

ST MARY'S SCHOOL ASCOT



Job Description, Person Specification and Application Details – Reprographics Resources Manager

St Mary's School Ascot is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1. **Title.** Reprographics Resources Manager.
2. **Location.** St Mary's School Ascot, St Mary's Road, Ascot, SL5 9JF.
3. **Background.**

St Mary's School Ascot is a leading Roman Catholic girls' boarding school set in 55 acres of beautiful grounds in the heart of Berkshire. We are a friendly, stable and caring community, proud of our academic and sporting achievements and dedicated to bringing out the full potential of each of our 380 pupils. We are committed to full boarding, with spaces for a few day pupils living nearby. We offer a stimulating range of extra-curricular activities which take place in the evenings and throughout the weekend. For further details see the website: www.st-marys-ascot.co.uk

The role of the Reprographics Resources Manager is a critical and fundamental part of everyday life at St Mary's School Ascot. The effective provision of reprographic materials and digital medium is integrated into all parts of the educational curriculum. Both staff and pupils therefore need excellent provision and access to the services that the Resources department provides. The School has a dedicated resources facility containing a wide variety of professional equipment to produce high standard output of materials.

The Reprographics Resources Manager is responsible for providing printed materials for instruction, lessons, special events; ensuring the safe and efficient operation of reproduction and printing services; providing oversight and training to regular and temporary staff in the completion of their daily activities; and delivering completed materials within established timelines.

4. **Primary Role.** This is a demanding but rewarding appointment within this prestigious School and the incumbent is regarded an important member of the support staff. The Reprographics Resources Manager is the technical focus for printing across the School and is expected to be actively involved in ensuring printing and resources is as time efficient and cost effective as possible.

5. **Line Manager.** The Line Manager for the Reprographics Resources Manager is the Network Services Manager.

6. **Job Description.** The Reprographics Resources Manager is responsible for all aspects of printing and related resources and support both academic and support staff with their resource needs. His or her department serves to provide these resources to all other departments within the school. The key elements of this role include, but are not limited to:

- Where part-time or temporary staff are employed, their day to day work will supervised by the Reprographics Resources Manager.
- The Reprographics Resources Manager is responsible for the Resources budget. Budget holders at St Mary's School Ascot are required to prepare annual budgets for the department and exercise control of the budget and provide financial reports to ensure that the department stays within the agreed budget.
- The Reprographics Resources Manager will work with the Network Services Manager to ensure all ICT related procurement is timely, offers best value for money and contributes to the School's aims.
- Coordinates deliveries and/or requests for printing and duplicating services from school site staff and/or other agencies for the purpose of supplying printed materials as needed/contracted.
- Inspects completed jobs for the purpose of ensuring compliance with specifications, quality standards and quantity requirements.
- Maintains a variety of manual and electronic files and records for the purpose of documenting activities, providing reliable information to improve efficiency.
- Responsible for the Resource Department area, tools and equipment for the purpose of ensuring availability and proper functioning of equipment and adhering to safety standards.
- Performs standard maintenance of printing and duplication equipment and coordinates its repair with external contractors as required, for the purpose of ensuring availability of equipment as needed.
- Support both academic and support staff by preparing completed print jobs (e.g. binding, collating, stapling, folding etc.) as requested.
- Recommends improvements on an ongoing basis to reprographics operations (e.g. equipment upgrades, methods, modifications, etc.) to the Network Services Manager to improve overall operations.
- Reproduces various forms and documents (e.g. multicolour work, announcements, forms, letterhead, fliers, pamphlets, etc.) for the purpose of providing materials for lessons, examinations, conferences, special events and meetings.
- Reviews requests for printing services for the purpose of identifying printing options and effective preparation of materials and/or estimating costs.
- Manages the ordering and supply of the School's stationery products.

7. **Person Specification.** The successful applicant will be able to demonstrate the following:

- Previous experience of printing and document publishing work, to include practical experience of reprographics & publishing equipment.
- Previous experience of working with audio & visual aids.
- A tactful, confident and mature disposition is required, particularly when dealing with staff and pupils who are in stressful situations. Experience of similar situations is required, as are excellent interpersonal skills, both written and oral.
- The Reprographics Resources Manager will be able to establish and maintain effective, professional working relationships with fellow employees, other departments, pupils and members of academic staff.
- The Reprographics Resources Manager must be a proactive self-starter willing to cross boundaries in support of the School's aims.
- The post holder must be fit and able to work in confined spaces and have the visual acuity and perception required for working with printing and computer hardware and software.

8. **Terms and Conditions of employment.**

Hours: This is a full time appointment based around 37.5 hours per week. The incumbent will be expected to manage his or her hours in line with the needs of the School. Core working hours are between 8.00 am to 4.00 pm with a 30-minute unpaid lunch break.

Holidays: Four weeks paid holiday per annum rising to five weeks per annum after one year in addition to Bank Holidays. You may be expected to work on the first May Bank Holiday as it falls in term time.

Pension and Death in Service Scheme: The successful candidate will be entitled to join the support staff pension scheme provided by the People's Pension and death in service insurance scheme.

Probationary Period: The first six months of employment will be a probationary period during which notice by either side will be 1 week.

Notice: The Reprographics Resources Manager will be required to give two months' notice after completion of the six months probationary period.

Salary: £25,000 to £30,000 per annum depending on experience and qualifications.

9. **Applications** A short letter of application and completed application form should be sent by 12 noon on Wednesday 11 October 2017 to: Mr Andrew West, Network Services Manager, St Mary's School, Ascot SL5 9JF. First interviews will be held at the school on 16 October 2017.



CHILD PROTECTION POLICY (402)

Introduction

This policy was updated in July 2017 and complies with:
DfE Statutory Guidance Keeping Children Safe in Education September 2016
Working Together to Safeguard Children March 2015
ISI Commentary on the Regulatory Requirements January 2017

This policy is published in the School Staff Employment Manual, in the School Handbook which is available to Governors, staff, pupils and parents, and on the St Mary's School Ascot website, in accordance with the ISI Commentary on the Regulatory Requirements.

In all matters relating to child protection the School will follow the procedures as laid down by the Berkshire (RBWM) Local Safeguarding Children Board's: Child Protection Procedures as last revised July 2016. These procedures and Working Together to Safeguard Children 2015 are published and frequently updated on a dedicated web-site at <http://proceduresonline.com/berks>.

Mrs Cathy Elliott, the Pastoral Deputy Head, is the Designated Safeguarding Lead (DSL) who has the ultimate lead responsibility for child protection for St Mary's School Ascot. In her absence Mrs Virginia Barker, the Senior Deputy Head, is the Deputy Designated Safeguarding Lead. Both these senior members of staff have status and authority to take responsibility for child protection matters, have received training in child protection and inter-agency working and are familiar with 'Working Together to Safeguard Children 2015'. All Governors, teaching, residential, pastoral, support, peripatetic and ancillary staff, and all other adults working at the School are required to familiarise themselves with the procedures described in this policy.

The role of the Designated Safeguarding Lead is described in KCSIE Annex B. The broad areas of responsibility are:

- Managing and making referrals to Berkshire LSCB, the LADO, DBS, NCTL, the Channel Programme and police as necessary;
- Liaising with the Headmistress/Governors, staff and external agencies;
- Receiving current relevant training including Prevent Awareness training and giving or delegating such training to all persons in regulated activity;
- Acting as a source of support, advice and expertise for staff including staff who have made a referral;
- Raising awareness of the Child Protection Policy and procedures and ensuring that these are reviewed annually in conjunction with the Governors, are kept up to date, and are observed;
- To be available for staff to discuss child protection concerns, or the Deputy DSL to be available in her absence;
- Ensuring the child protection file is transferred securely to the new school when a pupil leaves the School;
- In conjunction with the pupil, her parents and other professionals, reviewing the need to pass on safeguarding information to an appropriate person at a university or other institution when a vulnerable young adult leaves the School.

Sr Michaela Robinson is the school governor with leadership responsibility for child protection procedures within the School. As well as being involved in discussions pertaining to child protection matters with the DSL she reviews and checks the single central register on a termly basis.

Aims and Objectives

The aim of the child protection policy at St Mary's is to safeguard and promote the welfare, health and safety of our pupils at St Mary's School Ascot by fostering an honest, open, caring and supportive ethos. The welfare of the pupils is of paramount importance and the approach taken is always in the best interests of the pupil. As a full boarding school we fully recognise and are committed to the responsibility we have under section 87(1) of the Children Act 1989 to safeguard and promote the welfare of each pupil and to protect and support them in all academic pursuits and all boarding situations. Pupils with disabilities or special educational needs may be particularly vulnerable and warrant special care and attention.

Our policy has three main elements:

Prevention of harm: by creating and maintaining a positive school atmosphere with excellent pastoral support, stimulating teaching of a varied curriculum and vigilance by all staff and particularly within the boarding environment.

We recognise that high self-esteem, self-confidence, supportive friends and a clear line of communication with a trusted adult help all children, especially those who may be worried or anxious. St Mary's, therefore, promotes an ethos where pupils are valued, feel secure and are encouraged to talk and are listened to.

Protection from harm: by following agreed procedures as laid down by Berkshire Local Safeguarding Children Board's: Child Protection Procedures, last revised July 2016 and by ensuring that appropriate staff are properly recruited and

trained to respond sensitively and appropriately to child protection concerns. This includes the protection of pupils from the risk of radicalisation in accordance with the DfE Statutory Prevent Duty Guidance.

St Mary's maintains thorough ICT Acceptable Use Policies to promote online safety which include the responsibility of staff to implement suitable and proportionate filters, to monitor use of technology and to educate pupils in the safe and sensible use of technology, as well as to regulate pupils' use of technology. The ICT AUPs are policy 41 1a in the School Handbook and 24/24a in the Staff Employment Manual.

Support: by giving appropriate support to pupils and staff if incidents concerning child protection issues occur.

It is important to differentiate between safeguarding children who have suffered or are likely to suffer significant harm where cases should be reported to Children's Social Care immediately; and those who are in need of additional support from one or more agencies. The latter could include cases of self-harm or eating disorders and should lead to inter-agency assessment using local processes, including the use of the "Common Assessment Framework (CAF)" and "Team around the Child (TAC)" approaches.

Early intervention is of paramount importance to prevent a problem from escalating and staff should take any concern, however small, immediately to the DSL to ensure that it can be addressed and appropriate action taken and support given as necessary.

Pupils are reminded in assemblies taken by the Headmistress or Deputy Heads or the School Council, in House meetings, tutor groups, the Skills for Life programme and in their study diaries to whom they are able to talk. That may be their Head of House, their tutor, their residential member of staff, the School Chaplain, their teachers, their house captains, their tutor monitor, the School prefects, the Independent Listener, the School nurses or the School doctor, the Headmistress or the Deputy Heads. They are encouraged to find a person they trust. Pupils are kept aware of the Anti-Bullying policy which encourages them to speak about issues worrying them. Pupils are also made aware of the need to adjust their behaviour, where necessary, in order to reduce risks. This includes educating pupils, through regular internal and externally provided ICT safety talks, about the safe use of electronic equipment and access to the Internet.

Peer-on-peer abuse including pranks and banter which may cause pain, anxiety or humiliation to another pupil will not be tolerated and serious incidents will be treated as child protection concerns. In any event pastoral staff will support the victim and perpetrator of such incidents to enable both to resume normal behaviour. Peer-on-peer abuse is also dealt with in 401 Anti-bullying Policy.

Senior staff, Heads of House and residential staff have undertaken e-learning Channel General Awareness training which focuses on providing early support to people who have been identified as being vulnerable to being drawn into terrorism. The school also values and promotes effective relationships with parents and colleagues from other agencies.

Prevent Duty

In accordance with the Department for Education Statutory Guidance 2015: Prevent Duty (with effect from 1 July 2015), St Mary's recognises its duty to have due regard to the need to prevent pupils from being drawn into terrorism and adopts appropriate protocols to minimise the risk. Mrs Cathy Elliott is the designated Prevent Duty person responsible for co-ordinating action within the School and liaising with other agencies.

Although the School assesses the risk to be low, the School implements prevention measures such as applying appropriate restrictions to internet sites likely to promote terrorist and extremist materials, discussing these dangers with pupils when appropriate in suitable forums, and undertaking Prevent awareness staff training periodically to ensure that staff are able to identify pupils at risk and know how to intervene.

All visiting speakers to the School are checked to ensure their suitability and supervised by a member of staff in line with the Visiting Speakers' Protocol in the Safety, Security and Access (413) section of the School Handbook. Details are recorded.

The School will work in partnership with the LSCB over such matters; the level of risk will determine the most appropriate referral.

Safe Staff Recruitment

St Mary's ensures the implementation of safe recruitment practices (see the Recruitment and Selection Policy and the DBS Policy and Procedures in the Staff Employment Manual). Statutory procedures for checking the suitability to work with children of all staff whether teachers or non-teachers, including employed and self-employed peripatetic visiting teachers and coaches, and volunteers are always followed including enhanced criminal records checks with the DBS, barred list checks, prohibition order checks, EEA restriction checks, section 128 prohibition from management checks and compliance with Independent School Standards Regulations.

Assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's pupils on another site.

Staff Training

St Mary's has a positive safeguarding culture and all staff are reminded regularly that they have a duty of care of pupils under their supervision and a responsibility to speak up about safeguarding and welfare matters. All child protection training is given by one of four members of staff: Mrs Cathy Elliott, Mrs Virginia Barker, Mr Giles Brand, and Mrs Nicola

MacRobbie, all of whom have themselves received training in child protection matters and inter-agency working provided by the Royal Borough of Windsor and Maidenhead and who are familiar with the Guidance 'Working Together to Safeguard Children'.

All staff including the Headmistress, full-time and part-time staff, self-employed peripatetic staff and voluntary staff including Governors are made aware of this Child Protection Policy including its Staff Behaviour Policy and receive initial Child Protection training as part of their induction programme. This includes being alert to the signs of abuse, bullying or children at risk of radicalisation and on the procedures for recording concerns and reporting them to the DSL or the Headmistress.

Part 1 of Keeping Children Safe in Education, including Annex A, is issued to new staff and to all staff at each revision and is discussed during INSET. Staff who work directly with pupils are required to complete an online questionnaire to demonstrate that they have read and understood the document. Other staff complete a paper questionnaire to demonstrate that they have read and understood it.

The DSLs undertake accredited training every 2 years and receive frequent updates from e-bulletins and have discussions with other professionals in order to keep abreast of safeguarding developments. Refresher Child Protection training for all staff is provided regularly (every 3 years) and is recorded.

Regular updates about topical matters, changes to policy or new procedures or requirements are given during INSET or issued as a paper or e-bulletin at the beginning of most terms when staff are reminded that it is the responsibility of every member of staff to safeguard pupils.

Training for Senior Pupils

As part of their induction programme the head girls, and upper sixth and lower sixth prefects also receive child protection training including what action to take if they hear any allegations of abuse or bullying from other pupils.

Procedures for dealing with allegations of abuse and making referrals

Reporting Allegations of Abuse

Allegations of abuse may be against a member of staff, a volunteer, or against another pupil or pupils, or against another individual outside of the school environment, and these procedures apply in all cases. If a member of staff is made aware of an allegation of abuse, or if knowledge of a possible abuse comes to his/her attention it is his/her duty to report the matter immediately.

On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should listen to the child, provide re-assurance and record the child's statements, but not probe or put words into the child's mouth and limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the informant should be told that the matter will be referred in confidence to the appropriate people.

Where a member of staff has any concern about a child this should be referred immediately to the DSL or in her absence the deputy DSL and the member of staff should then make and submit a written record in any event. The DSL or her deputy will immediately inform the Headmistress so that the appropriate agencies can be informed within 24 hours and the matter resolved without delay. In the absence of the Headmistress the Chairman of Governors should be informed instead. The DSL will contact the LADO (local authority designated officer) for advice and direction.

Where a member of staff has any concern about another member of staff then this should be referred immediately to the Headmistress. The staff member may consider raising their concern with the DSL, or in her absence the deputy DSL, and make any referral to the Headmistress immediately via them.

Where a member of staff has any concern about the Headmistress then this should be referred immediately to the Chairman of Governors without informing the Headmistress. The staff member may consider raising their concern with the DSL, or in her absence the deputy DSL, and make any referral to the Chairman of Governors immediately via them. The Chairman of Governors will immediately contact the LADO and no investigation into the concern will be undertaken until advice and guidance has been sought from the LADO.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made directly to children's social care and/or the police immediately. Any member of staff can make a referral using the contact details for the RBWM Child Protection team given at the end of this policy. They should notify the DSL as soon as possible after doing so. The school does not require parental consent for referrals to statutory agencies.

All concerned should act with the utmost discretion. A complaint swept aside on the pretext that it is frivolous or malicious can damage the child. A mistaken allegation can damage the career of a member of staff.

Response to Allegations of Abuse

The Headmistress/ DSL will refer **all** allegations or suspicions of abuse to the local authority designated officer (LADO). Borderline cases will be discussed without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern indicates possible abuse. The LADO and the Headmistress/ DSL will decide in the circumstances what further steps should be taken. This could involve informing parents. In the most serious cases if a crime has been committed or if the school suspects +a crime has been committed the police will be informed. Should the allegation of abuse be by one or more pupils against another pupil, where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, such abuse will be referred to local agencies. In the event of disclosures about peer on peer abuse, all children involved, whether perpetrator or victim, would be treated as being 'at risk'. A thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) would be carried out with a view to ensuring the safety of all pupils. Both alleged victim(s) and perpetrator pupil(s) would receive appropriate support. Decisions arising might include, for

example, whether the accused pupil should be removed from school for a period, or from certain classes, whether sleeping arrangements should be changed for boarders, whether contact with certain individuals should be prevented or supervised, the availability of counselling, the adequacy of arrangements for listening to children and further opportunities for promoting respect for others.

Where a teacher is facing an allegation of a criminal offence involving a pupil registered at the School, the teacher concerned is legally entitled to anonymity until the teacher is either charged with an offence or the anonymity is waived by the teacher. All members of staff who are involved in an investigation or privy to such information have a legal duty to maintain confidentiality and provide information only to those who need to know.

If the allegation concerns a member of staff, a volunteer or another pupil he/she would normally be informed as soon as possible after the result of the initial investigation is known. He/she will be warned that anything said will be recorded. The School will appoint a representative to keep the person informed of the likely course of action and the progress of the case.

If it is established that the allegation is false, either on the basis of medical examination or further statements, a written record will be made of the decision and the justification for it and then the person against whom the complaint has been made would normally be informed that the matter is closed. Allegations that are found to have been malicious will be removed from personnel records and those that are unsubstantiated, are false or malicious will not be referred to in employer references.

If the police decide to take the case further, the person concerned will be suspended only if there is no reasonable alternative. The reasons and justification for suspension will be recorded and the teacher informed of them. In the case of staff the matter will be dealt with in accordance with the Disciplinary Procedure. Where a member of the residential staff is suspended pending an investigation of a child protection nature, the Headmistress will make suitable arrangements for alternative accommodation away from children. In the case of a pupil the matter will be dealt with under the School Rules, Discipline and Sanctions Policy.

During the course of the investigation the School in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with.

Any pupils who are involved will receive appropriate care.

If an investigation leads to the dismissal or resignation prior to dismissal of the member of staff, the Teaching Agency of the DfE will be informed.

St Mary's follows Disclosure and Barring Service (DBS) guidance and procedures regarding referrals and barring decisions, the Protection of Children Act (PoCA) and the Protection of Vulnerable Adults Act (PoVA) (see the Recruitment and Selection Policy and the DBS Procedures). The School will report to the DBS as soon as possible after leaving the School any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor, resignation when they would have been dismissed if they had not already resigned and voluntary withdrawal from any of the above. Where a dismissal does not reach the DBS referral threshold, consideration will be given to making a referral to the National College for Teaching and Leadership (NCTL). Reasons for making such a referral would include: unacceptable professional conduct; conduct that may bring the profession into disrepute; or a conviction, at any time, for a relevant offence.

If there has been a substantiated allegation against a member of staff, the School will work with the LADO to identify any changes which could be made to policy or procedures to lessen the risk for the future.

Confidentiality

Members of staff should never give a guarantee of confidentiality to pupils or adults wishing to make a disclosure. They should guarantee only that they will pass on information to the minimum number of people required in order to ensure that the appropriate action is taken in response to the disclosure; they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

Record Keeping

All concerns, reports, conversations, discussions, meetings, communications, decisions taken and the reasons for the decisions are recorded in writing and stored confidentially. The Designated Safeguarding Lead keeps a register of all Child Protection incidents.

Admission Register

The Senior Deputy Head is responsible for the Admission Register which is kept up to date by the School Secretary. The information is stored in iSAMS and an electronic and printed copy of the Admission Register is produced at the start of each school year, once a month, and whenever there are any changes made to it. Copies of the register are kept for 3 years after the end of the school year they refer to.

In accordance with DfE requirements the local authority is notified with relevant details of any pupil who joins or leaves the School at a non-standard transition point, ie at any time other than the beginning of year 7, year 9 or lower 6, or

the end of year 11 or upper 6. The school secretary transfers this information to the relevant person at RBWM within 5 days of a pupil being added to the Admission Register and as soon as a pupil is removed from the Admission Register. This information is copied to the Local Authority where the pupil concerned is normally resident.

When a pupil joins the School the information required to be submitted to the Local Authority is all the information held within the Admission Register. When a pupil leaves the School the information required is the full name of the pupil, the full name and address and at least one telephone number of the parent with whom the pupil lives, the name of the destination school and the start date, and the grounds for deleting the pupil from the Admission Register.

Action if a Pupil is Missing

During the working day:

- first check with the pupil's friends
- check the infirmary
- check the fire list on the network which will show if the pupil has scanned out of school;
- if necessary, inform the senior member of staff on duty who will then follow up this information.

If a pupil is missing at bedtime or in the early hours:

- first check with the pupil's friends;
- check the fire list on the network to see if an exeat has been authorised;
- ring the infirmary;
- call the pupil's mobile telephone;
- do a thorough search of the boarding area;
- consult the senior member of boarding staff on duty in School (see duty rota);
- check any other information before contacting the senior member of staff on duty who will then deal with the matter.

If the pupil remains missing, the senior member of staff will:

- continue to call the pupil's mobile telephone;
- check again with the pupil's friends and ask the friends to call the pupil's mobile telephone (because the missing pupil may be more likely to answer the telephone to friends);
- sound the fire alarm to activate a check of all pupils in school;
- if the pupil still cannot be located the parents will be telephoned;
- if the pupil is still missing and cannot be located the senior member of staff will agree with parents to call the police;
- If the parents are not available, the police will be called directly;
- In conversation with the police, the senior member of staff will explain that a missing pupil is extremely unusual and therefore serious.

A record is kept by the Pastoral Deputy Headmistress of any instances in which a pupil is missing from school without satisfactory permission and documentation, including the action taken and the pupil's explanation.

Staff Behaviour Policy

Guidelines on Professional Behaviour

It is our responsibility to behave well in all our dealings with children and specifically with pupils for whom we have a duty of care. This guidance has been produced to help staff establish the safest possible learning and working environments where an atmosphere of trust exists in which colleagues can conduct their professional lives with confidence. The aims are to safeguard young people - all staff have a duty of care and a responsibility to speak up about safeguarding and welfare matters using the Whistleblowing procedures; and also to reduce the risk of staff being falsely accused of improper or unprofessional conduct. Whilst every attempt has been made to cover a wide range of situations, it is recognised that any such guidance cannot cover all eventualities. There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given. It is expected that in these circumstances staff will always advise their senior colleagues of the justification for any such action already taken or proposed. The Code of Conduct in the Staff Employment Manual covers expectations of general behaviour whilst on duty.

Position of Trust

A relationship between a member of staff and a pupil cannot be a relationship between equals. As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in educational settings are in positions of trust in relation to the young people in their care. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Staff should note that it is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 when that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

Physical Contact with Pupils

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional

judgement at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A teacher can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible and notified to the DSL and, if appropriate, a copy placed on the pupil's file.

The Use of Force to Control or Restrain Pupils

The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from:

- committing a criminal offence
- injuring themselves or others
- destroying property
- acting in a way that is counter to maintaining good order and discipline at the school

This is in addition to the common law power of any citizen to use reasonable force in self-defence, or to prevent another person from being injured or committing a criminal offence. The School's guidance on use of restraint is designed to ensure the safety of staff and pupils. We believe that it is only ever acceptable to use reasonable force to prevent a pupil harming herself, another pupil, a member of staff or any other person, or destroying property.

Force used to avert an immediate danger

All staff supervising or in charge of pupils are authorised to use reasonable force in situations which meet the objectives outline above. If immediate action needs to be taken to protect a pupil (for example, to intercept a fall down stairs) and physical intervention proves necessary, it should involve the minimum of force required to prevent injury to persons and damage to property. A sole teacher is advised not to intervene physically in an argument unless absolutely necessary but to raise the alarm and summon assistance if necessary. Under no circumstances should physical force be used as a form of punishment.

Force is only to be used when:

- the risk of not using force is outweighed by the risk of using it
- the chances of achieving the desired result by other means are low
- when the potential consequences of not intervening are extremely serious

The kinds of situation in which the use of force might be advisable are:

- if a pupil is trying to harm herself or someone else very seriously or even fatally
- if a pupil is about to run in front of a moving vehicle
- if a pupil were about to throw a brick through a window and there was someone else on the other side of the glass who would be injured

N.B. The refusal of a pupil to remain in a particular place is not enough on its own to justify the use of force. It would, however, be justifiable if the pupil were about to risk her own or someone else's safety.

The types of force staff are authorised to use are:

- passive physical contact such as blocking a pupil's path
- active physical contact e.g.
 - leading a pupil by the hand or arm
 - ushering a pupil away by placing a hand in the centre of the back

Where there is an immediate and high risk of death or serious injury, a member of staff would be justified in taking any necessary action consistent with the principle of seeking to use the minimum amount of force required to achieve the desired result. Staff should make every effort to avoid acting in a way that might reasonably expect to cause injury. If staff need to touch a pupil for any of the reasons above, they should be very careful about how and where they touch pupils. Conduct must always remain appropriate.

Staff will be reminded of this guidance as part of regular child protection training. In addition, it will be included in the induction programme for all new staff.

Reporting and recording incidents where force has been used to control or restrain pupils

As soon as is practicable, the use of force should be reported to the Headmistress or one of the Deputy Heads. A full written account should be supplied (as described below). The Headmistress or Senior Deputy Head or DSL should inform the pupil's parents and give them an opportunity to discuss the incident. It may also be necessary to report the incident to authorities outside School and the Headmistress or Senior Deputy Head in consultation with the DSL will make this decision.

A record should be made by the person who used restraint and passed to the Headmistress, Senior Deputy Head or DSL.

The record should include the following information:

- the name(s) of the pupil(s) involved
- when and where the incident took place
- why the use of force was deemed necessary
- details of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the force used
- the pupil's response
- the outcome of the incident

- a description of any injuries suffered by the pupil or others and/or any property damaged during the incident. After any incident, the School should seek to offer continuing support to all staff and pupils involved in the incident.

Monitoring and Review of the use of Physical Restraint

The DSL keeps and monitors a register of all instances where physical restraint is used. This policy is reviewed each time an incident occurs and annually.

Physical Education and Other Activities Requiring Physical Contact

Where exercises or procedures need to be demonstrated, caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will on occasions have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or to assist them with an exercise. This should be done with the pupil's prior agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Teachers and One-to-One Situations

Where teachers perform a pastoral, disciplinary or tutorial task, or give music lessons, this may involve them being in one-to-one situations. Staff working in one-to-one situations with pupils may be more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. One-to-one meetings should take place in the vicinity of other teachers and pupils, in a room with visual access. If possible, doors should remain open (or have glass panels) and there should be the equivalent of a desk or small table width between pupil and teacher. Residential staff who need to deal with an individual pupil, for example a distressed pupil at night, should avoid any inappropriate one-to-one contact, should remain in a public area and, if necessary, take the pupil to the infirmary.

Residential staff, including those living outside the main building, eg Heads of House, should ensure that pupils do not enter their accommodation unless invited to do so for a specific purpose. Staff should avoid inviting individual pupils into their accommodation and invite small groups only where there is a valid reason for doing so such as a House tea or supper.

Transporting Pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as a chaperone. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff and appropriate control measures implemented.

Social Contact and Communication

Staff must not socialise with pupils outside the normal course of their duties. Socialising would include, although is not restricted to, personal, telephone, text and e-mail contact, and contact through social networking sites such as Facebook or Twitter. Staff are required to adhere to the ICT Acceptable Use Policy for Staff which includes regulations on e-communications.

Staff should ensure that their conduct does not give rise to comment or speculation and should bear in mind that comments and behaviour towards pupils may be misconstrued. Staff should ensure that no comments are made towards pupils that contain sexual innuendo or connotations or are of an otherwise sexual nature.

Other

Whilst it is recognised that these guidelines do not cover every situation and that there will be many occasions on which teachers will have to use their own professional judgement and discretion, the above outlines some potential problem areas and how to minimise risks.

Staff should refer to these guidelines in conjunction with other School policies including, the Discipline and Sanctions Policy and the Code of Conduct in the Staff Employment Manual.

Signs of Abuse

One of the best ways to help children is by being aware of the signs of possible abuse. While these signs often take the form of physical injuries, behavioural indicators are also important when diagnosing abuse. A responsible adult care-giver may also display significant indicators that point towards the presence of child abuse.

All children are liable to get scratches, bruises, bumps and cuts from time to time in the normal course of childhood activities. Therefore it is sometimes difficult to tell the difference between injuries suffered as part of a quite normal childhood and those caused by physical abuse.

DfE advice: 'What to do if you are worried a child is being abused - Advice for practitioners' provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice. The NSPCC website also provides useful additional information on types of abuse and what to look out for. Up-to-date guidance on specific safeguarding issues such as domestic violence, fabricated or induced illness, gangs and youth violence and gender-based violence is available from professional organisations such as the NSPCC. Web addresses are given at the end of this policy.

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

The diagnosis of child abuse requires a professional assessment. The list given below is not intended to be a comprehensive tool for recognising child abuse but such signs may indicate a problem.

The Child:

Signs of Physical Abuse

Physical abuse may result in the symptoms described below. Aside from direct physical contact, physical abuse can also be caused when a parent or caregiver feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. Signs of physical abuse include:

- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Bruising which looks like hand or finger marks
- Cigarette burns, human bites
- Scalds and burns.

Behavioural signs

If a child is being physically abused, their behaviour may change in one or more of the following ways:

- Become sad, withdrawn or depressed
- Have trouble sleeping
- Behave aggressively or be disruptive
- Show fear of certain adults
- Have a lack of confidence and low self-esteem
- Use drugs or alcohol.

Signs of Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children with pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways. Signs of sexual abuse displayed by children may include:

- Difficulty walking or sitting
- Pain/itching/bleeding/bruising/discharge to the genital area/anus
- Urinary infections/sexually transmitted diseases
- Persistent sore throats
- Eating disorders
- Self-mutilation
- Refusing to change for gym or participate in physical activities
- Exhibiting an inappropriate sexual knowledge for their age
- Exhibiting sexualised behaviour in their play or with other children
- Lack of peer relationships, sleep disturbances, acute anxiety/fear
- School refusal, running away from home.

Youth Produced Sexual Imagery (Formerly known as sexting)

The UK Council for Child Internet Safety (UKCCIS) guidance 'Sexting in Schools and Colleges; Responding to incidents and safeguarding young people' defines YPSI as when:

- a person under the age of 18 creates and shares sexual imagery of themselves with a peer under 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 18.

Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal, including oneself, if under 18. The School's response to these incidents will be guided by the principle of proportionality and the School's primary concern at all times is the welfare and protection of the young people involved.

Any concern should be reported immediately to the DSL in the normal way who will report and discuss the matter with the Headmistress. A decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that she has enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and school sanctions framework. If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to the police and/or children's social care.

An immediate referral to police and/or children's social care will be made at the initial stage if:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs).
- The imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
- The imagery involves sexual acts and any pupil in the imagery is under 13.

- There is reason to believe a pupil is at immediate risk of harm as a result of the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.

Child Sexual Exploitation (CSE)

CSE involves exploitative situations where the young person receives some reward in exchange for engaging in sexual activities. What marks out exploitation is an imbalance of power in the relationship. CSE can involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM)

Professionals in all agencies including teachers, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. The Mandatory reporting duty requires teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also report any such case to the DSL and involve children's social care as appropriate. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Honour Based Violence (HBV)

So-called 'honour-based' violence (HBV) encompasses 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. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt staff should speak to the DSL.

Signs of Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's development. It may involve conveying to children that they are worthless or unloved, inadequate or undervalued. It may feature inappropriate expectations being imposed on children, relative to their actual development or age. Signs of emotional abuse displayed by children include:

- Excessive behaviour, such as extreme aggression, passivity or become overly demanding
- Self-harm, for instance by scratching or cutting themselves
- Behaviour either inappropriately adult or infantile
- Persistently running away from home
- High levels of anxiety, unhappiness or withdrawal.

Signs of Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs. This is likely to result in the serious impairment of the child's health or development. Signs of possible neglect include:

- The child seems underweight and is very small for their age
- They are poorly clothed, with inadequate protection from the weather
- They are often absent from school for no apparent reason
- They are regularly left alone, or in charge of younger brothers or sisters.

The Parent or Other Responsible Adult:

- Denies existence of or blames the child for the child's problems at home or at school
- Sees and describes the child as entirely worthless, burdensome or in another negative light
- Unrealistic expectations of the child i.e. demands a level of academic or physical performance of which they are not capable
- Offers conflicting or unconvincing explanation of any injuries to the child
- Appears indifferent to or overtly rejects the child
- Refuses offers of help for the child's problems
- Is isolated physically/emotionally.

Whistleblowing

If a member of staff believes that best practice is not being adhered to in the care and protection of a pupil or pupils, or that a practice may put a pupil or pupils at risk, they have a responsibility to speak up and should follow the procedures set out in the Whistleblowing Policy (38) in the Staff Employment Manual. In the first instance they should raise the matter with the DSL or the Headmistress.

Genuine concerns about policy or procedures will be taken seriously by senior staff and no member of staff will suffer a detriment or be disciplined for raising a genuine and legitimate concern about unsafe practice, providing that they do so in good faith and following the whistleblowing procedures.

Where all internal procedures have been exhausted, a member of staff shall have a right of access to an external body. The NSPCC has a dedicated Whistleblowing helpline whose contact details are at the end of this policy.

It should be noted that under the Public Interest Disclosure Act 1998, there are circumstances where a member of staff may be entitled to raise a concern directly with an external body where the employee reasonably believes :-

- that exceptionally serious circumstances justify it;
- that the School would conceal or destroy the relevant evidence;
- where they believe they would be victimised by the School;
- or where the Secretary of State has ordered it.

Review of Policy and Procedures

The Governing Body carries out an annual review of the School's Child Protection Policy and procedures to ensure that they are up to date and meet the requirements of current legislation and statutory guidance. The DSL provides a detailed brief at the meeting for questions and discussion to enable the Governors to understand the requirements and satisfy themselves that there are appropriate policies, procedures and training in place to comply with the law and to effectively safeguard and promote pupils' welfare. Governors also review the efficiency with which the related duties have been discharged. Formal minutes of this review and related discussion are recorded and kept on file. The Governor with special responsibility for safeguarding, Sr Michaela Robinson, is in regular and frequent discussion with the DSL.

The Safeguarding Review Body comprises the Bursar, the Senior Deputy Head (deputy DSL), the Pastoral Deputy Head (DSL) and the Compliance Officer. This body meets regularly to review and amend safeguarding policies and procedures in the light of new statutory or non-statutory guidance and in response to child protection incidents.

The School will remedy any deficiencies or weaknesses in child protection arrangements without delay, not just at the next policy review date, should any be necessary, and implement changes to policy or procedures in response to Government or other guidance as soon as they are identified.

External Agency Contact Information

Royal Borough of Windsor and Maidenhead website for child protection:

http://www.proceduresonline.com/berks/windsor_maidenhead/index.html

RBWM Child Protection Co-ordinator, (Local Authority Designated officer, LADO) - 01628 683194

RBWM Multi Agency Safeguarding and Early Help Hub (MASH) - 01628 683150

RBWM Safeguarding Referral and Assessment Team - 01628 683150

RBWM Out of Hours Emergency Duty Service - 01344 786543

RBWM Local Safeguarding Children Board – 01628 683234

Thames Valley Police Emergency – 999

Thames Valley Police Non-Emergency – 101 (0845 8 505 505)

Disclosure and Barring Service

PO BOX 181, Darlington, DL1 9FA

Tel: 01325 953795

NCTL (National College for Teaching and Leadership)

<https://www.gov.uk/government/collections/teacher-misconduct>

<https://teacherservices.education.gov.uk/>

DfE Guidance for signs of abuse

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

UK Council for Child Internet Safety Guidance on Youth Produced Sexual Imagery

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_I_.PDF

NSPCC signs of abuse guidance

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

NSPCC general helpline

<https://www.nspcc.org.uk/services-and-resources/nspcc-helpline/>

Worried about a child? Contact our trained helpline counsellors for 24/7 help, advice and support.

help@nspcc.org.uk Text: **88858 0808 800 5000**

NSPCC dedicated Whistleblowing helpline

Free advice and support for professionals concerned about how child protection issues are being handled in their organisation. **0800 028 0285** help@nspcc.org.uk

DfE Prevent Duty dedicated telephone helpline and website

for non-emergency advice for staff and governors: 020 7340 7264

counter-extremism@education.gsi.gov.uk

RBWM Prevent Duty Officer:

Craig Miller, Head of Community Protection & Enforcement - 01628 683598

CHANNEL General Awareness e-Learning:

http://course.ncalt.com/Channel_General_Awareness

Workshop to Raise Awareness of Prevent (WRAP)

<http://erscb.org.uk/training/prevent-wrap/>

