Meeting of the South Bank Academies Board

4.00 pm on Thursday, 1 October 2020
in MS Teams

Agenda

No.	*Item*	*Pages*	*Presenter*
1.	Appointment of SBA Chair and Vice Chair	3 - 4	MB
2.	Welcome and apologies		HT
3.	Declarations of interest *Directors are required to declare any interest in any item of business.*		HT
4.	Minutes of last meeting • 7 July 20 • 27 July 20	5 - 16	HT
5.	Matters arising • 7 July 2020 • 27 July 2020	17 - 20	HT
6.	Chair's business	Verbal Report	HT
	Items to discuss		
7.	CEO's Report	21 - 26	FM
8.	Education update	27 - 48	DC
9.	Financial reports • Management accounts August 2020 • Cash flow and balance sheets	To Follow	HA
10.	Policies • Draft policy schedule • Safeguarding policies	49 - 120	DC
11.	Formal approval of Academic Quality and Improvement committee	121 - 124	FM
	Items to note		
12.	MAT Risk register	125 - 146	DC
13.	Academies Financial Handbook 2020	147 - 152	MB
14.	Keeping Children Safe in Education 2020	153 - 154	MB

No.	*Item*	*Pages*	*Presenter*
	update		
15.	Draft Public Benefit statement	155 - 158	MB
16.	Membership of SBA Board and School Advisory Boards	159 - 164	MB

Date of next meeting
4.00 pm on Tuesday, 15 December 2020

Members: Hitesh Tailor (Chair), Richard Flatman (Vice-Chair), Tony Giddings, Nicole Louis, Hilary McCallion, Chris Mallaband, Fiona Morey, Lesley Morrison and David Phoenix

In attendance: Michael Broadway, Ciara Carroll, Dan Cundy and Helena Abrahams

Appendix to the pack (background reading):

- Academies Financial Handbook 2020
- Keeping Children Safe in Education 2020

	CONFIDENTIAL
Paper title:	Appointment of SBA Chair and Vice-Chair
Board/Committee:	South Bank Academies Board meeting
Date of meeting:	01 October 2020
Author(s):	Ciara Carroll, Clerk to the Trust Board
Sponsor(s):	Michael Broadway, SBA Company Secretary
Purpose:	To approve
Recommendation:	The Board is requested to approve the re-appointments of Hitesh Tailor as Chair of the Board and Richard Flatman as Vice Chair of the Board

Executive Summary

Under article 82, "The Trustees shall each school year elect a Chairman and a Vice-Chairman from among their number. A Trustee who is employed by the Academy Trust shall not be eligible for election."

The Board is requested to approve:

(i) Hitesh Tailor continues as Chair of the Board for the next school year, 2020-21; and

(ii) Richard Flatman continues as Vice Chair for the next school year, 2020-2021.

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CONFIDENTIAL

Minutes of the meeting of the South Bank Academies Board held at 11.00 am on Tuesday, 7 July 2020 MS Teams

Present
Hitesh Tailor (Chair)
Tony Giddings *(for minutes 1 - 9)*
Hilary McCallion *(for minutes 1 - 9)*
Chris Mallaband
Fiona Morey *(for minutes 1 - 9)*
David Phoenix *(for minutes 1 - 9)*

Apologies
Richard Flatman (Vice-Chair)
Nicole Louis
Lesley Morrison

In attendance
Helena Abrahams
Michael Broadway
Jacqui Collins
Dan Cundy
Dominique Phipp
Richard Duke *(for minute 8)*

1. **Welcome and apologies**

The Chair welcomed the members to the meeting. The above apologies were noted.

2. **Declarations of interest**

Dan Cundy, Helena Abrahams, and Jacqui Collins declared an interest in the pay policy (minute 7).

3. **Minutes of last meeting**

The Board approved the minutes of previous meetings held on 26 March, 24 April, and 8 June 2020. The meeting on 24 April 2020 was held via email.

4. **Matters arising**

The Board noted that an update on the Commissioned Places Model will be completed in this meeting during the Education update (item 6).

The action to circulate the 3-year staff investment plan and budget impact data was deferred until the next meeting due to the coronavirus pandemic.

The Board discussed the action and noted a comprehensive staffing plan is not needed, but a report illustrating the outline of the plan, to include the data below, would be useful:

- the principles of staff investment;
- board approved KPI spend on staffing;
- leadership structure and how this might evolve over time in terms of integration with the trust;
- diversity balances; and
- proportion of front line teaching staff to other staff (e.g. technical, office etc.).

The Management Accounts will be discussed later in the meeting (item 9).

An update will be provided later in the meeting on the progress of re-opening the UTC and UAE (item 6).

5. **CEO's Report**

The CEO summarised the process to establish the Quality Committee, noting that her team took a detailed look at the challenges of understanding the quality of education and holding leadership to account to improve attainment. She added that it will be challenging for the committee to plan for the future, as the operating context continues to be so changeable due to the coronavirus pandemic.

The Board discussed how the Quality Committee and the UTC and UAE SABs will report into the Board. The Board agreed that reporting will be through a committee report and through the Executive Principal's Education report. Updates from this Board will be fed back to the UTC and UAE SABs and Quality Committee via the SAB Chairs and the CEO, respectively.

6. **Education update**

The Executive Principal prefaced his update by noting that the SBA serves very disadvantaged communities who have been significantly impacted by the coronavirus pandemic. It is therefore critical for the SBA to support students to access our teaching and benefit from free school meals.

<u>Re-opening</u>

The Executive Principal outlined the different strategies taken by the UAE and the UTC in re-opening to Y10 and Y12 students. He noted that signage and room configurations have been completed at both schools for two metre social distancing. These will be updated for September 2020 to one metre.

The Executive Principal reported that the schools have seen around 65% attendance, which appears to be average amongst other schools in Southwark who have seen 55-75% attendance. There has been much reluctance amongst families to require their children to use public transport in

coming to school. This will be an ongoing concern affecting attendance numbers in September 2020 too.

The Board noted that work is in progress to provide a platform for students to report welfare issues to the schools. The schools are now focussed on launching a summer catch-up programme and providing free school meals throughout the summer, funding for which is expected to be received from the government in 2020/21.

The Board discussed students who are not engaging with their learning at all, whether online or in school. The Executive Principal noted that there is no data from other schools to benchmark our engagement data against. Both schools are working hard to remain in contact with families who are not engaging, and the proportion of students in this category is small and declining.

The Board requested high level data on this low engagement group, noting that issues of engagement will continue with summer catch-up programmes.

The Executive Principal reported that recent Government guidance offers some certainty to support planning for 2020/21. Year groups will not need to be socially distanced but will remain in “bubbles”, whilst staff will socially distance from other staff and from students. Staggered breaks, lunches, and school start and end times will be put in place. The Government guidance is that all teachers are expected to report to work in September 2020, including those who are vulnerable or shielding. Management are working hard to develop a support package for concerned or vulnerable staff. In general staff have welcomed the gradual return to work over the summer.

The Board discussed the summer catch-up programmes in development. It was noted that these courses will be aimed particularly at Y6, Y7, Y10 and Y11 students. In-house teachers will be used, with support from external tutors too.

The Executive Principal explained that summer schools always take place at UAE, therefore it is already budgeted for. Additional expenses of widening the usual summer programme will be drawn from next year’s budget, in advance of receipt of government funding. The Board noted that the normal amount of funding for the summer programme may not be available in 2020/21 as a result of these plans.

The Board discussed the use of fines for students who fail to return to school in September 2020. The Board supported the recommendation for Principals to work with families in instances of non-attendance and to determine the approach on a case-by-case basis.

The Board supported Management in not reducing the curriculum on offer to students as a means of catching up on lost teaching time due to the coronavirus pandemic.

The Board noted that managing the impact of the coronavirus pandemic continues to be challenging for the senior leaders and Principals of both schools. Significant decisions are required of them at very short notice despite the continued uncertainty surrounding the pandemic. One of their current

priorities, for example, is planning for next year's GCSEs. With the present uncertainty around the future impact of the pandemic and the circumstances in which these exams will take place this is challenging. There is also uncertainty about future Ofsted inspections.

Quality of education, attainment, and progress

The Board noted the following updates:

- Teaching staff at both schools are learning extremely quickly how to deliver more live synchronous teaching sessions via Google Classroom and MS Teams. Older learners at the UTC have been more flexible with their learning methods and better able to self-direct their learning than the younger students at the UAE. Attendance rates for live sessions are not as high as expected.

- Additional learning support is being given to Y11 and Y13 students to support them to transition to the next stage of their education. For example, Y11 students are being given pre-level 3 content.

- Both schools have finalised their grade predications. The schools have sought to be robust and provide accurate predictions. Both have predicted strong grades, as the quality of teaching at both schools has improved over the last few years and attendance has increased. It remains to be seen what the national moderation outcome will be. The national average for predicated grades is 0.3 to 0.6 higher than last year, which may be optimistic.

The Board discussed its concerns that the schools might be moderated downwards, especially if nationally other institutions have been optimistic whilst we have been realistic.

It was noted that moderation takes place subject-by-subject and uses historic data from the three previous years to determine trends. The SBA does not possess three years of data for GCSE and A-level exams, which may help in moderation. The schools will learn the moderated grades at the same time as students do - on results day. Students and schools cannot appeal the moderated grades other than on grounds of procedure. There will be another assessment cycle in October 2020 for students who want to resit any of their examinations.

LSBU Group link update

The Board noted that both schools have been heavily involved in developing the LSBU Group Strategy, 2020-25. The schools can now articulate the value-add from the Group more clearly.

The Board noted that the new governance reporting dashboard has been finalised with both Principals. The newly established Quality Committee will apply the governance dashboard to both schools and any new schools joining the MAT in future, making it far easier for SABs to quality assure.

Development update

The Board noted that the Commissioned Places Model, otherwise known as the Curriculum Partnership pilot project with the Archbishop Tennison school, will not begin until 2021 due to the coronavirus pandemic. The project will benefit from current learnings in remote and blended teaching.

The Board noted that the business plan to understand the resources and income expected for the project is being developed. No additional workload is expected of SBA teaching staff for the project as Archbishop Tennison's staff will deliver the courses, providing around £10k per course in income.

The Board noted that a Y14 offer for internal Y13 students is in development, with potential funding from the Baker Dearing Trust. The offer would effectively enable Y13 students to do the first year of an engineering degree fully funded. The Board agreed that this offer could be very attractive to students, as they could then complete their engineering degree for only two years of fees.

The Board noted that the business case for the Sir Simon Milton Westminster UTC (SSMW) joining SBA is being drafted. An emergency Board meeting will be arranged for the week commencing 27 July 2020 to review the business case. The business case will then be submitted to the Regional School's Commissioner (RSC) by 31 July 2020.

The Board of SSMW has given its in-principle support for the school to join SBA. Due diligence is being undertaken on SSMW. The RSC will make the final decision.

Marketing update

The Board noted the latest application numbers.

South Bank UTC:

- 38 applications received so far for Y10s starting in September, though this figure is still trending upwards slowly.
- 213 applications received so far for Y12, on top of the current cohort of Y11s moving up.

UAE South Bank:

- 87 internal sixth form applications, and 15 external sixth form applications have been received. This totals 102, with a budget of 75.
- There is no data yet on Y7s. The budgeted figure is 110 students.

The Board discussed the new branding. It was supportive of the new font and logo and felt that the new branding will give the SBA a sense of direction as the MAT grows. It was noted that the colour purple is most often associated with achievement and ambition. The Chair agreed to contact any members unable to attend the meeting for their thoughts.

Safeguarding update

The Board noted that the UAE Safeguarding report will be brought to the UAE SAB meeting of 9 July 2020.

The Executive Principal reported that the safeguarding teams at both schools have been working closely with vulnerable families. The past few months have been very challenging for our students, many of whom have been impacted by the pandemic and its wider implications. The safeguarding teams are preparing to continue to support students in September 2020 with the return to school.

Staffing update

It was noted that both schools have had a good staff recruitment cycle.

7. **Pay policy**

The Board discussed the updated teachers' pay policy. Following the last meeting of the Board, teaching staff had been consulted across both schools on the proposed changes to the Teachers' Pay Policy. The consultation lasted for ten days, during which the Trust HR Manager held more than thirty meetings with staff. Most of these meetings were focused on responding to teachers' concerns about moving over to the new pay structure or explaining how the changes would impact them. The overall response has been positive.

The Board discussed the criteria for achieving Expert Teacher status. It was noted that one of the principles agreed upon for revising this policy was to ensure it offers conditions that are at least as good as teachers' paying conditions nationally. The draft policy differs from national paying conditions in one respect: teachers must remain on a lower pay spine for two years before they are eligible to progress to Expert Teacher status.

The Board discussed the cost implications of the new policy and how it fits with the scope and direction of future plans for the workforce. It was noted that the previous pay scales were confusing for applicants and were impacting on SBA's ability to secure the best candidates. Retention of staff was also problematic as more attractive, and clearer pay structures could be found elsewhere. The new policy is fairer and more transparent. It is projected to require a 3% budget increase, which is affordable.

The Board supported the principles of the revised pay policy and requested the remuneration committee to review the revised policy in detail ahead of the Board formally approving the policy.

8. **Group strategy 2020-25**

Richard Duke joined the meeting.

The Board discussed the final draft of the LSBU Group Strategy, 2020-2025.

Following approval of the strategy, the next step is to design the critical pathway to measure progress and explore what delivering the strategy will

look like in practice. A detailed performance measuring process including KPIs is being developed.

The Board supported the draft strategy, subject to a minor amendment. The LSBU Board would be requested to approve the strategy at its meeting of 16 July 2020.

Richard Duke left the meeting.

9. **Management accounts to end May 2020**

The Board discussed the management accounts to end of May 2020. The Business Manager confirmed that the forecast is to deliver to budget. The Board noted that there have been additional costs due to the impact of the coronavirus pandemic, but savings have been made which offset the additional expenditure.

The Board noted that June 2020 management accounts are being prepared and requested that these are circulated to the Board with commentary and analysis against the budget agreed by the Board in July 2019.

David Phoenix, Tony Giddings, Hilary McCallion and Fiona Morey left the meeting. The meeting was no longer quorate and the decision required for the budget was deferred to an additional meeting.

10. **Draft budget, 2020/21**

Approval of the draft budget, 2020/21 was deferred to the additional meeting to be held during the week commencing 27 July 2020.

11. **MAT risk register**

The Board noted the updated risk register. The Board noted that the format of the register is being aligned to the Group risk approach.

12. **Reports from committees**

The Board noted the reports from committees.

It was noted that school development plans for 2020/21 have been delayed due to the coronavirus pandemic. It was agreed that each SAB would hold a meeting in the early autumn to review the development plans.

Date of next meeting
11.00 am, on Monday, 27 July 2020

Confirmed as a true record

..... (Chair)

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Minutes of the meeting of the South Bank Academies Board held at 2.30 pm on Monday, 27 July 2020 MS Teams

Present
Hitesh Tailor (Chair)
Richard Flatman (Vice-Chair)
Tony Giddings
Hilary McCallion
Chris Mallaband
Fiona Morey
Lesley Morrison *(for items 4 to 7)*
David Phoenix

Apologies
Nicole Louis

In attendance
Helena Abrahams
Michael Broadway
Dan Cundy
Dominique Phipp
Jacqui Collins
Mike Simmons

1. **Welcome and apologies**

The Chair welcomed the members to the meeting. The above apologies were noted.

2. **Declarations of interest**

No member declared an interest in any item on the agenda.

3. **Sir Simon Milton Westminster UTC business case**

The Board discussed the draft business case for the SSMW UTC (SSMW) joining the SBA MAT. The Board was informed that another local MAT is also interested in joining with the SSMW. The DfE has requested that the SBA and the other interested MAT submit their business cases to it by 31 August 2020. A decision is expected by the Regional Schools Commissioner by 30 September 2020.

The Board noted that the Board of SSMW are supportive of joining SBA. SBA has a strong shared vision and mission with the SSMW. Both UTCs work closely with local employers and businesses, and the SBA could offer a strong model in terms of career pathways and sponsorships.

The CEO confirmed that the SMT are confident of making the SSMW a viable part of SBA; in the short-term through back office savings followed by a strong recruitment cycle in 2021/22.

The Board discussed the risks to the SSMW during this process. It was noted that SSMW's recruitment is at risk and is deteriorating due to the uncertainty of its future.

The Board noted that if SBA's business case is successful, any delay in the process over the summer would be material to the turnaround of the SSMW finances. As SBA would have no control over recruitment of students for 2020/21, it would need to achieve a strong recruitment cycle in 2021/22. In addition, it was noted that Ofsted was likely to visit in January 2021, as the SSMW is overdue for an inspection due to the coronavirus pandemic.

The Board discussed the current financial position of the SSMW and the funding required for the turnaround. Management would review the funding requested.

The Board agreed that the business case was robust and demonstrated that SBA could turn the SSMW around. The Board approved submission of the finalised business case to the Regional Schools Commissioners.

The CEO agreed to keep the Chair informed of any new developments.

4. **Draft budget, 2020/21**

Lesley Morrison joined the meeting.

The Board discussed the draft 2020/21 budget forecasts. The key assumptions included in the budget are:

- Student numbers, which drive GAG funding.
- No increase in GAG funding per student (but 2% budgeted for future years);
- An increase in 16-19 programme funding (around £4000 per student)
- A 3.1% average salary increase for teaching staff (a 3% increase has been assumed for 2021 and for future years of the budget) ;
- A 1.5% increase in non-pay related expenditure for all future years of the budget; and
- 8% top slicing of GAG income (the SBA's central staff costs would be managed centrally).

The Board discussed the budget assumptions.

It was noted that the teacher pensions grant and pay grants given to SBA last year would continue, supporting the 2.7% pay increase from last year and future pay increases.

The Board noted that premises-related costs to allow for social distancing, staff sickness, or any other issues related to the future impact of the coronavirus pandemic have been accounted for. The agency contingency for 2020/21 has not been reduced, so funding would be available if agency staff

are needed to support sick staff next year. Premises-related costs, such as plastic screens in the reception and thermometers, have been met this year. Management was hopeful that there would not be considerable pandemic related costs for changes to the premises in 2020/21.

The Board discussed the approach to reserves. The use of schools' surpluses (currently 1.5%) was determined by management this year, but a formal reserves policy would be drafted and brought to the Board for approval in October 2020.

The Board noted that the forecast for central management costs percentage (top slice) was high. The Business Manager explained that other schools joining the MAT would allow central management costs to be reduced.

The Board discussed the student number assumptions for the UAE. It was suggested that the assumptions are generous, as nationally Key Stage 3 and 4 numbers are declining, and the forecast would rely upon a positive Ofsted outcome and a significant marketing drive. Additionally, agreeing a significant staffing spend now would leave little headroom for future years if those student numbers do not materialise. Management was confident that the results of the marketing work completed to date would deliver the student numbers forecast but agreed to reduce OPEX to 6.5% and add the remainder to the central contingency.

The Executive Principal commented that the investment budgeted for staffing at the UTC would be to ready the school for its Ofsted inspection and to support specialist staffing in Health. Management plan to grow the number of students and create efficiencies in future years to offset these costs.

The Board approved the 2020/21 draft budget, subject to minor amendments. The budget would be reviewed in November 2020 when pupil numbers have been finalised.

5. **Pay policy**

The Board thanked the Business Manager and the Trust HR Manager for their hard work to revise the policy following the last meeting. It was noted that the Remuneration Committee discussed the policy at its emergency meeting on 23 July and approved its introduction from 1 September.

The Board supported the changes to the policy. It noted that an Equality Impact Assessment would also be carried out in September.

The Board discussed the criteria for achieving Expert Teacher status, noting that currently Expert Teachers at SBA are required to stay on the M6 pay scale for two years before they can progress to the Expert Teacher pay scale. Those eligible for Expert Teacher status must stay on a lower pay scale for only one year under national paying conditions. An increase in their pay has not been budgeted for next year.

The Board recognised that one of the principles agreed upon for revising the policy was to ensure it offers conditions that are at least as good as teachers' paying conditions nationally. It agreed to maintain the two year period

however, as it felt two years was a reasonable and fair length of time and would allow teaching staff to build evidence demonstrating why they deserve to progress to Expert Teacher status.

The Board approved the policy in its current form but agreed that it would review the policy again next year to consider whether to reduce the period for progression to Expert Teacher status to one year.

6. **Management accounts to end June 2020**

The Board received the June management accounts and noted that no further spending should be made before year end. The Board noted that cash flow and balance sheet would accompany these reports in September 2020, as well as the management accounts for August 2020.

The Board noted that forecast total income for the year was down. It was expected that the UTC would see a drop in income of £59k and the UTC would see a drop in income of £237k. This drop in income is largely be due to pupil adjustment at both schools but offset by government funding for free school meals.

The Board noted that variance to staffing and expenditure on agency staff had impacted the accounts, as not all teaching posts have been filled at the UAE and agency staff were required centrally and at the UTC due to the coronavirus pandemic.

Cost savings were made because of underspend in some areas due to the coronavirus pandemic, which has mitigated losses to a small extent. Therefore, the SBA would end the year in a surplus position.

Date of next meeting
2.30 pm, on Thursday, 1 October 2020

Confirmed as a true record

..... (Chair)

SOUTH BANK ACADEMIES BOARD - TUESDAY, 7 JULY 2020
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	Circulate 3 year staff investment plan and budget impact data		Fiona Morey	Update at meeting
9.	Management accounts to end May 2020	Circulate June 2020 management accounts with commentary and analysis to board in July 2020		Helena Abrahams	Update at meeting

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SOUTH BANK ACADEMIES BOARD - MONDAY, 27 JULY 2020
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Draft budget, 2020/21	Draft formal Reserves policy for review and ratification at the next board meeting Report on Nov 2020 budget review following finalisation of pupil numbers	1 Oct 2020 15 Dec 2020	Helena Abrahams Helena Abrahams	Update at meeting On plan for December Board meeting
5.	Pay policy	Equality Impact Assessment on new Pay Policy to be conducted	1 Oct 2020	Jacqui Collins	Update at meeting
6.	Management accounts to end June 2020	August 2020 management account, plus cash flow and balance statement to be provided at next meeting	1 Oct 2020	Helena Abrahams	On agenda

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	INTERNAL
Paper title:	CEO report
Board/Committee:	SBA Board
Date of meeting:	01 October 2020
Author(s):	Fiona Morey – CEO SBA
Sponsor(s):	Hitesh Tailor Board Chair
Purpose:	For Information
Recommendation:	The Board is requested to note this report

Executive Summary

The attached report provides the committee with

- an update on 19/20 student achievements
- update on 20/21 recruitment and
- a summary of arrangements in place to support the wider re-opening of the schools for the new academic year
- staff update

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SBA CEO Report
September 2020

Overview

The new academic year is underway with both schools fully open and operating in line with government guidelines for schools in regard to COVID-19. The CEO, Executive Principal and Principals are in regular contact with Lambeth and Southwark Councils education teams and responding to advice and guidance as it becomes available. As and when there are any COVID-19 cases senior leaders make contact with our local Public Health teams who advise on next steps in terms of self-isolation and testing.

Full risk assessments are in place and regularly updated. The LSBU Group Director of Compliance has oversight of the schools' risk assessments and the Group Health and Safety manager works closely with the teams at the schools to advise and monitor processes in place.

We are preparing to support staff and students with local lockdowns and continued response to the situation as things evolve. There are 4 tiers that we will be guided through by the local authority and our local Public Health England health protection team.

- Tier 1 – fully open to all pupils full time, with face coverings required in corridors and communal areas for pupils in Year 7 and above.
- Local authority leaders and directors of public health, alongside national government, would be at the centre of any decision making to move out of Tier 1 for education settings.
- They would take all other possible measures, including implementing restrictions on other sectors, before considering restricting attendance in education.
- If all other measures have been exhausted, Tier 2 would advise secondary schools and colleges in a restricted area to use rotas to help break chains of transmission of coronavirus, while primary schools remain open to all pupils.
- Tiers 3 and 4 introduce remote learning full time for wider groups of pupils, with vulnerable children and children of critical workers continuing to attend.

A great deal of hardwork, collaboration and commitment has been and continues to be required by staff across the Trust in responding to the significant demands of the current situation. Being able to adapt and be flexible, will continue to be the order of the day and we need to be mindful of the impact this has on capacity and staff health and well-being.

19/20 Results

Following a turbulent couple, of weeks in August the schools centre assessed grades (CAGs) were used as the primary source for awarding this year's examination results. Overall student achievements have improved significantly on 18/19. The summary table below gives the headline data which is analysed in detail in the Executive Principal's report and has been scrutinised at the Quality Improvement Committee earlier this month.

	UAE		**UTC**	
	18/19	19/20	18/19	19/20

GCSE Attainment 8	41.3	47.9	34	39
GCSE English and maths 4+	58%	62%	44%	74%
GCSE English and maths 5+	31%	38%	24%	23%
GCSE Progress**	-0.53	0.0	-0.17	+0.51
A level pass rate	88%	100%	86%	100%
A level A*-C	6%	62%	43%	72%

Recruitment
Overall recruitment targets are

UAE	Target	Actual	19/20
Yr 7	110	107	127
Yr 12	60	77	34
Yr 13	34	34	28
Total on roll	764	760	754

UTC	Target	Actual	19/20
Yr 10	40	22	27
Yr 12	150	156	85
Yr 13			
Total on roll	300	291	219

Staff Pay

Following ratification by the Board in July, the new teachers pay policy has been rolled out and individual assimilation letters have been sent to all affected staff. The Board can expect to review the policy, albeit on a much smaller scale, in the Summer term of 2021. Work is beginning to the alignment of support staff contracts across the Trust and the Bord will be updated on this later in the year.

The cost of living increase of 2.75% (agreed nationally) for support staff and the sliding scale of 2.75% (M6, ETS and school leaders) up to 5.5% (M1) cost of living increase for teaching staff (in line with STPCD) are yet to be agreed by the CEO and notified to staff. This will take place by the prescribed date in our pay policy of 31st October and will be agreed in a meeting of the CEO, Executive Principal Trust Business Manager and Trust Human Resources Manager. Concurrently, meetings will be taking place in mid-October with the Principals, Exec Principal, Trust Business Manager and Trust Human Resources Manager to sign off the recommended performance management increases for staff eligible for a step increase. Staff will receive any agreed increases via retrospective payment in November for

their step increases and cost of living, backdated to 1st September 2020. In setting and agreeing the budget in the Summer of 2020, the Board agreed to a 3% cost of living increase across the board. The Trust Business Manager is currently working on building the varying cost of living increases into the staffing budget to ensure this is covered within the 3% which was originally forecast and budgeted for.

The Remuneration Committee is meeting on the 30th September and will review senior leaders performance and pay in line with Trust policy.

Sir Simon Milton Westminster UTC

Communications with the DfE and the Regional Schools minister have continued throughout the summer, with the RSC seeking further information on the Trust following our submission in July to take over the SSMWUTC. Engagements have been positive and we have been able to provide strong evidence supporting our case. In the meantime the Trusts senior team have been providing back office support for SSMWUTC who were in need of specialist expertise in relation to HR, business management and financial planning. SSMWUTC had previously had an SLA with a local school (Fulham Boys) which came to an end in August. We are charging a daily rate for management time and would be able to terminate this arrangement should we not be the preferred partner for the merger. We expect to hear the outcome of the process in the next few weeks and will keep Trustees updated.

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South Bank Academies
LSBU | GROUP

Education Update

Dan Cundy, Executive Principal
September 2020

Coronavirus update

Paying close attention to evolving government guidance and wider sector intelligence, balanced with our own values and priorities, we have undertaken considerable work to mitigate Covid-related risks on reopening in the new academic year. Risk assessments have been produced centrally based on best practice in the sector, scrutinised and approved by the CEO and governors, and are regularly updated in the light of further guidance. As an example, classroom layouts which were initially designed to facilitate social distancing, are now laid out with full class sizes based on front-facing furniture and staff socially distanced. The CEO and LSBU H&S lead have reviewed operations at the UTC; the executive principal is supporting a group-side BDO audit on Covid response.

Significant staff input and training has been put in place at the start of the academic year before term start. This has supported a clear understanding of operational arrangements as well as expectations and systems. Time and resources have been made available to support staff being ready and feeling comfortable in what is a very different working environment. Additional training has been put in place to support staff preparedness and wellbeing.

At both schools, student year groups are 'bubbled' in order to minimise cross-year group mixing. To enable this student movement is minimised, with teachers moving to groups in most cases. At UAE there are designated staircases for year group bubbles, while at the UTC a one-way system has been introduced. Additional sanitation is in place, signage supports and reinforces expectations and careful planning of entry/exit and circulation has been planned. Catering and break arrangements have been adjusted to support students remaining in bubbles. Furniture has been procured and arranged in line with government guidance with support from within the LSBU Group. Staff are expected to socially distance between students and other staff.

Some practical challenges are being navigated. For example, the need to bubble students results in less opportunity for outdoor play. Teachers moving between lessons rather than students at UAE creates management issues at transition periods while segregated break and lunch spaces at the UTC are becoming overcrowded. At both schools additional staff duties are required causing additional workload for staff, and less 'downtime'. Staff must socially distance and staff rooms are not in use as normal, risking feelings of isolation amongst staff. Responses are in place through leaders at both schools, but an additional layer of pressure is being felt.

A national fund to support catchup and to provide additional tutoring has been launched. We are finalising how the additional resource will be targeted. Work is ongoing in order to support a rapid move to blended or fully remote teaching; the technology platforms and staff training are in place and plenty of learning from the summer term has informed current plans. Additional devices are being sought to minimise lost learning amongst disadvantaged learners. A claim was submitted to cover most of the additional costs incurred before the summer holidays; we are awaiting confirmation of payment via ESFA.

Quality of Education.

A 'normal' curriculum has been reintroduced, with all teaching taking place face-to-face. Both schools have conducted significant work on curriculum in line with the current Ofsted framework 3 Is: intent, implementation and impact. At the UTC input from an external consultant and serving Ofsted inspector at the start of term INSET has supported middle leaders in constructing and sequencing their programmes of study in order to drive progress. At UAE the focus has been more on integrating the curriculum fully into Google Classroom. This approach will facilitate a move to blended/remote learning and, linked to assessment and feedback through the Google environment, provides an audit trail of responsive teaching – the curriculum being tailored to the needs of students in response to teaching and feedback. A similar approach is being pursued at the UTC using Microsoft Teams through Office 365. In both schools, the Rosenshine Principles underpin a knowledge-rich approach to delivery of the curriculum: for example with high frequency, low stakes testing being used to support recall.

SLT and middle leaders in both schools are conducting frequent learning walks and are revising the quality assurance programme to align with operational patterns currently and in future when and if more learning moves online.

The curriculum in both schools has expanded. At UAE the A level offer has been extended. This has been instrumental in ensuring a far larger proportion of internal Year 11s were retained and progressed into Year 12. This offer is now close to its final form as 6th form reaches capacity. At the UTC there are two significant changes: firstly the start of the health curriculum, and secondly the in-house Year 14 HNC offer. The health offer is in three main areas – as an Extended Diploma level 3 BTEC in Health & Social Care (Health Studies pathway) equivalent to three A levels, as a Sub Diploma BTEC in combination with other A levels and as a level 2 BTEC for Year 10 as an optional pathway. The specialist health suites are in operation and two specialist teachers in post. See Appendix for an outline of the HNC course.

Leadership and management

Improvement planning is being led by Principals with input from the SAB, and comprises the additional uncertainties and planning for Covid. Improvement plans are now in an agreed trust format facilitating better comparison between schools and over time. Leaders are operationally very stretched due to current demands but are working effectively to support the wellbeing and safety of their communities.

An improved mechanism for ensuring governors are able to ascertain improvements in both progress and the quality of teaching is being developed within existing policies and systems although the 2020-21 assessment and reporting schedule is different to normal due to Covid.

Appraisal meetings are taking place in line with the new approved pay policy, with incremental rises to be approved in October and posted in November's pay at the latest. Panels to appraise Principals and the Executive Principal are to be convened with recommendations feeding to the CEO for approval. Target setting will enable appraisal objectives to be set for the forthcoming year; this process is underway with both Principals.

Attainment and progress

Context

Due to Covid, the examination series in summer 2020 was cancelled. Following significant controversy in relation to the application of an algorithm to centre assessed grades and in a late U-turn, the government issued centre assessed grades (CAGs) to students through examination boards to students in all English schools.

At both SBA schools, the process to arrive at CAG has been thorough and robust, with grades arrived at through collation and evaluation of a range of assessment and other performance information. Internal moderation and standardisation has taken place at departmental and at school level.

It is important to reinforce that no 2020 data will be published at national level: there will be no league tables, so future Ofsted inspections will consider 2019 performance while arriving at key lines of enquiry.

BTEC grades have been issued through a different process centrally through Pearson, with completed unit assessments factored into centrally calculating an outcome grade. These were in line with expectations and previous years' performance.

Based on CAG data, both SBA schools have shown a continued improvement trend over previous years. This is expected given both schools are on an improving trend. It is disappointing that this improvement is not captured in the conventional manner, and will not be celebrated in the same way. However, for SBA students, improved outcomes has led to an increased range of pathways and next steps.

Key Stage 5

UAE

UAE have a 100% pass rate at A level which represents a significant improvement on last year's A level results: a 12% improvement in pass rates, and a significant 56% improvement in A* to C grades. The BTEC results are also very strong with 100% pass rate and an increase in high grades in comparison with last year. Grades have been allocated for BTECs, rather than CAGs being issued, based on completed unit work.

All students wishing to progress to university have secured places, including one student who achieved A*, A*, A and is off to St. Andrews to read Astrophysics.

Summary of results comparing 2019 with 2020

	Pass rate	% gaining A*/A	% gaining A* - C
2019 A level results	88%	0%	6%
2020 A level results	100%	14%	62%

A-level

19/20	Entries	Overall pass	A*	A	B	C	D	E	U
UAE %	21	100%	10%	5%	24%	19%	24%	14%	0%
UAE headcount	21		2	1	5	4	5	3	0

18/19	Entries	Overall pass	A*	A	B	C	D	E	U
UAE %	17	85%	0%	0%	0%	6%	35%	47%	15%
UAE headcount	17		0	0	0	1	6	8	2

BTEC

19/20	Entries	Overall pass	D*D*D*	D*D*D	D*DD	DDD	DDM	DMM	MMM	MMP	MPP	PPP	U
UAE %	12	100%	0	1	3	3	5	0	0	0	0	0	0
UAE headcount	12	12	0	8%	25%	25%	42%	0	0	0	0	0	0

18/19	Entries	Overall pass	D*D*D*	D*D*D	D*DD	DDD	DDM	DMM	MMM	MMP	MPP	PPP	U
UAE %		91%	0	0	18%	18%	46%	9%	0	0	0	0	9%
UAE headcount	11	10	0	0	2	2	5	1	0	0	0	0	1

2020 A level results detail

Name	Biology	Business Studies	Chemistry	Economics	Maths	Physics	Destination
AJH	C				C	C	Wants to start an apprenticeship. Has interviews next week and Amel Mazari is supporting him with this
EK			E		E	E	Kingston Uni to study Mechanical Engineering
AL			A*		A*	A	St Andrews to study Astrophysics
JO	E		D		E		Coventry to study Forensic Psychology
RR		B		B			Could not contact her today. Last spoken to 2 weeks ago and wanted to do Apprenticeship in Business
AT			B		B	B	Cardiff to study Civil Engineering
KY	D				D	D	Royal Holloway to study Physics

UTC

As at UAE, Key Stage 5 outcomes have improved considerably: there is now a 100% Pass rate at A level and the proportion achieving A*-C has increased by 29% to 72%. BTEC outcomes have also improved and represent 100% Pass+ across all courses with some exceptional outcomes. 100% of GCSE resit students (Year 12) secured a pass in a Level 3 level BTEC, which is very pleasing. 95.24% of students studying A-level and BTEC combination pathway scored D* in Engineering (an A* grade at A level). 100% of the students who applied and secured a place at university are progressing to university.

Summary of results comparing 2019 with 2020

	Pass rate	% gaining A*/A	% gaining A* - C
2019 A level results	86%	14%	43%
2020 A level results	100%	11%	72%

A-level

19/20	Entries	Overall pass	A*	A	B	C	D	E	U
UTC headcount	54			6	13	20	10	5	0
UTC %	54	100%		11%	24%	37%	19%	9%	0%

18/19	Entries	Overall pass	A*	A	B	C	D	E	U
UTC headcount	14	12		2	2	2	3	3	2
UTC%		86%		14%	14%	14%	21%	21%	14%

2019/20 A levels by subject

Subject	A*	A	B	C	D	E	U	Total
Arabic		1						1
		100%						
Biology				1	1			2
				50%	50%			
Chemistry		1	3	3				7
		14%	43%	43%				
Computer Science			2	2	1	2		7
			28%	28%	14%	28%		
Economics				1				1
				100%				
English Literature		2		2				4
		50%		50%				
Maths		1	4	7		3		15
		7%	27%	47%		20%		
Physics			3	4	8			14
			21%	29%	57%			
Polish			1					1
			100%					
Urdu		1						1
		100%						

2019/19 A levels by subject

Subject	U	E	D	C	B	A	A*	No.
Chemistry				50%		50%		2
Physics	33%	17%	33%		17%			6
Computer science		50%	50%					2
Maths				33%	33%	33%		3
Further maths		100%						1

BTEC

19/20 UTC	Entries	Overall pass	D*D*	D*D	DD	DM	MM	MP	PP	U	
Diploma (2 A levels)	32	94% *		3%	3%	31%	41%	9%	6%	6%*	

The two allocated examination grades of U affecting two students have been withdrawn: these two students are completing the Extended Diploma course as part of the Year 14 programme.

19/20 UTC	Entries	Overall pass	D*	D	M	P	U
Sub Dip (1 A level) academic route	21	100%	95%	5%			

19/20 UTC	Entries	Overall pass	D*	D	M	P	U
Sub Dip (1 A level) re-sit route	16	100%			14%	86%	

2018/19 data

Extended certificate (1 A level equivalent)	U	P	M	D	D*	No.
	0	0	36%	18%	36%	12

Three A level equivalent BTEC full time course old spec QCF for weaker Level 3 students:

Extended Diploma (3 A level equivalent) QCF	U	PPP	MPP	MMP	MMM	DMM	DDM	DDD
	0	6%	13%	6%	31%	25%	6%	0

Three A level equivalent BTEC full time course new spec RQF for stronger students:

Extended Diploma (3 A level equivalent) RQF	U	PPP	MPP	MMP	MMM	DMM	DDM	DDD
	0	0	0	0	0	27%	46%	27%

Diploma (2 A level equivalent)	U	PP	MP	MM	DM	No.
	0	25%	50%	0	25%	4

90 credit (1.5 A level equivalent)	U	PP	No.
		100%	1

Destinations

In spite of the challenging results at A-level destinations are extremely strong. 100% of students that applied to University have secured a place for September (or have deferred to start in 2021).

- 10 students are staying at the UTC in Year 14 for innovative HNC offer. This is made up predominantly of students who have had apprenticeships offers recalled.
- 100% of students will be going onto Education, Employment or Training (0% NEET)

Case Studies

Lewis

D*DD going to Oxford Brookes to study Mechanical Engineering

Jack

D*DD going to Greenwich University to study Engineering

Alfie
D*DM Higher level Apprenticeship with Siemens Software
Nathan
AAD* going to Liverpool Hope to study creative writing
Shazib
ABCD* going to Brunel to study electrical engineering

Key Stage 4

UAE	2019	2020	Change
Progress 8	-0.53	0.0	Improved +0.53
Attainment 8	41.3	47.9	Improved 6.6 points
Grade 5+ in Eng/Ma	31%	38%	Improved 7%

UTC	2019	2020	Change
Progress from starting point (GL Assessment)	-0.17	+0.51	Improved +0.68
Attainment 8	34	39	Improved 5 points
Grade 4+ in Eng/Ma	44%	74%	Improved 30%

UAE

The proportion of students achieving both English and maths at a standard pass (grade 4) is 62% with those at a strong pass (grade 5+) is 38%. Both English and maths grades have improved in relation to 2019.

Attainment 8 at 47.89 is above the 2019 national average and a significantly improved picture.

Progress 8, (although not meaningful for 2020 and not published) at 0.0 represents significant progress to 2019 data and is now in line with national.

Details	Entries		No.	%	No.	5
	Entered		5+		4+	
Included						
Art	32	24.24	15	46.88	22	68.75
Biology	34	25.76	32	94.12	33	97.06
Chemistry	34	25.76	31	91.18	32	94.12
Combined Science	97	73.48	52	53.61	70	72.16
Computer Science	42	31.82	30	71.43	40	95.24
Drama	24	18.18	10	41.67	14	58.33
English Lang	131	99.24	69	52.67	106	80.92
English Lit	131	99.24	63	48.09	103	78.63
Geography	39	29.55	17	43.59	27	69.23
History	59	44.70	28	47.46	35	59.32
Mandarin	2	1.52	0	0.00	2	100.00
Maths	131	99.24	67	51.15	86	65.65
PE	23	17.42	13	56.52	16	69.57
Physics	34	25.76	31	91.18	32	94.12

Product Design	43	32.58	24	55.81	35	81.40
Religious Studies	1	0.76	1	100.00	1	100.00
Spanish	97	73.48	28	28.87	59	60.82

UTC

The proportion of students achieving grade 4+ in English and maths at 74.3% has increased 30% since 2019, while those achieving grade 5+ has fallen 1% to 22.9%. Attainment 8 at 39.2 is 5.1 points above 2019 data.

Progress from starting points is a key measure at the UTC, measuring the impact of the UTC's teaching since GL Assessment baseline tests are sat on entry at the start of Year 10. This measure sits at +0.51, around half a grade higher than the national average, and 0.68 above 2019 data.

The 2020 cohort is weaker than last year's based on Key Stage 2 data, notwithstanding the 2019 'Durand Effect'. The proportion of students reaching the threshold grade 4+ in English and maths has increased rapidly and eclipsed target, supporting students' destinations. Progress from starting points (the baseline GL Assessment suite taken at the start of Year 10) is particularly positive at half a grade above national for similar students.

Details	Entries		No	%	No	%
	Entered		5+		4+	
Biology	11	31%	7	64	11	100
Chemistry	11	31%	6	55	11	100
Combined Science	24	69%	1	4	13	54
Computer Science	16	46%	5	31	13	81
English Lang	35	100%	7	20	26	74
English Lit	34	97%	9	26	29	85
Maths	35	100%	14	40	28	80
Physics	11	31%	7	64	11	100
Product Design	34	97%	10	29	20	59
Religious Studies	16	46%	3	19	13	81
Urdu	1	3%	1	100	1	100
ICT	18	51%	5	28	9	50

LSBU Group link update

- Executive Principal launched group strategy at both schools during September INSET programme (see appendix)
- SBA have supported a group EU STEM bid which, if successful, will increase provision and generate revenue across the group.
- The Executive Principal is a member of a working group to develop metrics in support of a key strand of the 2020-25 strategy, social mobility.
- The Executive Principal is a member of the LSBU Group Fundraising Committee, exploring how to generate funds through corporate giving, alumni and other means to support students across the group; the SBA focus is on food poverty, with a pitch for funds to support students.

- SBA have participated in group-wide audits on network security and on data security, with a further audit on risk management and Covid response ongoing.
- The Executive Principal and Safia Barikzai along with schools are working to refine the LSBU offer for this year; much scaled-back due to the impossibility of visits and unavailability of equipment; however additional tutoring capacity may be available.
- The Executive Principal is in ongoing discussions supported by Mike Simmons to secure access to the School House for UAE
- SBA HR has been working with OD at LSBU
- SBA Business Manager has been working closely with finance team including Financial Controller on a strategic basis
- LSBU Estates have supported with lease negotiations for the UTC with the landlord, Trinity Academy and the ESFA.
- The Executive Principal will re-establish plans to secure student mentoring within the School of Business
- The Executive Principal will work with the School of Health and Social Care to explore facilities value add and interviews with a view to early offers of places at LSBU; this will be extended into the School of Engineering
- The Executive Principal and CEO with SBC leadership are exploring opportunities to collaborate on catering and other matters to increase efficiencies.

Development update.

- Health specialism at the UTC launched. Identifying potential value add including facilities access at Tabard Street and LSBU
- Apprenticeship offer. SBA now on the Register of Apprenticeship Providers. Apprenticeships tentatively offered for 2021 first delivery under review noting Covid-19 recruitment freezes. LSBU are offering logistical and practical support.
- Commissioned Places Model / Curriculum Partnership. Pilot project being developed with Archbishop Tenison's School in Croydon for 2021 launch in engineering and health. Remote and blended learning model to support.
- LSBU supporting with refined list of single academy trusts to be approached in relation to expanding SBA through organic growth. To be followed up.
- Southwark meeting held with Mike Simmons to explore scope of skills-related free school bid. Awaiting briefing document from Southwark.
- T level expression of interest rejected on the basis of student numbers in the qualifying period (2018-19). Future application potentially to be pursued this year.
- Engineering PGCE joint with LSBU in internal approval process. Executive Principal to follow up.
- Development of STEM extended curriculum offer with LSBU via EU bid – awaiting outcome of bid.
- Development of Year 14 offer for future cohorts – funding and marketing model being developed.

Sir Simon Milton Westminster University Technical College

We are awaiting the outcome of the Regional Schools Commissioner's decision as to whether SSMW UTC will be sanctioned to join SBA. In the interim, SBA are informally supporting some of their functions, including HR and finance. This support has been approved by their governing board and generates revenue for SBA while ensuring we are well briefed as to the issues the UTC faces and embarking on a journey to better prepare the UTC for transfer to a new MAT.

Safeguarding update

An updated safeguarding policy has been produced at each school, factoring in government and other guidance on Covid-related matters, as well as paying reference to updated statutory guidance including Keeping Children Safe in Education 2020. These policies are to be reviewed by the trust board.

All staff have received safeguarding training during the September INSET programme. All staff have been asked to read (and confirm they have) section 1 of KCSIE. All senior leaders and those in safeguarding roles must be familiar with all sections.

An updated trust-wide format for safeguarding reporting to the board has been devised and will be proposed, based on best practice in the sector. It will report in more depth than the current format.

Term has recently started so a full safeguarding report will be presented at the next meeting, however updates from each school are below.

UAE

During Lockdown:

- Delivering Assemblies, Challenges Experiments, Notices and Videos on our Youtube channel, to help boost esteem.
- Attended staff trainings & webinars to better equipped ourselves for the return of the new normal eg. bereavement courses, counselling service webinars etc
- Delivering Care packages to our most vulnerable students to also help boost esteem.
- Food deliveries and breakfast parcels to students entitled to FSMs, and our most vulnerable families.
- Home visits to check welfare and wellbeing
- Telephone counselling service continued with Entrust
- Rewarding Students and praising students for their continuous efforts to keep up with the learning
- HOY check-in calls and logging on a spreadsheet
- Supporting parents with their queries
- Sign posting students to fun activities, online community events/activities etc.

Post Lockdown:

- Face-to-face counselling service, increasing the number of councillors, from 2 to 3 to meet the demand
- Introducing recovery interventions which will be delivered via Day 10
- Delivering target specific intervention programmes for female students who may have been at risk of domestic violence
- Staff are starting the discussion around how we can bring our Visionaries camping experience into UAE and support vulnerable students
- Delivering virtual assemblies to encourage students to sign up to Kooth (online counselling)

Recovery Curriculum:
Our recovery curriculum has been written as a whole school approach to not just return to the way things were, but to build back better. We have used the Roadmap for Renewal map to not only put in place additional safety measures around the school, but also adapt our teaching to take account of student experience during lockdown. Several departments (including Art and Dance) have implemented a new SOW to better allow students to express themselves about their experiences during lockdown. Pastoral staff have used form times for the first 3 weeks to explore feelings of anxiety and re-iterated where students can go if they are feeling worried. We've introduced worry boxes on every floor which are regularly checked by HoYs so that they can pick up on any issues. Our global citizenship lessons have explored inequalities that surfaced during lockdown and this has spurred on a couple of student lead social action campaigns taking place through Day 10.

UTC

A high percentage of our families suffered during lockdown and this was seen through the high number of families (outside of FSM) asking for vouchers and Food bank packages. We also noticed that lockdown highlighted family

breakdowns and temporary 'missing children' as they left home without permission and broke the 'lockdown'. As we increased our Safeguarding team, we were able to conduct home visits and help resolve family issues before social services were involved. Three children moved status over lock down; one child into Looked After Children (LAC) two children to Child in Need (CIN).

During Lockdown:

- Identified vulnerable families (not withstanding all students subject to Safeguarding concerns)
- Delivered an electronic tablet to each KS4 student with links to support websites and online counselling services
- Assigned a 'virtual mentor' for each family that called home daily / weekly dependent of need
- Widen Safeguarding team through online training from 3 to 6 staff members
- Continued Social care, Speech & language, Counselling services virtually
- Delivered food packages to our most vulnerable students
- Home visits
- Rewarding Students through Teams
- Sign posting students to fun activities, online community events/activities etc.

Post Lockdown:

- First full day on Well Being and relevant Skills Builder Activities 'Staying Positive'
- Face-to-face counselling service and group for all students
- Delivering target specific intervention programmes for female students who may have been at risk of domestic violence

COVID-19

As we respond to the consistently fast moving pace of COVID and associated government guidance, we are currently risk assessing all staff across the Trust and schools to gauge the viability of working from home. The Trust team continue to work from home and visit schools on occasions where required. However, where in-school staff are concerned, their presence continues to be operationally critical (even admin roles such as reception staff, exams officers, Head's PA), and therefore the risk assessment is likely to focus on how to maximise optimum social distancing rather than WFH arrangements. We are fortunate that many of these staff occupy their own offices, or large open plan offices, and are therefore able to successfully socially distance.

We have had a handful of staff across the Trust and schools who have self-isolated due to symptoms. All of them, bar one, were unable to access a test and self-isolated for the full fourteen days. The one member of staff tested negative.

We are surveying staff over the coming days regarding their plans for travel for October and Christmas breaks. There is no obligation for the Trust to remunerate staff who choose to travel and then undertake a period of quarantine. However, we feel an initial consultation will allow us to make a policy decision which is fair and transparent. Additionally, we are cognisant that, for those staff who do have pre-existing travel plans, they may decide to return to work immediately, waiving quarantine due to non-payment of salary, thereby putting the school population at risk.

Recruitment picture

In addition to those detailed in the June report, the following new starters have joined the respective areas of the organisation.

UAE

Surname	Forename	Post	Status
Earle-Hutton	Candice	Teacher of Spanish	Temporary until 31/12/2020 – to cover teaching element of Head of MFL role
Other	AN	Head of MFL	1st January start – ad out in Tes currently
Edwards	Peter	Teacher of Music UQ	New role – department growth. Internal development of learning assistant.
Kakouris	Tim	Teacher of Art UQ	New role – department growth. Internal development of learning assistant.
Other	AN	Assistant Vice Principal	Internal advert – development of behaviour/conduct to incorporate into SLT whole school responsibility.
Hussein	Imani	LRC Coordinator	Replacement post.
Moore	Daniel	Sixth Form Support Officer	Replacement post.
Other	AN	Head of Dance	Currently out to internal advert. TLR3.
Other	AN	Head of Drama	Currently out to internal advert. TLR3.
Other	AN	Head of PSHE	Currently out to internal advert. TLR3.
Other	AN	Outdoor Education Coord	Currently out to internal advert. TLR3.
Other	AN	Head of Design Technology	Currently out to internal advert. TLR2. Replacement post.
Edwards	Akeem	Student Services Mgr/Head of Year	Internal restructure and promotion. Additional responsibility allowance post.
Robinson	Dorraine	DDSL/Head of Year	Internal restructure and promotion. Additional responsibility allowance post.
Soyemi	Thomas	Head of Year	Replacement post.
Other	AN	PE Coach	Currently seeking Authority to Recruit. Currently budgeted through third party contractor.
Other	AN	Mathematics Teacher	Maternity leave cover – one year. February start.
Other	AN	HLTA	Replacement post. Principal to decide whether to replace post in line with lower EHCP funding this year.
Other	AN	Learning Assistant	Replacement post. Principal to decide whether to replace post in line with lower EHCP funding this year.

UTC

Surname	Forename	Post	
Other	AN	Physics	Ad to be placed for January start.
Miller	Ingrid	Teacher of Health	Temporary – substantive post budgeted for January start, in line with student number uptake for Health curriculum.
Dickson	Noel	Teacher of Chemistry	Reverts to 1.0FTE in line with student uptake>
Mofor	Clarise	Lead Teacher of Business	TLR2 due to department growth.
Abdi	Ayan	Director of Science	TLR1 due to department growth.

TRUST

Dan Pike, Trust Marketing Manager has moved on to support the LSBU Croydon initiative. Therefore, we currently have a vacancy for a Trust Marketing Lead, although on discussion with the Principals and their current needs, this role is likely to look slightly different going forward.

We have appointed a temporary HR Officer, Niona Kavuma, to support Jacqui, predominantly on the compliance areas of safeguarding, vetting and right to work. This role is budgeted as a substantive post from January 2021 onward.

Other

We are working closely with the Wellbeing team at LSBU to launch a Mental Health First Aid programme for staff. We are fortunate that the LSBU Wellbeing Advisor will run this two day training course for us at cost (£25 per head, usually £300 per head). We believe this service will complement the employee assistance programme in supporting staff through moments of personal and professional crisis, will help to alleviate some pressure from middle and

senior leaders whose time is often taken up with providing unofficial mental health first aid/support for staff, and that it is a worthwhile investment during this very uncertain period. We are looking for 4-5 staff at UAE, 2 at UTC and one within the Trust team who will participate on a voluntary basis and will give up 1-2 hours of work time, per month.

Appendix

South Bank Academies
LSBU | GROUP

Year 14 Level 3+ 'Stretch and Challenge' programme at South Bank UTC

Proposition
A one year pathway where students study BTEC level 3 engineering, with content 'deep taught' and with additional enrichment support such that students may enter themselves into and complete a Pearson HNC at level 4. The HNC qualification will support students into apprenticeship and university destinations, potentially directly into Year 2.

What is the course?
All students following the programme will already have achieved the level 3 BTEC Diploma in engineering, worth 2 A levels, in Years 12 and 13 at the UTC. The programme comprises further BTEC level 3 units to support students achieving a full Extended Diploma, worth 3 A levels. The Pearson Level 4 HNC in engineering (general pathway) comprises many of the same topics as level 3, so the Extended Diploma programme will be taught to greater depth than normal, facilitating excellent outcomes at level 3 and supporting students to complete the HNC as private candidates through the 'stretch and challenge' programme.

Who licenses the course?
Pearson. We have not been required to be registered through OfS.

Who is studying it?
10x students at South Bank UTC, all of whom were previous internal Year 13s

Why this? Why now?
Due to Covid, a number of our leaving students had apprenticeship destinations which were either cancelled or delayed, so we wanted to create a positive internal destination into higher education.

How is this funded?
Students are funded by ESFA for additional BTEC level 3 engineering units which they will complete in the one year course. These courses are timetabled and will comprise 504 taught hours, for which we are funded in line with other 6th form provision by ESFA. Students pay their own course registration fees of just over £200 as private candidates for the HNC component. Students pay no tuition fees for the course other than this.

How are we licensed to deliver the HNC?
We have successfully registered with Pearson as a Higher National centre. We provided the programme of study, examples of assessed work and policy documents, with a remote meeting to sign-off and approve the centre. We are already registered with Pearson to deliver successful BTEC qualifications.

How is this quality assured?

Pearson quality assure delivery, as they do for our levels 2 and 3 BTEC courses. We will have an annual Quality Management Review, and student work inspected through Standards Verification process, which we are well accustomed to.

How is it inspected?
The level 3 component of the students' programme of study is inspected as part of our current 6th form provision by Ofsted.

How is this financially viable?
We are not drawing funding to deliver the HNC directly. Students will attend two days per week for programme delivery; additionally students will study independently and we have purchased the 'offline package' which permits 25% of teaching hours to take place remotely.

How are we prepared to teach the course?
Pearson have requested and have approved details on staff experience; they have seen and approved all teaching facilities. Two of the teaching team have previous experience at Level 4. Teaching resources are being purchased via Pearson where appropriate and a library is being created to support students. The hands-on dimension of the course is delivered through our existing facilities eg designing and fabricating micro-controllers. Industry support in built in.

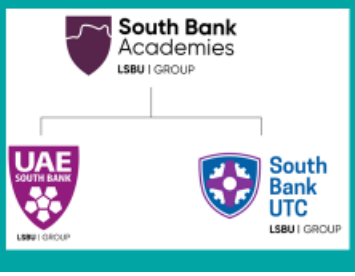
How will students be supported?
HNC students will have a designated 'bubble' space on the ground floor, in which they will be taught and can complete independent assignment work. They will be given access to LSBU learning resources including the library.

Can this work in future years?
Yes, for internal students, potentially as a five year pathway from Year 10. External students can potentially join the course in Year 14 in future years, but only if they have successfully completed a BTEC Diploma in engineering at level 3. It cannot work for students over the age of 19 at the start of each academic year, as we are drawing ESFA funding. In future years we may operate the HNC through LSBU rather than Pearson directly.

INSET presentation September 2020

South Bank Academies – who are we?

- Small multi-academy trust, part of LSBU Group
- Central executive including education oversight, quality assurance, governance, growth and strategy, compliance, finance, HR, marketing
- Aspirations different to many other MATs



South Bank Academies
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New brand, website: www.southbankacademies.co.uk

South Bank Academies – successes
• 'Best results ever' in both schools
• Progress at least in line with national
• Student number increase
• Financial sustainability
• Targeted capital expenditure
• Purpose and vision driving improvement
South Bank Academies
LSBU | GROUP

South Bank Academies – next?

- Continue to grow and improve existing schools. Numbers. Outcomes. Destinations. Ofsted.
- Develop portfolio of like-minded institutions.
- In-house apprenticeship provision.
- In-house engineering PGCE course
- Curriculum development: HNC, extended offer
- Career pathways model
- Expand health specialism

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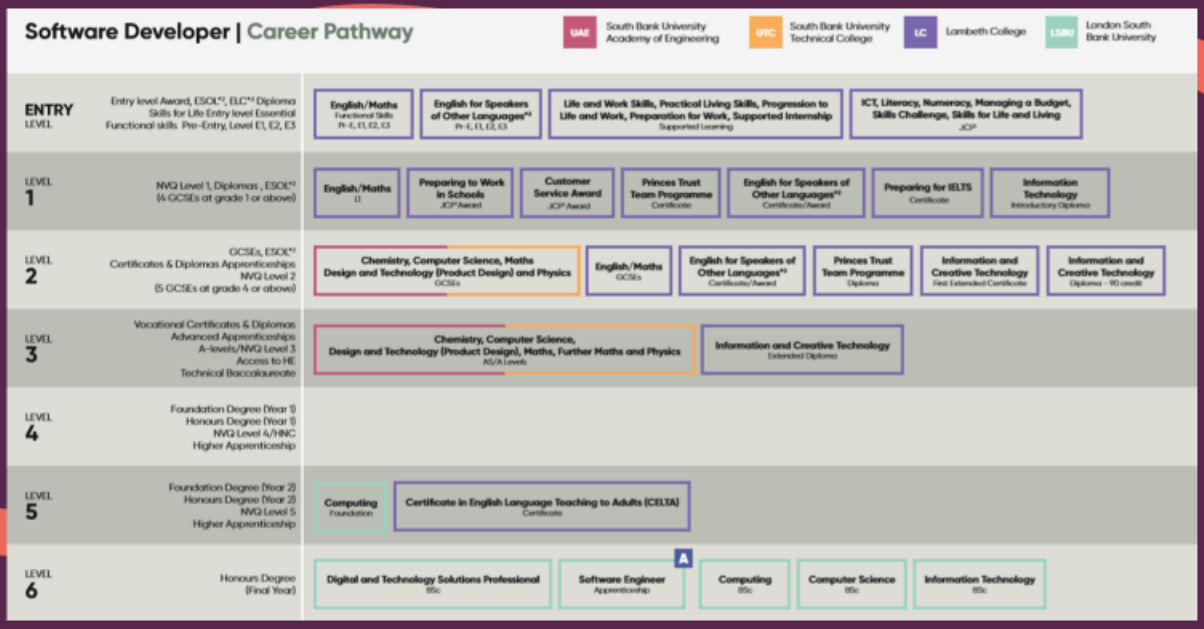

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South Bank Academies (SBA)
University Academy of Engineering South Bank (11-19 years) is situated in Walworth and has a STEAM specialism. South Bank Engineering UTC (14-19 years) is based in Brixton and is one of 48 University Technical Colleges. It specialises in engineering and health.

South Bank Colleges (SBC)
At Vauxhall, we are creating a new technical college to provide advanced technical programmes aligned to uniquely mapped career pathways. Lambeth College, based in Clapham, will become a Community College focused on gateway qualifications. In addition SBC houses a specialist English for Speakers of Other Languages (ESOL) centre in Brixton.

London South Bank University (LSBU)
LSBU delivers undergraduate and postgraduate degrees, apprenticeship programmes and, through LSBU Global, education to overseas students. It competes internationally in research areas that are aligned with its professional and technical focus.

South Bank Enterprises
Delivers commercially-led activity that adds value to the Group's mission, such as our new employment agency and a range of CPD programmes.

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LSBU Group 2020-25 strategy

London South Bank University (LSBU) was established as the Borough Polytechnic Institute in 1892. Its mission - to serve the local community and its employers by providing high quality professional and technical education and insight – still stands today. We have created LSBU Group so we can continue to deliver that vision as effectively and ambitiously as possible.

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The LSBU Group: a distinctive approach

We deliver real world impact through teaching, research and enterprise. We are able to harness the intellectual and physical resources across the Group to meet our mission of offering:

1. **Social mobility**
2. **A student experience designed around our students**
3. **Professional and technical education**
4. **Impact through insight**
5. **Strength from diversity**
6. **Engagement with place**

South Bank Academies
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Strategic pillars, Goals and United Nations Sustainable Development Goals

Access to Opportunity

Through local and global partnerships we will create opportunities for individuals, business and society and seek to remove barriers to success.

2025 Goals
- Progress against UN SDGs
- Positively impact 1 million lives

UN SDG

Student Success

Recognised as a leading organisation for outstanding practice-led learning, fostering the development of able graduates ready to address business and societal challenges.

2025 Goals
- Increase social mobility
- Increase in students' social capital

UN SDGs

Real World Impact

Research and Innovation that enhances teaching and tackles global and civic challenges, generates critical insights, and sustainable solutions to transform the lives of individuals, communities, businesses and society.

2025 Goals
- £5bn of economic impact
- Impactful and high quality research

UN SDG

Fit for the Future

Technology and Estates

To create a flexible physical and digital environment, allowing opportunities for personalisation, that is mobile friendly, fit for the future and embraces innovation and sustainability.

2025 Goals
- At least 20% of all teaching delivered using digital platforms or industry standard facilities
- Environmental sustainability

UN SDGs

People, Culture and Inclusion

Create a transformational and inclusive culture that is people centric, values led and ambitious; enabling LSBU Group to empower staff and to attract and retain a diverse range of skilled individuals.

2025 Goals
- A highly engaged workforce
- Closing of the Gender and Ethnicity Pay Gap

UN SDGs

Resources, Market and Shape

Alignment of core activity with business and society's current and future requirements in terms of skills, knowledge and innovation and insight.

2025 Goals
- Delivering financial sustainability
- Highly effective internal services

UN SDG

There are many benefits to our approach.

Access to Opportunity

Educational pathways – we provide a continuous offer of education and skills pathways, aligned to careers that support people of all characteristics, talents and levels to achieve their potential

Outreach – raising local aspiration and attainment, we align our combined outreach activities with the needs of local stakeholders and partners, including leveraging our employer relationships to provide work experience and other employer engagement in local schools

Access to talent – providing employers with access to talent at all educational levels, especially in professional and technical education

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Student Success

Educational enhancement – creating interaction amongst the Group which provides learners with reciprocal benefits such as access to technical facilities, volunteering opportunities and student services

Employer sponsored education – serving the education and skills needs of employers by equipping students with the skills they need to flourish in the world of work

Overcoming social disadvantage – our unique position supports research into links between social disadvantage and educational outcomes, and the application of its findings to deliver improved outcomes

South Bank Academies
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Real World Impact

Global outlook – leveraging the Group's diversity to form international partnerships that provide opportunities for staff and students in a local economy and which build reputation

Inclusive growth – utilising Group research and enterprise expertise to provide coordinated support to local business at all levels whether the need is facilities, technical support or high quality insight

Build community – inspiring and enabling our students, alumni and staff to engage together and with the local and wider community to build aspiration, achievement and resilience

South Bank Academies
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Our place in time

- Impact of Covid on education sector, disadvantaged learners and the economy.
- Inflection point. Purpose of education. Role of government including Ofsted. Method and timings of assessment. Peer support eg Greenshaw Learning Trust. High quality insight eg Great Teaching Toolkit.
- The 'new normal'. Importance of mission and values.
- Positivity. Eg Localism, community, environmental and (mental) health awareness. Opportunity to build back better?

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Academies
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	INTERNAL
Paper title:	Policies
Board/Committee:	SBA Board
Date of meeting:	01 October 2020
Author(s):	Dan Cundy, Executive Principal
Sponsor(s):	Dan Cundy, Executive Principal
Purpose:	For Approval
Recommendation:	The Board is requested to note the draft policy schedule and approve the safeguarding policies

Executive summary

The Board is requested to note the draft policy schedule and approve the safeguarding policies.

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Statutory policies – UTC/UAE(delete as appropriate)

Policy/document	Review frequency	Must be ratified by governors?	Executive Principal notes and recommendation	Status September 2020 and notes
Charging and remissions	GOVERNORS to determine	GOVERNORS may delegate to committee, individual gov or PRINCIPAL	Needs centralising as trust policy. EP (Executive Principal) to draft to SBA Chair.	
Behaviour	PRINCIPAL to determine	PRINCIPAL	Recommend SAB review	
Exclusions	Annual	GOVERNORS may delegate to committee, individual gov or PRINCIPAL	Recommend SAB review	
Relationships and Sex education	Annual	GOVERNORS may delegate to committee, individual gov or PRINCIPAL	Note changes to RSE rollout timetable post Covid. Recommend SAB review	
SEN	Information report updated annually; changes asap in Autumn term	GOVERNORS	Recommend SAB review	
Data Protection	Must register annually ('notify') ICO; review every 2 years	GOVERNORS free to determine how to implement	EP to update ICO registration. Needs centralising as trust policy. Recommend SBA Chair review	
H&S	GOVERNORS to determine	GOVERNORS may delegate to committee, individual gov or PRINCIPAL	Needs centralising as trust policy. EP to action to SBA Chair	
First Aid	GOVERNORS to determine	GOVERNORS may delegate to committee, individual gov or PRINCIPAL	Recommend SAB review	
Admissions	Annual; consultation every 7 years	GOVERNORS	Recommend SAB review	
Accessibility plan	Every 3 years	GOVERNORS may delegate to committee, individual gov or PRINCIPAL	Note Covid-related changes	
SCR	Live	GOVERNORS may delegate to committee, individual gov or PRINCIPAL	Trust HR to update, overseen by EP	

Complaints procedure	GOVERNORS to determine	GOVERNORS may delegate to committee, individual gov or PRINCIPAL	Needs centralising as trust policy.	
Freedom of information	GOVERNORS to determine	GOVERNORS free to determine how to implement	Needs centralising.	
Home school agreement	GOVERNORS to determine	GOVERNORS free to determine how to implement	Needs centralising.	
Minutes of GOVERNORS meetings	Not applicable	FGB or committee	Governance to continue to publish on trust and school websites.	
Premises Management documents	As required	GOVERNORS free to determine how to implement	Not required to publish.	
Equality statement	Every 4 years	GOVERNORS may delegate to committee, individual gov or PRINCIPAL	Needs centralising.	
School information on website	Live	GOVERNORS may delegate to committee, individual gov or PRINCIPAL	EP to review termly – review ongoing via Sarah K Sept 2020	
Admissions register	Live	GOVERNORS may delegate to committee, individual gov or PRINCIPAL	EP to review via Principals termly	
Attendance register	Live	GOVERNORS may delegate to committee, individual gov or PRINCIPAL	EP to review via Principals termly	
Staff discipline, conduct and grievance	GOVERNORS to determine	GOVERNORS may delegate to committee, individual gov or PRINCIPAL	Needs centralising as trust policy – EP to draft to SBA Chair	
Child protection policy and procedures	Annual	GOVERNORS	Within safeguarding policy.	
Procedures for dealing with allegation of abuse against staff	GOVERNORS to determine	GOVERNORS may delegate to committee, individual gov or PRINCIPAL	Needs centralising as trust policy – Trust HR Manager to draft to EP	
Supporting pupils with medical conditions	GOVERNORS to determine	GOVERNORS	Needs centralising as trust policy – EP to draft to SBA Chair	

NQT policy	Annual	Governors	Recommend SAB review	
Governors allowances	Annual	GOVERNORS may delegate to committee, individual gov or PRINCIPAL	EP to review to SBA Chair	

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UNIVERSITY ACADEMY ENGINEERING SOUTHBANK

SAFEGUARDING (CHILD PROTECTION) POLICY

University Academy Engineering South Bank is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The School's Child Protection (CP) policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2002 Education Act, The Education (Independent School Standards) Regulations 2014 (for independent schools), The Non-Maintained Special Schools (England) Regulations 2015 (for non-maintained special schools) and the guidance contained in "*Working Together to Safeguard Children*", the DfE's statutory guidance "*Keeping children safe in education*", Ofsted Guidance and procedures produced by the London Safeguarding Children Partnership (*LSCP*) and the Southwark Safeguarding Children Partnership (*SSCP*). We also have regard to the advice contained in DfE's "*What to do if you're worried a child is being abused*" and "*Information Sharing – Advice for practitioners*". The policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School.

We will ensure that all staff read at least Part one of DfE guidance "*Keeping children safe in education*" and that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one.

POLICY AIMS

The purpose of this policy is to:

- Identify the names of responsible persons in the school and explain the purpose of their role
- Outline the role of the governing body
- Describe what should be done if anyone in the school has a concern about the safety and welfare of a child who attends the school
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed "vulnerable"
- Set out expectations in respect of training
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff
- Set out expectations of how to ensure children are safeguarded when there is potential to come into contact with non-school staff, e.g. volunteers, contractors etc.
- Outline how complaints against staff will be handled
- Set out expectations regarding record keeping
- Clarify how children will be kept safe through the everyday life of the school
- Outline how the implementation of this policy will be monitored.

This policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children: Attendance Policy, Behaviour Policy, Covid 19 Behaviour and Exclusion Policy, Whistleblowing Policy and Sex Relationship Education Policy.

https://www.uaesouthbank.org.uk/useful-information/our-policies/

COVID-19

From 20th March 2020, parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend and we have adopted an addendum to our safeguarding policy based on the Local Authority's *Model COVID-19 Safeguarding Policy Addendum*.

As it is the Government's plan that all pupils, in all year groups, will return to school full-time from the beginning of the 2020 autumn term, we note the Government's *Guidance for full opening: schools* / *Guidance for full opening: special schools and other specialist settings*.

We are aware that pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. All staff members and volunteers will be vigilant about the possible impacts of the pandemic on pupils' mental wellbeing and act immediately on any safeguarding concerns, including new concerns where children are returning, and share their concerns with designated and deputy designated safeguarding leads. We will put in place appropriate support systems for pupils and parents/carers, including working with and/or referral to relevant outside agencies. We note the Government's *COVID-19: guidance on supporting children and young people's mental health and wellbeing*. We are aware of the continued importance for our staff to work with and support children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners during this period.

We will continue to ensure that arrangements are in place to keep children not physically attending the school safe, especially online. Where we identify a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, we will ensure that a robust communication plan is in place for that child or young person. Details of this plan will be recorded appropriately as will a record of contact. The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods will be considered and recorded. All our staff who interact with children, including online, will continue to look out for signs a child may be at risk. Any such concerns will be dealt with as per this policy and where appropriate, referrals will continue to be made to relevant agencies. In relation to any child receiving remote education, we note the DfE's *guidance on safeguarding and remote education during coronavirus (COVID-19)* in terms of keeping children as well as staff members safe online.

RESPONSIBILITIES AND IMMEDIATE ACTION

Safeguarding and promoting the welfare of children in our school is the responsibility of the whole school community. All adults working in this School (including visiting staff, supply teachers, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead who is a member of the school's leadership team.

The Designated Safeguarding Lead is: Jason Badu
The Deputy Designated Safeguarding Lead(s) are: Dorraine Robinson and Annette Moses

The Designated Safeguarding Lead (DSL) takes lead responsibility for safeguarding and child protection (including online safety) and provides advice and support to other staff on child welfare and child protection matters, takes part in strategy discussions and inter-agency meetings, and/or supports other staff to do so, and contributes to the assessment of children. DSL is the first point of

contact for external agencies that are pursuing Child Protection investigations and co-ordinates the school's representation at CP conferences and Core Group meetings (including the submission of written reports for conferences). When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue. Where there is any doubt as to the seriousness of this concern, or disagreement between the Designated Safeguarding Lead and the member of staff reporting the concern, advice will be sought from the Deputy Designated Safeguarding Lead (DDSL) or the LA's Strategic Lead Officer for safeguarding in education services. If a child is in immediate danger or is at risk of harm, a referral will be made to Southwark Multi Agency Safeguarding Hub (*MASH*) (or its equivalent in another LA if the child resides in a different LA) and/or the police immediately.

Although all staff should be aware of the process for making referrals to children's social care and for statutory assessments that may follow a referral, along with the role they might be expected to play in such assessments, the DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. The DSL or a deputy will always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.

THE ROLE OF THE GOVERNING BODY

The Governing Body will ensure that they comply with their duties under legislation and that the policies, procedures and training in the school are effective and comply with the law at all times. Governors are expected to receive appropriate training on safeguarding at induction that is updated regularly. In addition, they should receive information (for example, via emails, e-bulletins and newsletters) on safeguarding and child protection at least annually so that they can demonstrate knowledge of their responsibilities relating to the protection of children, young people and vulnerable adults.

The Governing Body will ensure that the school contributes to inter-agency working in line with statutory guidance "*Working Together to Safeguard Children*" and that the school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Southwark Safeguarding Children Partnership (SSCP).

The Governing Body has formally adopted this policy and will review its contents annually or sooner if any legislative or regulatory changes are notified to it by the designated governor or the headteacher.

The Governing Body has nominated *Chris Mallaband* as a lead to take leadership responsibility for the school's safeguarding arrangements.

Concerns about and allegations of abuse made against the headteacher will be referred to the chair of governors who will liaise with the LA's designated officer (LADO) and partner agencies and will attend any strategy meetings called in respect of such an allegation against the headteacher.

As a good practice, the headteacher will provide termly report to the Governing Body outlining details of any safeguarding issues that have arisen during the term and the outcome of any cases identified. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name.

Also as a good practice, the nominated governor will meet on a regular basis with the DSL to monitor the school's safeguarding arrangements and both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding.

Types of child abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

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

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

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the DSL and DDSLs will be considering whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. This is known as *Contextual Safeguarding*, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues:

Mental Health

We are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Our staff members however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that our staff members are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, this will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures. We also note the DfE's advice and guidance on *Mental Health and Behaviour in Schools*.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator and/or through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. Some of the indicators of CCE are: children who appear with unexplained gifts or new possessions; children who associate with other young people involved in exploitation; children who suffer from changes in emotional well-being; children who misuse drugs and alcohol; children who go missing for periods of time or regularly come home late; and children who regularly miss school or education or do not take part in education. Any possible CCE case will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures.

Child Sexual Exploitation (CSE)

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they can not be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be

conducted in accordance with the *London Child Protection Procedures*. This will determine how and when information will be shared with parents and the investigating agencies.

'Sexting'

Creating and sharing sexual photos and videos of under-18s is illegal. Sharing youth produced sexual imagery, which is commonly known as 'sexting' covers the incidents where

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

When such an incident involving youth produced sexual imagery comes to a member of staff's attention, this will be shared with the designated safeguarding lead with a view to referring to appropriate agencies following the referral procedures. Further information and advice on youth produced sexual imagery is available in the non-statutory guidance produced by the UK Council for Child Internet Safety (UKCCIS) '*Sexting in schools and colleges*'.

Serious violence

All staff will be made aware of indicators, which may signal that children are at risk from, or are involved with serious crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. We are also aware that fear and a need for self-protection is a key motivation for children to carry a weapon – it affords a child a feeling of power. Neighbourhoods with high levels of deprivation and social exclusion generally have the highest rates of gun and knife crime. Children are more likely to carry knives and other weapons than guns. All staff will be aware of the associated risks and will share any concerns about or knowledge of such children immediately with the DSL. Further advice on these is available in the Home Office documents *Preventing youth violence and gang involvement* and *Criminal exploitation of children and vulnerable adults: county lines*.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Like other forms of abuse and exploitation, county lines exploitation can affect any child or young person (male or female) under the age of 18 years; can still be exploitation even if the activity appears consensual; can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence; can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Peer on peer abuse

Children are capable of abusing their peers. This can take different forms, such as bullying (including cyberbullying), physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; violence, particularly pre-planned, forcing other children to use drugs or

alcohol, initiation/hazing type violence and rituals), emotional abuse (blackmail or extortion, threats and intimidation), sexual violence, such as rape, assault by penetration and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, sexting, sexual abuse (indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sexting) and sexual exploitation (encouraging other children to engage in inappropriate sexual behaviour, having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight, photographing or videoing other children performing indecent acts) and upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. Upskirting is now a criminal offence. Although it is more likely that girls will be victims and boys perpetrators, all peer on peer abuse is unacceptable and will be taken seriously. We do not tolerate these or pass them off as "banter", "just having a laugh" or "part of growing up".

The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and peer on peer abuse within a Child Protection context. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of other pupils and their behaviour will be dealt with under the school's behaviour policy. As a school, we will minimise the risk of allegations against other pupils by providing a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe, having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued, delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk, developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils. Any possible peer on peer abuse case will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures. We also note the DfE's advice and guidance on *Preventing and Tackling Bullying.*

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It can occur online and offline (both physically and verbally). It is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will affect their educational attainment. Staff will share any concerns about or knowledge of such incidents immediately with the DSL with a view to ensuring that support systems are in place for victims (and alleged perpetrators). We take these incidents seriously and ensure that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. Where necessary, we will work with relevant external agencies to address the issue, which may include a referral to MASH and reporting to the Police. Further information is available in '*Part 5: Child on child sexual violence and sexual harassment*' of DfE guidance "*Keeping children safe in education*".

Domestic abuse

Domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. If members of staff have a concern about or knowledge of any domestic abuse incidents, they will share it immediately with the DSL with a view to referring to appropriate agencies. Information is available about *Domestic abuse and how to get help in Southwark*. Southwark Council's support and service provider Solace

(020 7593 1290, southwark@solacewomensaid.org) offer free and confidential support for women and men aged 16 or over who are survivors of domestic abuse.

Operation Encompass *(only for schools/settings taking part in Operation Encompass)*

At *UAE South Bank* we are working in partnership with the Metropolitan Police and Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass.

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness to a domestic abuse incident. Domestic abuse impacts on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

Encompass has been created to highlight this situation. It is the implementation of key partnership working between the police and schools. The aim of sharing information with local schools is to allow 'Key Adults' the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment.

In order to achieve this, the Multi-Agency Safeguarding Hub (*MASH*) will share police information of all domestic incidents where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL). On receipt of any information, the DSL will decide on the appropriate support the child requires, this should be covert dependent on the needs and wishes of the child. All information sharing and resulting actions will be undertaken in accordance with the Metropolitan Police and MASH Encompass Protocol Data Sharing Agreement. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

The purpose and procedures in Operation Encompass have been shared with all parents and governors, is detailed as part of the school's Safeguarding Policy and published on our school website.

Violence Against Women and Girls (VAWG)

VAWG is defined as any act of gender–based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. VAWG is the umbrella term which brings together multiple forms of serious violence such as crimes committed in the name of "honour"; domestic abuse; female genital mutilation (FGM); forced marriage; sexual violence, abuse, exploitation and rape; stalking; harassment; trafficking for sexual exploitation; prostitution. If members of staff have a concern about or knowledge of any VAWG incidents, they will share it immediately with the DSL with a view to referring to appropriate agencies. We also note *Southwark's VAWG Strategy*.

So-called 'honour-based' abuse (HBA) (including Female Genital Mutilation and Forced Marriage)

HBA includes incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. If members of staff have a concern about or knowledge of a child that might be at risk of HBA or who has suffered from HBA, they will share it immediately with the DSL with a view to referring to appropriate agencies.

Female Genital Mutilation (FGM)

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term

health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

FGM is a deeply embedded social norm, practised by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman, and to be marriageable. The practice is not required by any religion.

FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls.

FGM is prevalent in 30 countries and is a deeply rooted practice, widely carried out mainly among specific ethnic populations in Africa and parts of the Middle East and Asia. While FGM is concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East like Iraq and Yemen, it has also been documented in communities in Colombia, Iran, Israel, Oman, The United Arab Emirates, The Occupied Palestinian Territories, India, Indonesia, Malaysia, Pakistan and Saudi Arabia. It has also been identified in parts of Europe, North America and Australia.

FGM is illegal in the UK. It is estimated that approximately 60,000 girls aged 0-14 were born in England and Wales to mothers who had undergone FGM and approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.

We note a new duty that was introduced on 31 October 2015 that requires teachers, which includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions to report 'known' cases of FGM in girls aged under 18 to the police. The duty applies to any teacher who is employed or engaged to carry out 'teaching work', whether or not they have qualified teacher status, in maintained schools, academies, free schools, independent schools, non-maintained special schools, sixth form colleges, 16-19 academies, relevant youth accommodation or children's homes in England. The duty does not apply in relation to suspected cases – it is limited to 'known' cases' (i.e. those which are visually identified or disclosed to a professional by the victim). It will be rare for teachers to see visual evidence, and they should not be examining pupils or students. The duty does not apply in cases where the woman is over 18 at the time of the disclosure/discovery of FGM (even if she was under 18 when the FGM was carried out). Further information on this duty can be found in the document "*Mandatory Reporting of Female Genital Mutilation – procedural information*". A useful summary of the FGM mandatory reporting duty is available in *FGM Fact Sheet*.

Teachers in our school will personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they will still discuss any such case with the designated safeguarding lead (or deputy) with a view to involving children's social care as appropriate.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. We note The Forced Marriage Unit's *statutory guidance* and especially Chapter 7 on page 32 of the *Multi-agency guidelines*, which is specifically aimed at teachers, lecturers and other members of staff within schools, colleges and universities. Any possible forced marriage case will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures.

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their

functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children's and youth services and offender management services) and the local community.

We will refer children at risk of harm as a result of involvement or potential involvement in extremist activity to Southwark Multi Agency Safeguarding Hub (*MASH*). The MASH will share the referral details of new referrals with the Prevent lead police officer and LA Prevent coordinator at the point the referral is received. The referral will then be processed though the MASH multi agency information sharing system and parallel to this the Prevent police officer will be carrying out initial screening checks. The Prevent police officer will make a referral to the Channel Practitioner if there are sufficient concerns.

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers,

sisters, uncles or aunts (whether of full blood, half blood or by marriage). Great grandparents, great aunts, great uncles and cousins are not regarded as close relatives.

The law requires that Southwark Council should be notified if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the child and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration or emotional issues such as keeping contact with biological family, maintaining cultural identity.

If we become aware of a child in a private fostering arrangement within Southwark, we will notify the council's Multi Agency Safeguarding Hub (*MASH*) by emailing ***MASH@southwark.gov.uk*** or calling **020 7525 1921**. Advice about whether there is a need to notify the council, can be obtained by calling **07539 346808** or sending an email to ***privatefosteringadvice@southwark.gov.uk***.

REFERRALS

Where there is a safeguarding concern, we take into account the child's wishes and feelings when determining what action to take and what services to provide. We have systems in place for children to express their views and give feedback. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. Ultimately, all our systems and processes operate with the best interests of the child at heart.

Referrals to services regarding concerns about a child or family typically fall into three categories:

- Early Help Services;
- Child in need - Section 17 (Children Act 1989) referrals;
- Child protection - Section 47 (Children Act 1989) referrals.

The Southwark Safeguarding Board Multi Agency Threshold Guide sets out the different levels of need and detailed guidance about how concerns within these different levels should be responded to by Southwark agencies.

Safeguarding referrals should be made to Southwark Multi Agency Safeguarding Hub (*MASH*) via the *Referral Form* and copied to the LA's Schools Safeguarding Coordinator. Prior to any written form being sent as a referral to social care, there should be a verbal consultation with the MASH social worker or manager, by calling the duty desk on **020 7525 1921,** to ensure that making a referral is an appropriate action. The parent/carer will normally be contacted to obtain their consent before a referral is made. However, if the concern involves, for example alleged or suspected child sexual abuse, Honour Based Abuse, fabricated or induced illness or the Designated Safeguarding Lead has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer ahead of the referral, but a rationale for the decision to progress without consent should be provided with the referral.

When we make a referral, the local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let us, as the referrer know the outcome. We will follow up if this information is not forthcoming.

If, after a referral, the child's situation does not appear to be improving, we will consider following local escalation procedures to ensure that the concerns have been addressed and, most importantly, that the child's situation improves.

The *Early Help Referral Form* will be used to request additional early help for a family when the needs of a child are beyond the level of support that can be provided by universal services. Southwark's *Family Early Help Service* Duty number is **020 7525 1922**, which will give four options:

- General enquiries and signposting
- Family Early Help Duty Manager for general advice including consultations around potential and new referrals and current casework
- Education, Inclusion and Attendance support and advice including all enforcement activity
- Parenting support and advice and information on parenting course and group work programmes

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. **If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention will be requested**.

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation.

All parents applying for places at this school will be informed of our safeguarding responsibilities and the existence of this policy. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified of this as soon as possible.

UAE South Bank recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm children in school or pupils travelling to and from school and will take all reasonable steps to lessen such risks.

VULNERABLE PUPILS

Particular vigilance will be exercised in respect of pupils who are subject to Child Protection Plan and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing; copied to the LA's Schools Safeguarding Coordinator). If the pupil in question is a Looked-After child, this will also be brought to the notice of the Designated Person with responsibility for children in public care. The School's Designated Teacher for Looked-after and Previously Looked-after Children will work with the virtual school head, who manages pupil premium plus for looked after children, to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher will also work with the virtual school head to promote the educational achievement of previously looked after children. We note the DfE's statutory guidance *Designated teacher for looked-after and previously looked-after children*.

Local authorities should share with our school/setting the fact a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This will be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children. Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

We acknowledge that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

If a pupil discloses that they have witnessed domestic abuse or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the Designated Safeguarding Lead as a safeguarding issue.

The School also acknowledges the additional need for support and protection of children who are vulnerable by virtue of homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions, pupils who are excluded from school and pupils where English is an additional language, particularly for very young children, using the translation service if necessary.

TRAINING

All staff members will receive appropriate safeguarding and child protection training (including online safety) which is regularly updated. In addition, all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All newly recruited staff (teaching and non-teaching) and Governors will be apprised of this policy and will be required to attend relevant LA or Southwark Safeguarding Children Partnership (SSCP) training. In addition, all new staff and temporary staff will be required to attend an induction session with the Designated Safeguarding Lead or their deputy on their first day in the school.

The Designated Safeguarding Lead (and their Deputies) will attend the LA's dedicated induction course and then refresher training at least every two years. The designated safeguarding lead will also undertake Prevent awareness training and will be able to understand the unique risks associated with online safety. In addition to this formal training, their knowledge and skills will be refreshed (for example, via e-bulletins, meeting other designated safeguarding leads or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role. Designated staff will be encouraged to attend appropriate network meetings and to participate in the *multi-agency training programme* organised by the Southwark Safeguarding Children Partnership (SSCP).

RECRUITMENT

UAE South Bank is committed to the principles of safer recruitment and, as part of that, adopts recruitment procedures that help deter, reject and/or identify people who might abuse children. Safe recruitment processes are followed and all staff recruited to the school will be subject to appropriate identity, qualification and health checks. References will be verified and appropriate criminal record checks [Disclosure and Barring Service (DBS) checks], barred list checks and prohibition checks will be undertaken. The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in the school, as outlined in Part three of the DfE guidance "*Keeping children safe in education*". We will also have regard to DfE's statutory guidance for schools about the employment of staff disqualified from childcare "*Disqualification under the Childcare Act 2006*", which also contains information about 'disqualification by association'.

Relevant members of staff and governors who are involved in recruitment will undertake safer recruitment training. The school will ensure that at least one person on any appointment panel has undertaken safer recruitment training in line with staffing regulations.

This School will only use employment agencies which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Staff joining the School on a permanent or temporary basis will be given a copy of this policy. Additionally, the Staff Handbook confirms CP procedures within the School.

VOLUNTEERS

Any parent or other person/organisation engaged by the school to work in a voluntary capacity with pupils will be subject to all reasonable vetting procedures and Criminal Records Checks.

Under no circumstances a volunteer in respect of whom no checks have been obtained will be left unsupervised or allowed to work in regulated activity.

Volunteers who on an unsupervised basis teach or look after children regularly, or provide personal care on a one-off basis in our school are deemed to be in regulated activity. We will obtain an enhanced DBS certificate (which will include barred list information) for all volunteers who are new to working in regulated activity. Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, we may conduct a repeat DBS check (which will include barred list information) on any such volunteer should we have any concerns.

The law has removed supervised volunteers from regulated activity. There is no legal requirement to obtain DBS certificate for volunteers who are not in regulated activity and who are supervised regularly and on ongoing day to day basis by a person who is in regulated activity, but an enhanced DBS check without a barred list check may be requested following a risk assessment.

Further information on checks on volunteers can be found in Part three of the DfE guidance "*Keeping children safe in education*".

Volunteers will be subject to the same code of conduct as paid employees of the school.

Voluntary sector groups that operate within this school or provide off-site services for our pupils or use school facilities will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by the Southwark Safeguarding Children Partnership (SSCP). Premises lettings and loans are subject to acceptance of this requirement.

STAFF CODE OF CONDUCT

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. The Teachers' Standards 2012 state that all teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the school's Behaviour Management Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Headteacher and parents. Any physical restraint used will comply with DfE guidance "*Use of reasonable force in schools*".

Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present. If a child needs help with toileting, nappy changing or washing after soiling themselves, another adult should be present or within earshot. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.

Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a Medical Plan that has been agreed with the parents and health authority.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; for example during musical instrument tuition, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of pupils will have clear and unobstructed glass panels in the doors.

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the school. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Headteacher. Visits/telephone calls by pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Headteacher. Any unplanned contact of this nature or suspected infatuations or "crushes" will be reported to the Headteacher. Staff supervising off-site activities or school journeys will be provided with a school mobile phone as a point of contact for parents and carers.

Staff will only use the school's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Head and Governing Body. Staff will only use the approved school email, school learning platform or other school approved communication systems with pupils or parents/carers and only communicate with them on appropriate school business and will not disclose their personal telephone numbers and email addresses to pupils or parents/carers. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of pupils or staff without permission and will not store images at home.

Staff should be aware of the school's whistle-blowing procedures and share immediately any disclosure or concern that relates to a member of staff with the Headteacher or one of the Designated

Safeguarding Leads if the Headteacher is not available and nothing should be said to the colleague involved. It should be shared with the Chair of Governors if it relates to the Headteacher.

CONTRACTORS

Building contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this policy and the reasons for this. Long-term contractors who work regularly in the school during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the Leadership Team deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractors and sub-contractors will be issued with copies of the school's code of conduct for staff.

Individuals and organisations that are contracted by the school to work with or provide services to pupils will be expected to adhere to this policy and their compliance will be monitored. Any such contractors will be subject to the appropriate level of DBS check, if any such check is required (for example because the contractor is carrying out teaching or providing some type of care for or supervision of children regularly). Contractors for whom an appropriate DBS check has not been undertaken will be supervised if they will have contact with children. Under no circumstances we will allow a contractor in respect of whom no checks have been obtained to work unsupervised, or engage in regulated activity. We will determine the appropriate level of supervision depending on the circumstances.

We will always check the identity of contractors and their staff on arrival at the school.

COMPLAINTS/ALLEGATIONS MADE AGAINST STAFF

UAE South Bank takes seriously all complaints made against members of staff. Procedures are in place for pupils, parents and staff to share any concern that they may have about the actions of any member staff, including supply teachers and volunteers. All such complaints will be brought immediately to the attention of the Headteacher or one of the Designated Safeguarding Leads if the Headteacher is not available and nothing should be said to the colleague involved. In cases where the Headteacher is the subject of the allegation or concern, they will be reported to the Chair of Governors, in order that they may activate the appropriate procedures. These procedures are used in respect of all cases in which it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

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

The Local Authority Designated Officer (LADO) should be informed of all allegations that come to a school's attention and appear to meet the criteria. Contact can also be made with LA's Schools Safeguarding Coordinator who will liaise with the LADO. The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements will be followed to resolve cases without delay.

Some rare allegations will be so serious they will require immediate intervention by children's social care services and/or police. In such cases, referral to the LADO will lead to a Strategy Meeting or Discussion being held in accordance with the DfE guidance and London SCB procedures. This process will agree upon the appropriate course of action and the time-scale for investigations.

The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals will be made as soon as possible after the resignation or removal of the individual.

The full procedures about dealing with allegations of abuse made against teachers and other staff can be found in Part Four of the DfE guidance "*Keeping children safe in education*".

The Chair of Governors is: Chris Mallaband *(contact details)*
Southwark's LADO is: Eva Simcock 020 7525 0689

There is also a duty system and one of the CP Coordinators in Quality Assurance Unit is on duty each day to deal with LADO issues when LADO is unavailable. Duty telephone number for enquiries/referrals is 020 7525 3297

The LA's Strategic Lead Officer for safeguarding in education services is: the Director of Education Nina Dohel 020 7525 3252
The LA's Schools Safeguarding Coordinator is: Apo ÇAĞIRICI 020 7525 2715

We also note the '*Safeguarding information for professionals and the community in Southwark*' on Southwark Council's website.

RECORDS

Brief and accurate written notes will be kept of all incidents and child protection or child in need concerns relating to individual pupils. These notes are significant especially if the incident or the concern does not lead to a referral to other agencies. This information may be shared directly with other agencies as appropriate. All contact with parents and external agencies will be logged and these will be kept as CP records. The school will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous "secrets".

Child protection records are not open to pupils or parents. All CP records are kept securely by the Designated Safeguarding Lead and separately from educational records. They may only be accessed by the Designated Safeguarding Lead, their Deputies and the senior managers of the school.

The content of Child Protection Conference or Review reports prepared by the school will follow the headings recommended by Children's Services and will, wherever possible, be shared with the parents/carers in advance of the meeting.

Child Protection records will be sent to receiving schools separately from the main pupil file and under a confidential cover when pupils leave the school, ensuring secure transit and a confirmation of receipt will be obtained.

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

When we receive child protection records from other schools, we will ensure key staff such as the DSL and SENCO are aware as required.

If a pupil is withdrawn from the school having not reached the normal date of transfer; due to a family move or any other reason, all efforts will be made to identify any new address and the school to which they are being admitted and to ensure that their educational records are sent without delay to the child's new school. If the parent/carer fails to provide this information, an urgent referral will be made to the Family Early Help Service either through the School's Single Point of Contact (SPOC) or the Family EHS Duty Manager in order that they might make further enquiries. If this school receives educational records concerning a child who is not registered with us, the records will be returned promptly to the sending school with a note, advising them to refer to their LA's Children's Services Department. **A child's name will only be removed from the School's Admissions Register in accordance with the *Pupil Registration Regulations* or with the authorisation of a Team Manager in the Family Early Help Service.**

We will inform the Local Authority when we are about to add or delete a pupil's name from the school admission register for any reason in line with Southwark's *Children Missing Education (CME) Protocol*.

When a pupil ceases to be registered at this school and becomes a registered pupil at another school in England or Wales, we will send a Common Transfer File (CTF) to the new school via DfE's secure internet system called school2school.

We will upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school to a searchable area of the school2school website commonly referred to as the 'Lost Pupil Database'. If a pupil arrives in our school and the previous school is unknown, we will search the database for any record of the child. The school will require documentary proof as to the identity of pupils presented for admission. If there is any doubt as to the identity of a pupil, advice will be sought from the local authority and other statutory agencies, as appropriate. We will maintain accurate and up to date records of those with Parental Responsibility and emergency contacts. We will hold more than one emergency contact number for each pupil or student to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern. Pupils will only be released to the care of those with Parental Responsibility or someone acting with their written consent.

We will take actions according to Southwark's *Protocol for Children who are Uncollected from School* when pupils who ordinarily do not make their own way home are not collected by their parents/carers at the end of the school day or from after school clubs and activities and when any children with Special Educational Needs who are transported from school can not be dropped-off at their home or meeting point due to the absence of the parent or carer.

SAFETY IN THE SCHOOL

No internal doors to classrooms will be locked whilst pupils are present in these areas.

Entry to school premises will be controlled by doors that are secured physically or by constant staff supervision or video surveillance. Authorised visitors to the school will be logged into and out of the premises and will be asked to wear their identity badges or be issued with school visitor badges. Unidentified visitors will be challenged by staff or reported to the Headteacher or school office. Carelessness in closing any controlled entrance will be challenged.

The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils, will be reported to the Police by calling 101 or 999, depending on the circumstances and the urgency of the case so that if police stops these individuals they can be spoken to about what they were doing and dealt with accordingly. Brief information about the incident will be sent to LA's Schools Safeguarding Coordinator with a view to alerting other local schools in liaison with the police and through appropriate systems.

Parents, carers or relatives may only take still or video photographic images of pupils in school or on school-organised activities with the prior consent of the school and then only in designated areas. Images taken must be for private use only. Recording and/or photographing other than for private use would require the consent of the other parents whose children may be captured on film. Without this consent the Data Protection legislation would be breached. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

CURRICULUM

UAE South Bank acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. We will ensure that children are taught about safeguarding, including online safety and will consider this as part of providing a broad and balanced curriculum. It is expected that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils will be taught, for example:

- to recognise and manage risks in different situations and then decide how to behave responsibly;

- to judge what kinds of physical contact are acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help;
- to use assertiveness techniques to resist unhelpful pressure;
- emotional literacy.

Where necessary we will work with external agencies to support this work, for example via The Agencies Supporting Southwark Programme (*ASSP*), which is the quality assurance gateway for all organisations and individuals wishing to work with Southwark's children and young people.

All computer equipment and internet access within the School will be subject to appropriate "parental controls" and Internet safety rules in line with our Online Safety Policy. We will be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

HEALTHY SCHOOLS LONDON

UAE South Bank will work with partners to promote a whole, healthy school approach and achieving the "Healthy School London" status – including a focus on the curriculum with the aim of:

- Developing a school ethos, culture, spiritual, moral, social and cultural (SMSC) development provision and environment which encourages a healthy lifestyle for all pupils, including the vulnerable;
- Using the full capacity and flexibility of the curriculum to help pupils to be safe and healthy;
- Ensuring that food and drink available across the school day reinforce the healthy lifestyle message;
- Delivering the new mandatory Relationships & Sex Education (RSE) and Health Education (HE) and/or where delivered, through Personal, Social, Health and Economic (PSHE) & Wellbeing Education;
- Providing high quality Physical Education (PE) and sport to promote physical activity;
- Promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and wellbeing, including emotional wellbeing and mental health;
- Working in partnerships with parents/carers, local communities, external agencies and volunteers to support health and wellbeing of all pupils including the most vulnerable and disadvantaged.

WORKING IN PARTNERSHIP WITH PARENTS

It is our policy to work in partnership with parents or carers to secure the best outcomes for our children. We will therefore communicate as clearly as possible about the aims of this school.

- We will use clear statements in our brochures and correspondence.
- We will liaise with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families.
- We will be alert to the needs of parents/carers who do not have English as their first language and will utilise the translation services as necessary.
- We will distribute the LA's leaflet for parents, "*Protecting Children in Education Settings*".
- We will make available a copy of this policy to any parent who requests it. The policy will also be available through the school's web site.
- We will keep parents informed as and when appropriate.

MONITORING AND EVALUATION

The governing body will monitor the safeguarding arrangements in the school to ensure that these arrangements are having a positive impact on the safety and welfare of children. This will be evaluated on the basis of evidence of:

- the extent to which a positive culture and ethos is created where safeguarding is an important part of everyday life in the school, backed up by training at every level
- the content, application and effectiveness of safeguarding policies and procedures, and safer recruitment and vetting processes

- the quality of safeguarding practice, including evidence that staff are aware of the signs that children may be at risk of harm either within the setting or in the family or wider community outside the setting
- the timeliness of response to any safeguarding concerns that are raised
- the quality of work to support multi-agency plans around the child.

COMPLAINTS

All complaints arising from the operation of this policy will be considered under the school's complaint procedure, with reference to the LA's Strategic Lead Officer for safeguarding in education services, as necessary.

_____ **Chair of Governors** _____ **Date**

_____ **Headteacher** _____ **Date**

_____ **Designated Safeguarding Lead** _____ **Date**

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South Bank UTC

Safeguarding Policy & Procedures

The safety and welfare of students, and the arrangements to ensure them, are reported each month to the governing body by the Principal, as required by the Designated Governor for Safeguarding, who is also informed of individual cases that have been referred.

This policy is formally presented to the Governors each October for review, alongside the Principal's report on safeguarding. The Executive Principal queries the UTC's policy and practice and, when satisfied, signals approval by signing off the policy and report on behalf of the full board. Any recommendations for change in the light of the previous years' experience or statutory changes to safeguarding are incorporated into the updated policy.

All staff receive training on safeguarding which is regularly provided throughout the year. Awareness of the policy and training form part of staff induction.

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Key contacts

UTC

Name of UTC: South Bank UTC

Principal:
Name: Austin Sheppard
Contact details: austin.sheppard@southbank-utc.co.uk tel 020 7738 6115

Designated Safeguarding Lead: Vice Principal
Name: Rob Harding
Contact details: rob.harding@southbank-utc.co.uk tel 020 7738 6115
Deputy Safeguarding Lead:
Name: Delma Russell: Delma.Russell@southbank-utc.co.uk
Safeguarding Team:
Coretta Brown: Coretta.Brown@southbank-utc.co.uk
Caron Bernard: Caron.Bernard@southbank-utc.co.uk
Laura Parsons: Laura.Parsons@southbank-utc.co.uk
Kim Field: Kim.Field@southbank-utc.co.uk
Mikael Cohen: mikael.cohen@southbank-utc.co.uk

Nominated governor for safeguarding:
Name: Jo Young – NHS industry sponsor
Contact details: Jo.Young@gstt.nhs.uk

Executive Principal:
Name: Dan Cundy
Contact details: Dan.Cundy@sbatrust.co.uk

London Borough of Lambeth

Local Authority Designated Officer (LADO): is Andrew Zachariades
Tel: 020 7926 4679; Mobile: 07 720 828 700 Email: AZachariades@lambeth.gov.uk
Secure Email: AZachariades@lambeth.gcsx.gov.uk email:lado@lambeth.gcsx.gov.uk
Safeguarding lead officers:
Name: Sarwan Jandu (Safeguarding Manager Schools Universal Services)
Telephone: 0207 926 9643; mobile: 0797 649 0051; email: sjandu@lambeth.gov.uk

- Lambeth Children's services first response telephone: 020 7926 3100
- Out of hours telephone: 0207 926 1000

1. Introduction

1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2018, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003. The guidance complies with, 'Keeping Children Safe in Education'2020

KCSIE 2020 - draft guidance.pdf

1.2 The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our UTC to identify, assess, and support those children who are suffering harm or are in need of further support.

1.3 We recognise that all adults, including temporary staff[1], volunteers and governors, have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern. Therefore, all staff, including volunteers in regulated activities, will have regular child protection training.

1.4 All staff believe that our UTC should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual student.

1.5 The aims of this policy are:

1.5.1 To support the students' development in ways that will foster security, confidence and independence.

1.5.2 To provide an environment in which students feel safe, secure, valued, respected and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

1.5.3 To raise the awareness of all teaching and non-teaching staff and volunteers in regulated activity, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

1.5.4 To provide a systematic means of monitoring students known or thought to be at risk of harm, and ensure we, the UTC, contribute to assessments

[1] Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc., and governors

of need and support packages for those children who are in need of further support.

1.5.5 To emphasise the need for good levels of communication between all members of staff.

1.5.6 To develop structured procedures within the UTC which will be followed by all members of the UTC community in cases of suspected abuse.

1.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.

1.5.8 To ensure that all staff and volunteers working in regulated activity within our UTC who have access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)[2], and that a central record is kept for audit.

2. Safeguarding Policy Statement

2.1 We will ensure that:

2.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- There is a Child Protection/Safeguarding policy with a staff Code of Behaviour policy.
- The UTC has procedures for dealing with allegations of abuse against staff and volunteers in regulated activity and to make a referral to the DBS and the National UTC of Teaching and Leadership if a person in a regulated activity has been dismissed or removed due to safeguarding concerns, or would have been, had they not resigned.
- The Executive Principal – Dan Cundy is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Principal.
- Child Protection/safeguarding policies and procedures are reviewed annually by the full Governing body and the Child Protection/Safeguarding Policy is available on the UTC intranet and main website.
- Students are taught a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE). This must include Safeguarding and e-Safety.

[2] Guidance regarding DBS checks by the Protection of Freedoms Act 2012

- That enhanced DBS checks are in place for all staff and volunteers in regulated activity regardless of position held within the UTC.
- All staff from another organisation have been checked for suitability to support and manage our students when they visit a site other than the UTC.

2.1.2 The DSL, Rob Harding, is a member of the Senior Leadership Team. The Principal, Austin Sheppard, oversees all child protection/safeguarding issues. The Vice Principal will have undertaken the relevant training, and, upon appointment, will undertake 'DSL new to role' training which will be followed by biannual updates.

2.1.3 The DSL and Senior Leaders who are involved in recruitment, and at least one member of the governing body will also complete Safer Recruitment Training (currently on-line on the NSPCC website) to be renewed every 5 years.

2.1.4 All members of staff and volunteers in regulated activity are provided with child protection awareness information at induction, including a meeting with the Lead DSL who will provide copies of the Safeguarding Policy together with KCSIE document Part 1.

2.1.5 All staff must read at least Part 1 of the Keeping Children Safe in Education September 2020 document and sign a declaration that they have understood this guidance.

2.1.6 All staff and volunteers in regulated activity have safeguarding awareness training, updated by the DSL on a yearly basis, and on an ad-hoc basis as changes are instituted, to maintain their understanding of the signs and indicators of abuse in line with guidance from Lambeth Local Authority.

2.1.7 After their first meeting with the DSL all members of staff, volunteers in regulated activity and governors know how to respond to a student who discloses abuse (which includes the use of CPOMS).

2.1.8 Our Visitors' Policy ensures the suitability of adults working with children on UTC sites at any time.

2.1.9 Community users organising activities for children are aware of the UTC's Child Protection/Safeguarding guidelines and procedures.

2.1.10 Child protection type concerns or allegations against adults (including volunteers in regulated activity) working in the UTC must be referred to the Principal who will contact the LADO[3] within 1 working day for advice, and any member of staff found not suitable to work with children will be referred to the Disclosure and Barring Service (DBS)[4] for consideration for

[3] LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer

[4] Contact the LADO for guidance in any case

barring. South Bank UTC is also under a duty to make a referral to the Teaching Regulation Authority where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and where a prohibition order may be appropriate. The reasons for such an order would be: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".

2.2 Our procedures will be regularly reviewed yearly but also when required to by guidance and legislation.

2.3 The name of the designated members of staff for Child Protection, the Designated Safeguarding Leads, are clearly advertised in the UTC, with a statement explaining the UTC's role in referring and monitoring cases of suspected abuse.

2.4 The policy is available publicly on the UTC website. Parents/carers are made aware of this policy and their entitlement to have a hard copy of it via the UTC's website.

2.5 All staff recognise and accept that abuse can occur in any situation including the home, UTC and all forms of clubs and societies and that everyone having contact with young people, whether paid or voluntary, has a role to play in safeguarding the welfare of children and preventing their abuse

2.6 Ensuring access to confidential information is restricted to the appropriate staff and the appropriate external authorities.

3. Responsibilities

3.1 The Designated Safeguarding Lead is responsible for:

3.1.1 Referring a child, if there are concerns about possible abuse, to the Children's Social Care Team, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF) unless in an emergency. The LADO or Area Education Safeguarding Advisor can be contacted for advice/guidance.

3.1.2 Keeping written records of concerns and these must be passed on to make an immediate referral usually via CPOMS.

3.1.3 Ensuring that all such records are kept confidentially and securely and are separate from student records and are copied on to the student's next school via CPOMS.

3.1.4 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the student's records.

3.1.5 Liaising with other agencies and professionals including the Disclosure and Barring Service and/or Police (in cases where a crime may have been committed)

3.1.6 Ensuring that either they or the Deputy DSL attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments and provide a report.

3.1.7 Ensuring that any student currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.

3.1.8 Organising child protection/safeguarding induction and update training every 2 years for all UTC staff and providing refresher training every two years for DSL and Deputy DSL.

3.1.9 Together with the Principal providing a report for the governing body, detailing any changes to the policy and procedures, training undertaken by the DSL and by all staff and governors; number and type of incidents/cases and number of children on the child protection register (anonymised)

3.2 The UTC will recognise the importance of the designated person and ensure s/he has the time and training to undertake his/her duties to undergo refresher training every two years which is in accordance with locally agreed procedures and includes interagency working and attendance to regular training and designated teachers' meetings hosted by Lambeth Safeguarding Children Board (LSCB)

3.3 It is the responsibility of The Children Safeguarding Board and/ or the police to determine whether or not abuse has taken place. It is everyone's responsibility to report any concerns. Where there are serious concerns, contact must be made with local agencies within 24 hours in writing.

3.4 All staff who work with children must comply with this policy in conjunction with the Staff Handbook and Code of Behaviour.

3.5 It is the responsibility of the individual staff member to familiarize themselves with Safeguarding literature and to attend all training required by South Bank UTC.

3.6 The UTC may under Section 47 of the Children Act 2004 be required to inform other agencies of Child Protection concerns with or without parental/guardian consent.

3.7 In order to comply with the Children Act 2004 the UTC will record all students transferring to another school (see appendix 4) and will inform the school of any child protection issues. This information will be sent by recorded delivery and a telephone check made to ensure the information has been received.

4. Supporting Students

4.1 We recognise that a student who is abused or witnesses' violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

4.2 We recognise that the UTC may provide the only stability in the lives of students who have been abused or who are at risk of harm.

4.3 We accept that research shows that the behavior of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

4.4 Our UTC will support all students by:

4.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

4.4.2 Promoting a caring, safe and positive environment within the UTC.

4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

4.4.4 Ensuring early intervention procedures must be in place.

4.4.5 Providing continuing support to a child about whom there have been concerns and who leaves the UTC by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the UTC's medical records are forwarded as a matter of priority, with relevant permissions.

4.4.6 Encouraging students to gain support via the UTC Counsellor and the Independent Listener and to have help line contact numbers to be able to have independent support outside the UTC Community.

5. Recognising Abuse

5.1 Even for those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may occur, or has already taken place. Whilst it is accepted that staff are not experts at such recognition, staff do have a responsibility under Section 11 of the 2004 Children Act to 'know how to recognise and refer signs of abuse'. (refer to appendix 1)

5.2 All staff have a duty to discuss any concerns they may have about the welfare of a person immediately with their DSL or line manager or another senior member of staff. All concerns must be reported directly to the DSL-Rob Harding and the Principal – Austin Sheppard. The DSL and Principal will discuss with the local Lambeth LADO team in accordance with government guidance.

5.3 Abuse can happen wherever there are children, and children of any age can be abused. The effects of abuse can be damaging and if untreated they may follow a person into adulthood. All staff should have an understanding of abuse and neglect and know how and when to take action.

South Bank UTC will put in place training and support programmes to ensure that all staff are able to deal effectively with any suspicions of abuse, poor practice or neglect.

See Appendix 1 for Definitions of Abuse.

6. Confidentiality

6.1 We recognise that all matters relating to child protection/safeguarding are confidential.

6.2 The Principal or DSLs will disclose any information about a child to other members of staff on a need to know basis only in line with the sharing Information protocol guidance by the government.

6.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

6.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

6.5 We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or

impede a criminal investigation. If in doubt, we will consult with the LADO on this point.

7. Supporting Staff

7.1 We recognise that staff working in the UTC who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

7.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further free confidential support : PAM ASSIST, wwwppamassist.co.uk (user ID: LSBUEAP – password: LSBU1)

8. Allegations against staff

8.1 All UTC staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of or in the presence of other adults.

8.2 All Staff should be aware of the UTC's own Staff Code of Behaviour (see Appendix 5) policy. In addition, guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction[5].

8.3 We understand that a student may make an allegation against a member of staff or volunteer. If an allegation or any concerns for the welfare of a student arising from abuse or harassment by a member of staff is made, or if information is received which suggests that a person may be unsuitable to work with children, this must be reported immediately to the DSL and the Principal must be informed, or in his absence the nominated governor for child protection.

8.4 False allegations of abuse do occur. However, if a student says or indicates that he/she is being abused, or information is obtained which gives concern that a student is being abused, this should never be ignored.

8.5 South Bank UTC assures all staff that it will fully support and protect anyone who, in good faith (without malicious intent), reports his or her concerns about a colleague's practice or the possibility that a student may be being abused.

[5] Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website

8.6 The Principal or the DSL will discuss the content of the allegation with the LADO as soon as possible and no longer than within one day. If a crime may have been committed then this will be reported to the police by the Principal in liaison with DSL.

8.7 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform Dan Cundy – Executive Principal of South Bank Academies- who will consult as in 8.6 above, without notifying the Principal first.

8.8 The UTC will follow the Lambeth LADO procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

8.9 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and the Principal will seek the advice of the LADO and HR in making this decision. A risk assessment will be carried out.

There is a flow diagram in Appendix 2 for what to do if you suspect or need to respond to a student child protection allegation/concern.

If a disclosure is made, staff should:

- React calmly so as not to frighten the student .
- Reassure the student that he/she was right to tell.
- Do not make promises of confidentiality, but let them know you may have to tell another adult depending on the circumstances.
- Take what the student says seriously, recognising the difficulties inherent in interpreting what is said by a student.
- Keep questions to an absolute minimum to ensure a clear and accurate understanding of what has been said. Questions should not be leading. Questions should only consist of Who…? What…? When…? Where…? It should be information gathering and fact finding. Under no circumstances should you investigate the incident. It should include:-

a) The nature of the allegation.
b) A description of any visible bruising or other injuries.
c) The student's account, if it can be given, of what has happened and how any bruising or other injuries occurred.
d) Witnesses to the incident(s).
e) Any times, dates or other relevant information.

f) A clear distinction between what is fact, opinion or hearsay.

Make a full written record of what has been said, heard and/or seen as soon as possible using the appendix 3 –logging a concern sheet and updating on CPOMS using the safeguarding tick box

.

Actions to be avoided

The person receiving the disclosure should not:

- Panic.
- Allow their shock or distaste to show.
- Probe for more information than is offered.
- Speculate or make assumptions.
- Make negative comments about the alleged abuser.
- Approach the alleged abuser.
- Make promises to agree to keep secrets/ confidences.
- Discuss the issue with anyone other than the DSL or Deputy DSL.

Staff are not responsible for deciding whether or not student abuse is taking place. However, there is a responsibility and a duty to act on any concerns and to protect a student in order that appropriate agencies can then make enquiries and take the necessary action to protect the student.

Publication restrictions:

Law prohibits the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a student from the same UTC (where that identification would identify the teacher as the subject of the allegation).

The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

“Publication” includes “any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public”. This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions. Breach is potentially a criminal offence although defences are available.

9. Whistle-blowing

9.1 We recognise that students cannot be expected to raise concerns in an environment where staff fail to do so.

9.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

9.3 Whistle-blowing re: the Principal should be made to the Executive Principal whose contact details are on p.2 above.

10. Physical Intervention

10.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a student is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

10.2 Staff should adhere to the Use of Force to Control and Restrain Policy and any such event should be recorded and signed by a witness using the record form in the restraint policy.

10.3 We understand that physical intervention of a nature which causes injury or distress to a student may be considered under child protection or disciplinary procedures.

10.4 We recognise that touch is appropriate in the context or working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries.[6]

11. Anti-Bullying

11.1 Our UTC policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms: cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied. We keep a record of bullying incidents.

[6] 'Guidance on Safer Working Practices is available on the DfE website

Please refer to South Bank UTC Anti-Bullying Policy.

12. Allegations made against another Student

12.1 It is important to recognise that in some cases of abuse, it may not always be an adult abusing a student. An abuser may be a young person, abusing another young person for example in the case of bullying. Staff should also be aware of student relationships and the potential for peer abuse.

12.2 If a disclosure of abuse is made by a student against another student then the DSL must be informed. The DSL will liaise with the Principal and obtain advice from the LADO – or liaise directly with Social Services to determine the next steps.

12.3 The allegation must be recorded in writing and the report passed to the DSL. The young person making the allegation must be treated with care and respect and their welfare safeguarded during the process.

12.4 The DSL will take advice from Social Services and organise the next steps in the process. The DSL will liaise with the Principal and ensure all records are kept and that both young people are safeguarded as appropriate.

12.5 In any case of possible abuse by one or more students against another student, such abuse will be referred to the Lambeth Safeguarding Children Board.

12.6 Where a student's behaviour causes significant harm to other students, for example through violent or sexually abusive behaviour, the UTC will refer the child to FSSW/ MASH (Family Services and Social Work and Multi-agency safeguarding hub) under the Children who harm other children protocol.

13. Racist Incidents

13.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents. This record is kept by the Welfare Team and is confidential to the Welfare Team and Senior Leadership Team.

14. Prevention of Radicalisation

The UTC safeguarding duty includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism.

Under Counter-Terrorism and Security Act 2015, the UTC also has a duty to refer young people on to Lambeth's Channel Panel under the Prevent strategy where there are concerns that they are being radicalised.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf

The UTC should always be a safe space for young people to explore new ideas and perspectives, and develop their critical thinking skills. Where the UTC may have concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, they should discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.

The UTC designated safeguarding lead should be consulted for internal advice on making a referral.

To make a referral to the Channel Panel, the UTCs should first refer the young person to the MASH team using an e-CAF in the same way as for other safeguarding referrals. Where possible, the UTC should gather any relevant evidence, for example correspondence with parents, internet history and visited websites, notes from meetings to discuss concerns and behaviour, and known associates.

When making a referral, if the referral is considered appropriate for Channel support, the UTC will be invited to the multi-agency panel meeting to provide information on the concerns that have been noted, and contribute perspectives on the most appropriate support that should be offered to the student and/or family.

15. Prevention

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

The UTC community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always s listened to. Include regular consultation with children e.g. PSHE participation.
- Encourage students to report directly if they are unhappy about certain issues.

- Ensure students know there is an adult in the UTC whom they can approach if they are worried or in difficulty.
- Include Safeguarding across the curriculum, including in PSHE, providing opportunities which equip students with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety.
- Ensure all staff are aware of UTC guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

16. Health & Safety

16.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our students both physically within the UTC environment, for example in relation to internet use, and when away from the UTC and when undertaking UTC trips and visits.

17. Visitors on Site

Visitors to the UTC should be accompanied and sign in at reception. A lanyard will be given to the visitors and this indicates that they are not DBS checked and must not be left alone with students. A visitor's policy is in place and must be adhered to at all times.

18. IT, Media Imaging and Technology

18.1 The UTC is aware of the importance of creating a safe ICT learning environment and in particular:

- An infrastructure of whole-site awareness and responsibilities.
- Effective range of technological tools.
- Comprehensive education programme for all students and staff.
- Review of the process to monitor the effectiveness of the above.

Please refer to the e-safety Policy

18.2 Media Imaging and Photography

There is evidence that some people have used the leisure environment as an opportunity to take inappropriate photographs or film footage of young people in vulnerable positions. South Bank UTC Online Safety policy guidelines should be implemented at all times when photographic or any other filming equipment is being used.

18.2.1 For the purposes of this policy, photographic filming equipment includes any equipment or device capable of capturing and storing or transmitting static or moving images.

18.2.2 Any use of photographic images must bear in mind Terms and Conditions as signed by the student and be stored in the appropriate hard drive labelled UTC Photos folder with the title of the Event.

18.2.3 The use of video technology as a coaching aid is fully recognised by South Bank UTC. However, express written permission to use video to this end must be sought through individual participants bearing in mind Terms and Conditions as signed by the student.

18.2.4 No matter what arrangements are put in place to prevent the misuse of cameras, videos or mobile phones with digital image recording, the very nature of 'peeping tom' type photography makes it difficult to police.

18.2.5 In recognition of 18.2.4 South Bank UTC asks all staff members to be alert to any suspicious activity, particularly where students may be involved, and encourages them to report any such incidents at the earliest opportunity.

18.2.6 Only use images of subjects in suitable dress or where the dress is appropriate to the given situation in order to reduce the risk of inappropriate use. There are some sports activities – swimming, gymnastics and athletics for example where the risk of potential misuse is much greater. With these sports the content of the photograph should usually focus on the activity not on focus solely on a particular subject.

NB The above guidance should not be considered exhaustive and more detailed guidance may be required for specific posts/activities. If staff have any concerns regarding the appropriateness of any practice/action they should contact their line manager/senior manager.

19. Substance Misuse and Safeguarding

19.1 The discovery that a student is misusing substances, legal or illegal or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate Safeguarding proceedings, but the UTC will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse.

- To believe the student's substance misuse related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults.
- Where the misuse is suspected of being prompted by serious parent/carer drug misuse.

19.2 Children of Substance Abusing Parents

Further enquiries and or further action will be taken when the UTC receives reliable information about drug and alcohol abuse by a student's parents/carers in the following circumstances:

- The parental misuse is regarded as problematic (i.e. multiple drug use including injection).
- A chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse.
- The young person is not being provided with acceptable or consistent levels or social and health care.
- The young person is being exposed to criminal behaviour.

Please refer to the UTC Misuse of Non- Prescribed Drug Policy

19.3 Mental Health/Self Harm /Eating Disorders/ Those In Need of Help

The discovery that a young person has mental health/self-harm or eating disorder in itself may not be necessary to initiate Safeguarding proceedings, but where the child is at risk of harm to themselves or others then a referral will be made to Social Services.

The UTC will consider the actions below:

- Refer the student to seek appropriate professional help.
- Support the student through the referral process.
- Liaise with professionals to ensure we provide wrap around the student.
- Liaise with parents under the agreement of the student and, where appropriate.

Please see the Medical Care Policy for further advice

20. Children in Care

Children in Care

The Vice Principal, carries responsibility for children in care and will monitor educational outcomes and pastoral issues in conjunction with the Welfare Team.

21. Implementation, Monitoring and Review Procedures

- Governors regularly visit the UTC to check compliance and that all safeguarding processes are fully in place and operating correctly.
- The UTC will operate sound recruitment procedures for all staff including KCSIE and Safer Recruitment Practice and Training.
- DSL to remain updated on legislation relating to Safeguarding and undergo refresher training at required intervals.
- DSL to produce an annual report on safeguarding for presentation to the Board of Governors in conjunction with the Principal.
- The Principal is required to pay heed to the advice of the DSL who is a senior figure in the UTC.
- Monitoring of this policy will be undertaken by:
    - the SBA board
    - link local governor for safeguarding
    - the Principal reviewing the central register

All Safeguarding and Welfare Policies have regard to the guidance issued by the Secretary of State and the Lambeth Safeguarding Children Board procedures.

Appendix 1 Definitions and Indicators of Harm and Abuse

Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, Family Services and Social Work (FSSW) have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering significant harm. Types of abuse and neglect as defined by Lambeth Safeguarding Children Board:

1. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

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

internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Possible indicators of abuse and neglect

Neglect	• Inadequate or inappropriate clothing • Dirty or unhygienic appearance • Frequent unexplained absences from school • Lack of parental supervision • Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care • A child seen to be listless, apathetic and irresponsive with no apparent medical cause • Failure of child to grow within normal expected pattern, with accompanying weight loss

	• Child thrives away from home environment • Child frequently absent from UTC • Child left with adults who are intoxicated or violent • Child abandoned or left alone for excessive periods
Physical abuse	• Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents • High frequency of injuries • Parents seem unconcerned or fail to seek adequate medical treatment • Several different explanations provided for an injury • Unexplained delay in seeking treatment • Parents are absent without good reason when their child is presented for treatment • Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury) • Family use of different doctors and A&E departments • Reluctance to give information or mention previous injuries Bite marks can leave clear impressions of the teeth. • Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. • A medical opinion should be sought where there is any doubt over the origin of the bite.
Sexual abuse	Students of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural. Some behavioural indicators associated with this form of abuse are: • Inappropriate sexualised conduct

	• Sexually explicit behaviour, play or conversation, inappropriate to the child's age • Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend • Continual and inappropriate or excessive masturbation • Self-harm (including eating disorder), self-mutilation and suicide attempts • Involvement in prostitution or indiscriminate choice of sexual partners • An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties) Some physical indicators associated with this form of abuse are: • Pain or itching of genital area • Blood on underclothes • Pregnancy in a younger girl where the identity of the father is not disclosed • Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing
Emotional abuse	Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse: • Developmental delay • Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment • Indiscriminate attachment or failure to attach • Aggressive behaviour towards others • Scape-goated within the family • Frozen watchfulness, particularly in pre-school children • Low self-esteem and lack of confidence

	• Withdrawn or seen as a "loner" – difficulty relating to others
Indirect indicators of abuse and neglect	• Sudden changes in behaviour • Withdrawal and low self-esteem • Eating disorders • Aggressive behaviour towards others • Sudden unexplained absences from school • Drug/alcohol misuse • Running away/going missing
Parental attributes	• Misusing drugs and/or alcohol • Physical/mental health or learning difficulties • Domestic violence • Avoiding contact with school and other professionals
Bruising	Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided: • Any bruising to a pre-crawling or pre-walking baby • Bruising in or around the mouth, particularly in small babies which may indicate force feeding • Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive) • Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally • Variation in colour possibly indicating injuries caused at different times • The outline of an object used e.g. belt marks, hand prints or a hair brush • Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting • Bruising around the face • Grasp marks on small children • Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse
Burns and Scalds	It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.

	• Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine) • Linear burns from hot metal rods or electrical fire elements • Burns of uniform depth over a large area • Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks) • Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation • Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.
Fractures	Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if: • The history provided is vague, non-existent or inconsistent with the fracture type • There are associated old fractures • Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement • There is an unexplained fracture in the first year of life

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with the DSL, DDSL, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Sexual Abuse by Young People

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment
In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.
- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses, such as loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Child Sexual Exploitation
The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults

- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Forced Marriage (FM)
This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)
It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?
It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

It is mandatory to report all instances of FGM need to the Police.

Appendix 2 Allegation against staff flowchart

Concerned about a Student?

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In the first instance share your concerns with the DSL, Vice Principal or Principal. If the DSL is accused then concerns or allegations should be shared with Principal. Via face to face or through CPOMS

Emotional Abuse	Physical Abuse	Neglect	Sexual Abuse	Organised Abuse	Internet

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Responding to disclosures?

1. It is important that you listen and appear to have time.
2. Stay calm and show that you are taking this seriously.
3. Young person discloses abuse.
4. You do not have to make any decision as to whether or not the student is telling the truth.
5. You should reassure the student and tell him/her that she/he has done the right thing in telling you, that it is not his/her fault and that it has happened to other students.
6. Never ask leading or closed questions.
7. Never judge or condemn the alleged abused.
8. Explain the information will have to be passed on.
9. Don't promise to keep the abuse secret or make any other promises you cannot keep.
10. If a child says they will only tell you if you promise not to pass the information on explain that this is not possible, even if this means they refuse to say anything more.
11. Record the conversation promptly and accurately on a logging concern sheet, date and sign it and pass it on to the Designated Safeguarding Lead immediately.

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What Happens Next?

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DSL will confer with Principal. Advice will be sought from Children's Social Services. Best Practice to consult with

Duty Social Worker or Social Services. If allegations are made against staff it must be discussed with LADO prior to any action

Should A Referral Be Made?

Yes

- The Social Worker will advise DSL of any further action.
- If referral is made then DSL should fill in the appropriate form, (Found in Safeguarding Folder entitled Initial Referral form) and fax to relevant field office, (number listed below).
- The Social Worker will advise you of any further action.
- Confirm referral in writing within one working day.
- Keep accurate records

Seek Advice

- Record information and reason for the decision
- Agree any follow up with own agency

Appendix 3 Code of Behaviour: Good Practice Guidelines

All staff will be encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations. The following are common sense guidelines of how this can be achieved (they are not exhaustive):

- Never making sexually suggestive comments to students in jest or fun, or engages in rough, physical or sexually provocative games, including horseplay
- Never asking for personal information without providing an explanation of the reason for asking it and how the information is going to be used and stored and not guaranteeing confidentiality and privacy.
- Doing things of a personal nature for a student that they can do for themselves
- If a student approaches you inappropriately, discourage them and ensure you implement safe working practices such as: you are never alone with them, informing your line manager immediately or as soon as possible. In addition, make a written record of what has happened, including dates and times; what you said to your student; whom you spoke with after the event; and what advice you were given.
- If you find yourself in the position of teaching one on one always notify your line manager or another member of staff of the situation. If you have to move location, then this also needs to be made known. Always leave the classroom door open and always make sure the student sits nearest the door. Where this is not possible, never obstruct exit pathway of the student by placing yourself between the exit and the student.
- If you have to speak to a student on a personal matter it is always best practice to have another member of staff present. Where this is impossible, notify your immediate line manager prior to speaking to the student and where this is not feasible then as soon as you possibly can and remember to record notes about the interaction.
- If you are teaching a subject which requires physical contact to support your teaching such as in Music or sports, ensure that you have made the student aware that physical contact is required, i.e. “I am going to show you how to place your arm. Is it ok if I hold your arm?” You should never engage in physical contact without prior agreement with the student.
- It is not appropriate for staff to socialise with students without the UTC being aware, and it is not appropriate for staff to use chat rooms or other online forums not set up by the UTC to communicate with students (i.e. Facebook and Twitter). Staff should always communicate within clearly defined boundaries. Staff should ensure that:
- Personal social networking sites are set at private and never listed as approved contacts
- Staff never use or access social networking sites of students
- Staff do not give their personal mobile details to students, including their mobile telephone number

- Staff only use equipment e.g. mobile phones, provided by school/service to communicate with students, making sure that parents have given permission for this form of communication to be used
- Staff only make contact with students for professional reasons and in accordance with any UTC policy
- Staff recognize that text messaging should only be used a part of an agreed protocol and when other forms of communication are not possible
- Staff do not use internet or web-based communication channels to send personal messages to a young person
- Staff may not register or post on the SBUTC Facebook page without the express permission of the Principal. A new account must be created without any personal details or friends on and students may not access any personal information about you. Your UTC email should be used to sign up and not a personal one.
- Staff should not use personal mobiles to contact students at any time.
- Staff should not use personal cameras to take pictures of students.

NB The above guidance should not be considered exhaustive and more detailed guidance may be required for specific posts/activities. If staff have any concerns regarding the appropriateness of any practice/action they should contact their line manager/senior manager/DSL.

Appendix 4 Internal Inquiries and Suspension – Staff Procedure

All allegations of abuse will be taken seriously unless otherwise stated. In all instances where a student makes an allegation against a member of staff it will be reported to the Principal and depending upon the nature of the allegation a number of things will be set into motion. The DSL will also be available to advise the Principal.

Throughout any proceedings whether internal or external the ultimate welfare of the student will remain paramount. That is to say that the student's version of events will be, unless otherwise indicated, taken seriously until they have been proven by fact or by careful weighing up of the circumstances and balance of probabilities that the allegation is false, erroneous or misconstrued. As such, there are a number of implications that all members of staff need to consider. Since, South Bank UTC is duty bound to take all complaints seriously, it promotes that. Since any future proceeding investigation may have profound implication upon the physical, social, mental, psychological and practical aspects of an individual career and life, the responsibility and onus for safeguarding against any safeguarding accusation, allegation or complaint is solely placed on the shoulders of the staff member. This is because, depending upon the nature of the allegation, the accused may be removed, and/or suspended from their post or position until a full investigation has taken place.

Where there is a complaint of abuse against a member of staff or volunteer, there may be two broad types of investigation: Internal and/or External. Allegations must be referred immediately to the Lambeth Local Safeguarding Children's Board (LADO for allegations against staff and Social Services for allegation of abuse of a student), and if there are questions concerning what constitutes a serious allegation the advice of the LADO will be requested and followed. In all allegations or complaints, internal procedures will be triggered. These consist of, (but are by no means exhaustive):

- Immediate risk assessment to determine the needs of the student. The DSL and Principal will take such steps as they feel appropriate to ensure the safety of the student in question and any other student who may be at risk.
- Two members of staff, preferably mixed gender and DSL/ Principal, to gather information and facts only, (not investigate) from student
- DSL to converse with CSCB/LADO team and Principal
- If agreed with LADO, the DSL to set up and chair a Safeguarding team to oversee the internal investigation. In most instances this team will comprise the DSL, the Vice-Principal, and other members of staff that may have a direct connection with the alleged incident
- A report compiled and a meeting held between DSL and Principal to determine way forward.

If following consideration and weighing up the probabilities, there is no case to be answered then all events are accurately recorded and filed in Safeguarding register held by DSL. DSL is ultimately responsible for this procedure.

If, following consideration and investigation, the allegation is clearly about poor practice, the Principal along with the DSL or/and the Vice Principal will deal with it as a misconduct issue and will follow South Bank UTC disciplinary procedure.

If, following consideration and investigation, the allegation is clearly about certain misunderstandings, then the Principal along with the DSL or/and the Vice Principal, will offer as part of a support package, advice, guidance, and opportunities to students, parents and members of staff.

There are several outcomes for any safeguarding investigation and depending upon the nature and circumstances of the allegation these will dictate which outcomes are forthcoming.

Suspension of staff: In line with statutory guidance South Bank UTC will seek alternatives before suspension of a member of staff. The Guidance contains suggestions, such as redeployment of staff, moving the student(s) to other classes (making it clear that this is not a punishment), providing an assistant to be present when the member of staff has contact with students. If immediate suspension is considered necessary, the rationale should be agreed with the LADO and recorded. A risk assessment must be completed.

The individual may face, (not mutually exclusive), Internal Disciplinary Procedures, Criminal Proceedings and/or civil proceedings, instigated by the person/family of the person who alleged the abuse. The results of the Police and Lambeth Social Services investigation may influence the SBE UTC disciplinary investigation, but not necessarily. It is important to realize that irrespective of the findings of Lambeth Social Services or of police inquiries, SBE UTC will treat all individual cases under disciplinary procedures.

The UTC is duty bound to report promptly to the DBS any dismissal of staff with regards to allegations of abuse against a young person within the set criteria laid out by the DBS. South Bank Engineering UTC is also under a duty to make a referral to the National UTC for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and where a prohibition order may be appropriate. The reasons for such an order would be: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Further guidance is published on the NCTL website. Where a referral has been made to the DBS, it is necessary for a referral also to be made to NCTL.

Allegations made against the Principal should be referred to Dan Cundy, Executive Principal, who will investigate alongside a Designated Safeguarding Lead.

Appendix 5 – COVID-19 Response

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Further information on vulnerable children can be found in Government's guidance on vulnerable children and young people.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated and Deputy Designated Safeguarding Leads know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

The UTC will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this in school will be: Rob Harding

Each vulnerable child will be allocated to a member of the DSL team. In the absence of the allocated member of the DSL team, responsibility for contacting vulnerable pupils may be re-allocated to another DSL, escalated to the Principal or a member of SLT, or delegated to the class teacher (under SLT/HT guidance).

DSLs will make phone contact with each allocated child on a regular basis to check their safety and wellbeing by speaking to child not just parent.

DSLs will record summary of conversation on online data system or an electronic version of school concern form which is then circulated to DSL team via email. Any unsuccessful contacts, as well as those that did take place will also be recorded. Any urgent safeguarding concerns will be escalated immediately, for example, through consultation with the Lambeth MARF duty and/or the police immediately.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting,

and their child is considered vulnerable, the social worker and UAE South Bank will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, the UTC or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

We will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

The UTC and social workers will agree with parents/carers whether children in need should be attending school – we will then follow up on any pupil that was expected to attend, who does not. We will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

HOW WILL THIS LOOK IN OUR SCHOOL?

To support the above, we will, when communicating with parents and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, we will notify their social worker.

Designated and Deputy Designated Safeguarding Leads in our school

The Designated Safeguarding Lead (DSL) is: Rob Harding Deputy Safeguarding Lead (DDSL) is : Delma Russell

Safeguarding Officers – Coretta Brown, Caron Bernard, Laura Parsons Mikael Cohen,and Kim Field

The optimal scenario is to have a trained DSL or DDSL available on site. Where this is not the case, a trained DSL or DDSL will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL or DDSL is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to school's safeguarding data/information on CPOMS and liaising with the offsite DSL/DDSL and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

It is important that all our staff and volunteers have access to a trained DSL or DDSL. On each day staff on site will be made aware of who that person is and how to speak to them.

The DSL and DDSLs will continue to engage with social workers and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where members of staff have a concern about a child, they should continue to follow the process outlined in our school's Safeguarding (Child Protection) Policy and share the concern

with DSL or DDSL via CPOMS in the usual way. Staff members are reminded of the need to report any concern immediately and without delay.

Where staff members are concerned about an adult working with children in the school, they should report the concern to the Principal. If there is a requirement to make a notification to the Principal whilst away from school, this should be done via email

Concerns around the Principal should be directed to the Executive Principal Dan Cundy – Dan.Cundy@sbatrust.co.uk

Safeguarding training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL or DDSL who has been trained will continue to be classed as a trained DSL or DDSL even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping children safe in education (KCSIE) (2020). The DSL will communicate with staff any new local arrangements so that they know what to do if they are worried about a child.

Where new members of staff are recruited, or new volunteers enter UAE South Bank, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's Safeguarding (Child Protection) Policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, UAE South Bank will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping children safe in education (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where we are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

We will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral'.

During the COVID-19 period all referrals will be made by emailing Misconduct.Teacher@education.gov.uk.

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, we will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in schools

We will continue to provide a safe environment for our pupils, including online. This includes the use of an online filtering system. Where pupils are using computers in school, appropriate supervision will be in place.

Children and online safety away from school

It is important that all staff members who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per our Safeguarding (Child Protection) Policy and where appropriate referrals should still be made to Lambeth MARF and/or the police immediately.

Online teaching should follow the same principles as set out in our school's code of conduct. We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No one to one sessions, teach in groups only
- Teachers should be in a neutral area where nothing personal or inappropriate can be seen or heard in the background.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- The live class should be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day
- Language must be professional and appropriate, including any family members in the background
- Schools should risk assess the use of live learning using webcams
- Data Controllers need to reassure themselves that any teaching/learning software and/or platforms are suitable for the age groups and raise no privacy issues; or use cases against the providers terms and conditions (for example, no business use of consumer products).

Supporting children not in school

The UTC is committed to ensuring the safety and wellbeing of all its children and young people. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, we will ensure that a robust communication plan is in place for that child or young person. Details of this plan will be recorded appropriately as will a record of contact.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods will be considered and recorded.

The UTC and our DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan will be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

We recognise that school is a protective factor for children and young people and the current circumstances can affect the mental health of pupils and their parents/carers. Teachers at our school need to be aware of this in setting expectations of pupils' work where they are at home.

We will ensure that, where we care for children of critical workers and vulnerable children on site, the appropriate support is in place for them. This will be bespoke to each child and will be recorded appropriately.

Supporting children in school

The UTC is committed to ensuring the safety and wellbeing of all its pupils. We will continue to be a safe space for all children to attend and flourish. The Principal will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety. We will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19. We will ensure that, where we care for children of critical workers and vulnerable children on site, the appropriate support is in place for them. This will be bespoke to each child and recorded appropriately.

Peer on Peer Abuse

UAE South Bank recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Where we receive a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and those outlined within our Safeguarding (Child Protection) Policy.

The school will listen and work with the young person, parents/carers and any relevant multiagency partner to ensure the safety and security of that young person. Concerns and actions will be recorded appropriately and appropriate referrals will be made.

Additional Resources:

- Working together to safeguard children, 2018: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf

- Keeping Children Safe in Education, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828312/Keeping_children_safe_in_education.pdf

- bullying including cyberbullying: https://www.gov.uk/government/publications/preventing-and-tackling-bullying

- Children at risk of sexual exploitation: www.cscb.org.uk

- Children who run away/go missing: http://cscb.org.uk/downloads/policies_guidance/local/CSCB%20Missing%20Children%20protocol%202010.pdf

- domestic Violence : https://www.gov.uk/guidance/domestic-violence-and-abuse

- Young people living with domestic or sexual violence : Schools can refer young people affected by domestic or sexual violence to the specialist worker based in the Lambeth Safety Net on 020 7974 1864 for advice and support.

- drugs : https://www.gov.uk/government/publications/drugs-advice-for-schools

- fabricated or induced illness: https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced

- faith abuse: https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief

- female genital mutilation (FGM) – see also below https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practice-guidelines

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

- gender-based violence/violence against women and girls (VAWG) :https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk

- mental health : https://www.gov.uk/government/publications/the-mental-health-strategy-for-england

- private fostering: https://www.gov.uk/government/publications/children-act-1989-private-fostering

- Radicalisation: https://www.gov.uk/government/publications/channel-guidance

- Prevent duty guidance for England and Wales (2019 update) https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales

- Sexting: http://ceop.police.uk/

- teenage relationship abuse https://www.gov.uk/government/collections/this-is-abuse-campaign

- trafficking: https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

- Young carers: If schools have concerns about a pupil they believe to be a young carer, they can contact Family Action on 020 7272 6933 for advice and can refer the pupil on for services and support. Further details can be found on the website: www.family-action.org.uk

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	INTERNAL
Paper title:	Academic Quality and Improvement Committee
Board/Committee:	SBA Board
Date of meeting:	01 October 2020
Author(s):	Michael Broadway, Company Secretary
Sponsor(s):	Fiona Morey, Chief Executive
Purpose:	For Approval
Recommendation:	The Board is requested to formally approve the establishment of the Academic Quality and Improvement Committee as a sub-committee of the Board

Executive summary

At its meeting of 7 July 2020, the Board noted an update on the creation of a quality committee called the Academic Quality and Improvement Committee. The committee's terms of reference are included as an appendix for approval.

The purpose of the committee is to be pro-active and to contribute to the improvement of education and achievement in the schools. The committee will be chaired by the CEO and include the Chairs of the School Advisory Board, the Executive Principal and an independent school advisor with the school Principals in attendance.

The Board agreed that reporting will be through a committee report and through the Executive Principal's Education report. Updates from this Board will be fed back to the UTC and UAE SABs and Quality Committee via the SAB Chairs and the CEO, respectively.

The Board is requested to formally approve the establishment of the Academic Quality and Improvement Committee as a sub-committee of the Board

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Academic Quality and Improvement Committee – Terms of Reference

1 Membership

1.1 The members of the committee shall be:
CEO – Chair of the committee
Chair UAE SAB
Chair UTC SAB
Executive Principal
Independent school advisor

1.2 The following shall be in attendance at meetings:

Principal of UAE
Principal of UTC

Other staff may be invited to attend as required.

2 General Terms

2.1 The Quality and Improvement Committee will review the quality of education provided by the MAT by:

1. Reviewing targets
2. Overseeing the improvement of achievement rates
3. Working with the Senior Leadership team to improve high performance and challenge underperformance
4. Monitoring in-year progress from starting points
5. Monitoring progress of the school improvement plan

2.2 In exercising its responsibilities the Quality and Improvement Committee may delegate authority and responsibility to the officers of the Academy.

2.3 The Committee's decisions shall be directed towards improving the quality of the education provided by the Schools in order to comply with Ofsted requirements.

3 The Committee will monitor key performance indicators including:

1. Qualification achievement rates against SBA targets,

2. Performance against education attainment targets
3. Progress 8 UAE
4. Progress from starting point UTC
5. Quality of the teaching and learning experience
6. English and maths and science provision
7. Study programmes, (KS 5)
8. Learner voice including
9. Equality and Diversity (impact measures),
10. Progress of groups of learners (SEN, PP, LAC, more able)
11. Attendance.
12. Student progression and destination

Consider and advise the Board on all aspects of the MAT Quality and Improvement.

	INTERNAL
Paper title:	Risk register
Board/Committee:	SBA Board
Date of meeting:	01 October 2020
Author(s):	Dan Cundy, Executive Principal
Sponsor(s):	Dan Cundy, Executive Principal
Purpose:	For Review
Recommendation:	The Board is requested to review the risk register

Executive summary

The SBA risk register is attached for review by the Board. The school risk registers are also attached for information.

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Summary of Key Risks

MAT

Risk No	Risk Description	Risk consequences	Impact	Probability	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality / Action Needed	Person Responsible	Direction of Travel	Next Review Date
18	Poor Financial performance by one or more of the schools	A deficit or liabilities in one or more schools will affect the Trust finanical viability and could have significant risk for finance and cash flow leading to DfE letter.	3	2	6	Effective budgeting and management Prudent financial planning 3-5 year forecast planning Sufficient reserves Planned budget surplus for each Academy Marketing program in place for the UTC New marketing appointment for the UTC	3	Moderate	Chief Executive Financial Controller Executive Principal School Principal Trust Business Manager	➔	Sep-20
23a	Pandemic	Risk to community health if virus is spread unchecked.Risk to education operations if virus results in staff shortages, inaibility of suppliers to fulfil contracts (eg cleaning, catering). Risk to outcomes if education is disrupted.	3	3	9	Regular monitoring of updates and guidance from DfE and PHE as well as local authorities. Frequent communication between key staff. All issues reported to central office for decision-making support with ultimate accountability for H&S at board level. Frequent communication with stakeholders on behaviours and hygiene. Enhanced hygiene facilities including sanitiser gels. Risk assessments completed and updated; DfE guidance followed in full. Engaging with track and trace.	6	Strong	Executive Principal Principal SLT Governors Staff	➔	Dec-20

UTC

1	Failure of the UTC to recruit sufficient learners especially in Y710 and Y12 to make it viable	Significant financial risk Risk that the confidence of stakeholders is diminished Cash flow problems Long term financial problems	3	2	6	Admissions Policy Parent/Carer Communication Marketing Strategy Integrated Financial Curriculum Planning Effective Networking	2	Moderate	Executive Principal Principals Marketing Team	➔	Dec-20

3	Poor Student outcomes	Poor examination results could cause a reputational and financial risk. Detrimental to student futures/careers. UTC's reputation at risk.	3	2	6	Teaching and Learning constantly monitored and reported. Termly attainment reporting sent to management and pupils Incoming students assessed for suitable attainment levels Executive Principal educational oversight UTC Improvment Partnership External consultants to improve Teaching and Learning	3	Strong	Exectuve Principal Principal SLT Trust HR Manager	➔	Dec-20
13	Safeguarding incident at the UTC	Risk to reputation locally and nationally DfE and HSE intervention depending on scale of the event. Risk of drop in numbers of enrollments	3	2	6	New and effective SENDCO employed at UTC All staff and governors are given safeguarding and prevent training annually All students and staff complete e-safety training and firewalls are in place to secure all ICT networks.	4	Moderate	Executive Principal Principal SLT	➔	Dec-20
13a	Pandemic	Risk to community health if virus is spread unchecked.Risk to education operations if virus results in staff shortages, inaibility of suppliers to fulfil contracts (eg cleaning, catering). Risk to outcomes if education is disrupted.	3	3	9	Regular monitoring of updates and guidance from DfE and PHE as well as local authorities. Frequent communication between key staff. All issues reported to central office for decision-making support with ultimate accountability for H&S at board level. Frequent communication with stakeholders on behaviours and hygiene. Enhanced hygiene facilities including sanitiser gels. Risk assessments completed and updated; DfE guidance followed in full. Engaging with track and trace.	6	Strong	Executive Principal Principal SLT Governors Staff	➔	Dec-20

UAE

13	Safeguarding incident at one of the schools.	Risk to reputation locally and nationally DfE and HSE intervention depending on scale of the event. Risk of drop in numbers of enrollments	3	2	6	Experiened SENDCO employed at School Experienced Designated Safeguarding Lead (DSL) employed at school All staff and governors are given safeguarding training annually All students and staff complete e-safety training and firewalls are in place to secure all ICT networks.	4	Moderate	Executive Principal Principal SLT DSL	➔	Dec-20

13a	Pandemic	Risk to community health if virus is spread unchecked.Risk to education operations if virus results in staff shortages, inaibility of suppliers to fulfil contracts (eg cleaning, catering). Risk to outcomes if education is disrupted.	3	3	9	Regular monitoring of updates and guidance from DfE and PHE as well as local authorities. Frequent communication between key staff. All issues reported to central office for decision-making support with ultimate accountability for H&S at board level. Frequent communication with stakeholders on behaviours and hygiene. Enhanced hygiene facilities including sanitiser gels. Risk assessments completed and updated; DfE guidance followed in full. Engaging with track and trace.	6	Strong	Executive Principal Principal SLT Governors Staff	➔	Dec-20

South Bank Academies MAT
Financial Risk

Risk No	Risk Description	Risk consequences	Impact	Prob	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality / Action Needed (Strong, Moderate, Weak)	Person Responsible	Direction of Travel	Next Review Date
1	Overspend budget, caused by weak expenditure management	Lack of funding to carry out educational and business objectives Inability to recruit experienced, quality staff to achieve educational objectives re-brokering of Schools in the Academies Trust through poor financial management and continual annual deficits Risk to LSBU reputation as the Academies Trust sposor Ris of receiving a Financial Notice to improve and los of freedoms to manage own funding through its budgets,. Insufficent funds to meet educational objectives Inability to meet external requirements as stipulated in the Academies Financial Handbook 2018 and other agencies Serious cash flow issues making financial management of funds difficult	2	1	2	Strong strategic plan of action Annual budget setting using computerized software Regular meetings of Board and Audit and Risk Committee with oversight of the Trust's finances Regular internal and external audits to ensure compliance and best practice. Regular review with Business Support Officers in the Trust with additional in-house training. Monthly management accounts prepared by the LSBU FA, Trust Finance Manager and Trust Business Manager Regular Exective Team meetings where financial performance is discussed	2	Strong	Chief Executive Financial Controller Trust Business Manager	↓	Dec-20
2	Overspend budget, caused by poor budgeting	See Above	3	1	3	Computerized budgeting software Oversight by LSBU Financial Controller and LSBU Financial Accountant Regular, monthly review by the Trust Business Manager, Executive Principal and Chief Executive. Regular meetings with School Principals Regular updates and training to the Business Support Officers.	2	Strong	Chief Executive Financial Controller Trust Business Manager	→	Dec-20
3	Received less income than budgeted, caused by poor budgeting	See Above	3	1	3	See above	2	Moderate/Weak	Chief Executive Financial Controller Executive Principal Trust Business Manager	→	Dec-20
4	Overspend on capital schemes	Unplanned reduction on reserves or income through insufficient budgeting or planning Serious impact on cash flow management Insufficient funds to carry out educational and operational objectives Inappropriate capital works which don't reflect the teaching and learning requirements of the Trust or its schools.	1	1	1	Centralised management of the Capital Claims budget delegated by the ESFA Capital Expenditure process in place, channelled through School Advisory Boards to the SBA Board Oversight by the Trust Business Manager of the Capital Claims expenditure and the Capital Expenditure programs. Scheme of Delegation and Financial Regulations and Policy in place, detailing capex authorisations limits.	1	Strong	Chief Executive Financial Controller Executive Principal Trust Business Manager	→	Dec-20
5	Short term cash shortages	Inability to meet liabilties Unable to pay school salaries or other costs in a timely and efficient manner Inabiltity to remain a going concern"	2	1	2	Suitable reserves in line with the requirements of the Academies Financial Handbook, Articles of Association and Agreeement with the Secretary of State for Education Regular updated cash flow management with spot cash flows Regular review of bank accounts, reserves and operating balances	1	Strong	Chief Executive Financial Controller Trust Business Manager Finance Officers	→	Dec-20
6	Long term cash shortages – insufficient reserves	Lack of funding to carry out educational and business objectives Inability to recruit experienced, quality staff to achieve educational objectives re-brokering of Schools in the Academies Trust through poor financial management and continual annual deficits Risk to LSBU reputation as the Academies Trust sposor Ris of receiving a Financial Notice to improve and los of freedoms to manage own funding through its budgets,. Insufficent funds to meet educational objectives Inability to meet external requirements as stipulated in the Academies Financial Handbook 2018 and other agencies Serious cash flow issues making financial management of funds difficult	2	1	2	Trust currently has a strong cash flow surplus position Suitable level of reserves in place Regular montioring of income and expenditure Prudent planning and stafing, recruitment practices Review of salary scales and teacher pay awards Regular montioring of Bank Account levels Regular cash flow monitoring	1	Strong	Chief Executive Financial Controller Trust Business Manager	→	Dec-20

7	Improper or irregular use of funds	Lack of funding to carry out educational and business objectives Inability to recruit experienced, quality staff to achieve educational objectives re-brokering of Schools in the Academies Trust through poor financial management and continual annual deficits Risk to LSBU reputation as the Academies Trust sposor Ris of receiving a Financial Notice to improve and los of freedoms to manage own funding through its budgets,. Insuffcent funds to meet educational objectives Inability to meet external requirements as stipulated in the Academies Financial Handbook 2018 and other agencies Serious cash flow issues making financial management of funds difficult	2	1	2	SBA Financia Regualtions and Procedures in place, regularly updated Scheme of Delegation in place Internal Controls subject to regular scrutiny by auditors Internal audits Expenditure authorisation process clear. Experienced Senior Leaders with in-dpeth experience of the Academies Financial Handbook and principles of fund accouting AO and CFO familiar with AFH and updates.	1	Moderate	Chief Executive Financial Controller Executive Principal Trust Business Manager Finance Officers	→	Dec-20
8	Errors in accounts caused by inadequately skilled or inexperienced finance staff	Non production of a clean set of accounts Inaccurate information on which to base business and educational decsions Loss of oversight and prudent management of Trust finances Instability in the nature of the Trust as a result of poor financial management	3	1	3	Experienced, stable Finance Team with proven qualifications and experience in place. Access to advice and expertise from Sponsor	2	Weak	Chief Executive Financial Controller Executive Principal Trust Business Manager Finance Officers	→	Dec-20
9	Loss caused by lack of security over assets including cash	Inability to carry on operating as a business or meet educational objectives Increased cost of replacing assets Potential Reduction in cash flow creating difficulties in meeting liabilities Large capital replacement expenditure	3	1	3	Asset Register in place and updated to ensure full information is kept Asset Management Plan in place which is used to plan, control and review assets and whether they are fit for purpose Strong security measure in place to ensure no loss of assets Reporting to SBA Board and Audit and Risk Committee Appropriate and effective security levels for processing and storing cash that is collected	2	Moderate	Chief Executive Financial Controller Executive Principal Trust Business Manager	→	Dec-20
10	Fraudulent payments to suppliers	Overpayments to suppliers unrecoverable payments and ongoing disputes Reduction in confidence of the Finance Team.	3	1	3	Annual review of effectiveness of internal controls Expenditure authorisation procedures Systems under constant review Internal and external auditors Oversight by LSBU Financial controller Oversight by the Trust Business Manager	2	Moderate	Chief Executive Financial Controller Executive Principal Trust Business Manager Finance Officers	→	Dec-20
11	Fraudulent payments to staff	Loss of confidence of Sponsor in SBA management of finance. Loss of income Risk of reporting Fraud to ESFA and losing freedom to manage own finances as guardians of public funds	2	1	2	SBA Scheme of Financial Regulations and Policy in place Trained staff in Compliance and Fraud Authorisation limits in place and reviewed regularly Robust procedure in place for monthly payroll sign off and review Staffing salaries and expenditure under constant review	1	Strong	Chief Executive Financial Controller Executive Principal School Principal Trust Business Manager	→	Dec-20
12	Insufficient insurance cover	Irreparable damage or loss to Trust Assets Hinderance in achieving educational and business objectives Risk of prosecution for not insufficient insurance cover for legal requirements such as employers' laibility Loss of reputation as a good employer Risk of litigation	2	1	2	Annual review of insurance arrangements by Trust Business Manager, Executive Principle and CEO Review by external providers Benchmarking with other Academies and Trusts Member of the Governments RPA Insurance scheme especially designed to meet the needs of UK Schools.	1	Strong	Chief Executive Financial Controller Trust Business Manager	→	Dec-20
13	Failure to ensure that the income due to the school is collected in a timely and efficient manner and fully reconciled as per financial regulations	Loss of income Inability to meet educational and business objectives reduction in cash flow and reserves bility to meet liabilities Increasing debts Inability to meet liabilities or staff salaries	2	2	4	Month end reporting reviews income and ensure it is at the correct level Review and use of Remittance and Payment Schedule Aged debtors are sent statement reminders while all income is cross referenced on the cash flow Experienced TBM with Education Experience and knowledge of Schools Funding Trust Business Manager with LSBU Financial Accounts monitors all income regularly LSBU Financial Accountant performs all Bank and control account reconciliations	3	Moderate	Chief Executive Financial Controller Executive Principal Trust Business Manager Finance Officers	→	Dec-20
14	Failure to ensure that Goods and Services are purchased in line with Financial Regulations and that Suppliers are paid in a timely and efficient manner	Risk of fraud Inability to manage cash flow sufficiently Mis-reporting of monthly management accoutnts	2	1	2	Monthly reports from the School Financial regulations awareness, Internal Controls operated by the Trust at School wide level BACS Payment system used by the School Effective Internal and External Audit Use of Month End Checklists	2	Moderate	Chief Executive Financial Controller Executive Principal Trust Business Manager Finance Officers	→	Dec-20

15	Failure to ensure that a comprehensive, up-to-date list of Suppliers to the School is maintained	Loss of oversight of accounts and procurement Risk of fraudulent payment to supplier Procurement difficulties arising from poor supplier account management Risk of overpayment of suppliers	2	1	2	Financial Regulations awareness Internal Controls operated by the School Finance Team Effective Internal and External Audit Oversight by the Trust Business Manager Oversight by the LSBU Financial Controller	1	Strong/Moderate	Chief Executive Financial Controller Executive Principal School Principal Trust Business Manager Finance Officers	➔	Dec-20
16	Changes to funding via Government Policy	Reduction in funding for student numbers Risks to the Trust as a going concern as required by Companies House and SORP	3	1	3	Monitoring of Government policy Long term forecasts monitored by audit committee Financial expertise at Operational and Board level.	2	Moderate	Chief Executive Financial Controller Trust Business Manager	➔	Dec-20
17	Failure to meet internal/ external financial targets and deadlines	Late submission of budgets/accounts to ESFA, possible litigation, possible fines	2	1	2	Email reminders from ESFA Experiences TBM Published annual cycle SBM Networking	2	Strong	Chief Executive Financial Controller Trust Business Manager	➔	Dec-20
18	Poor Financial performance by one or more of the schools	A deficit or liabilities in one or more schools will affect the Trust finanical viability and could have significant risk for finance and cash flow leading to DfE letter.	3	2	6	Computerised budgeting software Prudent financial planning 3-5 year forecast planning Sufficient reserves Planned budget surplus for each Academy Marketing program in place for the UTC New marketing appointment for the UTC	3	Moderate	Chief Executive Financial Controller Executive Principal School Principal Trust Business Manager	➔	Dec-20

South Bank Academies MAT

Strategic and Repuational Risk

Risk No	Risk Description	Risk consequences	Impact	Probability	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality / Action Needed (Strong, Moderate, Weak)	Person Responsible	Direction of Travel	Next Review Date
19	Changes in Leadership creating an instability in strategy, vision and values across the Trust and its Schools.	Lack of experience in education and leadership Frequent churn of senior leaders giving poor direction and vision Low morale Low staff performance Poor examination results	2	1	2	Appointment of experienced Executive Principal Creation and development of middle leaders Training as an Ofsted inspector Experienced SLT Effective Governor oversight	2	Strong	Chief Executive Executive Principal	➔	Dec-20
20	Failure to ensure that up-to-date information regarding the legislation relating to charities is maintained and kept updated by Trust Business Manager	Risk that legislative requirements are not known or complied with Financial risk Risk that the Governing Body are not aware of their legislative obligations	2	1	2	LSBU Clerk to the Local Advisory Bodies Networking Groups EFA Updates School website Professional bodies The Key PWC Internal Auditor External Auditor	1	Strong	Chief Executive Executive Principal Trust Business Manager Financial Controller	➔	Dec-20

South Bank Academies MAT

Risk No	Risk Description	Risk consequences	Impact	Probability	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality / Action Needed (Strong, Moderate, Weak)	Person Responsible	Direction of Travel	Next Review Date
21	Changes in personell/ high turnover of staff creating instability in operations at the Trust	Lack of oversight of accounts, processes and procedures Poor year end Inaccurate financial reporting Risk of receiving Qualified Accounts Non-compliance	3	1	3	Experienced TBM in financial management Experienced Financial Controller oversight Financial policies and procedures in place Trust HR Manager in place	2	Moderate	SBA Board Chief Executive Officer Executive Principal Principals Trust Business Manager	➔	Dec-20

22	Failure of the trust to produce open and regular management accounts	School receives a set of qualified accounts from its annual audit. Year-end doesn't run smoothly High Management Letter ratings as a result of internal and external audit Fines from the ESFA Potential Financial Notice to Improve Potential loss of freedoms to manage delegated finances	3	1	3	Monthly Management Accounts Budget monitoring reports Regular reporting to the Audit Committee and SBA Board Effective internal and external audits Oversight by Sponsor LSBU of finances Awareness of ESFA Academies Financial Handbook 2018 and regulations Annually updated SBA Financial Regulations and Procedures presented to Audit Committee for oversight and approval Delegated Letter of Authority	2	Moderate	SBA Board Chief Executive Officer Executive Principal Principals Trust Business Manager	➔	Dec-20
23	Safeguarding incident at any of the Schools	Risk to child/children, risk to reputation of the Trust and/or its Schools, DfE and HSE intervention depending on seriousness of incident. Risk to Ofsted rating.	3	1	3	Safeguarding policy and training in place Experienced SLT in safeguarding issues Regular training and update to all staff Safeguarding policy and procedures in place followed by Staff Staff awareness of reporting procedures and responsibilities for any safeguarding issues	2	Strong	Executive Principal Principal SLT Governors Staff	➔	Dec-20
23a	Pandemic	Risk to community health if virus is spread unchecked.Risk to education operations if virus results in staff shortages, inaibility of suppliers to fulfil contracts (eg cleaning, catering). Risk to outcomes if education is disrupted.	3	3	9	Regular monitoring of updates and guidance from DfE and PHE as well as local authorities. Frequent communication between key staff. All issues reported to central office for decision-making support with ultimate accountability for H&S at board level. Frequent communication with stakeholders on behaviours and hygiene. Enhanced hygiene facilities including sanitiser gels. Risk assessments completed and updated; DfE guidance followed in full. Engaging with track and trace.	6	Strong	Executive Principal Principal SLT Governors Staff	➔	Dec-20

South Bank Academies MAT

Compliance Risk

Risk No	Risk Description	Risk consequences	Impact	Probability	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality / Action Needed (Strong, Moderate, Weak)	Person Responsible	Direction of Travel	Next Review Date
24	Failure to meet GDPR guidelines for storing and collating data in the Trust and its Schools	Litigation, possible fines, loss to reputation	2	2	4	Outsourced GDPR oversight by Judicium Regular GDPR compliance audits across the SBA Trust	2	Strong/Moderate	Chief Executive Executive Principal School Principal	➔	Dec-20
25	Inadequate challenge and ineffective local governance for Trust and Schools	Failure to achieve mission and objectives of the Trust. Poor decision making and information flow. Risk to one establishment not following trust procedure	3	1	3	Local advisory boards and link Governors SBA Board oversight Experienced Executive Principal with extensive education background Chief Executive oversight	2	Moderate	SBA Board Chief Executive Exectutive Principal	➔	Dec-20
26	UKVI regulations not met	Loss of licence, fines and/or prosecution	2	1	2	Experienced Trust HR Manager in place Trust Business Manager Experienced Chief Executive and Executive Principal Effective computer systems for tracking personell Effective recruitment procedures	1	Strong	Chief Executive Executive Principal School Principal HR Manager	➔	Dec-20
27	Failure to comply with ESFA and DFE guidelines	Notice given on non-performance, litigation, possible fines, loss to reputation, makes recruiting students more challenging.	3	1	3	See above	2	Strong	Chief Executive Executive Principal School Principal Trust Business Manager	➔	Dec-20
28	Failure to safeguard the Trusts' and its Schools' assets from theft or damage	Health and safety risk to students and staff Increased premises costs Increased costs for asset management plan on limited budget Need to transfer costs from limited reserves	2	1	2	Up to date asset register Asset management plan in place and up to date Experienced premises team in place with oversight of assets	1	Moderate	Chief Executive Executive Principal School Principal Trust Business Manager Financial Controller	➔	Dec-20
29	Failure to carry out the correct audit/review procedures to ensure building, maintenance, health and safety regulations are upheld in both schools	Poor Health and Safety Audit increased accumulation of costs which could be reduced with timely intervention increased scrutiny from oversight organisations	2	2	4	Health and Safety audits by external organisations H&S reference software on websites for advice Experienced site operations manager and team Risk assessments Regular checks and reporting on all H&S procedures Regular checks on equipment and buildings	3	Moderate	Chief Executive Financial Controller Trust Business Manager Executive Principal School Principal	➔	Dec-20

30	Failure to maintain the asbestos register for both schools	Failure to comply with external compliance bodies Damage to Trust and Sponsor reputation Health and Safety Risk to staff and students Increased costs and fines for non compliance	2	1	2	No asbestos in either school - new build	2	Strong	Chief Executive Executive Principal School Principal	➔	Dec-20
31	Failure of the Trust to follow employee legislation	Risk of fines and reputation Greater risk of litigation and claims Increased costs through non compliance	3	1	3	Experienced Trust HR Manager in place Executive Princpal and CEO oversight Access to LSBU Sponsor organisation procedures and experienced staff Updated HR and Recruitment policies in place	2	Strong	Chief Executive Executive Principal School Principal Trust HR Manager	➔	Dec-20
32	Failure to ensure that the School complies with Tax legislation	Risk that the legislative requirements relating to VAT, PAYE, National Insurance etc. are not known or complied with Financial risk Litigation risk	3	1	3	Support from School Payroll Provider and the associated policies Internal and External Auditors Oversight by Trust Business Manager and Finance Manager Oversight by Financial Controller	2	Strong	Executive Principal Principals Local Advisory Board Trust Business Manager	➔	Dec-20

Risk Calculation	Probability		
Impact	1 low	2 medium	3 high
1 low	1	2	3
2 medium	2	4	6
3 high	3	6	9

South Bank Academies UTC
Strategic and Reputational Risks

Risk No.	Risk Description	Risk Consequences	Impact	Probability	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality/Action Needed (Strong, Moderate, Weak)	Person Responsible	Direction of Travel	Next Review Date
1	Failure of the UTC to recruit sufficient learners especially in Y710 and Y12 to make it viable	Significant financial risk Risk that the confidence of stakeholders is diminished Cash flow problems Long term financial problems	3	2	6	Admissions Policy Parent/Carer Communication Marketing Strategy Integrated Financial Curriculum Planning Effective Networking	2	Moderate	Executive Principal Principals Marketing Team	➔	Dec-20
2	Failure to ensure that the objectives for the UTC are met	Risk that the UTC fails to operate within the strategic objectives agreed by the Local Advisory Body Risk that the UTC's strategic objectives become out of date or no longer appropriate Risk that the UTC receives an unfavourable Ofsted Report Risk that the objectives of the UTC are seen as controversial	2	2	4	Experienced Senior Leadership Team Principals' performance management with internal and external assessors Active and experiences Trustees and SAB Stakeholders who take an active role in the operation of the UTC Regular Principal and Operations Meetings External Advisors Ofsted Action Plan T&L focus of the Governors Principals' Report Data Harvest	3	Moderate	Executive Principal Principals Marketing Team	➔	Dec-20
3	Poor Student outcomes	Poor examination results could cause a reputational and financial risk. Detrimental to student futures/careers. UTC's reputation at risk.	3	2	6	Teaching and Learning constantly monitored and reported. Termly attainment reporting sent to management and pupils Incoming students assessed for suitable attainment levels Executive Principal educational oversight UTC Improvment Partnership External consultants to improve Teaching and Learning Regular staff appraisals Trust HR Manager to advise on Staffing and issues. Principal reports to Local Advisory Body	3	Strong	Exectuve Principal Princiipal SLT Trust HR Manager	➔	Dec-20
4	Failure to monitor and react according to the requirement of our stakeholders	Risk that stakeholders (especially students and families) and beneficiaries do not consider the UTC service to be valuable and high quality	2	1	2	Reports to Trustees Reports to SAB Parent/Carer Communication UTC Council Open Day Questionnaires Parent, Student, Staff surveys	2	Strong/Moderate	Executive Principal Principals SLT	➔	Dec-20
5	Failure to monitor and react according to the requirement of our stakeholders	Risk that competitors make more attractive offer to stakeholders (students and families) leading to loss of students and poor retention. Risk that stakeholders fail to differentiate between the UTC and its competitors Risk of competition or the same share of the market	2	1	2	Marketing Strategy Effective Networking Post 16 Investments and Improvements Post 16 UTC Development Plan	1	Strong	Executive Principal Principals SLT Local Advisory Board	➔	Dec-20
6	Failure to assess and review alliances and partnership with other organisations	Risk that an alliance or partnership is no longer appropriate Risk to the integrity of the UTC	2	1	2	Networking Visits to other UTCs Principal Meetings UTCs' Forum	1	Strong	Chief Executive Officer Executive Principal Principals SLT	➔	Dec-20
7	Failure to ensure Information Technology in the UTC is maintained to the highest standard	IT security risk Risk to the corruption or loss of data Risk that IT equipment and services are outdated and no longer fit for purpose Financial risk Risk of Litigation	2	1	2	Outsourced IT service Regular back up of information on outsourced servers Acceptable Use Policy	1	Strong	Executive Principal Principal Vice Principal Outsourced IT Services Provider SLT Trust Business Manager	➔	Dec-20

8	Failure to monitor the effect of risks over which the UTC has little or no control such as economic or natural disaster	Financial Risk Risk of Litigation Reputational risk	1	1	1	Part of UTC Insurance Review process organised by Trust Business Manager Fixtures, Fittings, Employer, Public Liability held by the UTC Disaster Recovery Plan ICT Disaster Recovery Plan Temporary building replacement scheme with insurers PREVENT strategy used in UTC Medical Reviews PHSE program in UTC	1	Strong	Executive Principal Principals SLT Trust Business Manager	➔	Dec-20
9	Failure of the UTC to recruit Governors who have the appropriate profile	Risk that a Governor could attract negative publicity Risk that stakeholders view Governors merely as extension of SLT Risk that stakeholders lose confidence in the Local Advisory Body UTC receives a set of Unqualified Accounts from its annual audit. Fines from the ESFA Potential Financial Notice to Improve issues from ESFA Financial Risk, Risk of Litigation, Reputational Risk, Risk to the future of the UTC, Risk of poor moral affecting staff and stakeholders Risk that committees fail to operate effectively Risk that committee delegation is poor Risk that Local Advisory Body does not delegate enough or delegates too much to the Principal or SLT. Risk that the Terms of Reference are inadequate and/or unfit for purpose Risk to the day-to-day operation of the UTC	2	1	2	Governor training and induction and recruitment process, formal application process Regular Governors' skills audit NGA guidance	1	Strong	SBA Board Local Advisory Boards LSB Governance Team Chief Operating Officer Executive Principal Principals	➔	Dec-20
10	Failure to comply with legislative requirements.	Financial Risk Reputational Risk risk of Litigation Risk of poor morale affecting staff and stakeholders Risk to the future of the UTC and Trust	3	1	3	Clear policies disseminated to all staff Risk Assessment Process Health and Safety Policy Guidance on Data Protection External consultants and experts used Regular external and internal review of legislative areas in UTC	2	Strong	Executive Principal Principal SLT Trust Business Manager	➔	Dec-20
11	Failure of The UTC and the Local Advisory Board to have procedures in place to cover the absence of the Principal or other members of the Senior Leadership Team	Financial Risk Reputational Risk Risk of poor morale affecting staff and stakeholders Risk to the day to day operations of the UTC Risk that Terms of Reference are inadequate or not fit for purpose	2	1	2	Clear guidance on Senior Staff roles clear cover arrangements Regular Local Advisory Board meetings CEO and Executive Principal meetings Access to SLT for guidance and support External Advisors Judicium, Local Authorities, LSBU Sponsor, UTC Improvment Partners Regular meetings with the Executive Principal	1	Strong	Executive Principal Principal Local Advisory Board	➔	Dec-20
12	High profile event in the UTC affects Trust overall and its reputation.	Risk to reputation nationally and locally to the UTC and the trust. Risk to the Sponsor's reputation.	3	1	3	UTC has a Critical Incident plan which is reguarly assessed listing a delegation of duties in the event of an emergency situation. Advice abnd Expertises of the sponsor LSBU to advise in difficult circumstances Access to LSBU Sponsor legal expertise and advise	2	Strong	Executive Principal Principal	➔	Dec-20
13	Safeguarding incident at the UTC	Risk to reputation locally and nationally DfE and HSE intervention depending on scale of the event. Risk of drop in numbers of enrollments	3	2	6	ExperienNew and effective SENDCO employed at UTC All staff and governors are given safeguarding and prevent training annually All students and staff complete e-safety training and firewalls are in place to secure all ICT networks.	4	Moderate	Executive Principal Principal SLT	➔	Dec-20
13a	Pandemic	Risk to community health if virus is spread unchecked.Risk to education operations if virus results in staff shortages, inaibility of suppliers to fulfil contracts (eg cleaning, catering). Risk to outcomes if education is disrupted.	3	3	9	Regular monitoring of updates and guidance from DfE and PHE as well as local authorities. Frequent communication between key staff. All issues reported to central office for decision-making support with ultimate accountability for H&S at board level. Frequent communication with stakeholders on behaviours and hygiene. Enhanced hygiene facilities including sanitiser gels. Risk assessments completed and updated; DfE guidance followed in full. Engaging with track and trace.	6	Strong	Executive Principal Principal SLT Governors Staff	➔	Dec-20

South Bank Academies UTC
Operational Risks

Risk No.	Risk Description	Risk Consequences	Impact	Probability	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality/Action Needed	Person Responsible	Direction of Travel	Next Review Date
14	Failure to ensure that the quality of Management information produced by the UTC is of a high quality, timely and aids decision-making.	Risk that the financial and non-financial performance of the UTC cannot be managed or reviews by SLT Risk that the financial and non-financial performance of the UTC cannot be challenged or reviewed by the Trust or SBA Board Risk to the UTC of receiving poor audits and inspections	2	1	2	Regular reporting and review of performance against targets for recruitment SIP and Self Evaluation Trustee and Local Advisory Body reports and Minutes Support from the UTC administration team Outsourced Data platforms	1	Strong	Executive Principal Principals SLT	➔	Dec-20
15	Failure to ensure that the quantity of Management Information produced by the UTC is good enough to aid decision making	Risk that the SLT cannot take informed decisions Risk that the Local Advisory Body cannot make informed strategic decisions Risk that leadership does not have the capability or experience within the sector, risk that the SLT do not have the integrity required. Risk that succession planning is ignored, risk that too much emphasis is placed on entrepreneurial work and strategic objectives of the UTC are ignored. Risk to staff and stakeholders of low morale, risk of poor recruitment of learners to UTC, risk of poor retention and success rates. Risk of recruiting unsuitable staff, risk of poor appraisal, CPD processes and the need to instigate costly disciplinary procedures, tribunals etc. Financial Risk, Risk of Litigation, Risk to the achievement of the UTC's Strategic objectives	2	1	2	Regular reporting and review of performance against target for recruitment SLT review process Trustee and SBA Board and Local Advisory Board reports and minutes UTC Recruitment and Selection policy and procedures, continuing professional development, appraisal, Staff Development strategy ESFA Handbook Active Senior Team Membership Continuing Professional Development Active Local Advisory Body membership Trust HR Manager for recruitment and employment oversight	1	Strong	Executive Principal Principals SLT Trust HR Manager	➔	Dec-20
16	Failure to implement a Risk Management Strategy	Failure to optimise educational opportunities Non-compliance with ESFA requirements Exposure of the UTC to unnecessary risk Increased cost, eg insurance	1	1	1	Thorough recruitment programme with all relevant staff trained Comprehensive professional development Strong Appraisal system Competitive renummeration and career development.	1	Strong	Executive Principal Principals SLT Local Advisory Board	➔	Dec-20
17	Failure to ensure the managers of the UTC possess the skills and experience required to manage the UTC	Risk that the leadership at all levels including subject areas does not have the capability or experience within the sector Risk of poor recruitment of learners to the UTC Risk of poor retention and success rates Risk of recruiting unsuitable staff Risk of poor appraisal, CPD processes and the need to instigate costly disciplinary procedures	3	2	6	UTC Recruitment and selection policy and procedures Active Senior Leadership Membership Continual professional development Staff development strategy INSET Training Days Trust Finance Manager Trust HR Manager	4	Moderate	Executive Principal Principals SLT Trust central team Chief Executive Officer	➔	Dec-20
18	Staff Recruited to the UTCs do not have the required skills and expertise to meet the strategic objectives of the UTC.	Risk to staff and stakeholders of low morale risk of poor recruitment of learners to the UTC risk of poor retention and success rates Risk of recruiting unsuitable staff Risk of poor appraisal CPD processes and need to instigate costly disciplinary tribunals.	2	1	2	UTC recruitment and selection policy and procedures Active Senior Team involvement in Recruitment Advice and support from the Trust Business Manager Continuing professional development Trust HR Manager oversight	2	Strong	Executive Principal Principals SLT Trust HR Manager	➔	Dec-20
19	Failure to recruit key teaching and support staff posts. Inadequate competency of staff within the UTC.	Staff not able to carry out their duties Poor management and decision making Poor quality of teaching and learning leading to poor student outcomes Inadequate Ofsted grading leading to reputational risk.	2	2	4	Thorough recruitment programme with all relevant staff trained Comprehensive professional development Strong Appraisal system Competitive renummeration and career development.	2	Moderate	Executive Principal Principals Trust HR Manager	➔	Dec-20

20	Inadequate number of teaching and support staff within the UTC.	Inadequate teaching and learning and student support leading to poor student outcomes. Unsatisfactory Ofsted grading leading to poor outcomes	2	1	2	Integrated Financial Curriculum Planning Monthly monitoring of staffing Exit interviews Timely recruitment processes Experienced Trust HR Manager in place	1	Strong	Executive Principal SLT Chief Executive Officer	➔	Dec-20

South Bank Academies UTC

Compliance Risks

Risk No.	Risk Description	Risk Consequences	Impact	Probability	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality/Action Needed	Person Responsible	Direction of Travel	Next Review Date
21	Failure to ensure the UTC complies with employee legislation	Risk that legislative requirements are not known or complied with Risk that Equal Opportunities legislation may not be complied with or discrimination in the work place may occur Risk that Data Protection legislation may not be complied with Risk that Human Rights legislation will not be complied with Risk that employee contract legislation may not be complied with Risk that employee Pension legislative requirements are not known or complied with Fines for not ensuring right to work in the UK	2	1	2	Support of HR Advice and the associated policies and procedure Support of UTC Data Protection Officer and supporting policy and procedure Health and Safety Policy First Aid Policy Fire Safety Policy Support from the UTC's external Health and Safety Officer External Advisors – Judicium Safeguarding policy	1	Strong	Executive Principal Principals Trust HR Manager	➔	Dec-20
22	Failure to ensure the UTC complies with environmental legislation	Risk that UK legislative requirements are not known or complied with	1	1	1	Reporting to SLT and Local Advisory Body Support of the site team as appropriate Awareness of guidance including from Group Recycling program both teachers and students IT disposal policy	1	Strong	Executive Principal Principals Trust Business Manager SLT	➔	Dec-20
23	Failure to ensure the Financial reporting requirements of the UTC are met	Risk that the legislative requirements relating to the production and reporting of the Statutory Accounts are not known or complied with Risk that the legislative requirements relating to Accounting Standards are not known or complied with Risk that the Charities Statement of Recommended Practice [SORP] legislative requirements are not known or complied with	3	1	3	Monthly Management Accounts Reports to Finance and General Purposes Committee and the Local Advisory Body Budget monitoring Awareness of Financial Regulations and AFH Effective External Audit 5 year financial forecasts Support from the UHY internal Audit Governors Annual Audit against financial handbook. Governors Control document	3	Moderate	Executive Principal Principals Local Advisory Board Chief Executive Officer Trust Business Manager	➔	Dec-20
24	Failure to ensure that the UTC ensures that Data Protection systems, procedures and processes are adequate	Risk that the legislative requirements relating to the protection of data are known and complied with Financial risk Litigation risk	2	1	2	Support of outsourced Data Protection Officer and supporting policy and procedure Data Audit by external consultant Trust has an updated GDPR Policy All Trust and UTC staff have received GDPR training	1	Strong	Executive Principal Principal SLT	➔	Dec-20
25	Failure to ensure that the UTC is compliant in respect of Welfare issues	Risk that the legislative requirements relating to disability are not known or complied with Risk that the legislative requirements of the Child Protection Act are not known of complied with	2	1	2	Support of HR Manager and the associated policies and procedures Parent/Carer Communication DBS Policy Citizenship Policy Personal, Social, Health Education Policy Reporting mechanisms to the Local Advisory Body Safeguarding Officer and ongoing training RESPECT procedures Epipen Training Attendance Review	1	Strong	Execuitive Principal Principal SLT	➔	Dec-20

26	Failure to ensure that the UTC is compliant in respect of the requirements of the UTC sector	Risk that the legislative requirements relating to the National Curriculum are not known or complied with Risk that the legislative requirements relating to mental health are not known or complied with	1	1	1	Reporting mechanisms to the Local Advisory Body Government Website and advice External website subscriptions – The Key Exam entries Subscriptions to professional bodies Curriculum leaders meeting and regular review TBM networking with Baker Dearing and SBM group for UTCs	0	Strong	Executive Principal Principals SLT Trust Business Manager	→	Dec-20
27	Failure to ensure that the UTC is compliant in respect of the requirements of the Government and other relevant Authorities	Risk that the terms and conditions relating to the payment of any grant is not known of complied with Risk that the legislative requirements relating to licensing are not known or complied with	1	1	1	Reports to SLT and the Local Advisory Body Ofsted Inspections Internal and External Audit Networking Visits to other UTCs Principals' Meetings External subscriptions – The Key (UTCs and Governors)	0	Strong	Executive Principal Principals SLT	→	Dec-20
28	Inadequate level of expertise and challenge on Local Govering Body leading to ineffective local governance.	Failure to achieve mission and objectives of the UTC/Trust. Poor decision making and information flow.	3	1	3	Approporiate recruitment process for governors. Representation of the Trust on local governing bodies Annual review of local governing bodies including skills audit.	2	Strong	Executive Principal Principal Local Advisory Board	→	Dec-20
29	Serious breach of health & safety regulation or disability legislation occurs	Risk of litigation and Reputational risk.	3	1	3	Policies and procedures consistent with relevant legislation. Independent audit on Health and Safety and Policies Regular reports to the board Oversight of Trust Business Manager Adequate insurance cover through Govt recommended RPA Scheme	2	Strong	Executive Principal Principal	→	Dec-20
30	Land and Buildings are fit for purpose	Damage to property due to poor maintenance could cause disruption to business continuity and cause damage to pupils learning and UTC reputation	3	2	6	Maintenance programme in place assessed and monitored by Principal and forwarded to Trust Adequate budgets for building maintenance are provided Regular site checks and external audits Appointment of skilled, qualified Premises Manager and team Funding by the Trust for Capital Expenditure on Buildings Access to CIF bid expertise and consultants Lease issues still not resolved with DfE/Trinity.	2	Strong	Executive Principal Principal Trust Business Manager Vice Principal Business Support Officer	↑	Dec-20
31	Failure to safeguard Trust or UTC Assets from thefor or damage by a third party.	Damage to building and assets Health and saftey risk to students and staff Reputational damage and poor learning outcomes.	2	1	2	UTC has adequate security systems Budgetary allowance for upkeep and maintenance Asset registers at each establishment are monitored and auditted regularly DFC Fundiing for maintenance and upkeep. Adequate insurance is provided by Govt recommended insurance scheme RPA	1	Strong	Principal Vice Principal Premises Manager	→	Dec-20

Risk Calculation	Probability		
Impact	1 low	2 medium	3 high
1 low	1	2	3
2 medium	2	4	6
3 high	3	6	9

South Bank Academies UAE
Strategic and Reputational Risks

Risk No.	Risk Description	Risk Consequences	Impact	Prob	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality/Action Needed (Strong, Moderate, Weak)	Person Responsible	Direction of Travel	Next Review Date
1	Failure of the School to recruit sufficient learners especially in Y7 and Y12 to make it viable	Significant financial risk Risk that the confidence of stakeholders is diminished Cash flow problems Long term financial problems	2	1	2	Admissions Policy Parent/Carer Communication Promotion to potential students and parents Integrated Financial Curriculum Planning	1	Stong	Executive Principal Principal	→	Dec-20
2	Failure to ensure that the objectives for the School are met	Risk that the School fails to operate within the strategic objectives agreed by the Local Advisory Body Risk that the School's strategic objectives become out of date or no longer appropriate Risk that the School receives an unfavourable Ofsted Report	2	1	2	Experienced Senior Leadership Team Principals' performance management with internal and external assessors Active and experienced Trustees and Local Advisory Body Stakeholders who take an active role External Advisors including termly report from SIA T&L focus of the Governors Principals' Report	1	Strong	Executive Principal Principal	↓	Dec-20
3	Poor Student outcomes	Poor examination results could cause a reputational and financial risk. Detrimental to student futures/careers. Academy's reputation at risk.	2	2	4	Teaching and Learning monitored and reported through the annual cycle Effective formative assessment throughout the year and summative assessment annually for each student Use of CAT assessments and FFT models to set targets Funded comprehensive intervention programmes Executive Principal educational oversight School Improvment Advisor Trust HR Manager to advise on Staffing and issues. Principal reports to Local Advisory Body	3	Moderate	Exectuve Principal Princiipal SLT Trust HR Manager	→	Dec-20
4	Failure to monitor and react according to the requirement of our stakeholders	Risk that stakeholders and beneficiaries do not consider the School service to be valuable and high quality	2	2	4	Reports to Trustees Reports to School Local Advisory Body Parent/Carer Communication School Council Parent, Student, Staff surveys	3	Moderate	Executive Principal Principals SLT	→	Dec-20
5	Failure to monitor and react according to the requirement of our stakeholders	Risk that competitors make more attractive offer to stakeholders Risk that stakeholders fail to differentiate between the School and its competitors Risk of competition or the same share of the market	2	1	2	Marketing Strategy Effective Networking Post 16 Investments and Improvements Strong Family Links to the School	1	Stong	Executive Principal Principal SLT Local Advisory Board	→	Dec-20
6	Failure to assess and review alliances and partnershipwith other organisations	Risk that an alliance or partnership is no longer appropriate Risk to the integrity of the School	1	1	1	Networking Visits to other schools Principal Meetings Schools' Forum	1	Stong	Chief Executive Officer Executive Principal Principals SLT	→	Dec-20
7	Failure to ensure Information Technology in the School is maintained to the highest standard	IT security risk Risk to the corruption or loss of data Risk that IT equipment and services are outdated and no longer fit for purpose Financial risk Risk of Litigation	2	1	2	Outsourced IT service monitored and ontract reviewed regularly Regular back up of information on outsourced servers	1	Stong	Executive Principal Principal Vice Principal Outsourced IT Services Provider SLT Trust Business Manager	→	Dec-20

8	Failure to monitor the effect of risks over which the School has little or no control such as economic or natural disaster	Financial Risk Risk of Litigation Reputational risk	1	1	1	Part of School Insurance Review process organised by Trust Business Manager Fixtures, Fittings, Employer, Public Liability held by the School Disaster Recovery Plan ICT Disaster Recovery Plan Temporary building replacement scheme with insurers PREVENT strategy used in School Medical Reviews PHSE program in School	1	Stong	Executive Principal Principals SLT Trust Business Manager	→	Dec-20
9	Failure of the School to recruit Governors who have the appropriate profile	Risk that a Governor could attract negative publicity Risk that stakeholders view Governors merely as extension of SLT Risk that stakeholders lose confidence in the Local Advisory Body School receives a set of Unqualified Accounts from its annual audit. Fines from the ESFA Potential Financial Notice to Improve issues from the ESFA Financial Risk, Risk of Litigation, Reputational Risk, Risk to the future of the School, Risk of poor moral affecting staff and stakeholders Risk that committees fail to operate effectively Risk that committee delegation is poor Risk that Local Advisory Body does not delegate enough or delegates too much to the Principal or SLT. Risk that the Terms of Reference are inadequate and/or unfit for purpose Risk to the day-to-day operation of the school	2	1	2	Governor training and induction and recruitment process, formal application process Regular Governors' skills audit Access to guidance and advice from NGA and Group	1	Stong	SBA Board Local Advisory Boards LSB Governance Team Chief Operating Officer Executive Principal Principals	→	Dec-20
10	Failure to comply with legislative requirements.	Financial Risk Reputational Risk risk of Litigation Risk of poor morale affecting staff and stakeholders Risk to the future of the School and Trust	2	1	2	Clear policies disseminated to all staff Risk Assessment Process Health and Safety Policy Guidance on Data Protection External consultants and experts used Regular external and internal review of legislative areas in School	1	Stong	Executive Principal Principal SLT Trust Business Manager	→	Dec-20
11	Failure of The Academy and the Local Advisory Board to have procedures in place to cover the absence of the Principal or other members of the Senior Leadership Team	Financial Risk Reputational Risk Risk of poor morale affecting staff and stakeholders Risk to the day to day operations of the School Risk that Terms of Reference are inadequate or not fit for purpose	2	1	2	Clear guidance on Senior Staff roles clear cover arrangements Regular Local Advisory Board meetings CEO and Executive Principal meetings Access to SLT for guidance and support External Advisors Judicium, Local Authorities, LSBU Sponsor Regular meetings with the Executive Principal	1	Stong	Executive Principal Principal Local Advisory Board	↓	Dec-20
12	High profile event in the school affects Trust overall and its reputation.	Risk to reputation nationally and locally to the school and the trust. Risk to the Sponsor's reputation.	3	1	3	Academy has a Critical Incident plan which is reguarly assessed listing a delegation of duties in the event of an emergency situation. Advice abnd Expertises of the sponsor LSBU to advise in difficult circumstances Access to LSBU Sponsor legal expertise and advise	2	Stong	Executive Principal Principals SLT	→	Dec-20
13	Safeguarding incident at one of the schools.	Risk to reputation locally and nationally DfE and HSE intervention depending on scale of the event. Risk of drop in numbers of enrollments	3	2	6	Experiened SENDCO employed at School Experienced Designated Safeguarding Lead (DSL) employed at school All staff and governors are given safeguarding and prevent training annually All students and staff complete e-safety training and firewalls are in place to secure all ICT networks.	4	Moderate	Executive Principal Principal SLT DSL	→	Dec-20

13a	Pandemic	Risk to community health if virus is spread unchecked.Risk to education operations if virus results in staff shortages, inaibility of suppliers to fulfil contracts (eg cleaning, catering). Risk to outcomes if education is disrupted.	3	3	9	Regular monitoring of updates and guidance from DfE and PHE as well as local authorities. Frequent communication between key staff. All issues reported to central office for decision-making support with ultimate accountability for H&S at board level. Frequent communication with stakeholders on behaviours and hygiene. Enhanced hygiene facilities including sanitiser gels. Risk assessments completed and updated; DfE guidance followed in full. Engaging with track and trace.	6	Strong	Executive Principal Principal SLT Governors Staff	→	Dec-20

South Bank Academies UAE

Operational Risks

Risk No.	Risk Description	Risk Consequences	Impact	Prob	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality/Action Needed	Person Responsible	Direction of Travel	Next Review Date
14	Failure to ensure that the quality of Management information produced by the School is of a high quality, timely and aids decision-making.	Risk that the financial and non-financial performance of the School cannot be managed or reviewed by SLT Risk that the financial and non-financial performance of the School cannot be challenged or reviewed by the Trust or SBA Board Risk to the School of receiving poor audits and inspections	2	1	2	SIP and Self Evaluation Trustee and Local Advisory Body reports and Minutes Support from the School's administration team	1	Strong	Executive Principal Principals SLT	→	Dec-20
15	Failure to ensure that the quantity of Management Information produced by the School is good enough to aid decision making	Risk that the SLT cannot take informed decisions Risk that the Local Advisory Body cannot make informed strategic decisions Risk that the Local Advisory Body has no financial expertise Risk that the individual Governors' play a 'passive' role on the Local Advisory Body Risk that leadership does not have the capability or experience within the sector, risk that the SLT do not have the integrity required. Risk that succession planning is ignored, risk that too much emphasis is placed on entrepreneurial work and strategic objectives of the School are ignored. Risk to staff and stakeholders of low morale, risk of poor recruitment of learners to School, risk of poor retention and success rates. Risk of recruiting unsuitable staff, risk of poor appraisal, CPD processes and the need to instigate costly disciplinary procedures, tribunals etc. Financial Risk, Risk of Litigation, Risk to the achievement of the School's Strategic objectives	2	1	2	SLT review process Trustee and SBA Board and Local Advisory Board reports and minutes School Recruitment and Selection policy and procedures, continuing professional development, appraisal, Staff Development strategy ESFA Handbook Active Senior Team Membership Continuing Professional Development Active Local Advisory Body membership	1	Strong	Executive Principal Principals SLT TBM	→	Dec-20
16	Failure to implement a Risk Management Strategy	Failure to optimise educational opportunities Non-compliance with ESFA requirements Exposure of the School to unnecessary risk Increased cost, eg. insurance	1	1	1	Risk Strategy Risk Register and Action Plans Risk Management Group Executive Principal Oversight Local Advisory Board reporting mechanisms Oversight of content and timescales by the Trust Business Manager and CEO	1	Strong	Executive Principal Principals SLT Local Advisory Board TBM	→	Dec-20

17	Failure to ensure the managers of the school possess the skills and experience required to manage the School	Risk that the leadership does not have the capability or experience within the sector Risk of poor recruitment of learners to the school Risk of poor retention and success rates Risk of recruiting unsuitable staff Risk of poor appraisal, CPD processes and the need to instigate costly disciplinary procedures	2	1	2	School Recruitment and selection policy and procedures Active Senior Leadership Membership Continual professional development Staff development strategy INSET Training Days Trust Finance Manager	1	Strong	Executive Principal Principals SLT Trust HR Manager Trust Finance Manager Trust Business Manager Chief Executive Officer	→	Dec-20
18	Staff Recruited to the Schools have the required skills and expertise to meet the strategic objectives of the School.	Risk to staff and stakeholders of low morale risk of poor recruitment of learners to the school risk of poor retention and success rates Risk of recruiting unsuitable staff Risk of poor appraisal CPD processes and need to instigate costly disciplinary tribunals.	2	1	2	School recruitment and selection policy and procedures Active Senior Team involvement in Recruitment Advice and support from the Trust Business Manager Continuing professional development	1	Moderate	Executive Principal Principals SLT Trust HR Manager	→	Dec-20
19	Failure to recruit key teaching and support staff posts. Inadequate competency of staff within the School.	Staff not able to carry out their duties Poor management and decision making Poor quality of teaching and learning leading to poor student outcomes Inadequate Ofsted grading leading to reputational risk.	2	1	2	Thorough recruitment programme with all relevant staff trained Comprehensive professional development Strong Appraisal system Competitive renummeration and career development.	2	Moderate	Executive Principal Principals Trust HR Manager	→	Dec-20
20	Inadequate number of teaching and support staff within the Academy.	Inadequate teaching and learning and student support leading to poor student outcomes. Unsatisfactory Ofsted grading leading to poor outcomes	2	1	2	Integrated Financial Curriculum Planning Timely recruitment processes Experienced Trust HR Manager in place	2	Strong	Executive Princpal Princpals SLT	→	Dec-20

South Bank Academies UAE

Compliance Risks

Risk No.	Risk Description	Risk Consequences	Probability	Impact	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality/Action Needed	Person Responsible	Direction of Travel	Next Review Date
21	Failure to ensure the School complies with employee legislation	Risk that legislative requirements are not known or complied with Risk that Equal Opportunities legislation may not be complied with or discrimination in the work place may occur Risk that Data Protection legislation may not be complied with Risk that Human Rights legislation will not be complied with Risk that employee contract legislation may not be complied with Risk that employee Pension legislative requirements are not known or complied with Risk that Health and Safety legislative requirements are not known or complied with Fines for not ensuring right to work in the UK	2	1	2	Support of HR Advice and the associated policies and procedure Support of school Data Protection Officer and supporting policy and procedure Health and Safety Policy First Aid Policy Fire Safety Policy Support from the School's external Health and Safety Officer External Advisors – Judicium Safeguarding policy	2	Strong	Executive Principal Principals Trust HR Manager	→	Dec-20
22	Failure to ensure the School complies with environmental legislation	Risk that UK legislative requirements are not known or complied with	1	1	1	Reporting to SLT and Local Advisory Body Utilisation of School Sustainability Policies [as Landlord of building] Support of the School Site Manager Recycling program both teachers and students IT disposal policy	0	Strong	Executive Principal Principals Trust Business Manager SLT	→	Dec-20

23	Failure to ensure the Financial reporting requirements of the School are met	Risk that the legislative requirements relating to the production and reporting of the Statutory Accounts are not known or complied with Risk that the legislative requirements relating to Accounting Standards are not known or complied with Risk that the Charities Statement of Recommended Practice [SORP] legislative requirements are not known or complied with	2	1	2	Monthly Management Accounts Reports to Audit Committees Committee and the Local Advisory Body Budget monitoring Awareness of Financial Regulations and AFH Effective External Audit 5 year financial forecasts Support from the UHY internal Audit Governors Annual Audit against financial handbook. Governors Control document	2	Moderate	Executive Principal Principals Local Advisory Board Chief Executive Officer Trust Business Manager	➔	Dec-20
24	Failure to ensure that the School ensures that Data Protection systems, procedures and processes are adequate	Risk that the legislative requirements relating to the protection of data are known and complied with Financial risk Litigation risk	2	1	2	Support of outsourced School Data Protection Officer and supporting policy and procedure Data Audit by external consultant Trust has an updated GDPR Policy All Trust and School staff have received GDPR training	2	Strong	Executive Principal Principal SLT	➔	Dec-20
25	Failure to ensure that the School is compliant in respect of Welfare issues	Risk that the legislative requirements relating to disability are not known or complied with Risk that the legislative requirements of the Child Protection Act are not known of complied with	2	1	2	Support of HR Manager and the associated policies and procedures Parent/Carer Communication DBS Policy Citizenship Policy Personal, Social, Health Education Policy Reporting mechanisms to the Local Advisory Body Safeguarding Officer and ongoing training RESPECT procedures Epipen Training Attendance Review	1	Strong	Executive Principal Principal SLT	➔	Dec-20
26	Failure to ensure that the school is compliant in respect of the requirements of the school sector	Risk that the legislative requirements relating to the National Curriculum are not known or complied with Risk that the legislative requirements relating to mental health are not known or complied with	1	1	1	Reporting mechanisms to the Local Advisory Body Government Website and advice External website subscriptions – The Key Exam entries Subscriptions to professional bodies Curriculum leaders meeting and regular review	0	Strong	Executive Principal Principals SLT	➔	Dec-20
27	Failure to ensure that the School is compliant in respect of the requirements of the Government and other relevant Authorities	Risk that the terms and conditions relating to the payment of any grant is not known of complied with Risk that the legislative requirements relating to licensing are not known or complied with	1	1	1	Reports to SLT and the Local Advisory Body Ofsted Inspections Internal and External Audit Networking Visits to other schools Principals' Meetings External subscriptions – The Key (Schools and Governors	0	Strong	Executive Principal Principals SLT	➔	Dec-20
28	Inadequate level of expertise and challenge on Local Govering Body leading to ineffective local governance.	Failure to achieve mission and objectives of the School/Trust. Poor decision making and information flow.	3	1	3	Approporiate recruitment process for governors. Representation of the Trust on local governing bodies Annual review of local governing bodies including skills audit.	2	Strong	Executive Principal Principal Local Advisory Board	➔	Dec-20
29	Serious breach of health & safety regulation or disability legislation occurs	Risk of litigation and Reputational risk.	3	1	3	Policies and procedures consistent with relevant legislation. Independent audit on Health and Safety and Policies Regular reports to the board Oversight of Trust Business Manager Adequate insurance cover through Govt recommended RPA Scheme	2	Strong	Executive Principal Principal	➔	Dec-20

30	Land and Buildings are fit for purpose	Damage to property due to poor maintenance could cause disruption to business continuity and cause damage to pupils learning and School reputation	3	1	3	Maintenance programme in place assessed and monitored by Principal and forwarded to Trust Adequate budgets for building maintenance are provided Regular site checks by facilities team and external audits Appointment of skilled, qualified Premises Manager and team Funding by the Trust for Capital Expenditure on Buildings Access to CIF bid expertise and consultants.	2	Strong	Executive Principal Principal Trust Business Manager Vice Principal	➔	Dec-20
31	Failure to safeguard Trust or Academy Assets from thefor or damage by a third party.	Damage to building and assets Health and saftey risk to students and staff Reputational damage and poor learning outcomes.	1	2	2	Academy has adequate security systems Budgetary allowance for upkeep and maintenance Asset registers at each establishment are monitored and auditted regularly Adequate insurance is provided.	1	Strong	Principal Vice Principal Premises Manager	➔	Dec-20

Risk Calculation	Probability		
Impact	1 low	2 medium	3 high
1 low	1	2	3
2 medium	2	4	6
3 high	3	6	9

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	CONFIDENTIAL
Paper title:	Academies Financial Handbook 2020 update
Board/Committee:	South Bank Academies Board meeting
Date of meeting:	01 October 2020
Author(s):	Ciara Carroll, Clerk to the Trust Board
Sponsor(s):	Michael Broadway, SBA Company Secretary
Purpose:	To review
Recommendation:	The Board is requested to note the updated Academies Financial Handbook for 2020.

Executive Summary

The 2020 update of the Academies Financial Handbook (AFH) guidance became effective on 1 September 2020. The full AFH is included as an appendix to the pack.

The Board must note the new requirements of the Handbook, in particular those related to governance.

The key changes from the previous year are:

- More detail about members' and provision of information to them
- Further information on the trustees' responsibility to maintain the Trust as a going concern
- Clarification in relation to the role of the audit committee in assessing risk and managing external audit.

The Board is requested to note the updated Academies Financial Handbook for 2020.

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Academies Financial Handbook

The Academies Financial Handbook update for 2020 (AFH20) applies to all multi-academy trusts from 1 September 2020. This report updates the Board on the new requirements that apply to the governance of South Bank Academies. The Handbook will be reviewed in detail and any required changes to the governance of SBA will be proposed at the next Board meeting.

2020 update

Governance

- Further information provided on trustees' responsibility to maintain the Trust as a 'going concern'
    - Trustees **must** take ownership of financial sustainability and ability to operate as a going concern
    - Trustees **must** ensure regularity and propriety in use of the trust's funds and achieve value for money
    - Trustees **must** ensure financial plans are prepared and monitored
    - Trustees **must** take a longer-term view of the trust's financial plans, consistent with requirement to submit three-year budget forecasts
    - Trustees **must** explain the reserves policy in the annual report, vis Accounts Direction
    - The trust **should** have a finance committee which supports the board to maintain the trust as a going concern.
- Members **must** not be employees or occupy unpaid staff roles
- Members **must** remain informed about trust business; members **must** be formally provided with the trust's audited annual report and accounts
- Trusts **must** appoint a clerk to the Trust board
- Register of Interests **must** be kept up to date

Executive Team

- Accounting Officer and Chief Financial Officer **should** be employees; permission **must** be sought from the ESFA if they are not

General controls and transparency

- Clarification provided on the following:
    - Review of pupil number projections: the board should review and challenge pupil number estimates on a termly basis given that they underpin revenue projections
    - Publication of information: details of employees paid more than £100K must be published in £10K bandings on the website along with the trust's whistleblowing procedure
    - Board and committee responsibilities regarding risk management: ultimate oversight of the risk register is retained by the board of trustees; other committees may input at the discretion of the board, covers full operations of the trust, not just financial risks
    - Audit and risk committee: must be established and meet three times a year to direct the programme of internal scrutiny, management of risk and report to the board on the adequacy of the same

Internal scrutiny

- Clarification that internal scrutiny covers both financial and non-financial controls
- Separation of internal and external audits out to different providers
- Trusts may use additional organisations to support internal scrutiny where specialist non-financial knowledge is required

Annual accounts

- Clarification on the audit and risk committee's role in relation to external audit:
    - Review the external audit plan each year
    - Review the annual report and accounts
    - Review auditor's findings and actions taken by trust managers in relation to those findings
    - Assess effectiveness and resources of the external auditor while considering the appointment of the trust's auditors
    - Produce an annual report of the committee's conclusions to make recommendations to the board of trustees and members regarding the appointment of the trust's auditors

The Handbook also provides a list of the "top ten musts for Chairs and other trustees". This is set out below for information.

Personal responsibilities

1. Apply highest standards of conduct and ensure robust governance, comply with charitable objects, with duties as company directors, with charity law and the funding agreement [1.12 and 1.13].

Structures

2. Ensure the board of trustees meets at least three times a year, and conducts business only when quorate [2.3]. If the board meets less than six times a year it must describe in its governance statement, accompanying its annual accounts, how it maintained effective oversight of funds with fewer meetings.
3. Approve a written scheme of delegation of financial powers [2.4]

Relationships

4. Manage conflicts of interest, be even-handed with related parties, and ensure goods or services provided by them are at no more than cost, beyond the limits in this handbook [5.34 to 5.58]

Money and oversight

5. Ensure the board approves a balanced budget for the financial year and minutes their approval [2.10]
6. Share management accounts with the chair of trustees monthly, with the other trustees six times a year, and consider when the board meets, taking action to maintain financial viability [2.19 and 2.20]
7. Ensure decisions about executive pay follow a robust evidence-based process reflecting the individual's role and responsibilities, and that the approach to pay is transparent, proportionate, and justifiable [2.30 and 2.31]
8. Appoint an audit and risk committee (either dedicated or combined with another committee) to advise on the adequacy of the trust's controls and risks including financial and non-financial controls and risk management arrangements, to direct a programme of internal scrutiny and to consider the results and quality of external audit. [1.17 and 3.6 to 3.14]

Accountability and audit

9. Submit audited accounts to ESFA by 31 December [4.4]
10. Ensure an appropriate, reasonable, and timely response by the trust's management team to findings by auditors, taking opportunities to strengthen financial management and control [4.16]

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	CONFIDENTIAL
Paper title:	Keeping Children Safe in Education (KCSIE) 2020 update
Board/Committee:	South Bank Academies Board meeting
Date of meeting:	01 October 2020
Author(s):	Ciara Carroll, Clerk to the Trust Board
Sponsor(s):	Michael Broadway, SBA Company Secretary
Purpose:	To review
Recommendation:	The Board is requested to read the attached Keeping Children Safe in Education updated guidance.

Executive Summary

The 2020 update of the KCSIE guidance was published on 1 September 2020. It sets out how to safeguard and promote the welfare of all children and how to manage the safeguarding process.

All members of the Board and all staff are required to read at least part 1 (Safeguarding information for all Staff) of the document (the whole document is included as an appendix to the pack).

The key changes from the previous year are:

- Explicit statement that the Covid-19 safeguarding guidance has been withdrawn as schools are expected to open in full

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	CONFIDENTIAL
Paper title:	Public benefit statement
Board/Committee:	South Bank Academies Board
Date of meeting:	1 October 2020
Author:	Michael Broadway, SBA Company Secretary
Purpose:	To note
Recommendation:	The Board is asked to note the public benefit statement.

Executive Summary

As South Bank Academies is a charity, the directors of the company are also charity trustees.

Charity trustees must have regard to the Charity Commission's public benefit guidance in carrying out their duties. As a charity trustee, 'having regard' to the commission's public benefit guidance means being able to show that:

- you are aware of the guidance;
- you have taken it into account when making a decision to which the guidance is relevant; and
- if you have decided to depart from the guidance, you have a good reason for doing so.

For your information, the Charity Commission's guidance is provided here: www.gov.uk/guidance/public-benefit-rules-for-charities.

The annual report and accounts for charities must contain a public benefit statement on how the charity has carried out its purpose for the public benefit and whether the trustees had 'due' regard to the commission's public benefit guidance when exercising their powers. The draft public benefit statement is attached.

The Board is asked to note the draft public benefit statement.

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Public Benefit

South Bank Academies is an exempt charity within the meaning of the Charities Act 2011 and is regulated by the Secretary of State for Education on behalf of the Charity Commission.

Charity Commission guidance on Public Benefit

The members of the Board of Directors are the charitable trustees of the company. In undertaking its duties the Board of Directors has regard to the Charity Commission's guidance on public benefit.

Charitable objects

South Bank Academies receives the majority of its income from the Department for Education to provide educational services to children and to ensure a broad and balanced curriculum across its schools.

The charitable objectives of the company as set out in its articles of association are restricted to the following:

> "to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing schools offering a broad and balanced curriculum which includes provision for technical education".

The company's objects are applied solely for the public benefit, as follows.

The company advances education for the public benefit by:

- establishing and running two academy schools which offer a broad and balanced curriculum. Both schools have an engineering focus and have provision for technical education;
- each school providing teaching to its students; and
- setting and marking assessments and giving feedback to students.

Beneficiaries

In carrying out its objects the company benefits its students and future students through teaching and learning activities.

The trustees affirm that the opportunity to benefit is not unreasonably restricted. The schools are committed to open, fair and transparent admissions arrangements and act in accordance with the School Admissions Code.

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	INTERNAL
Paper title:	SBA and SAB membership review
Board/Committee:	South Bank Academies Board
Date of meeting:	01 October 2019
Author(s):	Ciara Carroll, Clerk to the Trust Board
Sponsor(s):	Hitesh Tailor, Chair of the Trust Board
Purpose:	For Discussion
Recommendation:	The Board is requested to: • Note the composition of the Board and the SABs; • Note the start of a recruitment process to appoint two additional trustees; and • Approve the re-appointment of Ed Arthur as a UTC local governor for a term of three years

Executive summary

The Board is requested to:

- Note the composition of the Board and the SABs;
- Note the start of a recruitment process to appoint two additional trustees; and
- Approve the re-appointment of Ed Arthur as a UTC local governor for a term of three years

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South Bank Academies Board

Under the Articles of Association, the SBA Board shall comprise up to 5 trustees appointed by LSBU, the CEO, up to 3 Chairs of the School Advisory Boards and co-opted trustees. The current composition of the Board is:

University sponsor trustees

1. Hitesh Tailor (Chair)
2. Hilary McCallion
3. Nicole Louis
4. Richard Flatman (Vice Chair)
5. David Phoenix

CEO

6. Fiona Morey

Chairs of School Advisory Boards

7. Chris Mallaband
8. Lesley Morrison

Co-opted trustees

9. Tony Giddings

Below is an extract from an ICSA guidance note on board effectiveness:

"The board should be big enough to enable the MAT's work to be carried out effectively and so that changes to the board composition can be managed without undue disruption. At the same time, it should not be so large that it becomes unwieldy. The Department of Education particularly favours smaller boards for academies (no more than 11 trustees). The Charity Governance Code (5.6.2) recommends that a board should comprise between 5 and 12 trustees, as is appropriate to each organisation."

Next steps

The Chair would like to seek up to two additional co-opted trustees to join the Board. In order to assess any skills gaps on the Board, trustees will be asked to complete a self-assessment of their skills based on the NGA skills matrix for academy boards.

South Bank Engineering UTC School Advisory Board

Under the Scheme of Delegation, the UTC SAB comprises a maximum of twelve Local Governors and includes:

- up to 5 members appointed by the University Sponsor;
- 2 members appointed by the Employer Sponsors;
- the School Principal of the UTC);
- 2 elected parents or guardians of a pupil at the UTC; and
- up to 2 such other members as may be appointed by the Trustees from time to time.

University sponsor governors

1. Lesley Morrison - Chair
2. Tony Roberts – term to be renewed

Employer sponsor governors

3. Ian Brixey
4. Joanne Young

Principal

5. Austin Sheppard

Parent governors

6. Beau Fadahunsi
7. Vacancy

Co-opted governors

8. Ed Arthur – term to be renewed

Next steps

There is one parent vacancy to be filled. The Chair would like to appoint a staff governor and would like Ed Arthur and Tony Roberts to be re-appointed. There is a vacancy for 2 university sponsor governors.

University Academy of Engineering School Academy Board

Under the Scheme of Delegation, the UAE SAB comprises a maximum of twelve Local Governors and includes:

- the School Principal of the Academy;
- 2 elected parents or guardians of a pupil at the UTC;
- up to 2 employees of the Academy; and
- up to 7 such other members as may be appointed by the Trustees from time to time.

Principal

1. John Taylor – Principal

Parent governors

2. Veronica Allen
3. Zakir Matin

Staff governors

4. Philipp Herzberg

Co-opted governors

5. Chris Mallaband – Chair
6. Alex Drake – Vice Chair
7. Safia Barikzai – university sponsor representative

Next steps

The Chair would like three vacancies to be filled: one from the university, one a deputy or head from a local primary school to replace Karen Fowler and one from a local employer with a technical focus.

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