

# THE LION WORKS SCHOOL POLICY



## Governance Policy

Author of Policy and Position of Responsibility: <b>Bruno Davis - CEO</b>	Date policy finalised: <b>22.08.2022</b>
Approved by: <b>Bruno Davis - CEO</b>	Date of approval: <b>25.05.2023</b>
Due to be reviewed: <b>Summer 2024</b>	Date of review: <b>31.08.2023</b>

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## 1. 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 318 of Keeping Children Safe in Education 2023](#).

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.

## 2. 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 3 and 5 Board members.
- The Headteacher will attend **termly** meetings and may also direct additional staff to attend if required.
- The Boards 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.

### **3. 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 and safety. Any Board member is able to request additional items for the agenda from the CEO.

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 Leaders 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: Leadership and management, Personal Development, Behaviour and Attitudes and Quality of Education. 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.

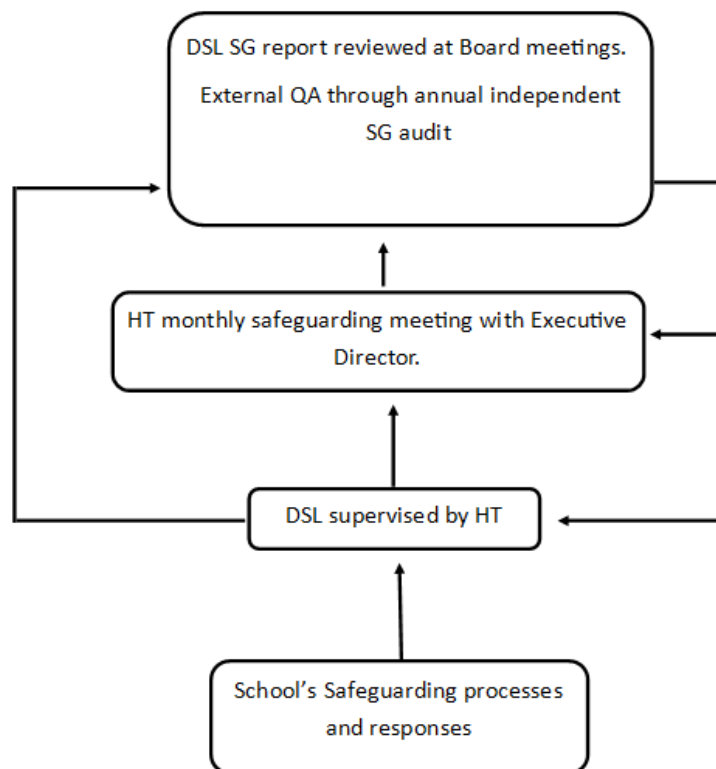
The Board is not able to direct the Headteacher to take specific action but will report and advise the Director(s) of the proprietary body and make recommendations for development actions.

#### 4. 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 following diagram provides a visual representation of Safeguarding governance and challenge via the school board:



#### 5. 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 endeavors will be made to fill the non-executive post in a timely manner. Board members will be selected based on experience and qualifications.

#### 6. 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.

### **7. 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.

### **8. Auditing and compliance reporting**

The school Board directs the school's 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 (see appendix):

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

Termly reports for the Board:

- Teaching, Learning and Curriculum development
- Behaviour and attitudes
- 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
- Full PDCSP Safeguarding audit
- End of year SDP report
- End of year SEND report

- BCP Safeguarding self-audit tool (Spring term)
- Pan Dorset Safeguarding Children Panel self-audit tool (Summer term)

The school Board also works with external parties to provide additional challenge and scrutiny across the school's activities. The following annual external audits are commissioned:

- Safeguarding
- Independent School Standards Regulations compliance

### **9. 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.

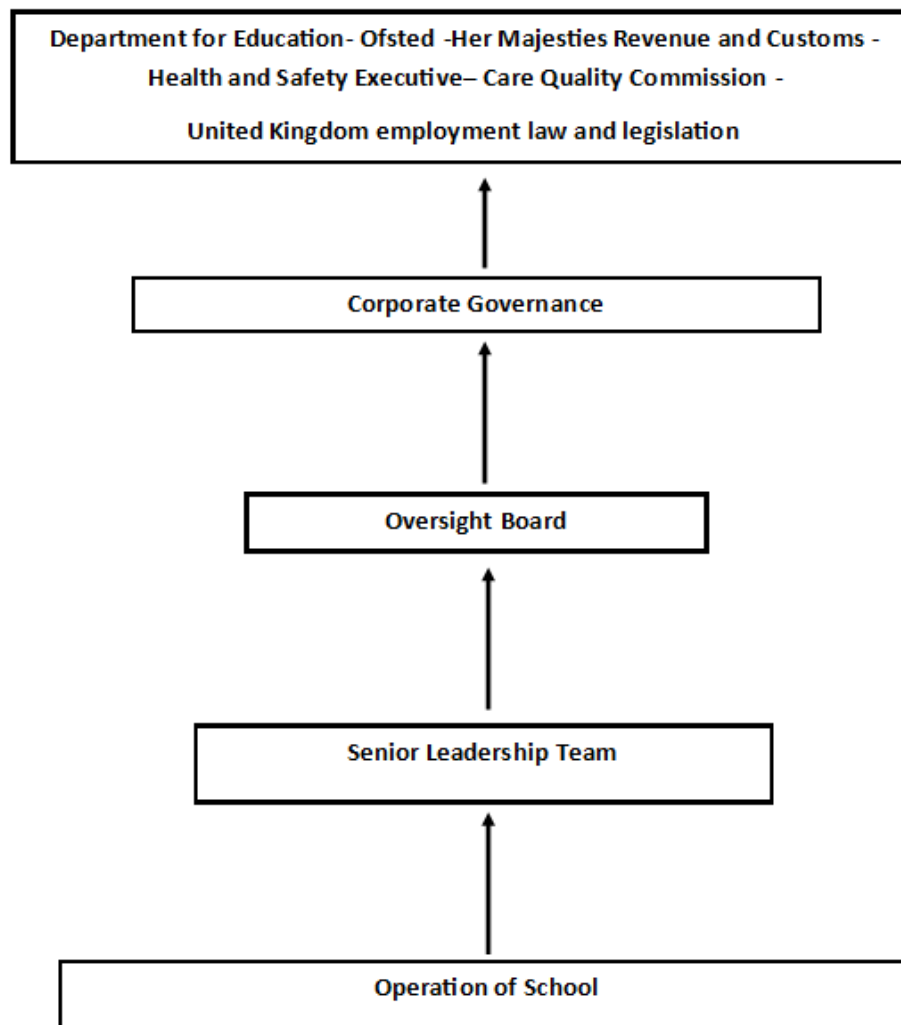
### **10. Board member training**

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

1. Level 2 or higher safeguarding training
2. 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.

## 11. Method of oversight



## 12. Links with other policies

This policy should be read in conjunction with:

- Complaints Policy
- Safeguarding and child protection Policy
- Admissions Policy
- GDPR and data protection Policy



## Appendix 1: Governance and management overview

### The Lion Works School Board

<p><b>Chief Executive Officer</b> The Lion Works School <i>Mr Bruno Davis</i> Responsibilities: Safeguarding governance and Health and safety governance <a href="mailto:bruno@thelionworksschool.org">bruno@thelionworksschool.org</a></p> <p>Background: School founder, former Headteacher</p>	<p><b>Executive Director and Board Member</b> The Lion Works School <i>Mr David Farley</i> Responsibilities: Behaviour and attitudes governance, SEND governance</p> <p>Background: School consultant, C.O.O of an Independent School</p>
<p><b>Non-executive board member</b> <i>Miss Eleanor Vinall</i> Responsibilities: Quality of Education governance</p> <p>Background: Headteacher</p>	<p><b>Non-executive board member</b> <i>Mrs Hannah Ball</i> Responsibilities: Personal Development governance</p> <p>Background: Former head of vocational studies at TLWS</p>
<p style="text-align: center;"><b>How and when to contact the board</b></p> <p>You are invited to contact the board at anytime you feel there is something you would like to discuss or something you would like to bring to the board's attention.</p> <p>It is worth noting that the boards role is not to make to day to day decisions about what happens at school, this responsibility rests with the school's leadership team.</p> <p>Non-executive board members can be contacted via: <a href="mailto:governance@thelionworksschool.org">governance@thelionworksschool.org</a></p> <p>Alternatively, you can call the school phone number at any time and ask to speak with a member of the board, our receptionist will support you in arranging this.</p> <p style="text-align: center;"><b>What does the school board do?</b></p> <p>The board governs the school. Governing the school means providing support, challenge, feedback and oversight to school leaders.</p> <p>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.</p> <p>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.</p>	

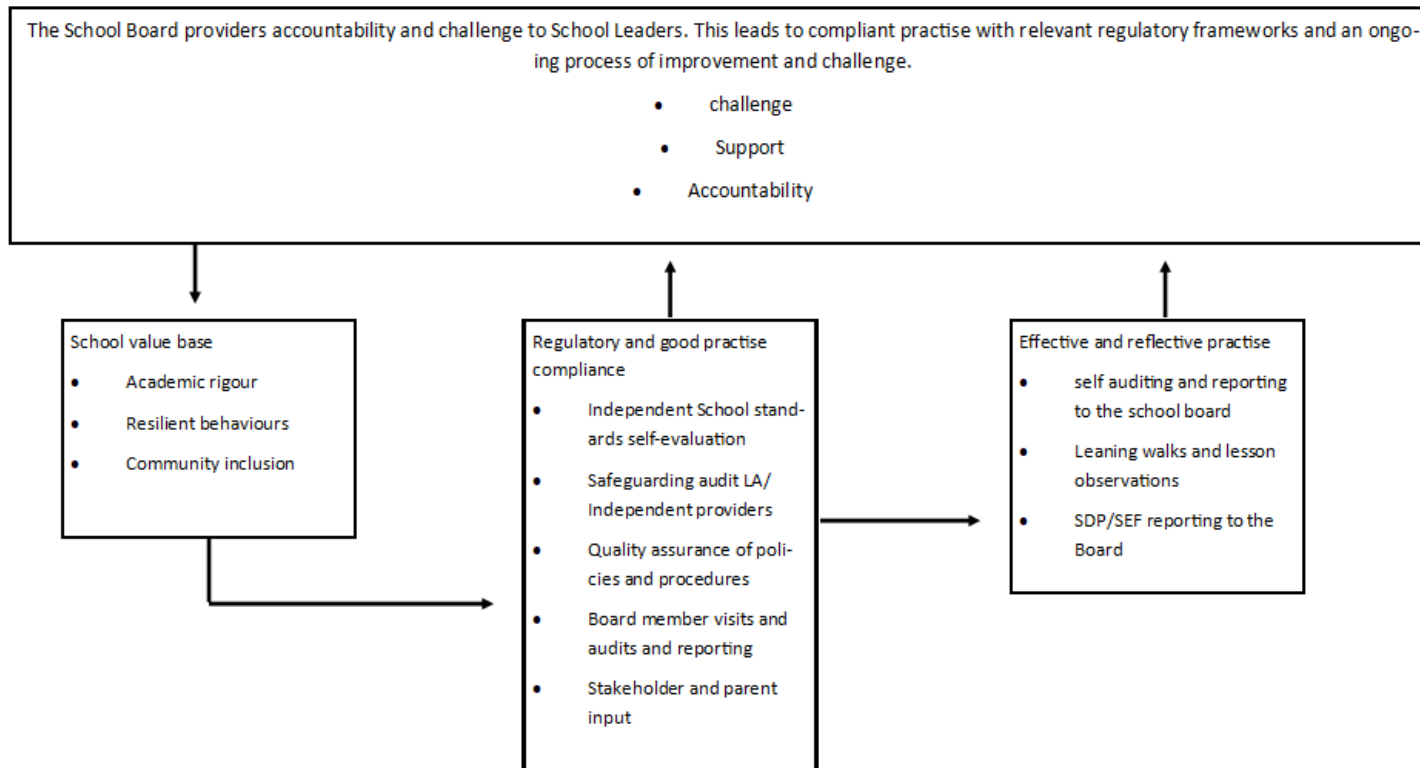
## Appendix 2: School Board oversight and Corporate Governance



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## Appendix 3: School Board value base and governance strands



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## Appendix 4: Termly safeguarding self-audit report for the School Board

<b>Date completed</b>		
<b>Report period</b>	<i>From</i>	<i>To</i>
<b>Date submitted to Board</b>		
<b>Author</b>		
<b>Signature</b>		
<b>Safeguarding Board member</b>		

Training records			
Role	Number of people in role	Number of people trained	Course/Date
<i>Teachers</i>			
<i>HLTAs</i>			
<i>TA's</i>			
<i>SLT</i>			
<i>Administrators</i>			
<i>Other</i>			
<b>Total staff team</b>		<b>Total staff team with in date SG training</b>	
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 DDSL's			
Single Central Record			
Reviewer	Date	Compliant with SCR policy?	Date of next review
<b>Any further actions required?</b>			
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 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>			
<b>Vulnerable pupils</b>			
<i>Children with a CP plan and school actions</i>			
<i>LAC children and current engagement with school</i>			
<i>Young carers</i>			
<b>Referrals and incidents</b>			
<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>	
<b>Attendance and exclusions</b>	
<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>	
<b>Summary and improvement plan</b>	
<b>Safeguarding strengths</b>	
<b>Areas for development</b>	<b>Actions</b>
	<b>Resources required</b>

## Appendix 5: Termly ISSR self-audit

Responsible person		Date	
Required evidence	Standard	Met Y/N	Action required/comment
<b>Curriculum Policy</b> , reflecting school aims and ethos, what is delivered, why and how, including integrated therapy input. (Internet, implementation, impact)	2(1) a 2(2)f,g,h,i 3, 34		
<b>Scheme of work, mid term plans</b> <ul style="list-style-type: none"> <li>- Are age relevant</li> <li>- Are differentiated.</li> <li>- Uphold British values</li> <li>- Provide broad and balanced curriculum</li> </ul> Leaves no part of the structured day unplanned	2(1)b 2(2)a 2(2)f.g.h.i 3		
<b>Timetables</b> demonstrate 25 hours taught	2(2)a,34		
<b>Timetables</b> show coverage of linguistic education	2(2)a,34		
<b>Timetables</b> show coverage of mathematical education	2(2)a,34		
<b>Timetables</b> show coverage of scientific education	2(2)a,34		
<b>Timetables</b> show coverage of technological education	2(2)a,34		
<b>Timetables</b> show coverage of human and social education	2(2)a,34		
<b>Timetables</b> show coverage of physical and aesthetic education	2(2)a,34		
<b>Timetables</b> show coverage of creative education	2(2)a,34		
<b>Literacy Policy</b> and evidence of implementation (interventions, resources, displays). Evidence of wider reading, phonics at primary & for non-readers, levelled reading, access to books etc.	2(2)b,34		
<b>Numeracy Policy</b> (including SRE) demonstrates work on respect for others, British values, economic wellbeing, personal development, SMSC, cultural capital, promotion of non-partisan political views. SRE procedure reflects legislation, includes rights to withdraw & definition.	2(2)b,34		
<b>PSHEE Policy</b> (including SRE) demonstrates work on respect for others, British values, economic wellbeing, personal development, SMSC , Cultural capital, promotion of non- partisan political views. SRE procedure reflects legislation,	2(2)d,34		

includes rights to withdraw and definition.			
<b>PSHEE, Citizenship &amp; RE Schemes of Work</b> demonstrate work on respect for others, British values, economic wellbeing, personal development, SMSC, cultural capital, promotional of non-partisan political views, British law & public institutions, multi-cultural respect, e-safety	5, 34		
<b>SMSC Policy</b> and evidence of effective implementation (multi-cultural lessons events, RE, visitors, events, current affairs issues coverage) Reference to cultural capital	5, 34		
<b>Key stage 3-5 Careers Education Policy</b> and evidence of effective implementation & impact (external visitors and visits, resources, displays, progression routes, partnerships, names careers lead). (For any KS2 pupils, begin consideration of suitable careers outcomes). Gatsby audit and action plan Evidence of IAG Written careers programme available	2(2)e, 34		
<b>Resources</b> sufficient to meet curriculum needs. Link to SDP/SIP.	3, 34		
<b>Classrooms</b> sufficient to meet curriculum needs	3, 34		
<b>Quality Assurance Policy</b> implemented to ensure external providers (subcontracted education) and offsite provision, is sufficient to meet curriculum needs and supporting at least good progress	3, 34		
<b>Assessment Policy/ Framework</b> and evidence of implementation (book scrutiny, marking). Includes academic progress and progress in other identified aspects. Evidence of internal and external moderation.	3(g), 34		
<b>Framework to Evaluate Pupil Performance and Progress</b> against school aims and national norms.	4, 34		
<b>SEN Policy</b> – EHCP protocol and tracking of entitlement	34		
<b>EAL Policy</b>	34		
<b>Teaching Audit/Review</b> pupils acquire new knowledge and make good progress. Include pupil interviews and regular progress discussions with teachers, interventions and the impact of	3, 34		



these on pupil progress, evaluation of teachers' skills and training.			
<b>Behaviour Policy</b> includes local rewards and sanctions of consequences and evidence of its effective implementation and impact.	9(a),34		
<b>Record of sanctions of Consequences, Exclusions, and Incidents</b> Analysis and evaluation of incidents and RPI	9(c), 34		
<b>Anti-bullying Policy</b> and evidence of consistent & effective implementation (posters, student voice, incidents log)	10, 34		
<b>Health and Safety Policy</b> and evidence of consistent and effective implementation & impact. (H&S action plan in H&S folder is up to date)	11,34		
<b>Risk Assessment Policy</b> – site specific	16,34		
<b>Risk Assessment Register</b> with current risk assessments relevant, signed, initialled by relevant staff, up to date	16,34		
<b>Safeguarding Policy localised</b> and evidence of consistent and effective implementation and impact (including but not exclusively): <ul style="list-style-type: none"> <li>- Safeguarding leaflets available,</li> <li>- Noticeboards for pupils outlining where to turn internally and externally,</li> <li>- Named DSL and deputy in policy.</li> <li>- Staff training is up to date.</li> <li>- Current keeping children safe in education.</li> <li>- Risk assessment for prevent, FGM, e-safety, gangs, CME undertaken for school.</li> <li>- Safeguarding issues recorded appropriately.</li> </ul> Evidence of safeguarding discussion in SLT, governance and staff meeting minutes.	7,34		
<b>Fire safety risk assessment</b> is up to date and reviewed annually in line with company policy action plan is up to date.	12,34		
<b>Record of fire drills and actions, including</b> within two weeks of admission of new pupil	12,34		

<b>Fire equipment</b> adequate and tested	12, 34		
<b>Record of staff training</b> including fire marshals, safeguarding, safer recruitment, first aid and what's the message- adequate coverage for each site.	12, 34		
<b>Emergency fire plan</b> grab bags available	12, 34		
<b>First aid Policy</b> (including administration and logging of medicine, locked cabinet, and evidence of administration according to current legislation). First aid kits up to date and available. Adequate first aiders on each site Audit trail up to date.	13.34		
<b>Sick/treatment room available to include:</b> <ul style="list-style-type: none"> <li>- Washing facility</li> <li>- Near to or includes toilet.</li> <li>- Privacy and sole use available at all times</li> </ul> Not used for teaching.	13,24,34		
<b>Staffing list</b> demonstrates adequate deployment and supervision of pupils	2,14,34		
<b>Admissions register</b> up to date, complete records: <ul style="list-style-type: none"> <li>a. The pupils full name</li> <li>b. The pupils gender</li> <li>c. The pupils date of birth</li> <li>d. The date the pupil was admitted to the school</li> <li>e. The name and address of the school the pupil last attended</li> <li>f. Name and address of every parent and carer of the pupil that is known to the school</li> <li>g. Normally lives with. And who has the parental responsibility where appropriate and emergency contact details of the parents and carers</li> <li>h. An appendix in alphabetical order</li> <li>i. Destination of leavers</li> </ul> Signed annually by site leader	15, 34		
<b>Daily register</b> competed promptly, correct DFE codes used- see attached, absences followed up, off site attendance arrangements	15, 34		

robust, absence analysed and intervention in place.			
<p><b>Single Central Register Records:</b></p> <ul style="list-style-type: none"> <li>- An identity check</li> <li>- A barred list check</li> <li>- A DBS check</li> <li>- A prohibition from teaching check</li> <li>- Further checks on people living or working outside the UK including EEA sanctions</li> <li>- A check of professional qualifications</li> <li>- Right to work in the UK check</li> <li>- Section 128 check for senior leaders and governors not all staff</li> <li>- All staff, proprietor, EP, therapists, domiciliary, contractors, agency</li> <li>- Disqualification self-disclosure recorded and further checks for schools with 5 years and under or under 8's breakfast clubs</li> <li>- Supply staff. Schools should include: <ul style="list-style-type: none"> <li>- Whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates</li> <li>- Whether any enhanced DBS check certificate has been provided</li> <li>- The date that confirmation was received</li> <li>- The date on which any certificate was obtained</li> <li>- Overseas checks have been completed where necessary (see also, separate SCR Audit)</li> </ul> </li> </ul>	17-21, 34		
<p><b>Toilets are Adequate:</b> sole use or separate for boys and girls over 8 years old</p> <ul style="list-style-type: none"> <li>- No definitive requirements on numbers but generally agreed 1 per 10 pupils (special or under 5 years) or 1 per 20</li> </ul>	23,28, 34		

- Disables toilet available			
- Details of how pupil premium is spent available to stakeholders SEN information report*			
Those marked with \$ should be uploaded as a separate document to the website. Those marked with * should be referred to as part of the parent information pack/prospectus and so can be uploaded to the website or referred to in the wider document  Please see separate guidance on the website content			
<b>Annual Written Report</b> sent to parents reviewing attainment and progress	32(1)(f),34		
<b>Annual Account</b> of income and expenditure available to LA funded pupils	32(1)(h),34		
<b>EHC Plans</b> up to date and available. Reviews completed. Used to inform IEP or equivalent.	32(1)(i),34		
<b>Complaints Procedure</b> Clear time scales outlined 1. Informal option 2. Formal option made in writing 3. Hearing before panel of at least three not involved including one independent of school management 4. Parent allowed to attend and be accompanied to panel  Good practice to have child/parent friendly version to supplement policy	33,34		
<b>Complaints Records</b> findings and recommendations are kept on record, provided to compliment and person complained about where relevant, action taken, whether resolved informally, formally or through panel, kept confidential	33,34		
<b>Records of Disciplinary Hearings and Dismissals</b> of staff concerning safeguarding including notification to DBS where appropriate	34		
<b>Self-Evaluation Up to Date</b>	34		
<b>School Development Plan</b> in place and a plan which ensured rapid improvement and records impact of	34		

actions as a live document – updated and used as live document			
<b>Equality and Diversity Policy</b> is implemented consistently and effectively. 3 year accessibility plan up to date.	2(2)(d)(ii) 3(j), 34		

# THE LION WORKS SCHOOL POLICY



## Appendix 6: Termly SMSC self-audit

### Personal development self-audit

Question	RAG	Evidence	Next steps
<b>Student experience relating to SMSC (this should include student voice)</b>			
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 others 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"> <li>- The values of democracy</li> <li>- The rule of law</li> <li>- Individual liberty</li> </ul>			

- 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?			
<b>Teachers understanding of SMSC (teacher voice must be incorporated)</b>			
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?			
<b>Senior leaders experience of SMSC</b>			
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?			

<p>What does this information tell you about how well pupils have developed an understanding of:</p> <ul style="list-style-type: none"> <li>- The values of democracy</li> <li>- The rule of law</li> <li>- Individual liberty</li> <li>- Mutual respect for and tolerance of those with different faiths or no faith?</li> </ul>			
<p>What would the teachers do if they heard someone using a derogatory term? Can you give me an example/case study?</p>			
<p>What specific steps have been taken to improve pupils' behaviour and learning with respect to the development of British values?</p>			
<p>What happens when a pupil misbehaves? Does this generally stop them doing it again?</p>			
<p>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'?</p>			

## Appendix 7: Single Central Record 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)
<i>Identity check</i>						
<i>Enhanced DBS check with children's barred list check</i>						
<i>Standalone children's list check</i>						
<i>Prohibition from teaching check (8)</i>						
<i>Section 128 check (9)</i>						
<i>Further checks on people who have lived or worked outside the UK (10)</i>						
<i>Check of professional qualifications</i>						
<i>Check to establish the right to work in the UK</i>						

### Notes

- Checks carried out on volunteers, maintained school governors and local governors in an academy trust don't need to be recorded on the SCR under the latest version of Keeping Children Safe in Education (KCSIE), but we'd recommend including them
- Even if staff only work at your school for a day, you must add them to your SCR
- KCSIE doesn't say specifically that contractors must be on the SCR, but it does say all staff who work at the school must be included, including supply staff, so it's best to include contractors too
- Where we mention academies in this document, this includes free schools

#### Footnotes:

- (1) This includes teacher trainees on salaried routes
- (2) This doesn't have to include fee-funded teacher trainees, but it can if you want to. The initial teacher training provider is responsible for carrying out the checks on these trainees. You should get written confirmation from the provider that it has carried these out, and that it has judged the trainee to be suitable to work with children
- (3) For supply or agency staff, you should include whether written confirmation has been received that the employment business supplying the member of staff has carried out the relevant checks and obtained the appropriate certificates. They should also include whether any enhanced DBS certificate was provided and the date that the confirmation was received (independent schools/academies and non-maintained special schools should also include the date on which any certificate was obtained)
- (4) Volunteers in regulated activity need an enhanced DBS check with barred list information. If volunteers aren't engaged in regulated activity, it's up to the school to decide whether to get an enhanced DBS check (*without* barred list information)
- (5) All maintained school governors require an enhanced DBS check. Only those engaging in regulated activity require a barred list check. Note that this doesn't include associate members unless they are engaged in regulated activity
- (6) Academy members, trustees and local governors, and independent school governors must have an enhanced DBS check. They don't need a barred list check unless they're engaged in regulated activity
- (7) All contractors whose work provides them with an opportunity for contact with children will need an enhanced DBS certificate. Only those engaging in regulated activity need a barred list check
- (8) A prohibition from teaching check is required for any staff who carry out teaching work (unless they do so under the direction or supervision of a qualified teacher or other person nominated by the headteacher to provide direction and supervision). The following activities count as teaching work:
  - Planning and preparing lessons for pupils
  - Delivering lessons to pupils

- Assessing the development, progress and attainment of pupils
  - Reporting on the development, progress and attainment of pupils
- (9) A section 128 check is required for governors in maintained schools and all those in management positions in an independent school or academy. This includes:
- Members
  - Trustees
  - Local governors (where the local governing body has been delegated responsibilities)
  - Headteacher
  - Teaching positions on the senior leadership team
  - Teaching positions that carry department headship

Other positions may also require this check, depending on the specific responsibilities the person holds.

Where the person will be engaging in regulated activity, a DBS barred list check will identify any section 128 direction if 'child workforce independent schools' is specified. It can also be checked for separately

- (10) All individuals who have lived or worked outside the UK must undergo the same checks as other school staff. Further checks should include overseas criminal records checks. For teaching positions, you should also obtain a letter of professional standing from the regulating authority in the country where the applicant has worked, confirming that it has not imposed any sanctions or restrictions on that individual, and/or is not aware of any reason why they may be unsuitable to teach

<b>Monitoring and maintaining the SCR</b>	
Does the SCR have correct and up-to-date details for all appropriate people? <ul style="list-style-type: none"> <li>- Have any new people been added since the last check?</li> <li>- Have those who have left been deleted?</li> </ul>	

<p>Have we checked the SCR for administrative errors? For example:</p> <ul style="list-style-type: none"> <li>- Failure to record dates</li> <li>- Individual entries that are illegible</li> <li>- Omissions</li> <li>- Over writing details of pre-employment checks</li> </ul>	
<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> <ul style="list-style-type: none"> <li>- Is it encrypted?</li> <li>- Do we have a plan in place in case of a security problem?</li> </ul>	
<p>Do we have an effective system for reviewing the SCR? Is this system being followed?</p>	

**Appendix 8: Board report template**

<b>Date</b>		<b>Present</b>	
<b>Apologies</b>			
<b>Actions from previous meeting</b>			
<b>Staffing and pupil numbers</b>			
<b>Staffing</b>	<i>Recruitment: Retention: Staff deployment (any teaching staff below 90% contact time):</i>	<b>Pupil overview</b>	<i>Current number on roll: Individual class occupancy rates: Assessments completed since last meeting: Placements offered: Placements not-offered: Admissions appeals: Target assessments by next meeting: Target placements by next meeting:</i>
<b>Quality of Education</b>			
<b>Feedback from observations and learning walks</b>		<b>Curriculum</b>	<i>Development since last meeting:       Curriculum priorities before next meeting:</i>
<b>Assessment</b>	<i>Termly assessment data per year group (please attach in separate report)  Leaver projections and/or leaver data and destinations</i>	<b>IEP progress</b>	<i>Percentage of AR's completed on time since last board meeting:  IEP target progress from reviews completed: %rollover-</i>



			%completed- %other-
<b>Sample student progress reports</b>	<i>Assessment and learning progress report on 1 KS3 student and 1 KS4 student (separate report)</i>	<b>Feedback from parent survey</b>	
<b>Board member comments from QA</b>			
<b>Behaviour and attitudes</b>			
<b>Summary of behaviour trends according to data</b>	<i>Number and % of level 5: Number and % of level 4: Number and % of level 3: Number and % of level 2: Number and % of level 1:</i>	<b>Critical incidents</b>	
<b>FTE's issued</b>		<b>Number of students analysed as part of high priority process and issues arising from this</b>	
<b>Analysis of attendance for this term</b>		<b>Notes on behaviour from learning walks and lesson obs</b>	
<b>Feedback from parent survey</b>			
<b>Board member comments from QA</b>			
<b>Personal Development</b>			
<b>Summary of SMSC and British Values</b>	<i>Progress made this term (speakers, exemplar work, assemblies, subject mapping)</i>	<b>Summary of pupils achievements and development targets</b>	

<b>Updates to relevant curriculum areas</b>	<i>PSHE, RSE, physical and mental wellbeing, citizenship, online safety, DoFE</i>		
<b>Board member comments from QA</b>			
<b>Leadership and Management</b>			
<b>Overview of compliance with ISS</b>	<i>% of self-audit passed (termly self-audit)</i>  <i>Areas of concern</i>	<b>Safeguarding</b>	<i>Provide separate safeguarding termly/annual audit</i>
<b>Any staff who have not achieved targets from last term's line management</b>	<i>Who? Why? Support plans required?</i>	<b>Any staff work load or wellbeing issues?</b>	
<b>Stakeholder engagement</b>	<i>Feedback from meetings with placing partners</i>  <i>Survey feedback</i>	<b>SDP and SEF progress summary</b>	<i>Provide separate SEF and SDP report</i>
<b>Health and safety</b>			
<b>Any other business</b>			