graham
Michael Hudson
Deputy Elizabeth Rogula
Gillian Yarrow

Officers:

| | | |
|-----------------|---|---|
| Roland Martin | - | Headmaster of the City of London Freeman's School |
| Stuart Bachelor | - | City of London Freeman's School |
| Paul Bridges | - | City of London Freeman's School |
| Polly Dunn | - | Town Clerk's Department |
| Joseph Anstee | - | Town Clerk's Department |
| Rhiannon Leary | - | Town Clerk's Department |

1. APOLOGIES

Apologies were received from Councillor Chris Townsend.

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

There were none.

3. MINUTES

The public minutes and summary of the meeting held on 4 November 2020 were approved as a correct record.

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 were no urgent items.

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

7. **NON-PUBLIC MINUTES**

The non-public minutes of the meeting held on 4 November 2020 were approved as a correct record.

8. **OUTSTANDING ACTIONS**

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

9. **REPORT OF THE HEADMASTER**

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

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

There were no questions.

11. **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 11.33 am

Chairman

Contact Officer: Polly Dunn
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| | |
|---|------------------------|
| Committee | Dated: 12052021 |
| Academic and Personnel Committee of the Board of Governors of the City of London Freeman’s School | |
| Subject: Deputy Head’s Report on Policies | Public |
| Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly? | 1d, 3c |
| 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: Roland Martin, Headmaster | For Decision |
| Report author: Stuart Bachelor, Deputy Head | |

Summary

This report is for Governor engagement and decision.

- a) Background
- b) Recommendation

Recommendation(s)

Members are asked to:

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

Main Report

a) Background

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

Appendix 1: Teachers Professional Development Policy

Appendix 2: Single Central Register Policy

Appendix 3: Equality, Diversity and Inclusion Policy

3. The Teachers Professional Development Policy is non-statutory and, as a new policy, is presented without track changes. Once approved in its initial version, it will, going forwards, be reviewed at SLT level. Governors will already be aware of the School's strategic focus on developing its staff.

4. The Single Central Register records the pre-recruitment checks that help to ensure that our employees are safe to work around children. It is critical that this extremely important document is complete and accurate. We have procedures to ensure this, which are documented in this (non-statutory) Policy. The lone amendment is presented in track changes.

5. The Equality, Diversity and Inclusion Policy is a new, non-statutory policy. It is proposed that it be reviewed biennially by this Committee.

b) Recommendation

FOR DECISION

5. It is recommended that Governors approve these policies.

Appendices

- *Appendix 1: Teachers Professional Development Policy*
- *Appendix 2: Single Central Register Policy*
- *Appendix 3: Equality, Diversity and Inclusion Policy*

Stuart Bachelor

Deputy Head

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Teachers Professional Development Policy

for both the Junior School and Senior School

| | |
|--|--|
| Version number | 1.0 |
| Name and appointment of owner / author | James Felgate, Director of Learning, Teaching and Innovation |
| Review Body | Senior Leadership Team, Academic & Personnel Committee (initial approval only) |
| Last updated | 22 nd January, 2021 |
| Reason for update | n/a- new policy |
| Last reviewed by SLT | January 2021 |
| Last reviewed by Governors | n/a- new policy |
| Next SLT review due | January 2023 |
| Next Governor review due | 12 th May 2021 |
| Where available | Staff Handbook (Freemen's Staff SharePoint site) |



Teachers' professional development policy

Aims of the policy

Professional Development is important and expected at Freeman's. This policy outlines the development process for staff and the continued professional learning opportunities available to them throughout the year.

Principles of Freeman's professional development

- Everyone develops their professional practice;
- Staff members are responsible for their own professional development; they 'own' the process and ensuring they do so effectively is the responsibility of their Line Manager;
- All colleagues should seek feedback as an essential way of identifying strengths and areas of development.

Purpose

The purpose of our professional development programme at Freeman's is to ensure that the School community embarks on a cyclical development journey that supports the School in meeting the aims of the strategic intent and their own teaching practice.



- Curriculum Leaders Development Plan (CLDP) – Curriculum Leaders set out their targets for the year ahead which links directly to the Strategic Intent, Big 5 and review of the previous year's objectives. The Curriculum Leader will review this throughout the year by identifying success criteria and an action plan, which is supported by a mid-year review;
- Professional Development aims – once the CLDP has been completed, this should feed into the professional development aims of all members of staff;
- Continued Professional Learning/Feedback – throughout the year, colleagues will take part in a variety of professional learning opportunities and seek feedback on their targets through a mid-year review, which a number of evidence channels filter into;
- Evaluation and review – at the end of the year, staff reflect on their CLDP and professional development aims and evaluate their success through the evidence gathered.

Professional development

When completing professional development, line managers should use the coaching conversations guidance to support their discussions. Although the process has been split into three coaching conversations throughout the year, the more coaching conversations line managers can engage with the better. Regularly reminding staff of their professional development targets at department meetings, feedback sessions after completing Blinks or classroom visits or more casual conversations at break or lunch. This is an ongoing, reflective learning process where talking about teaching and development is encouraged.

Principles

- The teacher should always be involved in their professional development process;

- Ongoing dialogue between the reviewer and the teacher creates motivation towards target completion;

It's a joint effort between the teacher and line manager, but the teacher makes the decision, whereas the line manager is there to facilitate. Process

- Coaching conversation one - each teacher should set their aims for the forthcoming academic year in September, in consultation with their line manager;
- The teacher completes a number of CPL opportunities;
- Coaching conversation two is requested by the teacher and held with their line manager in Half Term 3. The line manager shares the progress of their department with the second reviewer (SLT line manager);
- Coaching conversation three called by the teacher in May/June;
- Completed form sent to second reviewer by the end of June.

The following relationship should exist between teacher and line manager –

Instead of this...

Annual
Fits all
Past
Hierarchy
Talking about
Prove



Do this...

Ongoing
Fits one
Future
Collaborative
Talking with
Improving

Setting professional development aims

Teachers should use the previous year's feedback to reflect critically on their own practice and decide on at least two development aims, which are agreed with their line manager in September.

- **Developmental aims should:**
 - Begin with 'To develop my ...';
 - Be substantial for the teacher, significant for the school and aspirational for both;
 - Be realistic and attainable;
 - Be informed by the School and the department's aims;
 - Be approved by your line manager.
- **Professional development aims should consist of –**
 - **Teaching Aim** – Teachers should set themselves one teaching aim.
 - **Second Aim** – Appropriate line managers (e.g. SLT or Heads of Year) can give guidance on this second aim, which is either focussed on the staff member's:
 - **Leadership role** - if the teacher has a leadership position (SLT, HODs and HoYs);
 - **Pastoral role** – if the teacher would like to develop their pastoral skills

- **Additional aim** – may be agreed, but is not expected (if the two above are significant they will be challenging enough). If a third aim is desired it could be on any aspect of the staff member's role.
 - **Teaching aim**
 - **Good example** – To develop my ability to provide feedback in the classroom through formative assessment approaches. I will develop my understanding and the impact of whole class feedback, low stakes assessment and use of a visualiser in order to reduce my marking load
 - **Bad example** – attend meetings to learn new approaches, read a book on assessment, go on a course etc.

Professional development actions and success criteria

Actions - the actions are the 'to do' list or 'next steps' necessary to achieve the aims. Actions may be refined during the course of the cycle. Examples include –

- CPL opportunities
- Staff and student feedback
- Classroom visits
- In some cases, it may be helpful to think of sequential actions e.g. i) identify ii) implement iii) evaluate.

Success criteria – what will the staff member look like as a teaching professional after they have achieved this aim? Examples include –

- I will be using whole class feedback and the use of a visualiser to make a real difference to student outcomes at least once a fortnight
- My knowledge of the course will be strong and I will be able to provide challenge to students at the top end. I will also be able to deliver CPL opportunities to my colleagues on course content

Feedback

Throughout the year, there are many occasions where staff can receive feedback.

- How is feedback provided?
 - It is up to the teacher but pro forma templates are included in Professional Development folder:
 - Self-assessment
 - HOD and other manager(s)
 - Students – a range can be selected by the teacher across their groups. This can be through exit tickets, surveys, 1-1 discussions, anonymous Q and A
 - Classroom visits, Learning walks and Blinks are collected over the year by the teacher
 - Exit ticket or other forms of feedback after leading a CPL session

- What are the criteria?
 - Behaviours - [Professional expectations of all staff at Freeman's](#)
 - Competencies - [Teacher standards](#)
 - For HODs – [Responsibilities of a HOD](#)
 - For HOYS – Responsibilities of a HOY
 - For tutors – Responsibilities of a Tutor
- Storage of feedback
 - Staff members are responsible for storing their feedback and bringing this to their professional development meetings. There is a folder for each staff member on SharePoint to keep all of the necessary feedback documents

Points of order

- Staff members new to Freeman's will be expected to start a Professional Development cycle in the first September after they start. i.e. someone joining in May would wait until September to begin;
- Trainee teachers and NQT's will be expected to complete a Professional Development cycle but may choose to align this with their training;
- HoDs/CL's will be the main reviewers for all staff members, regardless of their other responsibilities. The only exception is SLT, who should discuss their teaching aim with their HoD but complete their professional development form with their line manager.
- Staff members should seek feedback on all their substantive roles e.g. teacher, Form Tutor, HOY and other responsibilities.
- The second reviewer is likely to be the line manager's manager and they should ensure the process is completed appropriately.

Coaching conversations

Staff members will reflect on the extent to which they have successfully achieved their actions and overall development aim. It is a time to register what has gone well and adjust action plan as needed. This should be written up before the meeting with the Line Manager. Staff members may also list other professional achievements beyond the aim into the document to ensure that the hard work and training they have committed to has been recognised.

Roles

The following roles need to be established in order to ensure that the cycle of professional development for all colleagues is successful. If you are a member of SLT or a middle leader you will take on two roles. If you are a teacher, you will take on one role.

Line managers should not wait until professional development meetings to raise any performance concerns, but should instead raise them at the time the issue arises (for advice see *E2 Managing People Policy* in the Staff Handbook).

Line manager (SLT) – the role of the line manager is to ensure the Head of Department/Curriculum Leader complete the following –

- The CLDP and Governor report is completed on time;
- Complete their own professional development aims;
- Challenge the evidence collected to demonstrate their development and ensure that the staff member has received sufficient feedback across all their roles;
- Ensure the aims are substantial, significant and aspirational;
- Write their comments about progress towards the aim after the review;
- The HoD has completed their professional development aims for all colleagues in their department and this is directly linked to their CLDP and is reflective of their experience and skill set;
- Ensure the mid-year review is successfully completed and ongoing support is provided to the HoD/CL through feedback, ensuring there is attendance at all CPL sessions throughout the year;
- Ensure the end of year evaluation is completed successfully and support planning for the following year's cycle is put in place.

Head of Department/Curriculum Lead – his/her role is to ensure that his/her team of teachers develops at a manageable pace with the appropriate level of challenge and support –

- The CLDP and Governor report is completed on time;
- Complete their own professional development aims, as well as ensuring it is completed for colleagues in their department. This is directly linked to their CLDP and is reflective of their experience and skill set;
- Question the evidence base collected and ensure that the staff member has received sufficient feedback across all their roles;
- Ensure the aims are substantial, significant and aspirational;
- Write their comments about progress towards the aim after the review;
- Complete a mid-year review on all members of department, following up on success criteria and actions set out at the beginning of the professional development process;
- Share any concerns regarding the process with their Line manager;
- Ensure the end of year evaluation is completed successfully and the planning has started for the following year's cycle.

Teachers – the teacher's role is to set SMART targets which are challenging, rewarding and link directly to the CLDP

- Complete professional development aims and set out success criteria and action points for the aim to be completed;
- Attend the various CPL sessions to ensure your aim is met;
- Complete a self-reflective mid-year review, following up on success criteria and actions set out at the beginning of the professional development process;
- Share any concerns regarding the process with their Line Manager;
- Ensure the end of year evaluation is completed successfully and start planning for the following year's cycle.

Continued Professional Learning Programme

The Programme ensures that every member of staff at the City of London Freeman's School has access to a wide range of learning opportunities. The programme on offer is bespoke to each staff member, based on their professional development aims.

As a guide teachers are expected to undertake **a minimum of six hours of School CPL and six hours of independent CPL (internal and/or external)**. Whilst we expect that most staff are engaged in many more hours than this, we believe that this is the minimum expectation to ensure that they are investing fully in their own professional development. As such, they can expect provisions from the school to support them in achieving at least the 12 hours. The 12 hours can come in many forms and the list can be found in the CPL log.

The training offered varies from school-based INSET days, research projects, one to one coaching and mentoring and twilight training sessions based around specific classroom pedagogy. It includes support for on-going study, including funding support for Master's qualifications and other professional certificates. There is support for colleagues at all stages of their careers, from the Graduate Teacher to those colleagues preparing for senior leadership.

We believe the best professional development teachers can undertake happens in school, and at Freeman's we have a number of excellent new and experienced teachers working collaboratively to become the best practitioners they can.

Aims of the Programme

- All training to reflect the aims and values of the school;
- To ensure that every member of staff at Freeman's develops as a professional whilst they are at the School;
- To give colleagues choice in the priorities they choose for their professional development;
- To ensure that staff development complements school development, giving colleagues the chance to shape school practice;
- To create a professional development system that is not paperwork or accountability heavy – but does improve student and teachers learning;
- Provide varied and high-quality training for all student teachers, unqualified teachers, graduate assistants, graduate teachers, NQTs and NQT+1's;
- To provide regular lesson observations/classroom visits and informal support from colleagues both inside and outside the department;
- Identify what the School can and will do to help them make an effective contribution and develop their own career in the most positive way at Freeman's;

- Ensure staff are aware of appropriate statutory processes and regulations necessary for them to carry out their job
- Create a system where we can not only train and support our staff, but also monitor and evaluate effectiveness of all training across the school;
- Successfully induct all new staff, ensuring training is of a high quality and allows members of staff to feel supported and ready to have the biggest impact on Freemen's students.

At Freemen's, we regard professional development as having the biggest impact on Learning and Teaching. Learning at Freemen's is exciting, full of opportunities for independence, achievement and enjoyment. We have a strong focus on ensuring every student under our care receives the best educational experiences possible, which not only leads to fantastic results, but ensures that students leave with the skills that will allow them to succeed in the dynamic modern world.

CPL programme

| Group | Focus | Who is this for? |
|---|---|--|
| Twilight CPL | Staff should pick a session of their choice. There is something for everyone. | All staff |
| Learning and Teaching breakfast club | An opportunity for staff to get together over breakfast and talk all things Learning and Teaching. Nothing to prepare, just bring along an idea, share some effective practice or talk about CPL. | All staff (optional) |
| IT drop in sessions | A drop in session aimed at answering any questions you may have about IT and digital tools in the classroom. These sessions may have a theme or give a demonstration of a particular piece of software. | All staff (optional) |
| Teacher Link Programme | Our Teacher Link Programme focuses on bringing teachers together to create better learning opportunities for all students | All staff (optional) |
| Developing Leadership through Partnership | A new initiative that provides teaching staff with the opportunity of developing their leadership skills, through the completion of an improvement project in other school settings | All staff (optional) |
| The Enquiring Teachers Programme | The Enquiring Teachers Programme provides an opportunity for collaboration and partnership between professional educators. The programme is a professional learning opportunity that allows all staff to put research into action on a variety of school themes. | All staff via application |
| Teaching and Learning Committee | The TLC represent the staff body on all matters relating to the quality of Learning and Teaching in the school. The meetings run half-termly, which focus on CPL opportunities, technology, L&T themes and to provide an opportunity to share or complete research. | One member from each department should attend each meeting |
| NQT training | All NQTs are expected to attend these sessions. These sessions cover many areas of classroom practice and whole school responsibilities. | All NQTs |

| | | |
|-----------------------------------|--|---|
| NQT+1/Excellent Teacher programme | Teachers in their second year are given ongoing support. These sessions run half-termly and are based on individual strengths and areas to improve on following their NQT year. The meetings also focus on ensuring that the NQT+1 is given the necessary support to be able to confidently follow school policy and routines. | All NQT+1 must attend/open to all staff |
| Middle Leadership | The course is aimed at any teacher who is currently in a middle leadership position or someone who is considering taking on a leadership role in the future. Teachers are able to discuss leadership skills and approaches, as well as reflect on their own professional development. | Current staff in leadership roles or staff who are aspiring middle leaders (optional) |
| Student Learning Team | An opportunity to take into account students' views on learning and teaching, giving us a better understanding of students' needs in the classroom. | Members of the student learning team |
| GA/ITT training | These sessions are for all staff members who are Graduate Assistants or unqualified members of teaching staff. Staff members will cover aspects of learning and teaching that will allow them to start making a difference in the classroom, giving them the confidence to teach and undertake ITT. | All Graduate Assistants, unqualified staff and staff currently undertaking ITT |
| New staff breakfast catch up | A catch up breakfast for new staff, buddies and mentors to allow them opportunities to share their experiences and address any questions or concerns | New staff, buddies, and mentors |

Other in School opportunities

Finding out about training

Information may come from a variety of sources; literature in the Common Room, passed down by Heads of Department or recommended by senior leaders. If you have specific training needs but do not know where to access information, please ask the Deputy Head or Deputy Head Academic for advice.

Quality of training

It is worth taking advice on courses from HODs or SLT. Some courses are very generic or aimed primarily at the state sector and so are not useful. Organisations such as HMC Professional Development and BSA provide a range of excellent courses for staff in independent schools. It may be that some expertise can be delivered "in house" by trained staff – e.g. IWB training can be given to a high level by a number of colleagues. In addition, it may make more financial sense for a trainer to come to School and train a number of colleagues at the same time.

General courses

- Staff Induction - All staff joining the School will undergo an induction programme designed to equip them with all the skills they need to approach their role with confidence. Induction will be spread across a number of sessions and a number of weeks and will encompass a number of different aspects such as Safeguarding, Report Writing and the School's annual

whole school events such as Prize Day or City Visit. Support staff will often undergo a number of City based courses as part of their induction.

- Minibuses - Those wishing to drive a minibus should undergo the MIDAS training organised via the Bursary. This is an externally assessed course leading to a nationally recognised and transferable qualification. Staff should speak to the Bursary Secretary for further details.
- First Aid - First Aid courses are run on a regular basis by the Medical Centre leading to an Emergency First Aider qualification. Colleagues are strongly advised to do this course if they are involved in Games, PE, DofE and boarding. Courses are organised by the Deputy Head's secretary.
- INSET - INSET is organised by the Director of Learning, Teaching and Innovation and covers a wide variety of topics. Staff are welcome to suggest possible courses that might be useful. Optional twilight INSET is arranged on a variety of different subjects both pastoral and academic and staff should attend those they feel are most useful.
- Boarding - The School advises that those involved in boarding attend the BSA course and undertake the Certificate in Profession Practice. An online training session is compulsory for all staff involved in boarding. .
- Safeguarding - All staff receive regular Safeguarding training in line with *Keeping Children Safe in Education* and guidance from Surrey Safeguarding Children Partnership. More advanced training is available for those with a particular interest or area of responsibility and the Deputy Head has details of courses available.
- Further degrees - It may be possible for the School to help finance further qualifications such as Masters degrees or other professional qualifications such as NPQH. Staff should contact the Headmaster in the first instance.



Appendix 1 - Exemplar aims

The below are examples of what a good professional development aim looks like. All are high level and will require 'SMARTification'

- Improve my assessment for learning skills in order to increase student achievement.
- Develop the department's use of data to identify students where interventions are required
- Develop the interventions our department uses to improve student.... engagement, achievement, effort etc.
- Develop my ability to plan and deliver a department strategy
- Improve my ability to coach colleagues/students
- Gain experience in managing a budget
- Develop leadership skills by chairing and developing the department meeting
- Improve the effectiveness of the feedback I give to students, marking less, achieving more
- Become accomplished at Microsoft Teams and lead the department in its use.
- Develop the co-curricular offering of the department to reach out to engage more younger students
- Complete an Enquiring Schools project into the effective strategies for teaching BULBs
- Gain project management experience
- Take the lead on a whole-school initiative to....

Ensuring aims are SMART

- Typical aim
 - Be better at public speaking
- Better if it was SMART
 - To become a better public speaker, demonstrating this through the delivery of effective assemblies to a range of audiences.
- Plan
 - Research what makes a great assembly
 - Work with a colleague whilst they prepare a substantive assembly – discuss their process
 - Work with colleagues to identify assembly topics which complement the School's aims
 - Attend CPL on public speaking

- By the end of the year plan and deliver three assemblies to different Sections of the School, get a colleague to work with me to review how it went.

Appendix 2 - Exemplar feedback forms – Student feedback (optional)







Student Feedback Forms

This could be completed by sending to students via a Microsoft form.

| |
|---|
| What do you enjoy about my lessons? |
| How can you learn better in my lessons? |
| How can I support you better in my lessons? |

When asking the students for feedback, think about the following questions?

| | | | |
|--|---|--|--|
| | <i>What are the best things about my lessons?</i> | <i>How would you describe my teaching style in three words?</i> | <i>Is there anything which would make my lessons even better?</i> |
| | <i>How would you describe how you learn best and can you give an example?</i> | <i>What classroom activities most help your learning and progress in this subject? Please explain how and why.</i> | <i>What homework assignments most help your learning and progress in this subject? Please explain how and why.</i> |

| | | | | |
|---|---|--|---|---|
|  <p>High expectations</p> |  <p>Feedback</p> | <p><i>What most interests you about this subject (including lessons and homework)?</i></p> | <p><i>What motivates you to study independently in a focused and effective way in this subject?</i></p> | <p><i>What would further increase your interest and motivation in this subject?</i></p> |
|  <p>Student-led learning</p> |  <p>Creativity</p> | | | |
|  <p>Questioning</p> |  <p>Challenge</p> | | | |

Appendix 3 - Self review – Teacher expectations (optional)

| Expectations of a Freeman's Teacher | | Comment based on evidence |
|---|---|---------------------------|
| Safeguarding | Exceeding Meeting Could do better | |
| Appearance | Exceeding Meeting Could do better | |
| Availability | Exceeding Meeting Could do better | |
| Awareness and use of Freeman's policies | Exceeding Meeting Could do better | |
| Behaviour | Exceeding Meeting Could do better | |
| Collective responsibility | Exceeding Meeting Could do better | |
| Communication | Exceeding Meeting Could do better | |
| Ethics and behaviour | Exceeding Meeting Could do better | |
| Leadership | Exceeding Meeting Could do better | |
| Learner | Exceeding Meeting Could do better | |



| | | |
|------------------------|---|--|
| Planning | Exceeding Meeting Could do better | |
| Use of feedback | Exceeding Meeting Could do better | |

Appendix 4 - Self review – Teacher reflections (optional)

| |
|---|
| What aspects of your teaching give you the most satisfaction? |
| What aspects of your teaching give you the least satisfaction? |
| What tasks within your teaching responsibilities have you performed well and why? |
| What tasks within your teaching responsibilities could you perform more effectively and why? |
| What tasks within your additional responsibilities (e.g. Head of Department, Co-Ordinator) have you performed well and why? |
| Could you perform more effectively in this/these areas of responsibilities? Why? |
| What additional training or support could the School give you? |
| How do you see your career developing? |

| |
|---|
| Which of your skills are not being used? |
| As a tutor, what aspects of the role do you find i) fulfilling ii) frustrating? |
| What are your strengths and weaknesses as a tutor? |
| Do you have any pastoral INSET requirements? |
| Do you have any pastoral targets? Are you happy tutoring the year group you have at the moment? |

Appendix 5 - Self review – Tutor (optional)

Appendix 6 - Self review – Middle/Senior Leader (optional)

| |
|---|
| What aspects of running your team gives you the most satisfaction? |
| What aspects of running your team gives you the least satisfaction? |
| What tasks within your team responsibilities have you performed well and why? |
| What tasks within your team responsibilities could you perform more effectively and why? |
| What additional help, support or training would you like the School to give you in terms of your team responsibilities? |
| How do you see your career developing? |
| Upon which aspects of your work in the Department would you like this review to focus? |

Single Central Register

| | |
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| Issue number | 1.2 |
| Name and appointment of owner / author | Roland Martin, Headmaster |
| Policy monitored by | Anna Atkins, HR Manager |
| Review Body | SLT and Academic & Personnel Committee |
| Last updated | 23 rd April, 2021 |
| Reason for update | periodic review |
| Last reviewed by SLT | April 2021 |
| Last reviewed by Governors | 18/4/18 |
| Next SLT review due | March 2024 |
| Next Governor review due | 12 th May, 2021 |
| Where available | Freemen's Staff SharePoint site, Governor Portal |

Introduction

The Single Central Register (SCR) was introduced as part of the Government's Safeguarding initiative. Schools have been under a duty since 1 April 2007 to maintain an SCR as a consequence of School Staffing Regulations (most recently amended, 2015).

The single central register requires schools to record the dates on which they carry out identity and qualification checks, checks on List 99 (or the Children's Barred List as it is now called) and, where relevant, DBS checks, TRA prohibition from teaching/management checks (including Governors' management checks), medical checks, employment reference checks and also the right to work in the UK checks on all new appointees and staff in post.

Freemen's SCR is held on a secure shared drive between the HR Department and Headmaster's Office, is password protected and is updated daily, weekly and monthly as part of routine data management.

Content

The SCR must contain the following:

- Qualifications, where applicable (at interview or shortly after – date and initials of checker);
- ID checks (taken at interview);
- Enhanced DBS (this can be recorded late but must be applied for before a staff member starts and appropriately risk-assessed and noted if there is a delay). We record when the DBS was first checked and when it was last checked;
- Overseas checks (after offer of employment, for staff who have worked overseas within the last ten years. **This includes an EU professional body check, where relevant**);
- Barred List check (after offer of employment);
- Prohibition from Teaching (teachers, teaching assistants, peripatetic music teachers, coaches with unsupervised contact of children);
- Prohibition from Management (Governors, senior leaders, and anyone with line management responsibilities);
- Right to work in UK (provided by passport if UK/EU, National Insurance number, Visa).

Although not required on the SCR, the following information will also be held to reflect best practice:

- Medical Checks (medical questionnaire, declaration – submitted after offer of employment);

- Details of two references and the date that the second was received (one of these references will always be verbally confirmed).

Management and Review

The management of the SCR is carried out by the HR Manager who may delegate entry for the register to members of her team and the Headmaster's PA. Training should be provided for staff members who input information onto the SCR and any changes to Government or ISI legislation should be communicated to them.

The SCR is inspected at least termly by the Headmaster and Deputy Head, and at least annually by the Safeguarding Governor. Governors are invited and encouraged to inspect the SCR unannounced when visiting the School. A record of scrutiny by SLT and Governors is held with the SCR.

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Equality, Diversity and Inclusion Policy

for both the Junior School and Senior School

| | |
|--|---|
| Version number | 1.0 |
| Name and appointment of owner / author | Sarah Stewart, Head of Sixth Form |
| Review Body | SLT and Academic & Personnel Committee |
| Last updated | 26 th April, 2021 |
| Reason for update | n/a- new policy |
| Last reviewed by SLT | April, 2021 |
| Last reviewed by Governors | n/a- new policy |
| Next SLT review due | April 2022 |
| Next Governor review due | 12 th May, 2021 |
| Where available | School website (unrestricted area), Freeman's Staff SharePoint site, Parent Portal, Governor portal |



Equality, Diversity and Inclusivity (EDI) Policy

Freemen's is a school and community that welcomes and recognizes people from every group in society. We believe that a culturally rich and diverse population benefits all and so, celebrate difference. We appreciate others' thoughts, successes, beliefs and ambitions, in a spirit of inclusivity and tolerance. We consider everyone to be of equal value and commit to provide equal opportunity and equal support to all.

Introduction

This policy applies equally to current and prospective members of the School community, including parents.

This policy is made available on the School website and can be made available on request. All School policies can be made available in large print or other accessible format if required.

The School is committed to a zero-tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under the [Equality Act 2010](#). The protected characteristics are defined as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sex and sexual orientation.

The School is committed to promoting and developing inclusion and equality of opportunity in all its functions and will seek to do this by:

- (a) Communicating its commitment to equality, diversity and inclusivity to all members of its community.
- (b) Ensuring all staff and pupils are aware of the aims of this policy. Each member of the School community is responsible for being alert to and challenging discrimination; embracing diversity; respecting different faiths and beliefs; and upholding equality of opportunity for all.
- (c) Convening the Diversity and Equality committee (staff), and the Diversity Council (students), which work closely together on all matters relating to diversity and equality.
- (e) Demonstrating our zero-tolerance approach to discrimination by taking all allegations seriously.

Legal Framework

Discrimination can take the following forms including:

- (a) Direct Discrimination - This occurs where a person is treated less favourably than others because of their (or a family member's) actual or perceived protected characteristic.
- (b) Indirect Discrimination - This occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic, and which cannot be justified as a proportionate means of achieving a legitimate aim.
- (c) Victimisation - This occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favourably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation.
- (d) Harassment – This is defined as unwanted conduct related to a relevant protected characteristic which has the purpose OR effect of violating an individual's dignity or creating a hostile, humiliating or offensive environment for that individual.
- (e) Disability Discrimination - This includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

Aims and objectives

Through the operation of this policy, and other school policies, we aim to:

- (a) Communicate the School's commitment to the promotion of equal opportunities.
- (b) Foster self-esteem and respect for each person as an individual, and create a positive and inclusive atmosphere where there is a shared commitment to respect diversity and difference, challenge and prevent discrimination and encourage good relations between people so that everyone can feel valued within the School.
- (c) Prepare pupils to be good citizens, living and working in a diverse and multi-cultural society and to take up the responsibility of participation, and to treat all others as we would wish to be treated.
- (d) Prevent and tackle the use of discriminatory or derogatory language and behaviour, and challenge extremist ideas, as part of the school's duty to protect individuals from being radicalised or drawn into terrorism.
- (e) Take reasonable steps to avoid putting disabled individuals at a disadvantage in accordance with the School's disability and reasonable adjustments policy.

- (f) Ensure that there is no unlawful discrimination against any person on any of the grounds listed above.
- (g) Ensure that genuine equality of opportunity is inherent in the education the School offers. The School should clearly demonstrate the unacceptability of attitudes, incidents, taunts or remarks that give offence, intimidate, devalue another's view or opinion, or undermine another's self-esteem.
- (h) Provide and promote positive information about the diversity of UK society.
- (i) Actively challenge discrimination and ensure that all members of the School community learn from these experiences and are confident in challenging or reporting discriminatory behaviour where it occurs.
- (j) Embed inclusivity through all our activities.

To achieve these aims we will:

- (a) Treat every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Policy. The School accepts applications from, and admits, pupils irrespective of any protected characteristic.
- (b) Consult with, where reasonably practicable, all members of the School community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures.
- (c) Collect and analyse data (such as admissions data and examination results) to monitor any potential disadvantage amongst the pupil body.
- (d) Help to overcome any potential barriers to learning and/or socialisation by providing for pupils' diverse needs and learning styles, including any learning support needs and/or disabilities a pupil may have, including English as an Additional Language, in line with the School's SEN/EAL policy.
- (e) Ensure the wider school curriculum, including PSHE and SRE recognises diversity and promotes equality, in line with the School's PSHE Schemes of work and Relationships and Sex Education policy.
- (f) Operate a clear zero-tolerance approach towards abusive or discriminatory behaviour.
- (g) Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination.
- (h) Publish and share School policies to the whole School community.

Responsibilities

It is the responsibility of all Staff to:

- (a) Lead by example and model inclusive behaviour at all times.
- (b) Actively challenge any forms of discrimination, victimization, harassment or bullying.
- (c) Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the School's culture.
- (d) Commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.

It is the responsibility of the Leadership team to:

- (a) Ensure effective implementation of this policy and its procedures.
- (b) Ensure that all staff are sufficiently trained in and aware of equality and diversity.
- (c) Actively challenge and take appropriate action in any cases of discriminatory practice within the School, be it by staff, pupils, parents or visitors.
- (d) Have procedures in place to deal effectively with any reported incidents of discrimination, victimization or harassment and ensure that pupils and staff know how to report incidents.
- (e) Ensure that all visitors and contractors are aware of, and comply with this policy.

Religious Beliefs

Although the School's religious ethos is based on Christian values and tradition, the School is inclusive and welcomes and respects the rights and freedoms of individuals from all faiths or of none.

The governing body, through the Leadership team, actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Concerns and/or complaints

The School will seek to provide a supportive environment for those who make claims of discrimination and/or harassment. Any pupil who believes that they have been discriminated against or have been subject to discriminatory conduct should talk to their Head of Section, or their parents may use the School's pupil complaints procedure to seek remedy to such matters. Any concerns about the Head of Section should be addressed to the Deputy Head. Any concerns about the Deputy Head should be addressed to the Headmaster.

Any pupil who harasses another pupil on the grounds of any protected characteristic (see Introduction) will be subject to the School's disciplinary measures in accordance with the School's Behaviour Policy.

Any Freeman's staff member who believes that they have been discriminated against or have been subject to discriminatory conduct should talk to the Deputy Head or Headmaster if it concerns the Deputy Head.

If parents feel this policy has been breached, they should raise their concern or complaint through the School's Complaints Policy which is available on the School website or can be available upon request.

Monitoring and Review

This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination. It is reviewed formally by SLT annually and by Governors biennially.

By virtue of paragraph(s) 2 of Part 1 of Schedule 12A of the Local Government Act 1972.

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