

# **UNIVERSITY COLLEGE SCHOOL**

## **Statements of School Policy & Practice (2009/2010)**

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## **Section C: Pastoral Care, Child Protection, Behaviour & Discipline**

### **C.1 Underlying Principles of Pastoral Care**

We regard the personal, emotional and moral development of our pupils as a major priority in the education that we offer. The particular policies and procedures that we employ vary appropriately as students grow older. The same broad principles, however, characterise our pastoral and disciplinary arrangements at all ages.

Pastoral care covers all aspects of a student's behaviour and development: academic, social, personal and moral. Staff charged with pastoral responsibility will always do their best to be properly informed about each pupil's progress in the classroom, and his/her behaviour around the school. This relies upon careful arrangements for formal and informal communication among members of staff. It depends also upon an open and honest relationship between school and home.

Pastoral units are clearly defined. Staff with these important responsibilities are well-known to pupils and parents and are, in turn, clearly accountable to and supported by a Lower School Warden or a Deme Warden depending upon the age of the pupils.

The aim of our pastoral system is to encourage students to develop their own identities and to express them with a proper regard for the sensitivities of others. From their earliest days at UCS, pupils are encouraged to develop a sense of responsibility for their own behaviour. Much stress is laid upon tolerance of and respect for one another.

Considerable effort is made to build a sense of community within the school. To this end, every day begins with a school, form or year assembly of a non-denominational character.

It is our view that the foundation of an effective pastoral system lies in respectful and honest relationships between pupils, staff and parents. Our system is designed to foster such relationships. The continuity of pastoral units within and, in some cases, between the three sections of the school helps these relationships to develop and, by doing so, provides the most effective possible basis from which many pastoral and disciplinary matters can be handled.

Parents are involved as fully as possible in pastoral matters and will always be informed and consulted where a pupil's behaviour or development give cause for concern.

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### **C.2 Pastoral Structure**

#### **The Lower School**

There are four forms in each of the Lower School years and the form-teacher is the first focus of pastoral care. Boys will normally have the same form-teacher for both of the Lower School years. The form-teacher will have regular contact with all pupils and will be the first point of contact for parents. The form-teacher is supported by a team of two Lower School Wardens, who will each take prime responsibility for one of the two Lower School years.

Our first aim in these years is to ensure that boys settle happily into UCS and develop the habits of study and of behaviour on which they will rely as they progress through the school. Form-teachers are helped in this by a timetabled programme of Personal, Social and Health Education.

Lower School boys are full members of the UCS community. To build their confidence in a new and, perhaps, slightly daunting environment, however, we encourage them to develop their own identity through regular Lower School Assemblies, competitions, dramatic productions, clubs and societies.

#### **The Middle School**

Boys new to UCS and those promoted from the Lower School are regrouped on entering the Middle School and are allocated to Demes. There are five Demes, corresponding to the five forms in each of the Middle School years. Boys in a particular form will be in the same Deme. They will be looked after throughout the Middle School by the same specialist form-teacher who will come to know each boy well. They will also form an important relationship with their Deme Warden, who takes overall responsibility for their academic, personal and emotional development until they leave UCS. While the form-teacher is again the first focus of pastoral care, the continuity offered by the Deme Warden throughout the remainder of a boy's career is vital to the success of our pastoral structure.

Academic decisions take on a particular importance in the Middle School. Guidance on GCSE and on A-level choices is provided by the form-teacher and Deme Warden with the support of the Careers Department. While boys should now be taking greater responsibility for their progress and behaviour, form-teachers and Deme Wardens will set high standards for each pupil.

#### **The Sixth Form**

The Deme system continues to operate in the Sixth Form. In addition to the five Demes that operate in the Middle School, an additional, sixth, Deme is added for the two Sixth Form years in order to offer the same structure and quality of pastoral care to girls who join the school at this time. Our aim now is that students take proper responsibility for their academic and personal progress. They will be allocated to

smaller tutor-groups and encouraged to mix as a single unit. They have their own Common Room and study facilities. Uniform regulations are relaxed slightly and pupils are encouraged to develop the habits that will prepare them for university study. At the same time, they will have important opportunities to contribute to the daily life of the school.

While the pastoral care of individual pupils in the Transitus and Sixth remains the responsibility of Deme Wardens, the overall management of these year-groups is in the hands of the Senior Tutors. The Senior Tutors are responsible for maintaining general standards of behaviour and of application and for ensuring that the administration of matters relating to these senior pupils (particular those concerned with university entrance and careers) is thorough and efficient.

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### **C.3 Standards of Behaviour & Discipline**

Our approach at UCS is to gauge our response to pupils' behaviour as nearly as possible to the pastoral needs of each pupil. The emphasis in our pastoral system on strong relationships between pupils and staff helps to achieve this.

Good behaviour and impressive work are recognised through the award of Commendations which bring pupils to the notice of Lower School Wardens, Deme Wardens and the Headmaster. Prizes, both for academic work, sporting prowess and for wider contribution, are also awarded. Wardens award certificates and colours at the end of each term. Outstanding contribution to the school's extra-curricular life is recognised through the award of Certificates of Excellence at the end of each term. Pupils of all ages are eligible for these Certificates.

Consistent with the principles upon which UCS was founded, every effort is made to offer pupils as much scope for individual expression as is consistent with high standards of achievement and with proper standards of behaviour. We expect the highest standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

Pupils are expected to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. Harassment and bullying will not be tolerated. Our Anti-bullying policy is set out as a separate document. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability.

Such particular rules as are necessary to support our expectations are communicated to pupils (and, if necessary, to their parents) as circumstances demand.

The general standards that we expect and that we strive to maintain are briefly summarised here:

#### **General Behaviour of Pupils**

- Pupils must be properly dressed. In the Lower and Middle Schools, they must wear school ties and school blazers. Sweatshirts, if worn, must be plain. In the Transitus and Sixth, a more casual dress code is acceptable. All pupils must be smartly and cleanly dressed.
- Pupils must treat one another and, of course, all members of the school staff and all other adults, with civility and respect.
- Pupils must not eat outside the Refectory and, especially, not in classrooms.
- Pupils must respect the property of others and of the school.
- Smoking is forbidden at all times during the school day, including the journeys to and from school.
- Pupils in the Lower and Middle Schools must not leave the school site without permission and must sign out at the School Office when they have permission and must sign in on their return.

- Pupils in the Transitus and Sixth may not leave the school site during the morning without permission. They may leave during the lunch-hour and (other than in the first term of the Transitus) after their last afternoon lesson, but must sign out and in at the School Office.
- Pupils must never behave, either inside or outside the school, in a manner that might bring disrepute upon themselves, their families or their school.

Sanctions are in place to help us manage challenging behaviour. The Headmaster undertakes to apply any sanctions fairly and, where appropriate, after due investigations have taken place. Sanctions may undergo reasonable change from time to time, but will not involve any form of unlawful or degrading activity.

Sanctions for behaviour deemed antisocial may include assistance with domestic tasks (i.e. in the Refectory or playground); withdrawal of privileges; detention (before school, during breaks or after school); for more serious matters, pupils may be detained after school or during a day at the end of term or before the beginning of a term. Parents are informed in advance if a pupil is to be detained after school. For particularly serious breaches of discipline, pupils may be suspended for a specified period or expelled. The school's policy on Discipline and Exclusions is set out as a separate document.

### Behaviour and Application of Pupils In The Classroom

- Pupils must attend morning and afternoon registration punctually, and must be prompt in the delivery of notes to explain absence. This is equally a requirement of members of Transitus and Sixth Form.
  - Late-comers must report to the teacher on Gate Duty and attend Assembly or form period. If arriving too late for that, pupils must report to the School Office.
- Pupils must be punctual for lessons and for games.
- If pupils have permission to miss a lesson - for a music lesson, for example - they must still inform the teachers affected in advance of the scheduled lesson.

### Academic Discipline

- Pupils must not behave in class in a way that might distract others or threaten the learning environment. Chatting inappropriately, answering back and other forms of low-level disruption will not be accepted and will initially be dealt with by the class teacher.
- Pupils must follow instructions about the work they are to complete in class and should work to the best of their ability on the tasks set.
- Pupils must complete homework reliably and on time.

### Sanctions for unacceptable academic performance

Academic and behavioural shortcomings in particular subjects are dealt with by the individual teachers concerned. If a pupil's behaviour is such that their presence in the

classroom is in any way dangerous or totally disruptive of that class, or is actively undermining the role of the teacher in that class, the teacher can, exceptionally, exclude the student from the lesson. If a 'cooling-off' period is required, the pupil may be asked to remain outside the room for up to five minutes before returning to the class; otherwise the pupil will be sent to the school office to locate his/her Year Warden or Deme Warden. In the event of behaviour in class which is not acceptable and which cannot be immediately resolved by talking to the pupil(s) concerned, the class teacher must inform the student's Form Teacher, the Deme Warden or Lower School Warden and the Head of Department that an issue has arisen.

Students may be privately detained before school, at lunch-time or after school, or sent to the Supervision Class if it is deemed necessary. This takes place each day from 1.30 – 2.10pm.

In the case of general academic concerns a pupil may be placed 'On Report'. The pupil's progress is monitored by teachers in each lesson and reported back to the form-teacher who will discuss developments with the student concerned. Parents will be informed before a pupil is placed 'On Report' and of his/her progress while the sanction is in place. Our aim is to limit the period of the sanction as far as possible, in order to encourage pupils to develop reliable habits of study. In particularly serious cases, a pupil may be placed 'On Headmaster's Report'. He/she will then be required to present a completed card to the Headmaster each week, who will report directly to the student's parents. If concern is limited to the proper completion of homework, then a 'Homework Card' may be used.

#### Involvement of Parents and Guardians

Parents and guardians who accept a place for their child at University College School undertake to uphold the school's policies, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework.

It is the School's policy not to allow holiday to be taken during term.

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### **C.4 Monitoring & Evaluation**

At UCS we value the support and contributions of pupils, parents, colleagues, governors and outside experts, and recognise that both monitoring and evaluation form an integral part of school improvement and professional development.

Monitoring is the gathering of evidence against specific criteria. Evidence may take many forms including informal discussions, scrutiny of work and books, photographs, film of concerts and performances, results of fixtures and examinations, lesson observations and lesson sharing, staff review, assemblies, letters and questionnaires.

Evaluation is a judgement on the effectiveness of actions taken. These judgements are based on the impact of actions and policy decisions on the quality of teaching and learning, as well as on the personal, moral and social development of pupils. The former is identified through staff and work reviews, assessment data and lesson observation. The latter is identified through continual monitoring, discussing and recording over time by the pastoral team.

The purposes of monitoring and evaluation are: to improve the quality of learning experiences offered to pupils in order to raise standards; to be accountable for our actions and decisions; to foster a growing understanding of self; to establish knowledge of individual strengths and areas for personal, moral and social development; to inculcate a sense of community and a sense of tolerance and respect for others. Regular monitoring of the curriculum tracks that policy matches reality, which aims are met and that practice is improved in a constructive, rigorous and supportive way. Regular monitoring of personal and social development and citizenship tracks the personal, moral and social development of the individual pupil, helps the school community to build on positive experiences and challenge negative or destructive behaviours in a supportive and constructive way.

Monitoring provides information and evidence about strengths as well as indicating areas for improvement or development. It informs decisions regarding the future developments that are needed to raise standards further, to resource spending and to provide appropriate training, all of which feeds into the School Development Plan.

Monitoring alone does not lead to school improvement. It is through an evaluation of the information gathered, the identification of needs and the application of strategies to address those needs that school improvement can be effected.

#### **Who monitors?**

All members of staff have a duty to evaluate their own performance against their job description and against the policies, ethos, aims and expectations of the School. Heads of Department monitor and mentor teaching and learning in their subject areas. The Deputy Head (Academic) monitors the quality of teaching and learning. All teaching staff are observed as a part of the appraisal process.

The Deputy Head (Pastoral), in conjunction with Form Teachers, Deme Wardens, Senior Tutors, the School Nurse, and the Head of Learning Support, monitors the pastoral welfare of pupils.

### Monitoring the Curriculum

The SMT, through the Deputy Head (Academic) monitors the curriculum, its delivery and standards being achieved in the school. As a part of their monitoring role, Heads of Department are expected to visit lessons taught by other teachers of their subject on an informal basis. This practice will enable colleagues to share good practice and learn from each other, as well as enable the Head of Department to gauge standards being achieved in their subject in classes other than their own.

Members of the Senior Management Team will visit classes regularly on a formal basis as a part of the monitoring process. More general aspects of the school, e.g. use of ICT, behaviour management, healthy schools, independent learning, learning support, etc. may also be monitored.

Sources for monitoring the curriculum include

- Schemes of Work are submitted to the Deputy Head (Academic) at the beginning of each academic year
- Formal observation and informal peer observation
- Formal and informal feedback from staff, pupils and parents
- Sampling of pupils' work, displays around the school, recording of music concerts, filming of plays, etc.
- Analysis of examination and assessment information. This includes MidYIS baseline assessments, reading age, spelling age, psychological screening, etc
- Audits of resources, including ICT, and how they are utilised
- Regular Policy Review
- Development Planning
- Formal Staff Appraisal

### Monitoring Pastoral Issues

Information is shared with all staff in specifically targeted sessions at the beginning of each academic year, to ensure that all teachers are aware of the learning and personal, and social needs of pupils in their classes.

Form Teachers are the first point of contact for pupils and parents with any pastoral or social concern. They liaise with parents, Lower School Wardens, Deme Wardens or Senior Tutors, and with the Deputy Head (Pastoral) and, when necessary, the School Nurse and Head of Learning Support.

Concerns are routinely raised, and new information is shared, in weekly staff briefings held on Tuesday mornings before school; this ensures that all staff are kept aware of pupils who need pastoral support or monitoring.

The senior pastoral staff (Deputy Head (Pastoral), Deme Wardens, Lower School Wardens and Senior Tutors) meet regularly, to share and evaluate information and plan appropriate action. These meetings are minuted.

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### **C.5 Temporary & Permanent Exclusion**

Examples of behaviour which may merit temporary or permanent exclusion include:

Persistent disruptive behaviour  
Bullying  
Physical assault/threatening behaviour against pupils or adults  
Verbal abuse/ threatening behaviour against pupils or adults  
Sexual harassment  
Racist abuse  
Sexual misconduct  
Theft  
Damage to property  
Drug abuse  
Alcohol abuse

It should be noted that this is intended as a guide and is not an exhaustive list.

Sanctions of temporary or permanent exclusion may be applied whether the offence has occurred on school premises, within school grounds, on school trips and visits, within the vicinity of the school or away from school premises. They may be applied in the case of illegal activity, or in the case of activity which is considered likely to bring the school or members of the school community into disrepute.

Parents will always be informed by the Headmaster when temporary or permanent exclusion are being considered. In the case of temporary exclusion, our aim will be to keep any period of suspension as short as is compatible with the disciplinary offence concerned.

In the most extreme circumstances, the Headmaster may feel it necessary to exclude a pupil permanently from the school. Although the student's best interests will always be taken into consideration, the interests of others in the school and the nature of the particular offence will carry considerable weight. Parents will always be invited to meet the Headmaster when such a decision is being considered and before it is made.

Whenever permanent exclusion is adopted as a punishment, parents have a right to appeal against the Headmaster's decision. Such appeals must be directed to the Council of UCS who will inform the parents of the procedure for hearing the appeal.

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### **C.6 Responsibility for Senior Pupils**

UCS does not operate a prefectural or monitorial system in which senior students exercise disciplinary authority over younger pupils, or stand in for duty staff. However, senior pupils are actively involved in a range of duties and public relations tasks through which they can support the work of the school. These duties include: guiding visitors and guests; organising Deme and other competitions; assisting Lower School form-teachers; contributing to charitable initiatives; participating in outreach schemes; serving on the Sixth Form Committee.

In addition to this, a Captain of Monitors, one or more Vice-Captains of Monitors, one or more Monitors, and Captains of each Deme are selected by the Deme Wardens in consultation with the Headmaster and Deputy Heads.

#### **Sixth Form Committee**

The Sixth Form Committee comprises a mixture of volunteers and nominated students who have shown a keen interest and initiative in 'community' activities during their time in the Transitus year. The committee meets several times each term and aims to provide improvements for the Transitus and Sixth Form year groups. The committee is usually chaired by the nominated Sixth Form Monitor, Vice Captain of Monitors or the Captain of Monitors and usually includes at least one representative from each Deme. Volunteers are invited to join in discussions and planning sessions at different points during the year. The 6th Form pupils tend to take the major responsibilities, but as the year progresses so members of the Transitus are invited to take over certain activities.

Major responsibilities in recent years have included:

- 6th Form Ball
- Charity fund raising concert for Equatorial College School, Uganda
- Charity bbq for Romania
- Community Action scheme for Equatorial College School, Uganda
- Leavers' Year Book
- Running the 6th Form shop and advising on facilities for the 6th Form Centre.

#### **Student Council**

Pupils and staff at UCS generally enjoy close working relationships. All pupils are encouraged to communicate without hesitation with their teachers about matters of concern. Each year senior pupils (a Vice Captain of Monitors, or one or more Monitors) are encouraged to form a student council, and depending on the enthusiasm of the pupil body this may, or may not, run successfully. In years for which the student council forms, the Vice Master and the school Catering Manager attend the meetings.

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### **C.7 Anti-Bullying Policy**

The nature of UCS's foundation makes us especially concerned to create a community founded upon principles of tolerance and mutual respect. This Anti-Bullying policy has been written with reference to DCSF guidance on the prevention of bullying contained in 'Safe to learn - Embedding anti-bullying work in schools' (2007) and the Early Years Foundation Stage Statutory Framework (May 2008).

**All acts of bullying or intolerance are completely unacceptable within the community of UCS. It is the duty of every teacher, pupil and parent to support this principle and to act upon it on all occasions.**

We reserve the right to investigate incidents that take place outside school hours, on school visits and trips, and that occur in the vicinity of the school, involving our pupils

Bullying and intolerance may be said to include all acts that are deliberately cruel towards another member of the school community:

- physical intimidation
- sustained teasing and verbal abuse (including chatroom and SMS messages, social networking websites, photographs, email)
- racial, sexual/sexist, homophobic, ethnic, or religious comments or taunts
- unkind references to another person's disability
- rejection or deliberate isolation of a pupil by his/her peer group; tormenting or spreading malicious rumours
- manipulating a third party to tease or torment someone
- complicity in unkind behaviour that falls short of direct participation

All behaviour of this kind is unacceptable at UCS. It can cause psychological damage and in extreme cases may even result in the suicide of a victim. It is the responsibility of all members of the school community, pupils as much as staff, to express their disapproval of such behaviour whenever it is encountered. Training is given to staff in order to raise their awareness of the problem and with the aim of reducing the risk of bullying. This training is done as part of the school's Safeguarding Training and all staff and volunteers undergo training when they join the school and then every three years.

### **Signs of bullying**

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoiled by others
- Books, bags and other belongings suddenly go missing, or are damaged

- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

#### Preventative measures

All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.

We have a strong and experienced pastoral team of Form Teachers and Wardens who support the Deputy Head (Pastoral) and who are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying.

In PSHE, pupils consider the reasons why some people might bully. The work we do in this area is reinforced in Form periods and Assemblies, and by the creation of an Anti-Bullying Council which is available to Lower School pupils. They learn

- to be more sensitive to others' feelings
- the fine line between teasing and bullying
- how to stand up for themselves
- to deal with unwanted name-calling
- how sloppy language can develop into bullying
- to take responsibility for what they say

It is hoped that, supported by this, members of staff - particularly form-teachers, Lower School Wardens, Deme Wardens, and the Headmaster - will succeed in creating an environment in which bullies (whether single or in groups, whether active or passive) are left in no doubt of the need to reconsider and to adjust their attitudes towards others.

If any pupil, parent or teacher believes that bullying is taking place, it is essential that this is drawn to the attention of pastoral staff (Form Teacher, Lower School or Deme Warden, Pastoral Deputy Head or the Headmaster) at once. Such approaches will always be treated in complete confidence. Pupils in particular distress may choose initially to visit the school counsellor, or may be referred to the school counsellor by a member of staff. All reported incidents are recorded to enable patterns to be identified, and investigated immediately.

### Procedures to deal with reported bullying

- The member of staff who first becomes aware of bullying, or to whom it is first reported will control the situation and reassure and support the pupils involved.
- He or she will inform an appropriate member of the pastoral team as soon as possible.
- The victim will be interviewed on his/her own and asked to write an account of events.
- The bully, together with all others involved, will be interviewed individually and asked to write an account of events.
- The incident should be recorded.
- All appropriate pastoral staff should be informed. In serious incidents, the Head should be informed.
- The victim will be interviewed at a later stage by a member of the pastoral team, separate from the alleged perpetrator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him/herself.
- The alleged bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his/her behaviour, together with any appropriate disciplinary sanctions.
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- A way forward, which might include disciplinary sanctions and/or counselling, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures.
- A monitoring and review strategy will be put in place.
- In very serious cases, and only after the Head has been involved, it may be necessary to make a report to the Police or Social Services. However it is the policy of University College School to attempt to resolve such issues internally under the school's own disciplinary procedures.

While such matters will always be treated seriously, every effort will be made to provide prompt, sensitive and effective support for both victim and bully. The services of the school counsellor are likely to be recommended here.

Repeated or serious offences of this kind by particular pupils are likely to lead to suspension or even exclusion from UCS.

We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

## Electronic Communication

The development of electronic means of communication – the internet, electronic chat-rooms and associated web-sites – has created new avenues for bullying, cruelty, unkindness and intolerance.

The policy stated above applies equally and directly to such electronic communication involving any members of the school community.

The school expects all pupils to adhere to its policy concerning the use of the Internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.

In particular, all pupils must be aware that:

- Messages or images posted on web-sites must never be teasing or abusive of others – including other members of the school community – nor should they encourage others into teasing or abusive behaviour.
- Such messages or images must never include racial, sexist, ethnic, religious or other taunts or remarks directed towards others.
- Such messages or images must never suggest threats or intimidation towards others.
- Such messages or images must never be such as to damage the reputation of the school, nor of any member of the school community – whether staff or pupil.
- As a general principle, no image of the school, or of any member of the school community, should be posted on the internet or communicated electronically to others, without the consent of the individual(s) involved. In the case of the school itself, this will require the consent of the Headmaster.

Pupils and their parents should note that this policy applies to all media of electronic communication, not simply to the use of the school's own IT network.

As with any cases of bullying, cruelty or intolerance, offences against this code will be treated seriously. Offenders are likely to be excluded from school. Repeat or serious offences may lead to permanent exclusion from the school.

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### **C.8 Tobacco & Alcohol**

We regard education in personal health and the development of personal responsibility for lifestyle choices as a very important element of the pastoral programme at UCS. This is developed through PSHE and in other lessons. Our aim is to give pupils an awareness of the importance of diet, exercise and nutrition and, as they grow older, to understand the personal, social and legal consequences of the use and misuse of alcohol, tobacco and other drugs and to gain a fuller understanding of their physical effects.

This health education programmes focuses upon the potential risks from excessive consumption of alcohol and risks of smoking. We concentrate on teaching the importance of young people making healthy, informed choices. The programmes involve pupils of all ages and continue throughout your child's time at the school. The messages are reinforced through our pastoral system and opportunities are taken to involve parents as well as students in our educational programmes. We regularly invite groups of parents and guardians to discussion groups and meetings, and are very conscious of the importance of working together in order to promote the well-being of your son or daughter.

Pupils can discuss their individual worries about drinking and smoking with their Form-Teacher of Pastoral Warden]. They can also refer themselves to the School Nurse or to the School Counsellor for individual guidance, without fearing sanctions or adverse report.

We do not allow the pupils at UCS to bring alcohol or tobacco onto the premises, nor to consume either substance on the journey to or from school. This rule applies to all school trips and visits, whether in this country or overseas.

#### **Tobacco**

UCS is a public place and, thus, a no-smoking environment. No members of the school community nor visitors to the school are permitted to smoke anywhere on any of the school sites.

Smoking or being in possession of cigarettes or tobacco is prohibited whenever a pupil is under the school's authority, including the journeys to and from school. This also includes any occasion on which he is involved in activity organised by the school or is identifiable as a member of the school.

First offences involving tobacco will normally meet with a school-based punishment. Parents will be informed. Repeat or more serious offences will call for a more serious response, which might involve temporary, or even permanent exclusion.

## Alcohol

Our policy towards alcohol is to encourage sensible and safe drinking habits. In normal circumstances, drinking or being in possession of alcohol is prohibited throughout the school day whether on or off the school premises. However, alcoholic drinks may occasionally be available at functions to which senior pupils are invited.

Where the school aims to discourage the use of tobacco entirely, we will offer wine to parents and guardians at certain formal events and social gatherings. We also believe that pupils in their final two years at the school should learn that the moderate consumption of alcohol has its place within our society when accompanied by food and lively conversation. We therefore occasionally offer limited quantities of wine or beer (but never spirits) to members of Years 12 and 13 on appropriate occasions. This will always have been approved in advance by the Headmaster and will always involve the supervision of a member of staff (consumption of alcohol will be restricted in accordance with the Licensing Act 2003). Soft drinks are always available at such events. Younger pupils are not allowed alcohol.

The same principles lie behind the School's approach to the consumption of alcohol on school trips. Our policy is that pupils should not consume any alcohol on school trips except where parents' permission to allow moderate and supervised drinking of beer or wine has been given. The consent must be in writing and comply with the laws of the country concerned. The parent and student must give their written acceptance of the guidelines applying to the trip. The guidelines are as follows:

1. Students must not purchase, have in their possession, or consume, any form of spirits.
2. The consumption of beer and wines with or after meals, in moderation, and only under the supervision of staff or exchange families is permitted for senior students, subject to parental consent, and in accordance with the Licensing Act 2003.
3. All students must, without question, accept and obey any instruction given to them by a member of staff, not to drink or to cease drinking alcohol, regardless of any consent given by parents.
4. Where students are staying with a family (e.g. on exchange visits), they must follow guidance given by their parents and, if this is more restrictive, by their hosts.

Parents must not encourage pupils to bring back alcoholic gifts from visits abroad. Importing alcohol into the UK is illegal for those under the age of 17, and is against school rules for all pupils.

Offences involving alcohol will normally be communicated to parents. The school's response will be appropriately balanced between the disciplinary and the educational. A pupil may be referred to the School Counsellor if it is felt appropriate. Punishment for serious or repeat offences may involve temporary or, in especially serious cases, permanent exclusion.

## **Section C: Pastoral Care, Child Protection, Behaviour & Discipline**

### **C.9 Drugs**

We know that many of our students will be exposed to situations where prohibited drugs are available and where others regard their use as acceptable – even commonplace. Our aim is to ensure that UCS students are equipped with the information and the strength of character to resist drug use and to avoid the many personal and social problems that are associated with it. We also hope that they will develop the confidence and sensitivity to help others who do not avoid these problems.

This aim is achieved through a combination of educational, pastoral and disciplinary initiatives.

#### **Educational and Pastoral Approaches**

From Year 7 upwards, students are informed through our PSHE programme of the biological, medical and psychological effects of different drugs. With the support of the local Police, we also ensure that students are fully aware of the legal and personal implications of drug use.

In addition to these programmes of information and instruction, our PSHE programme also encourages students to consider the issues of social and peer pressure that may affect decision-making in respect of drug use, and to understand the need for individuals to take full and informed responsibility for their own decisions in this area, as in all others.

Through PSHE and through our pastoral system, students are also encouraged to consider how they might support or help friends who are encountering difficulties associated with drug use and are made fully aware of the support systems that exist, at school, and through medical and rehabilitation centres outside school, to help youngsters to address problems or crises that they may encounter through drug use.

Students who are concerned about their own drug use or about the behaviour of a friend are strongly encouraged to seek help and support by approaching their pastoral Warden, the School Nurse or the School Counsellor. Every effort will be made in these situations to treat their approach in confidence and our firm priority will be to provide pastoral and personal support, rather than disciplinary sanction.

#### **Disciplinary Implications**

Possession, use or distribution of illegal or controlled drugs is absolutely prohibited at UCS and will always be treated as a most serious offence, the punishment for which may be permanent exclusion. The school's jurisdiction in these matters will be deemed to extend to all cases, whether on or off the school site, which, in the view of the Headmaster, are reckoned to affect the community of UCS.

If there are reasonable grounds to justify an enquiry at school, then responsible pastoral staff and the Headmaster will have the right to question pupils. If they are satisfied that there is a case to be answered, parents will be informed immediately and will be invited to be present at any subsequent interviews. The Headmaster is duty bound to report all cases of supply, possession or use of controlled drugs to the Police.

If it has been established beyond reasonable doubt that a student is guilty of an offence, the Headmaster may decide that any of the following sanctions is appropriate:

1. Permanent Exclusion will be the almost inevitable penalty for: (a) those selling or distributing controlled drugs or otherwise actively encouraging their consumption by others; and (b) those who re-offend after having been given a second chance.
2. Temporary Exclusion may be preferred to permanent exclusion. If so, the students' return to school will be conditional upon one or more of the following: (a) their willingness to undergo a period of counselling; (b) their acceptance of occasional medical screening tests (probably involving urine or hair samples) while they remain at UCS; (c) their recognition that a further offence will inevitably lead to permanent exclusion.
3. There may be circumstances in which rehabilitation programmes such as those defined in 2(a), (b) and (c) are deemed a sufficient response.

In keeping with the approach to pastoral matters adopted at UCS, decisions regarding the appropriate sanction in matters of this kind will take full account of the needs and circumstances of the individuals concerned as well as of the whole school community. Parents will be fully informed of these deliberations and will be invited to contribute towards them. The final decision in any disciplinary matter of this kind will lie with the Headmaster.

## **Section C: Pastoral Care, Child Protection, Behaviour & Discipline**

### **C.10 The Use of Mobile Technology**

#### Note

This policy contains rules and advice about the use of mobile technology and the care of equipment in the context of school. It should also be noted that in Section D.6 there is more general advice for parents and pupils about safe use of online and mobile technologies in school and at home which is part of our safeguarding programme, and which is also dealt with in the context of PSHE.

#### Introduction

The use of portable communications and entertainment equipment can be distracting to young people and can expose them to unwanted attention and to crime.

For these reasons, we do not encourage students to bring such equipment to school.

However, we are aware that many young people will carry mobile phones as a matter of routine and that, by enabling easy communication with parents, friends and school, such equipment can support their safety and security.

UCS, therefore, permits students to carry mobile technological equipment at school. In Years 7 and 8, we require the additional written permission of a parent.

The following guidelines must always be followed by students with regard to mobile technology:

- Equipment should be turned off throughout lessons and must never be used in lessons without the direct permission of the teacher concerned.
- Pupils must take full responsibility for the security of such equipment. Items should always be handed to a teacher, or other member of staff, for safekeeping, whenever the owner is unable to exercise such responsibility. Most importantly, items must always be deposited in a 'valuables box' when students are engaged in games or PE.
- Equipment should never be left unattended in classrooms or changing rooms.
- All pupils should respect the property of others and should be aware that playing with or using equipment of this kind that belongs to another person could be construed as theft.

#### Access to the Internet

Much portable communications equipment will give the owner access to the internet.

Whilst internet access on the UCS network is open to all pupils, it is controlled. We do our best to ensure that internet sites whose content is directly at odds with the ethos and values of UCS cannot be directly accessed from the school network.

It is not possible for us to exercise such control over the uses to which non-networked, portable equipment is put.

However, all students should be aware that, just as it will be regarded as an offence to use the school network to access internet sites that are deemed racist, exploitative, pornographic, intolerant or offensive, so accessing such sites on private equipment during the school day will equally be treated as an offence against the values of the school.

Social networking sites, whilst innocent in themselves, can be greatly distracting and time-consuming. It is for this reason that access to them is controlled on the school network and that students should not access them during the school day, on any equipment.

### Photography

Students are reminded that they should never take still or moving photographs in lessons without the specific permission of the teacher concerned.

Students should never photograph fellow-students, teachers or other members of staff with the aim of causing embarrassment or offence.

No photograph of any member of the school community may be published in any form (including display on the internet) without the verifiable permission of the person concerned.

No equipment that is capable of taking still or moving photographs may be used for this purpose in changing areas.

## **Section C: Pastoral Care, Child Protection, Behaviour & Discipline**

### **C.11 Child Protection/Safeguarding**

#### Contact Details

##### **University College School**

Frognaal  
Hampstead  
London  
NW3 6XH  
Tel: 0207 435 2215  
Headmaster: Mr K.J.Durham

Member of Council responsible for Child Protection: Mr Colin Holloway  
Contact details: colin.holloway@myzen.co.uk

##### **Phoenix School**

36 College Crescent  
Hampstead  
London  
NW3 5LF  
Tel: 020 7722 4433

In the case of any possible child protection issue with a pupil, contact  
Nik Watt (Designated Child Protection Officer)

Or

Caroline Edwards (Designated Child Protection Officer, EYFS)

##### **Junior School**

11 Holly Hill  
Hampstead  
London  
NW3 6QN  
Tel: 020 7435 3068

In the case of any possible child protection issue with a pupil, contact  
Sharon Martin (Designated Child Protection Officer)

Or

Louisa Strange (Assistant Child Protection Officer)

##### **Senior School**

Frognaal  
Hampstead  
London  
NW3 6XH  
Tel: 0207 435 2215

In the case of any possible child protection issue with a pupil, contact  
David Colwell (Designated Child Protection Officer)  
Or  
Adrian Barnish (Assistant Child Protection Officer)  
Or  
The Headmaster.

In addition, ensure that his/her Warden knows:

Entry Form: Adrian Barnish  
Shell: Ian Gibson  
Baxter's: Stewart FitzGerald  
Black Hawkins: Steve Hawley  
Evans: Tom Underwood  
Flocks: Geoff Plow  
Underwoods: Andrew Wilkes  
Olders: Lisa Jenkins (Mon, Tue, Weds.)  
          Jennifer Kung (Weds, Thurs, Fri.)

**London Borough of Camden**

Contact details:  
Child Protection Lead Officer  
Name: Bodil Mlynarska  
Contact details: 0207 974 6999

Safeguarding Lead Officer, West End Lane  
Name: Patricia Denney  
Contact details: 0207 974 6628

Referrals to Duty and Assessment team:  
Tel: 0207 974 6600  
Fax: 0207 974 6611

## **Child Protection Policy**

### Introduction

University College School fully recognises its duty of care towards all its pupils in each school in the Foundation. Its statutory duties are set out in The Children Act (1989), the 1996 Education Act, the 2002 Education Act and 'Working Together to Safeguard Children' (2006), Safeguarding Children and Safer Recruitment in Education (dcsf 2007) and the Early Years Foundation Stage Statutory Framework (May 2008). This policy is based on those documents and interprets their requirements in the context of UCS. While setting out current aims and procedures, the Policy is annually reviewed and may be revised in the light of changing circumstances.

### Policy Aims and Implementation

The legislation places on all teaching staff, non-teaching staff, governors and others who have responsibility for or immediate contact with pupils at UCS a duty to both **safeguard** and **promote** their welfare. Understanding of the term 'welfare' has recently been widened to embrace health, happiness and overall development (physical, intellectual, social and behavioural) as well as protection from suffering physical harm.

In particular, UCS holds both a moral and a legal responsibility in respect to the protection of its pupils from physical, sexual and emotional abuse. The school fully recognises the contribution it can make to protect and support pupils in all matters of child abuse and maltreatment.

The school follows local safeguarding procedures and works within the guidelines provided by the London Borough of Camden.

The Headmaster has appointed Designated Child Protection Officers in each school in the Foundation:

Senior School: David Colwell, Deputy Head (Pastoral)

Senior School Assistant: Adrian Barnish

Junior Branch: Sharon Martin, Deputy Head (Pastoral)

Junior Branch Assistant: Louisa Strange

Phoenix School: Nik Watt, Deputy Headmistress

Phoenix School Assistant and EYFS Designated Officer: Caroline Edwards

David Colwell also co-ordinates the work of the Child Protection Officers, acts as the link with the Local Authority and other public agencies and, in conjunction with the Headmaster, liaises with Council alongside the School Governor charged with child protection responsibility. He marshals all information received by the school on matters related to child protection and attends training courses relevant to this role. There is an annual review of the Policy and its working, and any recommendations for changes are approved by the Headmaster before they are submitted to Council for adoption. Council itself reviews practice, and updates and approves the policy on an

annual basis. Any perceived deficiencies or weaknesses in child protection arrangements will be remedied without delay.

The Child Protection Officers' training in Child Protection and inter-agency working is updated every two years, and that of the School's staff is updated every three years. Part-time and voluntary staff are also made aware of the arrangements for child protection in the School.

Council has nominated Colin Holloway as the Governor with responsibility for child protection issues. His task is to assist in monitoring and reviewing the policy and its implementation, to advise the Headmaster on any matters needing immediate attention and to liaise with the Chairman of Council, when necessary.

The Child Protection Policy will be made available in extract to all pupils and parents on the school website and in full to parents and other bona fide enquirers on request.

In dealing with child protection issues, other UCS policies may need to be considered, such as: Anti-Bullying; Equal Opportunities; Educational Trips Guidance; Health and Safety Policy; Rewards and Sanctions; School Code of Conduct

#### Safe Recruitment

The Acts lay down the checking procedures for the appointment of all staff who have significant contact with pupils, teaching and non-teaching, permanent or temporary, full or part-time. In addition to those areas of school life which are integral to the school day the Acts explicitly include those related to out-of-school activities and trips during the holidays.

To this end the School has put in place safe recruitment procedures for all staff directly employed by UCS and updates these in light of changing legislative requirements, such as the introduction of the Safeguarding Agency. Before employment is confirmed, all staff are checked for their suitability to work with children through the Criminal Records Bureau at Enhanced Level. All referees are asked to confirm that they know of no reason why a candidate should not work with children under the terms of the Children Act. Agencies working on behalf of the school, such as travel firms or school trip organisers, must ensure CRB clearance of their employees and notify the school of satisfactory compliance. The school is required to report to the Independent Safeguarding Authority (ISA) within one month of leaving the school any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. Such reports will include as much evidence about the circumstances of the case as is possible. The address for referrals is P.O. Box 181, Darlington, DL19FA; telephone: 0300 123 1111.

#### Promoting the Welfare of Pupils

There are three main elements to this aspect of the UCS Child Protection Policy, all of which are integral to the wider aims and the daily programme and conduct of school life.

- a. Prevention. This underlies the positive school atmosphere, the way that teaching and learning are conducted and the pastoral provision for pupils.
- b. Protection. This is explicit and implicit in the agreed procedures of school life and the direct attention paid to the way that staff respond appropriately and sensitively to concerns related to child protection and pupil welfare.
- c. Support. This represents the help and practical assistance given to pupils and others who have been abused or feel that they have been victims of similar maltreatment.

### Defining Child Abuse

The law recognises four broad categories of abuse, all of which relate to children and young people under the age of 18. The maltreatment may fall into more than one category.

**Physical abuse:** Any form of physical injury where there is definite knowledge or reasonable suspicion that the injury was deliberately inflicted or knowingly not prevented by any person having custody of the child. Physical abuse may involve hitting, shaking, throwing, poisoning (including giving a child inappropriate drugs or alcohol), 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 or deliberately induces illness in a child.

**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 penetrative acts or non-penetrative acts. This may include non-contact activities, such as involving children looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

**Neglect:** This is 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 and development. Neglect may involve a parent or carer failing to provide adequate supervision, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Emotional abuse:** This is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interactions. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, 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, though it may occur alone.

## The Response of the School to Allegations of Child Abuse

UCS seeks to act as best it can to protect all pupils in its care. Although the school is **not** an investigation or intervention agency, it does acknowledge that it may have an important role to play in the recognition and referral stage of child abuse. Teachers and non-teaching staff at UCS are particularly well-placed to observe outward signs of abuse, changes in behaviour or failure to develop, by virtue of their day-to-day contact with children. All adults working with children have a responsibility to protect children.

**Where any member of staff or parent suspects that a pupil is subject to any of these categories of abuse or has a disclosure of such abuse made by the pupil to him or her, then it is the duty of that person to report the matter immediately and in complete confidence to the Child Protection Officer and the Head of the school.**

Where it is clear that a pupil is being bullied by another pupil or by a group of pupils, action will be taken by the school according to the procedures set out in the Anti-Bullying Policy. If it alleged or known to be the case that a pupil is being abused by another pupil or pupils, or by any adult, inside or outside the school, the Head will request a written statement of the circumstances that give rise to suspicion, in consultation with the appropriate Child Protection Officer, and, where it is helpful, other agencies, including the nominated Governor and the school's Medical Officer, will judge how to proceed. All allegations of child abuse which fall within the categories described will be reported immediately (within 24 hours) to the designated Officer of the Local Authority (London Borough of Camden.). It must be emphasised that it is not the school's responsibility to investigate the reliability of allegations of this kind. Parents, pupils and others may approach the Department directly. Contact details appear at the beginning of this policy.

If an allegation of abuse is made against a member of staff or other employee of the school, or a person working as a volunteer at the school, a written statement of the nature and circumstances of the alleged abuse should be agreed and signed by the pupil concerned under the supervision of the Head who in this instance assumes the role of Child Protection Officer. If the Head is satisfied that there is a case to answer, then the matter becomes one of staff discipline and will be referred through the nominated Governor and the Chairman to an appropriate committee of Council. The employee is likely to be suspended from service (on full pay) while the issue is considered and will be entitled to legal representation. Should an allegation be made against the Designated Teacher with responsibility for Child Protection, the member of staff receiving the allegation should immediately inform the Head. If the Head is absent the information must be passed on to the Chairman of Council. Should an allegation be made against a Head, it should be reported to the Child Protection Officer who will pass this directly to the Chairman of Council. He will receive any written statements and take responsibility for the subsequent process. Again, in cases of this nature, the matter will be reported immediately to the designated Officer of the Local Authority.

All consideration of allegations of abuse and maltreatment will be treated with the utmost discretion. Where written statements or records exist, they will **not** be stored in files to which access is open.

## Annex 1 – Guidelines for Staff

### *How do I recognise child abuse?*

As well as obvious non-accidental injuries, injuries which are not consistent with the explanation given and incidents reported by others, the following signs may be significant in the light of other concerns:

- Unusual tiredness, inappropriate clothing, poor personal hygiene
- Change in appetite – unusual increase or loss
- Unexplained patterns of absence or lateness
- Sudden behaviour or mood changes – panic attacks, hyperactivity, extreme passivity, depression
- Acting out – aggressive, disruptive, unacceptable or inappropriate behaviour which may indicate stress or turmoil
- Reluctance to change for games or swimming
- Fear of medical treatment
- Telling of a “friend with a problem of abuse”

It is important that these factors should not be seen in isolation but considered within the context of the child’s overall demeanour and the parent/child relationship. They are clues which should alert us to possible problems.

In addition to the above, the following may be symptomatic of sexual abuse: Delayed or no learning progress, low self-esteem, acting in a sexually inappropriate way towards adults and/or peers, unease or unusual behaviour with adults, sexualised drawings, self-injury, distinct changes in behaviour.

### *What should I do if I suspect that a child has been abused or is at risk?*

It is important to listen to and reassure that child. Get as much information as you can **without appearing to interrogate them**. Then make careful notes of what was said, **devoid of opinion, suspicion or speculation**, and speak immediately with the relevant Child Protection Officer.

**Say nothing to the parent/care at this stage, unless the information comes from them.**

**Listening to young people** – these skills are based on basic counselling techniques: You should minimise what you say, allowing the pupil to tell his/her story without being silenced.

**Acceptance** – Listen to what you are told without displaying your own feelings. **You** do not need to decide if the story is true or not. Do not make notes in the presence of the child.

**Confidentiality** – **Never promise confidentiality**. Be prepared for this request and rehearse your response in advance, e.g. “I am only too ready to listen but at this point I can’t promise confidentiality....”

**Reassurance** – Acknowledge their courage in telling you but do not say, “It will be OK now.” And do not apportion blame to anyone.

**Questioning** – Ask as few questions as possible. Ensure that your questions are open-ended and not leading, e.g. “Did your step-father do this?” (*Leading*) “Do you want to tell me who did this?” (*Open-ended*) Avoid asking for details that you, as a teacher, do not need to know. Clarify what has been said. If necessary, reflect back what has been said to give the young person an opportunity to correct you. Never ask the pupil to write down details in an abuse situation – it could be used as evidence in any police investigation. Leave that to the police.

**Explaining** – You should explain what you will do with this information (i.e. refer it to the designated teacher who may then take it further).

**Recording** – Make notes as soon as possible after the interview. Include date, time and place, and who was present. Record verbatim whatever phrases you can recall the child using. Describe the observable behaviour (e.g. crying). Do **not** tape the interview.

**Support** – Think about what support is necessary for the pupil.

*How will I know what has happened as a result of the referral?*

The Child Protection Officer will ensure that you are informed of the outcome.

*Will I be personally liable if my concern proves unfounded?*

**NO** – You were merely reporting a concern, not making an accusation. Any legal responsibility is the School’s and you will only be criticised for failing to follow the procedures.

*I’ll deal with this when I have more time.*

**Don’t delay.** Delays may literally be fatal. Ask yourself this question, “What is the worst thing that can happen if I do not act?” Make this a priority.

*What support is available to staff?*

The Child Protection procedures have been designed to foster a supportive structure for those staff who have to deal with the victims of abuse. It would be wrong and damaging to ignore the emotions that are generated by this experience. You should never feel that you are without support when you are closely involved with such cases.

*What should I do if a pupil alleges that they have been abused by a member of staff?*

Listen to the child, reassure them, make a careful note of what the pupil has to say, do not quiz the child and **say nothing to the alleged abuser or the child’s parents. Allegations must be reported to the Head. The Head automatically assumes the role of Child Protection Officer in cases where allegations involve staff.** In order to ensure the child’s safety and to protect innocent staff from malicious allegations, **it is vital that you exercise complete discretion in these circumstances.** Should the allegation concern the Head, it should be reported at once to the Child Protection Officer who will then refer the matter to the Chairman of Council

## **Annex 2 – Staff/Pupil Relations**

Staff will be well aware that cases of child abuse have become more numerous and more widely reported and that in their wake has been a plague of malicious allegations and threats. In a litigious and sensation-seeking age, colleagues are advised to exercise care and discretion in the way that they handle staff/pupil relations. It is essential that pupils at UCS should continue to feel comfortable and secure in their relationships with members of staff. Actions which pupils may reasonably interpret as improper or ‘edgy’ are unacceptable, no matter how good the intention. To this end the following guidelines are recommended.

### ***1. Individual interviews with pupils***

One to one interviews in closed rooms should only take place during times when the immediate vicinity is well populated and as part of a general programme of activities. To carry out such interviews outside the normal school day or rehearsal/practice schedule could cause anxiety to pupils and could place a member of staff in a compromising situation. If it is anticipated that an interview may prove confrontational, the presence of a second adult is prudent.

### ***2. Transport of pupils***

Colleagues should not give lifts in their cars to individual pupils. If this is unavoidable, the pupil should travel in the back seat.

### ***3. Home visiting***

Colleagues should not visit pupils at their home unless a parent is present. Colleagues should not invite a pupil to their home alone.

### ***4. Outings***

Colleagues should not take individual pupils on any outings. In the Senior School for an outing of one day or less, one adult may supervise up to 15 pupils. Any overnight trip must be accompanied by at least two adults. Equivalent arrangements for Junior Branch and Phoenix pupils are set out in the Staff Handbooks. Guidance about the use of consent forms for out-of-school activities to be completed by parents/guardians is also set out in the Staff Handbooks and should be followed scrupulously.

## **Section C: Pastoral Care, Child Protection, Behaviour & Discipline**

### **C.12 Child Protection Induction & Training**

Dr David Colwell, the Pastoral Deputy Head, is UCS's Child Protection Officer (CPO). He has been fully trained for the demands of this role and regularly attends courses with other child support agencies to ensure that he remains conversant with best practice, and that our policies and procedures are current and follow best practice. He receives refresher training every two years, and maintains close links with the Local Safeguarding Children Board (LSCB) for the London Borough of Camden.

Every member of staff needs to be confident that he or she understands his or her role in:

- Keeping children safe
- Promoting the welfare of pupils
- Promoting equal opportunities and inclusion
- Preventing bullying and harassment

To this end, Child Protection Training is organised for all staff every three years.

Every new member of the teaching staff is required to attend a training session on child protection. These sessions are organised by David Colwell and every effort will be made to hold them within the first week of the arrival of a new member of staff at the school.

All new staff will be expected to become familiar with our policies on:

- Child Protection
- Pupils and Confidentiality Issues
- Practices and Procedures when a Member of Staff faces Allegations of Abuse

Copies of these documents can be found on our web site.

## **Section C: Pastoral Care, Child Protection, Behaviour & Discipline**

### **C.13 Interactions with Pupils**

The very informal relationships that are part of the UCS way of life may give rise to more physical contact between pupils and between pupils and staff than might be the norm in schools. However, members of staff should always be aware that physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well intentioned informal and formal gestures such as putting a hand on the shoulder or arm, can, if repeated regularly, lead to serious questions being raised. As a general principle members of staff must not make gratuitous physical contact with their pupils. It is particularly unwise to attribute touching to one's teaching style or as a way of relating to pupils.

There are, of course, occasions when it is appropriate and proper for staff to have physical contact with pupils, and examples are given below. Physical contact should be in response to a pupil's needs at the time, of limited duration, and appropriate given their age, stage of development, gender, ethnicity and background.

Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint in exceptional circumstances.

#### **Acceptable Physical Contact**

There may be occasions where a distressed pupil needs comfort and reassurance which may include physical comforting such as a caring parent would give. Members of staff should use their discretion in such cases to ensure that what is, and what is seen to be by others present, normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek the advice of the Headmaster or a Deputy Head.

Some members of staff are likely to come into physical contact with pupils routinely in the course of their duties. Examples include: showing a pupil how to use a piece of apparatus or equipment; demonstrating a move or exercise during games or PE, and demonstrating or posture in music or dance lessons. This should always be done with the pupil's understanding of the reason and their consent, and in an 'open' environment. Members of staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted.

There may be occasions where it is necessary for staff to restrain a pupil physically to prevent him/her from inflicting injury to others or self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. Where an employee has taken action to physically restrain a pupil s/he should make a written report of the incident in the form prescribed by the school's policy on restraint.

## First Aid

No medicine should ever be given to a pupil by a member of staff without formal written parental consent. This includes aspirin, ibuprofen etc. Members of staff are not expected to administer or to supervise the taking of medicines unless specifically authorised and trained to do so. Pupils needing medication regularly should have an individual treatment management plan drawn up by the school nurse.

Members of staff who have to administer first aid should ensure wherever possible that other pupils or another adult are present if they are in any doubt as to whether necessary physical contact could be misconstrued. In exceptional emergency circumstances it may be necessary for an untrained member of staff to intervene. If so, one should only do the minimum required whilst awaiting specialist support.

Any accident or first aid administration should be reported to the school nurse during the school day, or to a senior member of staff outside the normal school day, as parents must always be informed.

A member of staff should always accompany a pupil taken to hospital by ambulance, and should stay until the parent arrives.

## Gifts

Members of staff should take care in receiving or giving gifts to pupils which could be misunderstood. One should not accept any gift which might be construed by others as a bribe, or lead the giver to expect preferential treatment.

Gifts from members of staff to individual pupils should only be given as part of the agreed school reward systems. In any other context, one must ensure that any gifts given are of insignificant value and given to all pupils equally.

## Reporting incidents

Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued s/he should discuss the matter with the Headmaster. The member of staff should provide a written report of the incident. A detailed written report should always be made if a member of staff had been obliged to restrain a pupil physically, or where a complaint has been made by a pupil, parent or other adult.

## Physical Restraint of Students

As a general rule, members of staff should always avoid physical restraint or the use of force towards students. However, there may be very rare circumstances in which such restraint is necessary. The following are general guidelines:

- The use of force can only be regarded as reasonable if the circumstances of a particular incident warrant it. So, the use of force will **always be regarded as unlawful** if an incident could have been resolved without it.
- Similarly, the degree of force employed must be in proportion to the circumstances. Any force used should be the **minimum needed** to achieve the desired result.
- It should also be remembered that whether it is reasonable to use force and the degree of force employed will depend upon factors such as the age, the level of understanding of the student and any physical disability that s/he may have.

### ***When might it be appropriate to use reasonable force?***

The use of force will only be appropriate where other behaviour management strategies have been tried and have failed or where such strategies are inappropriate (e.g. in an emergency). Such occasions must also fall into one of two broad categories:

1. Where action is necessary in self-defence or because there is imminent risk of injury to another person.
2. Where there is a developing risk of injury, or of significant damage to property.

Examples of such situations include:

A student attacks a member of staff or another student; students are fighting; a student is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials; a student is or appears to be under the influence of alcohol or illegal substances.

### ***What might be regarded as constituting reasonable force?***

Members of staff should never act in a way that might reasonably be expected to cause injury (e.g. slapping, punching, throwing an object, holding or pulling by the hair or by the ear, holding a student face down on the ground etc.)

Acceptable physical intervention might take the form of:

- Physically interposing between students
- Blocking a student's path
- Leading a student by the arm
- Shepherding a student away by placing a hand in the centre of his/her back
- **Only in extreme cases**, using restrictive holds, pushing or pulling.

### **Recording of incidents where reasonable force has been used**

The Headmaster must be informed of such incidents and a written report must be made as quickly as possible. The report should include:

- The name of the student(s) involved,
- The place and time of the incident
- The names of witnesses (members of staff or students)
- The reason that force was necessary
- The steps taken before the use of force
- The student's response
- The outcome of the incident

- Any obvious or apparent injury suffered by the student or any other person and any damage to property

### Private Cars Used for School Business

Members of staff may use their private cars on school business, but approval for trips other than between school sites must be given by the Headmaster. As noted in the Insurances section, the school carries insurance over for **occasional** business use of private cars by members of staff.

Members of staff should never transport a pupil to hospital in their own vehicle following an accident, but should always call an ambulance.

### Private Meetings with Pupils

There will be occasions when a confidential interview or a one-to-one meeting is necessary, but, where possible, such interviews should be conducted in a room with visual access, or with the door open or ajar, or in a room or area which is likely to be frequented by other people. If possible, another adult should be nearby. Where such conditions cannot apply, members of staff are advised to let a colleague know that the interview is taking place.

In private one to one meetings it is strongly advised for the member of staff and pupil to sit either side of an item of furniture, such as a desk. The member of staff should never be in a position that is between the pupil and the door.

If there is any reason to be concerned about a one-to-one meeting in advance, because of a pupil's previous behaviour or vulnerability, one should always arrange for a colleague to be present, especially where there is a gender difference.

For private interviews with pupils members of staff should never use 'engaged' or equivalent signs.

Meetings with pupils away from the school premises should only be arranged with the specific approval of the head teacher.

## **Section C: Pastoral Care, Child Protection, Behaviour & Discipline**

### **C.14 Confidentiality**

It is not possible, nor is it right, for a member of staff to ever suggest that he/she is able to treat a conversation with a student with complete confidentiality. A member of staff has an absolute duty (which must always be respected and preserved) to report to and to consult with a senior pastoral colleague or with the Headmaster in determining how best to support a pupil who is in difficulty or who is concerned for others. In matters where the safety or security of a pupil is at risk (or where there is a possibility of such risk) this duty of consultation and report must never be ignored.

However, students should be reassured that a private conversation with a member of staff will always be treated with the utmost respect and will only be shared with others in order that the school may better support and secure the interests of the student concerned and/or other students.

## **Section C: Pastoral Care, Child Protection, Behaviour & Discipline**

### **C.15 Using Images of Pupils**

UCS is proud of the achievements of all of our pupils in their academic, artistic and sporting endeavours. We will often photograph students during their engagement in all kinds of school activities both on and off the main school sites. We like to display such photographs around the school, on our web-site and in our printed publicity materials. The school is occasionally visited by local press photographers for a similar purpose.

We also retain photographs of our pupils for administrative purposes.

Our use of photographs of students is managed in accordance with laws and guidelines relating to data protection and to child protection.

#### **The Principles Governing our use of Photographs of Pupils**

Parents who accept a place for their child at UCS are invited to agree to the school using anonymous photographs of their child and information relating to his or her achievements for promotional purposes, which may be published in the prospectus or on the web site, as well as displayed within the premises, and in bulletins sent to the school community. The consent form that we use for this purpose is attached. (Full details of the school's Data Protection Policy and of its Records Keeping Policy are available on request).

Where parents or guardians withhold permission for images of their children to be used by the school, appropriate staff will be informed and effective controls put in place. If we are aware that press photographers are due to attend a particular school event, we will make every effort to ensure that such children are excluded from subsequent photographs. However, we cannot absolutely guarantee that this will always be possible. We will always complain to the Press Complaints Council (PCC) if the media fails to follow the appropriate code of practice for the protection of young people, either while photographs are taken or when they are published.

The images that we use for displays and communication purposes never identify an individual pupil. We only use images of school activities, such as plays, concerts, sporting fixtures, prize-giving, school trips etc in their proper context. We never use any image that might embarrass or humiliate a pupil. Pupils are always properly supervised when professional photographers visit the school.

Other than for routine administration, we will only use images of our pupils for: internal display (including clips of moving images) on digital and conventional notice boards within the school premises; communication within the school community through magazines, newsletters and e-zines; marketing the school both digitally by web site, by displays on Open evenings and by prospectus. We have a procedure in place for checking and updating our web site on a regular basis; expired material is deleted at that time. We follow BECTA guidance on e-safety.

### Administrative Use of Images of Pupils

All pupils are photographed on entering the school and, thereafter, at three yearly intervals, for the purposes of internal identification.

These images are securely stored in the password-protected area of the staff database or in locked filing cabinets, where access is restricted to academic, pastoral and school office staff. They are reviewed annually and are deleted when no longer required, or when a pupil leaves UCS.

### Staff Awareness of Policies Regarding Images of Children

The Staff Handbook includes guidance on the school's policy on taking, using and storing images of children. All staff have a copy of this.

### Use of Cameras by Parents and Others

Parents are welcome to take photographs of their own children taking part in sporting and outdoor events. When an event is held indoors, such as a play or a concert, parents should be mindful of the need to use their cameras and recording devices with consideration and courtesy for the comfort of others. Flash photography can disturb others in the audience, or even cause distress for those with medical conditions; we therefore ask that it is not used at indoor events. Parents are also reminded that copyright issues may prevent us from permitting the filming or recording of some plays and concerts. We always print a reminder in the programme of events where issues of copyright apply.

We ask parents not to take photographs of other pupils on their own, without the prior agreement of that child's parents.

### The Responsibilities of Students

Improper use of photographs and images of other students can be a source of considerable discomfort or unhappiness, and can constitute or contribute towards bullying. All pupils are encouraged to be properly aware of this and to remember it when taking photographs themselves (especially using mobile phones) or when they are aware of others doing so.

The following principles should always be remembered:

- The use of cameras or cameras incorporated within mobile phones is not allowed in washing and changing areas.
- Photographs should never be taken with the aim of embarrassing or humiliating another person.
- Images should never be made public to others, over the internet, on social networking sites or in any other way without the consent of the individual(s) photographed.

- Any concern about the misuse of photographic equipment or of images of others should be reported to a member of staff.

## **Section C: Pastoral Care, Child Protection, Behaviour & Discipline**

### **C.16 Every Child Matters**

In 2003, the Government published a Green Paper called *Every Child Matters*, a shared programme of change to improve outcomes for all children and young people. The Children Act 2004 is the legal underpinning for Every Child Matters, which sets out the Government's approach to the well-being of children and young people from birth to age 19.

At University College School, we believe that every child matters. We strive to ensure our pupils will:

#### **Be Healthy**

*Here are some of the initiatives we use to promote healthy lifestyles:*

- The school has a Medical suite and a Nurse is available to ensure that injuries and illness can be assessed and dealt with immediately
- A School Counsellor is also available to see pupils about issues which are causing them concern
- Healthy school lunch menus
- An extensive programme of PE and Games lessons per week with specialist teachers
- A range of additional sporting activities at lunchtimes and after school
- Timetabled PSHE lessons
- Extensive Health Education in Science and PSHE (see Schemes of Work)
- T7 sessions/discussions in Year 12
- Additional meetings for both pupils and their parents arranged by the Head of PSHE to provide information about drug and alcohol abuse

#### **Be Safe**

*Here are some of the ways in which we try to keep our pupils safe:*

- Child Protection Policy in place
- Child Protection Designated Officer and Assistant Officer in place
- Anti-Bullying Policy in place
- Appropriate supervision of pupils on site
- Risk assessments on all trips
- Risk assessments in curriculum planning where applicable
- Strong, caring relationships between staff and pupils
- Basic first aid training for all staff
- Basic fire safety training for all staff
- School Nurse on site during school day, also six fully qualified First-Aiders
- First Aid Kits in all appropriate areas
- Controlled entrance and access to school during school day
- Security cameras on school site
- Appropriate Fire Safety Policy and Procedures and Fire Safety Officer
- Regular fire drills

## **Enjoy and Achieve**

*Here are some of the ways in which we help our pupils to enjoy and achieve:*

- A stimulating, challenging and appropriate curriculum
- Generous resources and specialist teaching rooms
- Individual and small group support (both short-term and long-term) to help overcome any barriers to learning
- Use of state-of-the-art facilities including swimming pool and gymnasium
- 26 acres of playing fields
- Subject-specialist teachers
- Regular achievement celebrations in school assemblies
- Use of Commendation Cards, Certificates and Ties to reward achievement
- Educational day trips and visits
- Residential trips and visits
- Guest speakers and visitors
- A range of events such as Science week and the Literary Festival
- Theatre outings and visits from theatre companies
- A wide range of extra-curricular activities and clubs
- Older pupils mentoring younger pupils
- Duke of Edinburgh Award Scheme available to pupils
- 6<sup>th</sup> Form Committee organise annual Ball

## **Make a Positive Contribution**

*Here are some of the ways we try to encourage all of our pupils to make a positive contribution:*

- Appropriate Policies in place – PSHE, Discipline, Behaviour, Rewards and Sanctions,
- Use of PSHE lessons
- Senior members of school invited to take wide range of responsibilities, including showing round prospective parents and pupils
- Duke of Edinburgh Award Scheme available to pupils
- Community Action Week and many other charitable fund-raising events
- Recycling paper
- Regular competitions E.g. debating, Maths Challenge; sports, drama, etc.
- Promoting citizenship in PSHE
- Pupils encouraged to take part in school assemblies
- Pupils encouraged to represent their Deme and the School at sport and to take part in plays and concerts
- Outreach to other schools – pupils help in local primary school
- Outreach within wider community – pupils help in Charity shops; concerts for the elderly, etc.
- Wider outreach – links with Charities in Romania and India; links with ECS in Uganda
- Senior pupils organise and run ‘Make a Difference Evening’ for ECS
- Senior pupils participate in ‘Make Difference Day’ sponsored walk

## **Achieve Economic Well-being**

*Here are some of the ways we help our pupils to gain the tools required to achieve economic well-being:*

- Broad Curriculum and extra-curricular activities providing opportunity
- Pupils achieve high academic standards
- Pupils well prepared for the next stage in their education
- Careers guidance is given to all pupils
- There is a yearly Higher education day for Transitus (year 12) pupils
- Returning Gowers contribute to HE advice
- Help and advice are provided for pupils applying to University
- Mock interviews provided for university applications
- Support and advice for Gap year planning
- High quality ICT provision and advanced ICT skill acquisition
- Pupils taught to use a wide range of presentational skills, including use of ICT
- Pupils given positions of responsibility e.g. sports captain, monitor, etc.
- Pupils contribute to school publications including 'Frognaal' and 'The Gower'.
- Pupils also take responsibility for their own publications
- Countless opportunities to work or play as a team
- Visiting speakers
- Regular trips and visits outside of school
- Community Action Week requiring selflessness and entrepreneurialism
- Professionals visiting school to work with pupils e.g. authors, dentists, etc.
- Active development of PSHE lessons on fiscal awareness and responsibility for self, family and society at large
- 6<sup>th</sup> Form Committee organise annual Ball, senior tuck shop and charitable fund raising events
- Senior Pupils organise and run annual BBQ at sports day
- Senior Pupils offered opportunity to work in Costa Coffee shop and UCS Active

## **Section C: Pastoral Care, Child Protection, Behaviour & Discipline**

### **C.17 Extra-Curricular Activities**

Education at UCS extends far beyond the formal taught curriculum. We offer a genuinely holistic experience to every student, with the opportunity to experience adventurous, aesthetic, charitable, creative, public-spirited, international, entrepreneurial and journalistic activity, as well as the intellectual.

Sport - particularly team-games - is an important feature of life at UCS. All students will have two sessions of sport a week. Our aim is that pupils will enjoy themselves, will grow fitter and will learn from the exhilaration of shared endeavour.

The range of sports available is wide: from rugby, soccer, cricket and netball to fencing, basketball and tennis. All students have the chance to represent the school. There is an annual programme of overseas touring covering a variety of sports.

Art, Music and Drama are also central to the school's activities. All pupils have the opportunity to participate in creative art outside the curriculum. Our annual Literary Festival brings writers, film-makers, artists and poets into the school to work closely with students.

School concerts are held throughout the year and all students have the opportunity to participate in music-making (rock and jazz as well as classical singing and playing) of the highest order.

There are ensembles for students of all levels of experience and ability. Our symphony orchestra numbers almost one hundred players. Overseas music tours are arranged each year.

In addition, students have the opportunity to contribute to the school magazine, *The Gower*, which is produced annually, and to our termly Newsletter, *Frognal*. They often establish magazines or broadsheets of their own - supervised by staff - frequently sold to raise money for charity.

It is hard to do justice to the wealth of extra-curricular clubs and societies that meet throughout the school year. All of the subjects of the curriculum are represented. We regularly welcome distinguished academics, commentators, politicians, journalists, novelists and poets to speak to our students during the lunch-hour.

In keeping with the UCS ethos, students will often take it upon themselves to set up new clubs catering to particular areas of interest or shared activity. Although the vast majority of clubs and societies have a member of staff as their patron, the pupils themselves are largely responsible for organising, promoting and advertising their club's activities. There is a plethora of film clubs, religious societies, comedy clubs, gaming societies and reading groups that come and go from year to year reflecting the shifting enthusiasms of our pupils. A list of clubs and societies is published each year, and announcements are made every week in Monday's Assembly to provide details of meetings and activities.

## **Section C: Pastoral Care, Child Protection, Behaviour & Discipline**

### **C.18 Supervision of Pupils at School**

#### Supervision During the School Day

All students are required to be at school in time for morning registration at 8.50 am. Parents must ensure that their son/daughter attends on time each day. The school day ends at 4.00 pm. On days when pupils are taught games in the afternoons, they will be released from the playing fields (or other games venue) rather than from the main school site, at approximately 4.00 pm (although timings on these days are necessarily more flexible) Separate arrangements are made to transport pupils back to Frognal for after- school rehearsals, or other official school activities on these games afternoons. Supervision on the Senior School site terminates at 4.45 pm.; unless they are involved in an official school activity, pupils should have left school by that time.

For all morning games sessions and for those involving students in the Lower School and the Lower Remove, pupils travel to the school playing fields by coach, accompanied by a member of staff.

In the Remove and above, students will make their own way to the playing fields and will not be supervised by a member of staff.

Other than on games days, pupils in the Lower and Middle Schools may not leave the school site without the permission of a Deme or Year Warden. Members of the Transitus and Sixth may leave the site at lunch-time and may leave school following their final afternoon lesson. They must sign out whenever they leave the site.

Each day two teams of teaching staff are on duty. One team supervises the Refectory and the other team supervises the school site before, during and after school, including playgrounds and classrooms. The Deputy Head (Pastoral) appoints duty team leaders who are responsible for allocating members of staff to the various duties. Duty teams are posted in the Common Room daily.

#### Supervision Out of School Hours

Pupils involved in official school activities after the end of the school day or out of term-time will always be under the supervision of a responsible member of staff. Pupils in the Lower Remove year and below will remain under his/her supervision until they are collected by their parents or have left to make their own way home, with the consent of their parents. Circumstances may well arise where a supervising member of staff must trust a pupil's word over the question of parental consent.

## **Section C: Pastoral Care, Child Protection, Behaviour & Discipline**

### **C.19 Trips & Excursions**

Educational trips are regularly arranged by members of staff. Some will take place during school time, others during evenings, weekends or holidays. Attempts are made to achieve an appropriate balance between such excursions and normal curriculum work.

Staff must always seek the approval of the Vice Master before arranging any trip and are required to undertake a full risk assessment whenever trips are planned. The normal ratio of teachers to pupils (aged 16 and below) should be 1:10.

#### **Remote Supervision**

There will be occasions when, usually in order to pursue independent study, students are not directly under the supervision of teachers during out of school activities, trips and excursions. On such occasions pupils

- will be given clear geographical boundaries, and a time and location for rendezvous,
- will be clearly instructed to remain in a minimum group size of 2, 3 or 4 according to their age, and the nature of the activity,
- will be informed of the exact whereabouts of members of staff
- will be given a safety briefing prior to being dismissed.

#### **Parental Consent**

Specific consent will not normally be sought for educational visits or activities that take place wholly within scheduled lesson times. These activities will always be supervised with the same level of care that would be applied during any school activity.

Where trips extend beyond the confines of lessons, the teacher in charge will inform parents in writing of the nature of the trip, providing full details of the mode of transport, insurance arrangements and supervision arrangements. If the trip involves an overnight stay, then information will be given on the nature of the accommodation with any further relevant details. Parents will always be asked to sign a specific Consent Form for any trip or excursion of this kind and pupils will be asked to complete a Code of Conduct form. Unless these forms are received, the pupil will not be allowed to go on the trip. Where trips involve a financial cost to parents a clear statement of the likely cost will be included on in the letter to parents.

#### **Behaviour**

The standards of behaviour expected from pupils on trips are exactly the same as those expected at school. Pupils must be particularly aware of the responsibility that teachers carry for their health and safety, and must always obey the instructions of their teachers or of other designated group leaders or instructors.

## **Section C: Pastoral Care, Child Protection, Behaviour & Discipline**

### **C.20 Careers Education**

The majority of students at UCS will go on to higher education, following the traditional route of A Levels then University (with a small group going onto an arts foundation course, drama school etc). A large minority will have clear career aspirations and will select A Levels and degree courses accordingly; the majority will have vague goals and aspirations and will select A levels and degree courses mainly out of interest and/or perceived usefulness and marketability.

The Careers Guidance programme at UCS adopts a number of broad themes ultimately designed to help with Careers choices whether they are made at 16, 18 or post degree. We acknowledge that most students will now spend a number of additional years training and/or working in a variety of fields before they settle on a “career”.

#### **Brief description of Careers Guidance delivered at UCS**

In the lower school the entire careers programme is devoted to personal awareness and ones place and contribution to their environment. This is delivered entirely within our PSHE programme.

In the middle school we aim to introduce pupils to a working environment and address a number of careers related areas they may not have considered. We help pupils reflect on their skills and strengths, offer aptitude testing and a career guidance interview. If a specific career is requested we will then inform them of any requirements; if not we will offer thought-provoking suggestions. We hope to help focus pupils’ minds when making subject choices for GCSE and A-Level. This all is done in tutor periods and outside of lessons.

Key events:

- Lower Remove Going to Workday
- GCSE choices
- Upper Remove Morrisby psychometric/ aptitude assessment
- Careers Guidance interviews with outside interviewers

In the senior school we encourage all students to seek at least one period of work experience lasting a 1-2 weeks. We ask that students organise their own placements to encourage independence and develop this skill for the future (the growth of internships etc post degree is growing and may become a stepping stone to employment in the near future). We advise that providers offer reasonable activities and tasks appropriate to the students age, ability and experience. We provide all students with guidance, offer leads or introductions and, on occasion, we can organise the entire placement. The process of University application is supervised by the Senior Tutors. Whilst it is the school’s policy that students should take maximum responsibility for the many decisions involved in their own university application, the Tutors and pastoral staff offer continual guidance. A presentation is offered to parents of Transitus students and they are kept fully informed of

the progress of their son's application. The majority of this is provided through our weekly T7 programme.

Key events:

- Work experience
- University applications
- Higher Education seminar

In addition to the programme we have several guest speakers coming in throughout the year to give lunchtime talks on a wide range of careers.

### Work Experience

We believe that some experience of working life can be a valuable element of the education of teenagers:

- It offers them a valuable introduction to the routines and disciplines and to the nature of the team relationships that are likely to be required of them in their working lives.
- It encourages them to recognise both the similarities and the differences between the demands of formal education and of working life.
- It may, therefore, help in a small way to prevent students from developing habits in their years of education which will make working life harder for them.
- Their particular experience may help them towards private career decisions, and, thereby, guide them in their further education choices.
- Evidence of relevant work experience can, in certain cases, strengthen an individual's application to further courses of study.
- Finally, and perhaps most importantly, a properly rounded education should incorporate a wide variety of experience and of stimulation. For this reason alone the opportunity for experience of working environments commands a place within a broadly defined curriculum - alongside opportunities for such activities as charitable endeavour, outdoor adventure and foreign travel.

### Out of school work placements

These occur in the Lower Remove (year 9) and the Transitus (year 12). The aim of the "Lower Remove Going to Work day" is to introduce the boys to a different environment where behaviour and expectations may differ from school as well as allowing an insight into potential careers. The Transitus work experience is much longer and is focused on specific possible career choices and providing material for meaningful comments in their personal statements.

Pupils are encouraged to find their own placements for a number of reasons:

- If parental or family contacts are used then a dialogue is opened up between parents and pupils.
- If pupils seek their own placement this develops independence and demonstrates initiative and personal motivation.

- Highly motivated students have a greater flexibility and scope to pursue interests when and where they feel able.

If students struggle to find placements independently we may offer a lead from our files or even organise a full placement. When the school finds a placement in this way UCS ensures all appropriate CRB and "Health and Safety" visits and checks are completed.

All Work Experience placements of which we are aware are followed up. The school requests a report both from the pupil and the employer. This information is used to support University and other applications.

#### Key staff

Richard Tear Head of Careers

Richard Finch i/c Work experience

Russell Chapman Senior Tutor

Steve Wells Senior Tutor

Jennifer Chung Senior Tutor

Lisa Jenkins Senior Tutor

#### Resources

There is a small Careers Section in the School Library of literature and video films, and CEG software is available on the school's intranet system N.B. There are more resources available on the internet and as this is ever growing it may become the main source of information in the near future. We are also a full member of ISCO.