

THE LION WORKS SCHOOL POLICY



Governance Policy

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Context

The Lion Works School is an Independent special school. We are part of an ethical and progressive organisation that believes it can achieve real change for children, young people and their families.

The Lion Works School is situated within the BCP local authority. We offer an academic and vocational specialist learning provision across KS3, KS4 and Post 16 aiming to reduce barriers to enable successful learning experiences and outcomes. There are a variety of routes a student can take, which include GCSEs, BTECs and other accredited qualifications whilst building confidence, improving wellbeing, enabling self-regulation and increasing attendance. Our school is full of life and has a wealth of resources to spark interest and ignite that passion to achieve, equipping our students for everyday life and the opportunities that await them.

We adhere to the values of ARC:

Ambition

Resilience

Community

The Lion Works School operates within the SPELL framework. SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

SPELL stands for Structure, Positive approaches and expectations, Empathy, Low arousal, Links:

Structure	Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information.
Positive (approaches and expectations)	We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.
Empathy	We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.
Low arousal	Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.
Links	Autistic people, their parents or advocates should be seen as partners. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches.

Aims

This policy aims to:

- Set out the governance arrangements for The Lion Works School.

Legislation and Statutory Guidance

Independent schools are required to have 'effective governance' as per the [Independent School Standards Regulations 2014](#). Independent schools have freedom to be governed in any manner that they can reasonably justify as being appropriate and effective. Independent schools can be governed by charities, individual proprietors or corporate proprietors. The Lion Works school's governance structures fully comply with [part 4 of the Independent School Standards](#). This further applies to [clause 320 of Keeping Children Safe in Education 2024](#)

The Lion Works School is operated and governed by a commercial entity; this is classed as a corporate proprietor. Classroom Education Services Ltd operates the school and is responsible for its governance. This fully complies with the [Independent School Standards](#). Maintained schools are required to maintain governing boards, this does not apply to Independent Schools. The level of Proprietor engagement varies in Independent schools and Proprietor led Independent schools are fully compliant with [Keeping Children Safe in Education](#) legislation. It is not appropriate for an Officer or Director of Proprietary organization to be a Designated Safeguarding Lead at a school it operates. This is fully complied with by The Lion Works School.

The corporate entity is governed by those bodies relating to commercial entities registered within the UK. A register of officers is publicly available. Corporate responsibility rests with the Director(s) of the company. As a commercial entity the organization publishes required accounts and declarations as per Her Majesty's Revenue and Customs legislation. The organization is not controlled by, nor has any commercial interest in non-UK financial jurisdictions.

Classroom Education Services Ltd abides by United Kingdom employment law. As a United Kingdom registered commercial entity the organization and its sub-structures are compliant with and governed by the Health and Safety executive.

The controlling commercial entity is authorized by the Department for Education (DfE) to operate The Lion Works School as an Independent School. The DfE performs regular checks on the legal compliance of the commercial organization. The DfE directs Ofsted to perform oversight and scrutiny functions which includes the effective Proprietary Corporate governance of The Lion Works School.

Method of Governance

- The name of the school is The Lion Works School
- The school is an Independent Special School. It should be noted that the designation ‘Special’ has no legal bearing. This self-designation is allowed by the DFE but there is no specific legal category that separates an Independent Special and Independent non-special school.
- The name of the proprietary body is Classroom Education Services Ltd
- The proprietary body, entirely at its discretion, will form and maintain a Board of non-executive and executive directors at each school. This Board will act as a “critical friend” and will help ensure effective and compliant operation of the school.
- There will be between four and six board members.
- The Headteacher will attend **termly** meetings and may also direct additional staff to attend if required.
- The Board’s oversight and governance relate to operation school matters.
- Non-executive Directors are appointed for one calendar year. This appointment may be continued into the following year at the discretion of the proprietary body. There is no maximum term of engagement as a non-executive Director.
- The proprietary body may appoint additional non-executive Directors (beyond 4) if it is judged to be in the best interest of the school.
- Where possible, non-executive Directors will be appointed by the first day of the school year, but all reasonable endeavours will be made to constitute the Board prior to the last day of the Autumn half term break for any proceeding school year.

The Role of the Board

The Board will meet on a termly basis. There is a standing agenda for each meeting which includes safeguarding and Health & Safety. Any Board member is able to request additional items for the agenda from the chair.

The Board’s remit is to support the Headteacher with drafting, implementing and reviewing the school development plan (SDP) as well as ongoing auditing and school compliance oversight. The board will act as a ‘critical friend’ to support the school’s Senior Leadership Team to reflect and develop processes within the school.

The Board will review feedback collated from parent questionnaires, the parent committee and stake holder input.

The Board will review Quality of Education, Personal Development, Behaviour and Attitudes and Leadership and Management. The Board will also review information provided by the school's development partners.

One designated member of the Board will be appointed to support and audit the school's safeguarding processes. They will audit on directly as well as contracting external auditing as appropriate and required.

The Board is not able to direct the Headteacher to take specific action but will report and advise the Director(s) of the proprietary body and make recommendations for development actions.

Safeguarding and the Board

The School Board has a crucial role in governing the school's safeguarding processes and standards. The Board's executive members provide scrutiny through line management processes as well as through challenge and discussion with/by all members of the Board at meetings at which Safeguarding is a standing item agenda.

The Board maintains membership of a number of external safeguarding resources which provide ongoing support, guidance and challenge. The executive directors also have recourse to legal support and sector specialist advice and support at all times through commercial agreements. This includes consultancy and advisory capacity that can be called upon at any time that it is required.

The Safeguarding board member holds fortnightly meetings with the DSL to ensure a robust oversight, to review rationales for opening and closing cases and identify good practice.

Membership of the Board

Membership of the Board will be at the direction of the proprietary body. Members of the Board can be removed from post at the direction of the proprietary body. In the event of the removal of a board member, reasonable and practicable endeavours will be made to fill the non-executive post in a timely manner. Board members will be selected based on experience and qualifications.

Method of Reporting

Meetings are minuted and redacted minutes will be made available to interested parties on request. The Board is required to act with transparency, whilst maintaining an appropriate regard for confidentiality.

Operational versus Strategic Functions

The proprietary body is mindful of the overlap between executive (operational) and strategic (governance) functions. The school has executive and non-executive Board members, this highlights the distinction between the two roles. For those who are less familiar with Independent Schools, it may be helpful to view this as being similar to Multi-Academy Trust governance processes. This is fully compliant with Keeping Children Safe in Education and the Independent School Standards Regulations 2014 and is a necessity due to the legal liabilities of those who are also directors of the proprietary body. It is not legally possible for the directors of the proprietary company to pass certain responsibilities to a voluntary governing board, and this is why Independent Schools, which do not have charitable status, are unable to do this.

In order to address the overlap in operational and strategic functions the proprietary body routinely commissions external audits to provide fully strategic guidance and challenge. This makes for a hybrid of governance that is more robust, detailed and ongoing than would be achieved through a solely voluntary governance Board, where that even legally permissible. This external check fully addresses the overlap between operational proprietary functions, and strategic governance functions.

Auditing and Compliance Reporting

The School Board directs the Headteacher to prepare and report on a range of self-audits throughout the year. The responsibility for reporting these audits rests with the Headteacher but it is expected that a range of staff will be directly involved in preparing the audits and reports.

Termly self-audits:

- Safeguarding
- Personal Development
- Independent School Standards Regulations compliance check
- Single Central Record

Termly reports:

- Teaching, Learning and Curriculum development
- Behaviour and Attitudes
- Health & Safety
- School Development Plan

Reports for the Board are qualitative documents. These cover progress, strengths, areas to develop and development plans.

Annual reports:

- Full ISSR Compliance self-audit
- End of year SDP report
- End of year SEND report
- Pan Dorset Safeguarding Audit

The following checklist can be used as a tool to ensure papers are submitted on time:

	Autumn	Spring	Summer
Date of Board	9 December 2024	31 March 2025	14 July 2025
Deadline for papers	25 November 2024	17 March 2025	30 June 2025
Documents to be submitted			
School Board Termly Report	x	x	x
Teaching, Learning & Curriculum Report	x	x	x
Behaviour and Attitudes Report	x	x	x
School Board Safeguarding Audit	x	x	x
ISSR Audit	x	x	x
Personal Development Audit	x	x	x
SCR Audit	x	x	x
Health & Safety Report	X	X	X
School Development Plan	x	x	x
Self-Evaluation Form	x		
Full ISSR Audit			x
Pan Dorset Safeguarding Audit	x		
End of Year SDP Report			x
End of Year SEND Report			x

Independent School Standards Compliance

The school operates under the Independent School Standards Regulations 2014. The School Board scrutinises the school's compliance with these regulations. School leaders oversee a programme of self-auditing in order to ensure compliance and report on this to the School Board.

An annual self-auditing schedule is provided to the school by the School Board. Audit templates can be viewed in the appendices of this policy. Board members quality assure the self-reported compliance through termly visits.

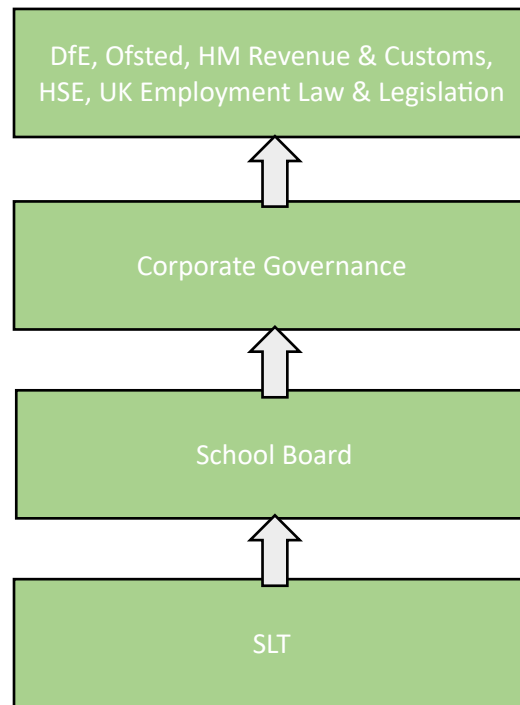
Board Member Training

All board members will have completed the following training before undertaking the non-executive Board member role:

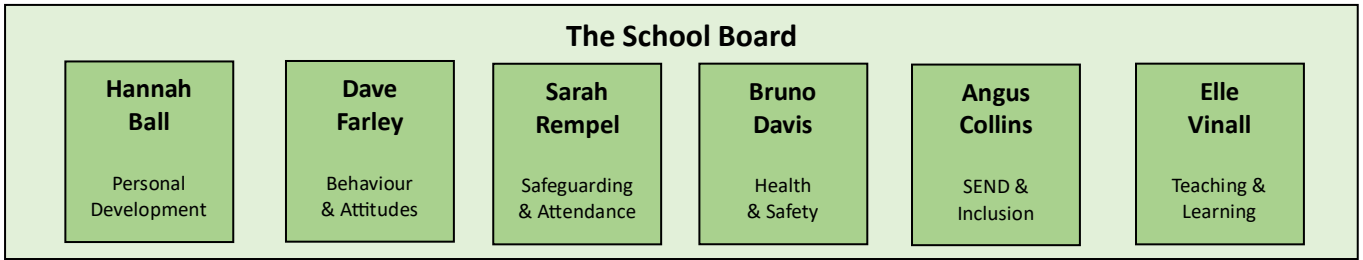
- Level 2 or higher safeguarding training
- Safer Recruitment training

Many board members will have a range of additional qualifications and training above the minimum standard identified above. A record of the board members qualifications and training is retained by the school.

Method of Oversight



Appendix 1: Governance Overview



What does the school board do?

The board governs the school. Governing the school means providing support, challenge, feedback and oversight to school leaders.

Non-executive board members use their experience, training and expertise to provide challenge and support to school leaders as well as advice and guidance to the school's executive officers.

The executive officers manage the school leadership directly and you will find them referenced in a range of policies relating to a number of different roles concerning the activities of the school.

Each board member offers:

Attendance at a termly full Board meeting	3 hours per school
Quality assurance and challenge visits to school	5 hours per school
Writing and reporting in preparation for board meetings	3 hours per school

Quality assurance visits in school may involve learning walks, curriculum reviews or audits. The Headteacher will contact each board member at the beginning of each academic year to book in dates and agree the focus and activity for each visit.

Appendix 2: Termly Safeguarding Self-Audit

Safeguarding Self-Audit		
Date completed		
Report period	<i>From</i>	<i>To</i>
Date submitted to Board		
Author		
Signature		
Safeguarding Board Member		

Training Records			
Role	Number of People in Role	Number of People Trained	Course/Date
<i>Teachers</i>			
<i>HLTAs</i>			
<i>TAs</i>			
<i>SLT</i>			
<i>Administrators</i>			
<i>Other</i>			
Total Staff Team		Total Staff Team with In-date SG Training	

Advanced Safeguarding Training			
DSL			
Course	Date Achieved	Provider	
<i>Prevent</i>			
<i>Safer recruitment</i>			
DDSL 1			
<i>Prevent</i>			
<i>Safer recruitment</i>			
DDSL 2			
<i>Prevent</i>			
<i>Safer recruitment</i>			

List of Safeguarding Network and Meetings Attended by DSL and DDSLs

Single Central Record			
Reviewer	Date	Compliant with SCR policy?	Date of next review
Any further actions required?			

Safeguarding Policies and Procedures			
Policy	Date of last review	Date of next review	Details of policy updates
<i>Safeguarding and child protection procedures</i>			
<i>RSE</i>			
<i>SCR</i>			
<i>Statement of procedures for</i>			

<i>dealing with allegations against staff</i>			
<i>Children with health needs who cannot attend school</i>			
<i>Behaviour</i>			
<i>Suspension and exclusion</i>			
<i>Anti-bullying</i>			
<i>Attendance and children absent from education policy</i>			
<i>Child on child abuse policy</i>			
<i>Safer recruitment</i>			
<i>Whistleblowing</i>			
<i>Low level concerns policy</i>			
<i>Employment of people with criminal convictions</i>			
<i>Staff handbook and code of conduct</i>			
<i>Online safety</i>			
<i>ICT acceptable use policy</i>			
<i>Social media policy</i>			
<i>First aid policy</i>			
Vulnerable Pupils			
<i>Children with a CP plan and school actions</i>			
<i>LAC children and current engagement with school</i>			
<i>Young carers</i>			
Referrals and Incidents			
<i>Allegations against staff</i>			
<i>Child protection referrals</i>			
<i>Reporting bullying incidents</i>			
<i>Reported online safety incidents</i>			
<i>Number of terror/extremism concerns</i>			
<i>FGM concerns</i>			

<i>Forcer marriage concerns</i>	
<i>Mental health concerns</i>	
<i>Additional comments</i>	
Attendance and Exclusions	
<i>FTE</i>	
<i>Perm Ex</i>	
<i>Attendance rate</i>	
<i>Number of pupils on attendance support plans (please provide plans)</i>	
<i>Additional comments</i>	
Summary and Improvement plan	
Safeguarding Strengths	Areas for Development
Actions	Resources Required

THE LION WORKS SCHOOL



Appendix 3: Termly ISSR Self-Audit

Date				Author
<p>This checklist has been written with reference to:</p> <ul style="list-style-type: none"> The DfE's document "The Independent School Standards: Guidance for Independent Schools", which details the DfE's guidance produced to help proprietors and others understand their obligations under the independent school standards Ofsted's "Non-association Independent School Inspection Handbook" – Part 4 <p>These two guidance documents refer to additional guidance documents which were also read and whose content was incorporated into this audit document.</p> <p>Key: Met Partly Met Not Met</p>				
PART 1 - Quality of Education provided				
Ref	Standard	RAG	Evidence	Next Steps
1.	The standards about the quality of education provided at the school are those contained in this Part.			
2.(1)	The standard in this paragraph is met if—			
2.(1)(a)	the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and			
2.(1)(b)	the written policy, plans and schemes of work—			
2.(1)(b)(i)	take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and			
2.(1)(b)(ii)	do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.			
2.(2)	For the purposes of paragraph (2)(1)(a), the matters are—			
2.(2) (a)	full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;			
2.(2) (b)	that pupils acquire speaking, listening, literacy and numeracy skills;			
2.(2) (c)	where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;			
2.(2) (d)	personal, social, health and economic education which—			
2.(2)(d)(i)	reflects the school's aim and ethos; and			
2.(2) (d)(ii)	encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(23);			

2.(2)(e)	for pupils receiving secondary education, access to accurate, up-to-date careers guidance that—			
2.(2)(e)(i)	is presented in an impartial manner;			
2.(2)(e)(ii)	enables them to make informed choices about a broad range of career options; and			
2.(2)(e)(iii)	helps to encourage them to fulfil their potential;			
2.(2)(f)	where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;			
2.(2)(g)	where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;			
2.(2)(h)	that all pupils have the opportunity to learn and make progress; and			
2.(2)(i)	effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.			
3.	The standard in this paragraph is met if the proprietor ensures that the teaching at the school—			
3.(a)	enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;			
3.(b)	fosters in pupils' self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;			
3.(c)	involves well planned lessons and effective teaching methods, activities and management of class time;			
3.(d)	shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;			
3.(e)	demonstrates good knowledge and understanding of the subject matter being taught;			
3.(f)	utilises effectively classroom resources of a good quality, quantity and range;			
3.(g)	demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;			
3.(h)	utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;			
3.(i)	does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and			
3.(j)	does not discriminate against pupils contrary to Part 6 of the 2010 Act (24).			
4.	The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.			
PART 2 – Spiritual, moral, social and cultural development of pupils				
5.	The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—			
5.(a)	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;			

5.(b)	ensures that principles are actively promoted which—			
5.(b)(i)	enable pupils to develop their self-knowledge, self-esteem and self-confidence;			
5.(b)(ii)	enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;			
5.(b)(iii)	encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;			
5.(b)(iv)	enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;			
5.(b)(v)	further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;			
5.(b)(vi)	encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and			
5.(b)(vii)	encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;			
5.(c)	precludes the promotion of partisan political views in the teaching of any subject in the school; and			
5.(d)	takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils—			
5.(d)(i)	while they are in attendance at the school,			
5.(d)(ii)	while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or			
5.(d)(iii)	in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views.			
PART 3 – Welfare, health and safety of pupils				
6.	The standards about the welfare, health and safety of pupils at the school are those contained in this Part.-			
7.	The standard in this paragraph is met if the proprietor ensures that—			
7.(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and			
7.(b)	such arrangements have regard to any guidance issued by the Secretary of State.			
8.	Where section 87(1) of the 1989 Act(25) applies in relation to a school the standard in this paragraph is met if the proprietor ensures that—			
8.(a)	arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and			
8.(b)	such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Students under Eighteen by Further Education Colleges.			
9.	The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that—			
9.(a)	a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;			
9.(b)	the policy is implemented effectively; and			
9.(c)	a record is kept of the sanctions imposed upon pupils for serious misbehaviour.			

10.	The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.			
11.	The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.			
12.	The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005(26).			
13.	The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.			
14.	The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.			
15.	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006(27).			
16.	The standard in this paragraph is met if the proprietor ensures that—			
16(a)	the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and			
16(b)	appropriate action is taken to reduce risks that are identified.			
PART 4 – Suitability of staff, supply staff, and proprietors				
17.	The standards about the suitability of staff, supply staff, and proprietors are those contained in this Part.			
18.(1)	The standard in this paragraph relates to the suitability of persons appointed as members of staff at the school, other than the proprietor and supply staff.			
18.(2)	The standard in this paragraph is met if—			
18.(2)(a)	no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act;			
18.(2)(b)	no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;			
18.(2)(c)	the proprietor carries out appropriate checks to confirm in respect of each such person—			
18.(2)(c)(i)	the person's identity;			
18.(2)(c)(ii)	the person's medical fitness;			
18.(2)(c)(iii)	the person's right to work in the United Kingdom; and			
18.(2)(c)(iv)	where appropriate, the person's qualifications;			
18.(2)(d)	the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment;			
18.(2)(e)	in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor			

	considers appropriate, having regard to any guidance issued by the Secretary of State; and			
18.(2)(f)	in the case of staff who care for, train, supervise or are in charge of boarders, in addition to the matters specified in paragraphs (a) to (e), the proprietor checks that Standard 14 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 14 of the National Minimum Standards for Residential Special Schools, is complied with, and in the light of the information from the checks referred to in paragraphs (c) to (f) the proprietor considers that the person is suitable for the position to which the person is appointed.			
18.(3)	The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.			
18.(4)	The checks specified in sub-paragraphs (2)(d), (e) and (f) do not need to be carried out where the new member of staff ("M") has worked in—			
18.(4)(a)	a school or a maintained school in England in a position which brought M regularly into contact with children or young persons;			
18.(4)(b)	a maintained school in England in a position to which M was appointed on or after 12th May 2006 and which did not bring M regularly into contact with children or young persons; or			
18.(4)(c)	an institution within the further education sector in England or in a 16 to 19 Academy in a position which involved the provision of education or which brought M regularly into contact with children or young persons, during a period which ended not more than three months before M's appointment.			
19.(1)	This paragraph relates to the suitability of supply staff at the school.			
19.(2)	The standard in this paragraph is met if—			
19.(2)(a)	a person offered for supply by an employment business to the school only begins to work at the school if the proprietor has received—			
19.(2)(a)(i)	written notification from the employment business in relation to that person—			
19.(2)(a)(i)(aa)	that the checks referred to in paragraph 21(3)(a)(i) to (iv), (vii) and (b) have been made to the extent relevant to that person;			
19.(2)(a)(i)(bb)	that, where relevant to that person, an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check; and			
19.(2)(a)(i)(cc)	if the employment business has obtained such a certificate before the person is due to begin work at the school, whether it disclosed any matter or information; and			
19.(2)(a)(ii)	a copy of any enhanced criminal record certificate obtained by an employment business before the person is due to begin work at the school;			
19.(2)(b)	a person offered for supply by an employment business only begins work at the school if the proprietor considers that the person is suitable for the work for which the person is supplied;			
19.(2)(c)	before a person offered for supply by an employment business begins work at the school the person's identity is checked by the proprietor of the school (irrespective of any such check carried out by the employment business before the person was offered for supply);			
19.(2)(d)	the proprietor, in the contract or other arrangements which the proprietor makes with any employment business, requires the employment business to provide—			
19.(2)(d)(i)	the notification referred to in paragraph (a)(i); and			

19.(2)(d)(ii)	a copy of any enhanced criminal record certificate which the employment business obtains, in respect of any person whom the employment business supplies to the school; and			
19.(2)(e)	except for those persons to whom sub-paragraph (4) applies, in the case of supply staff who care for, train, supervise or are in charge of boarders, the proprietor checks that the relevant parts of Standard 14 of the National Minimum Standards for Boarding Schools or where applicable, Standard 14 of the National Minimum Standards for Residential Special Schools are complied with.			
19.(3)	Except in the case of a person to whom sub-paragraph (4) applies, the certificate referred to in sub-paragraph (2)(a)(i)(bb) must have been obtained not more than 3 months before the date on which the person is due to begin work at the school.			
19.(4)	This sub-paragraph applies to a person ("P") who has worked in—			
19.(4)(a)	a school or a maintained school in England in a position which brought P regularly into contact with children or young persons;			
19.(4)(b)	a maintained school in England in a position to which P was appointed on or after 12th May 2006 and which did not bring P regularly into contact with children or young persons; or			
19.(4)(c)	an institution within the further education sector in England or in a 16 to 19 Academy in a position which involved the provision of education or which brought P regularly into contact with children or young persons, during a period which ended not more than three months before P is due to begin work at the school.			
20.(1)	The standard in this paragraph relates to the suitability of the proprietor of the school.			
20.(2)	Sub-paragraph (3) relates to the suitability of the proprietor where the proprietor is an individual.			
20.(3)	The standard in this paragraph is met if—			
20.(3)(a)	the individual—			
20.(3)(a)(i)	is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and			
20.(3)(a)(ii)	does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and			
20.(3)(b)	the Secretary of State makes the following checks relating to the individual before the school is entered in the register or, in the case of a registered school, before or as soon as practicable after the individual takes over as proprietor—			
20.(3)(b)(i)	where relevant to the individual, an enhanced criminal record check, countersigned by the Secretary of State where an application for such a check is made under section 113B (1) of the 1997 Act;			
20.(3)(b)(ii)	checks confirming the individual's identity and their right to work in the United Kingdom; and			
20.(3)(b)(iii)	in the case of an individual for whom, by reason of that individual living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, such further checks as the Secretary of State considers appropriate; and, where an enhanced criminal record check is made, the Secretary of State obtains an enhanced criminal record certificate relating to the individual.			
20.(4)	Sub-paragraphs (5) to (8) relate to the suitability of the proprietor where the proprietor is a body of persons corporate or unincorporate.			
20.(5)	The standard in this paragraph is met in relation to an individual who is the Chair of the school if—			
20.(5)(a)	the individual—			

20.(5)(a)(i)	is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and			
20.(5)(a)(ii)	does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and			
20.(5)(b)	subject to sub-paragraphs (7) and (8), the Secretary of State makes the following checks relating to the individual—			
20.(5)(b)(i)	where relevant to the individual, an enhanced criminal record check, countersigned by the Secretary of State where an application for such a check is made under section 113B (1) of the 1997 Act;			
20.(5)(b)(ii)	checks confirming the individual's identity and their right to work in the United Kingdom; and			
20.(5)(b)(iii)	in the case of an individual for whom, by reason of the individual living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, such further checks as the Secretary of State considers appropriate; and, where an enhanced criminal record check is made, the Secretary of State obtains an enhanced criminal record certificate relating to the individual.			
20.(6)	The standard in this paragraph is met in relation to an individual ("MB"), not being the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if—			
20.(6)(a)	MB—			
20.(6)(a)(i)	is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and			
20.(6)(a)(ii)	does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;			
20.(6)(b)	subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB—			
20.(6)(b)(i)	where relevant to the individual, an enhanced criminal record check;			
20.(6)(b)(ii)	checks confirming MB's identity and MB's right to work in the United Kingdom; and			
20.(6)(b)(iii)	where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State; and, where an enhanced criminal record check is made, the Chair obtains an enhanced criminal record certificate relating to the individual; and			
20.(6)(c)	subject to sub-paragraph (8), where the Secretary of State makes a request for an enhanced criminal record check relating to MB countersigned by the Secretary of State to be made, such a check is made.			
20.(7)	In a case where—			
20.(7)(a)	the suitability of the proprietor is being considered in response to an application by the governing body of a maintained school to enter the school on the register, and			

20.(7)(b)	the local authority maintaining the school has made one or more of the checks referred to in sub-paragraph (5)(b) or (6)(b) in relation to the Chair of the school or MB, sub-paragraph (5)(b) or (6)(b) (as the case may be) is treated as complied with so far as relating to that check.			
20.(8)	In the case of a registered school—			
20.(8)(a)	sub-paragraph (5)(b) is met where the checks referred to in that sub-paragraph are completed before or as soon as practicable after the Chair of the school starts acting as such;			
20.(8)(b)	sub-paragraph (6)(b) is met where the checks referred to in paragraph (b)(i) and (iii) are completed before or as soon as practicable after MB starts acting as a member of the body of persons corporate or unincorporate named in the register as the proprietor of the school; and			
20.(8)(c)	sub-paragraph (6)(c) is met where the enhanced criminal record check is made as soon as practicable after the Secretary of State's request.			
20.(9)	In this paragraph a reference to the Chair of the school is a reference to an individual who is the Chair of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register and includes a reference to a similar officer.			
21.(1)	The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.			
21.(2)	The register referred to in sub-paragraph (1) may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form.			
21.(3)	The information referred to in this sub-paragraph is—			
21.(3)(a)	in relation to each member of staff ("S") appointed on or after 1st May 2007, whether—			
21.(3)(a)(i)	S's identity was checked;			
21.(3)(a)(ii)	a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act;			
21.(3)(a)(iii)	a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;			
21.(3)(a)(iv)	checks were made to ensure, where appropriate, that S had the relevant qualifications;			
21.(3)(a)(v)	an enhanced criminal record certificate was obtained in respect of S;			
21.(3)(a)(vi)	checks were made pursuant to paragraph 18(2)(d);			
21.(3)(a)(vii)	a check of S's right to work in the United Kingdom was made; and			
21.(3)(a)(viii)	checks were made pursuant to paragraph 18(2)(e), including the date on which each such check was completed or the certificate obtained; and			
21.(3)(b)	in relation to each member of staff ("S"), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.			
21.(4)	The information referred to in this sub-paragraph is, in relation to each member of staff in post on 1st August 2007 who was appointed at any time before 1st May 2007, whether each check referred to in sub-paragraph (3) was made and whether an			

	enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.			
21.(5)	The information referred to in this sub-paragraph is, in relation to supply staff—			
21.(5)(a)	whether written notification has been received from the employment business that—			
21.(5)(a)(i)	checks corresponding to those referred to in sub-paragraph (3)(a)(i) to (iv), (vi) and (vii) have been made to the extent relevant to any such person; and			
21.(5)(a)(ii)	an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check, together with the date the written notification that each such check was made, or certificate obtained, was received;			
21.(5)(b)	whether a check has been made in accordance with paragraph 19(2)(e) together with the date the check was completed; and			
21.(5)(c)	where written notification has been received from the employment business in accordance with a contract or other arrangements referred to in paragraph 19(2)(d) that it has obtained an enhanced criminal record certificate, whether the employment business supplied a copy of the certificate to the school.			
21.(6)	The information referred to in this sub-paragraph is, in relation each member (“MB”) of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.			
21.(7)	The information referred to in this sub-paragraph is in relation to each member of a body of persons named as the proprietor in post on 1st August 2007 who was appointed at any time before 1st May 2007—			
21.(7)(a)	whether each check referred to in sub-paragraph (6) was made; and			
21.(7)(b)	whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.			
21.(8)	It is immaterial for the purposes of sub-paragraphs (3), (4), (5)(a) and (b), (6) and (7) whether the check was made or certificate obtained pursuant to a legal obligation.			
PART 5 – Premises of and accommodation at schools				
22.	The standards about the premises of and accommodation at the school are those contained in this Part.			
23.(1)	Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that—			
23.(1)(a)	suitable toilet and washing facilities are provided for the sole use of pupils;			
23.(1)(b)	separate toilet facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time; and			
23.(1)(c)	suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.			
23.(2)	Where separate facilities are provided under sub-paragraph (1)(a) for pupils who are disabled, they may also be used by other pupils, staff, supply staff, volunteers and visitors, whether or not they are disabled.			

24.(1)	The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including—			
24.(1)(a)	accommodation for the medical examination and treatment of pupils;			
24.(1)(b)	accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and			
24.(1)(c)	where a school caters for pupils with complex needs, additional medical accommodation which caters for those needs.			
24.(2)	The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).			
24.(3)	For the purposes of sub-paragraph (1)(c), a pupil has “complex needs” if the pupil has profound and multiple learning difficulties in addition to other significant difficulties, such as a physical disability or sensory impairment, which require provision which is additional to or different from that generally required by children of the same age in schools other than special schools or by children with special requirements.			
25.	The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.			
26.	The standard in this paragraph is met if the proprietor ensures that the acoustic conditions and sound insulation of each room or other space are suitable, having regard to the nature of the activities which normally take place therein.			
27.	The standard in this paragraph is met if the proprietor ensures that—			
27.(a)	the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein; and			
27.(b)	external lighting is provided in order to ensure that people can safely enter and leave the school premises.			
28.(1)	The standard in this paragraph is met if the proprietor ensures that—			
28.(1)(a)	suitable drinking water facilities are provided;			
28.(1)(b)	toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water;			
28.(1)(c)	cold water supplies that are suitable for drinking are clearly marked as such; and			
28.(1)(d)	the temperature of hot water at the point of use does not pose a scalding risk to users.			
28.(2)	The facilities provided under sub-paragraph (1)(a) will be suitable only if—			
28.(2)(a)	they are readily accessible at all times when the premises are in use; and			
28.(2)(b)	they are in a separate area from the toilet facilities.			
29.(1)	The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable—			
29.(1)(a)	physical education to be provided to pupils in accordance with the school curriculum; and			
29.(1)(b)	pupils to play outside.			
29.(2)	Sub-paragraph (1) does not apply in relation to an alternative provision Academy.			
30.	The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Standard 5 of the National Minimum			

	Standards for Boarding Schools or, where applicable, Standard 5 of the National Minimum Standards for Residential Special Schools.			
31.	For the purposes of this Part—			
31.(a)	“physical education” includes the playing of games;			
31.(b)	any requirement that anything provided under this Part must be “suitable” means that it must be suitable for the pupils in respect of whom it is provided, having regard to their ages, numbers and sex and any special requirements they may have; and			
31.(c)	a pupil has “special requirements” if the pupil has any needs arising from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision which is additional to or different from that generally required by children of the same age in schools other than special schools.			
PART 6 – Provision of information				
32.(1)	The standard about the provision of information by the school is met if the proprietor ensures that—			
32.(1)(a)	the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector(28), the Secretary of State or an independent inspectorate(29);			
32.(1)(b)	the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;			
32.(1)(c)	particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school’s internet website or, where no such website exists, are provided to parents on request;			
32.(1)(d)	following an inspection under section 108 or 109 of the 2008 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school’s internet website, and provided to the parents of each registered pupil, by any date specified by the body who conducted the inspection;			
32.(1)(e)	following an inspection under section 87(1) of the 1989 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school’s internet website, and provided to the parents of each boarder;			
32.(1)(f)	an annual written report of each registered pupil’s progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise;			
32.(1)(g)	any information reasonably requested in connection with an inspection under section 109 of the 2008 Act which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school’s admission and attendance registers;			
32.(1)(h)	where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006(30)) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State;			
32.(1)(i)	where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC plan is provided to the responsible local authority; and			

32.(1)(j)	particulars of any action specified in sub-paragraph (4) are published and maintained on the school's website or, where no such website exists, are provided to parents.			
32.(2)	The information specified in this sub-paragraph is—			
32.(2)(a)	the school's address and telephone number and the name of the head teacher;			
32.(2)(b)	either—			
32.(2)(b)(i)	where the proprietor is an individual, the proprietor's full name, address for correspondence during both term-time and holidays and a telephone number or numbers on which the proprietor may be contacted, or			
32.(2)(b)(ii)	where the proprietor is a body of persons, the address and telephone number of its registered or principal office;			
32.(2)(c)	where there is a governing body, the name and address for correspondence of its Chair; and			
32.(2)(d)	a statement of the school's ethos (including any religious ethos) and aims.			
32.(3)	The information specified in this sub-paragraph is—			
32.(3)(a)	particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions;			
32.(3)(b)	particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;			
32.(3)(c)	particulars of the policy referred to in paragraph 2;			
32.(3)(d)	particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13;			
32.(3)(e)	particulars of the school's academic performance during the preceding school year, including the results of any public examinations;			
32.(3)(f)	details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year; and			
32.(3)(g)	a copy of the report of any inspection carried out under sections 108 or 109 of the 2008 Act or section 87(1) of the 1989 Act.			
32.(4)	The action specified in this sub-paragraph is—			
32.(4)(a)	any decision of the Secretary of State to remove the school from the register under sections 100, 105, 112, 116, 119, or 123 of the 2008 Act;			
32.(4)(b)	any decision of the Secretary of State to impose a relevant restriction on the proprietor under section 116 of the 2008 Act; and			
32.(4)(c)	any order of a justice of the peace under section 120 of the 2008 Act to remove the school from the register.			
32.(5)	For the purposes of sub-paragraph (4)(b), "relevant restriction" has the meaning given in section 117(1) of the 2008 Act.			
PART 7 – Manner in which complaints are handled				
33.	The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which—			
33.(a)	is in writing;			
33.(b)	is made available to parents of pupils;			

33.(c)	sets out clear time scales for the management of a complaint;			
33.(d)	allows for a complaint to be made and considered initially on an informal basis;			
33.(e)	where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (d), establishes a formal procedure for the complaint to be made in writing;			
33.(f)	where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;			
33.(g)	ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school;			
33.(h)	allows for a parent to attend and be accompanied at a panel hearing if they wish;			
33.(i)	provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is—			
33.(i)(i)	provided to the complainant and, where relevant, the person complained about; and			
33.(i)(ii)	available for inspection on the school premises by the proprietor and the head teacher;			
33.(j)	provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and—			
33.(j)(i)	whether they are resolved following a formal procedure, or proceed to a panel hearing; and			
33.(j)(ii)	action taken by the school as a result of those complaints (regardless of whether they are upheld); and			
33.(k)	provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.			
PART 8 – Quality of leadership in and management of schools				
34.(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—			
34.(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;			
34.(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and			
34.(1)(c)	actively promote the well-being of pupils.			
34.(2)	For the purposes of paragraph (1)(c) “well-being” means well-being within the meaning of section 10(2) of the Children Act 2004(31).			

Appendix 4: Termly Personal Development Self-Audit

Personal Development Self-Audit			
Question	RAG	Evidence	Next steps
Students' experience relating to SMSC (this should include student voice)			
Is the school helping you become responsible adults? If they are, how?			
Do you have opportunities to have your voice heard in school? Can you think of anything positive that has come from being listened to?			
Do you have the opportunity to discuss different points of view when you are school? If people disagree, do they still respect each other's views?			
When do you learn about faiths and religions?			
What is it like to be a pupil in the school? What are the best things about it? What could be better?			
Have you been taught anything about any of the following things? <ul style="list-style-type: none"> - The values of democracy - The rule of law - Individual liberty - Mutual respect for and tolerance of those with different faiths or no faith? 			
What would the teachers do if they heard someone using a derogatory term? Can you give me an example?			
What responsibilities are you able to have to be more involved in what happens in school?			

How does the school help you with decisions about college/sixth form/careers?			
What is behaviour like around the school? Are there any places where pupils feel unsafe or less safe?			
How does the school help pupils in combating harassment and bullying? Has this happened? Has it helped?			
What happens when a pupil misbehaves? Does this generally stop them doing it again? How are students helped to learn from their actions?			
Teachers' Understanding of SMSC (teacher voice must be incorporated)			
What do teachers understand by the term 'fundamental British values'? How do we know this? What differences would you expect to see in pupils who had developed such values?			
How do teachers develop pupils' character, confidence, resilience and knowledge so they can keep themselves mentally healthy?			
How do teachers know pupils understand how to keep physically healthy and have an age-appropriate understanding of healthy lifestyles?			
How do staff engender a fair and unprejudiced approach on the part of the pupils?			
Where can we see equality of opportunity and appreciation of diversity most effectively taught/ delivered in the school?			
Can teachers give examples of how British values are promoted in the culture and ethos of the school?			
How do teachers plan their lessons to include strategies and resources that reflect the			

diversity of cultural experiences in modern Britain?			
When did teachers last receive Prevent training? What impact has it had on your practice in terms of teaching and learning?			
What difference do the opinions of pupils in this school make to the decisions made by senior staff, teachers or Board members? Can teachers give an example of how the opinions of pupils in the school are sought and acted upon?			
How and where do pupils have the opportunity to discuss different points of view? How do teachers make sure that different viewpoints are valued?			
How/what do pupils learn about world faiths and religions, and people of no faith or religion?			
What would the teachers do if they heard someone using a derogatory term? Can you give an example/case study?			
How are pupils involved in the life of the school?			
How do teachers/staff ensure that the children in this school learn about what it is like to be in different communities, beyond their immediate experience?			
How do staff help pupils prepare for the next stage of education, training or employment? How effective is this?			
What is behaviour like around the school? Are there any places where pupils feel unsafe or less safe?			

How does the school assist pupils in combating harassment and bullying? What evidence is there of improvement?			
What specific steps have been taken to improve pupils' behaviour and learning with respect to the development of British values?			
What happens when a pupil misbehaves in the teachers view? Does this generally stop them doing it again?			
How do staff make sure pupils can recognise online risks? How do staff protect pupils from harm?			
Senior Leaders' Experience of SMSC			
Who is responsible for ensuring pupils learn about world faiths and religions and people of no faith of religion? Where is this evidenced?			
Where can you evidence through the school's activities that students are becoming active citizens in school and wider society?			
How do you ensure all staff and students understand the term fundamental British values?			
What evidence is there of differences in pupils who have progressed through their understanding of SMSC values?			
How do the curriculum and extra-curricular activities promote pupils' British values? How do you monitor the impact of this? Where would you be most likely to see examples of this being taught?			
How do you develop pupils' character, confidence, resilience and knowledge so they can keep themselves mentally healthy?			
How do you know pupils understand how to keep physically healthy and have an age-			

appropriate understanding of healthy relationships?			
How do staff engender a fair and unprejudiced approach on the part of the pupils?			
Where can you see equality of opportunity and appreciation of diversity most effectively taught/ delivered in the school?			
Can you show examples [e.g. in minutes of meetings] of where the teaching of British values has been discussed by Board members and teachers?			
Can you give examples of how British values are promoted in the culture and ethos of the school?			
How do teachers plan their lessons to include strategies and resources that reflect the diversity of cultural experiences in modern Britain?			
Can you show evidence that all staff have recently had training on the Prevent strategy?			
How and where do pupils have the opportunity to discuss different points of view? How do teachers make sure that different viewpoints are valued?			
How and where does the school monitor and evaluate pupils' preparation for life in modern Britain? What does this information tell you about how well pupils have developed an understanding of: <ul style="list-style-type: none"> - The values of democracy - The rule of law - Individual liberty 			

- Mutual respect for and tolerance of those with different faiths or no faith?			
What would the teachers do if they heard someone using a derogatory term? Can you give me an example/case study?			
What specific steps have been taken to improve pupils' behaviour and learning with respect to the development of British values?			
What happens when a pupil misbehaves? Does this generally stop them doing it again?			
Does the school's destinations information support the statement that 'pupils are exceptionally well prepared for the next stage of their education, training or employment'?			

Appendix 5: Termly SCR Self-Audit

Date of check		Conducted by					
Witnessed by (DSL)		Signatures					
Tick the box if each check has been fully completed for the specified group or staff/volunteers							
Details to be included in the SCR	Teaching staff (1)(2)	Support staff	Supply staff (3)	Volunteers (4)	Independent school board members and directors (6)	Contractors (7)	
Identity check							
Enhanced DBS check with children's barred list check							
Standalone children's list check							
Prohibition from teaching check (8)							
Section 128 check (9)							
Further checks on people who have lived or worked outside the UK (10)							
Check of professional qualifications							
Check to establish the right to work in the UK							

Monitoring and maintaining the SCR	
<p>Does the SCR have correct and up-to-date details for all appropriate people?</p> <ol style="list-style-type: none"> 1. Have any new people been added since the last check? 2. Have those who have left been deleted? 	
<p>Have we checked the SCR for administrative errors?</p> <p>For example:</p> <ol style="list-style-type: none"> 3. Failure to record dates 4. Individual entries that are illegible 5. Omissions 6. Over writing details of pre-employment checks 	
<p>Have any administrative errors been reported to the designated safeguarding lead?</p>	
<p>How and where do we store the SCR? Is this secure?</p> <ol style="list-style-type: none"> 7. Is it encrypted? 8. Do we have a plan in place in case of a security problem? 	
<p>Do we have an effective system for reviewing the SCR? Is this system being followed?</p>	

Appendix 6: School Board Report - Overview

Date		Present			
Apologies					
Actions from Previous Meeting					
Staffing and Pupil Numbers					
Staffing Overview	<i>Recruitment this term</i>		Pupil Overview	<i>Current number on roll</i>	
	<i>Retention of staff members</i>			<i>Assessments completed this term</i>	
		<i>Number of agency staff this term</i>			<i>Placements offered this term</i>
	<i>Staff deployment (any teaching staff below 90% contact time)</i>			<i>Placements not offered since last meeting</i>	
				<i>Admissions appeals</i>	
				<i>Target no. of assessments for next term</i>	
				<i>Target no. of placements for next term</i>	
				<i>No. on waiting list</i>	
				<i>Individual class occupancy rates</i>	<i>Fenders</i>
				<i>Baroni</i>	
		<i>Da Vinci</i>			
		<i>Tolstoy</i>			
		<i>Fibonacci</i>			
		<i>Sixth Form</i>			
Quality of Education					
Feedback from Observations and Learning Walks		Curriculum	<i>Development since last meeting:</i> <i>Curriculum priorities before next meeting:</i>		
Assessment	<i>Termly assessment data per year group (please attach in separate report)</i> <i>Leaver projections and/or leaver data and destinations</i>	IEP Progress	<i>ARs completed on time this term (%)</i>		
			<i>IEP targets completed (%)</i>		
			<i>IEP targets rolled over (%)</i>		
			<i>IEP targets not completed (%)</i>		
Sample Student Progress Reports	<i>Assessment and learning progress reports for two pupils from two different key stages (separate report)</i>	Feedback from Parent Survey			

Board Member Comments from QA						
Behaviour and Attitudes						
Summary of Behaviour Trends According to Data		No.	%	Critical incidents		
	<i>Total of incidents</i>					
	<i>Number of pupils</i>					
	<i>Level 1</i>					
	<i>Level 2</i>					
	<i>Level 3</i>					
	<i>Level 4</i>					
	<i>Level 5</i>					
	<i>Reported bullying</i>					
	<i>Physical interventions</i>					
	<i>Staff injury</i>					
	<i>Pupil injury</i>					
	<i>Suspensions</i>					
<i>Reduced timetable</i>						
FTEs issued				High Priority Students	<i>No. of Positive Behaviour Support Plans</i>	
					<i>No. of Behaviour Improvement Plans</i>	
					<i>No. of Attendance Improvement Plans</i>	
Analysis of Attendance for this Term	<i>Whole School Attendance</i>			Notes on Behaviour from Learning Walks and Lesson Observations		
	<i>National Average</i>					
	<i>Number of pupils at or below 80%</i>					
	<i>Number of pupils at or below 50%</i>					
Feedback from Parent Survey						

Board Member Comments from QA			
Personal Development			
Summary of SMSC and British Values	<i>Progress made this term (speakers, exemplar work, assemblies, subject mapping)</i>	Summary of Pupils' Achievements and Development Targets	
Updates to Relevant Curriculum Areas	<i>PSHE, RSE, physical and mental wellbeing, citizenship, online safety, DofE</i>		
Board Member Comments from QA			
Leadership and Management			
Overview of Compliance with ISS	<i>% of self-audit passed (termly self-audit)</i> <i>Areas of concern</i>	Safeguarding	<i>Provide separate safeguarding termly/annual audit</i>
Any staff who have not achieved targets from last term's line management	<i>Who? Why? Support plans required?</i>	Any staff work load or wellbeing issues?	
Stakeholder Engagement	<i>Feedback from meetings with placing partners</i> <i>Survey feedback</i>	SDP and SEF Progress Summary	<i>Provide separate SEF and SDP report</i>

Health and Safety	
Any other business	

Appendix 7: Teaching & Learning Report

Date			Author										
Quality of Education													
Teaching <i>Observations this term</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grading</th> <th style="text-align: left;">% (No.)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">O</td> <td></td> </tr> <tr> <td style="text-align: center;">G</td> <td></td> </tr> <tr> <td style="text-align: center;">RI</td> <td></td> </tr> <tr> <td style="text-align: center;">I</td> <td></td> </tr> </tbody> </table>	Grading	% (No.)	O		G		RI		I		Strengths from observations		
	Grading	% (No.)											
	O												
	G												
	RI												
	I												
	Development points from observations												
	Strengths from planning scrutiny												
Development points from planning scrutiny													
Strengths from book scrutiny													
Development points from book scrutiny													
Staff training focus this term													
Curriculum	Developments this term												
	Priorities for next term												
Assessment Headlines <i>Attach report for detailed attainment and progress data this term</i>													
Sample Student Progress Reports	Attach reports from two pupils from two different key stages												
Leavers' Data and Destinations (Summer Term)													
Feedback from Parents' Survey													

Appendix 8: Behaviour & Attitudes Report

Date			Author		
Behaviour and Attitudes					
<p>Commentary on Termly Data</p>	<p>e.g. Comment increase or reduction from last term, any high-level incidents and what was the response to this, any staff training focused on behaviour, what has been noticed during learning walks and observations? What developments are needed?</p>		<p>Commentary on Attendance</p>	<p>e.g. What are you doing this term to improve attendance?</p>	
<p>Commentary on High Priority Students</p>	<p>e.g. How are you supporting these students? Is this an increase or reduction from last term?</p>		<p>Feedback from PASS Surveys</p>		
<p>Feedback from Parent Surveys</p>			<p>Governor Comments</p>	<p>e.g. Feedback from learning walks, lesson observations, curriculum deep dives</p>	

Appendix 8: Health & Safety Report

Date completed		
Report period	From	To
Author		
Termly Executive H&S Audit		
Strengths		
Actions		
Annual External H&S Audit		
Strengths		
Actions		

