



QUI FACIT PER ALIUM FACIT PER SE

THE PERSE SCHOOL

APPLICATION FOR EMPLOYMENT TEACHING STAFF

(This Application Form must be completed in full. Incomplete Application Forms will not be accepted. CVs will not be accepted in substitution for incomplete Application Forms)

Providing false information is an offence and could result in your application being rejected, or summary dismissal if you have been selected, and possible referral to the teachers' misconduct team, or the police.

Post

Title: _____

Surname:	Forenames:	Maiden or Former Name(s):
Title: Mr, Mrs, Miss, Dr etc (Please state)	Date of Birth:	National Insurance Number:
DfES reference number:	Do you have Qualified Teacher Status: Y/N*	Are you registered with the GTC for England: Y/N*
Address:		
Home Tel. No:	Daytime Tel. No:	Email address:

**please circle as appropriate*

Address of current employer:			Tel. No:
Title of post held:			
Date appointed:	Present Salary:	Current Period of Notice:	
Please describe your current post giving details of your main duties and responsibilities:			
Full Employment History since leaving full time education. Please complete in chronological order: (Please use an additional sheet if required)			
Name and address of employer:	Employed From: (mm/yyyy)	To: (mm/yyyy)	Job Title and key responsibilities/achievements:

If there are any gaps in your employment history please explain them here:

Education, training and qualifications:

School, College, University (full time education)	From:	To:	Course titles and qualifications obtained:
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Please give details of any relevant training courses undertaken after leaving full time education:

Provider of Training	Dates:	Course titles:
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Personal Statement

Using the person specification that you have been sent with your application pack, please demonstrate using examples, your suitability for the position you are applying for. Please include your reasons for applying for and interest in this position.

REFEREES:

Please supply the names and contact details of at least two referees who can comment on your suitability for this position. One should be your current or most recent employer. (N.B. If you are not currently working with children but have done so in the past the second referee should be the employer by whom you were most recently employed in work with children. References will not be accepted from relatives or persons who only know you as a friend).

Name:	1.	2.
Address:	1	2
Status:	1	2
Tel No:	1	2
Email address:	1	2

Please note that we will contact the above referees if you are short listed for this post and seek reference before interview. Also, in relation to work with children we will seek information about any disciplinary issues relating to children and/or child protection concerns you may have been subject to. If you have any concerns about this please contact Mr Matthew Jelley - Deputy Head on 01223 403925 to discuss these issues.

How many days have you been absent from work through sickness in the last twelve months?

Do you suffer from any illness or disability which might affect your ability to carry out the work required of the post? If so, please provide details:	Yes/No
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Are you a car owner:	Yes/No	Do you hold a current licence:	Yes/No
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Do you have any connections to the School eg personal, financial	Yes/No	If so please provide details:
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PERSONAL DECLARATION:

The position for which you are applying involves contact with children and is exempt from the Rehabilitation of Offenders Act 1974 and all subsequent amendments (England and Wales). For these positions you are not entitled to withhold information about police cautions, 'bind-overs', or any criminal convictions including any that would otherwise be considered 'spent' under the Act.

Have you ever been convicted of any offence or 'bound –over' or given a caution? Yes/No

If yes, please give details on a separate sheet and attach it to this form in a sealed envelope marked 'Confidential Disclosure'.

I understand that if my application is successful I will be required to obtain a CRB Disclosure at the appropriate level.

I declare that the information I have given on this form is complete and accurate and that I am not banned or disqualified from working with children nor subject to any sanctions or conditions on my employment imposed by a regulatory body or the Secretary of State. I understand that to knowingly give false information, or to omit information, could result in the withdrawal of any offer of appointment, or my dismissal at any time in the future, and possible criminal prosecution.

Signed:

Date:

Print Name:

Please return this Application Form to:

Miss E Jenkins
Headmaster's Secretary
The Perse Prep School
Trumpington Road
Cambridge, CB2 8EX



THE PERSE SCHOOL

General Details for Applicants for Teaching Staff posts: 2010-11

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History

The Perse School was founded in 1615 under the will of Dr Stephen Perse, a Fellow of Gonville and Caius College. In 1910 The Perse Preparatory School was founded and in 1997 The Pelican Pre-preparatory School was opened. The three schools are housed on separate sites, and each school has its own head teacher and staff. The same board of governors controls the Upper School, The Perse Preparatory School and The Pelican.

General Information

The Perse Preparatory School (7-11) is the junior school for The Perse School. Pupils, who are recruited at 7+ following a competitive entrance test, are highly imaginative, articulate and at ease with a fast pace of work. The School achieves some of the best academic results in the country.

A broad curriculum, which is designed to maximise the potential of all children is delivered, for the most part, by subject specialists. Well over ninety per cent of pupils transfer to The Perse School at 11+.

The past three years have been very exciting times for the school. In September 2007 girls were admitted, and in September 2009 the school became fully co-educational. Pupil numbers have risen to 252 and there are three forms of equal ability in all year groups.

Outstanding classroom and creative arts facilities have just been opened and the Music School has been extended to include a music technology suite.

There is a first rate library with a full-time professional librarian and there are regular visits by authors and poets. The school also has strong traditions in sport, drama and music.

The Upper School (11-18) currently has 763 pupils and recruits at 11+ and 13+ and 16+. The Sixth Form consists of 276 pupils, including 100 girls. In 2008 the school was rated as the third best co-educational independent school in the country by The Times newspaper.

The Upper School has been through a recent development programme. A Music School extension opened in 2003, new science laboratories were opened in 2007, a new Astroturf was completed in 2008 and a new classroom block and second gymnasium will be completed in 2010.

The Pelican (3-7) is The Perse School's nursery and pre-preparatory division. It is coeducational throughout, with two forms in reception, year 1 and year 2. The 140 pupils who make up the school, enjoy outstanding educational and play facilities. Most of the boys and girls transfer to The Perse Preparatory School at 7+.

The Perse School is well regarded for the quality of its academic and extra-curricular provision and most pupils who join at 3 remain until 18.

In 2015 the School will celebrate its 400th anniversary, by which time it will have become fully co-educational from 3 – 18.

The basic ethos of the School is Christian, but it welcomes all denominations.

Conditions of Service

Staff are paid on the Perse School's own salary scale, which runs from September-August each year, with generous use of incentive allowances. The School is a member of the Teachers' Pensions Scheme. Teaching staff fee remission up to 50% is available on a family income means testing basis, subject to pupils satisfying the normal entrance criteria and spaces being available. Some assistance is provided with relocation expenses. Lunch is offered free of charge for all staff whose working hours encompass the time of school lunch and who accept the necessary supervisory role of staff during this period. There is a Staff Room which includes a social area, work space for Staff and access to a computer network. Staff also have free access to a modern gym at the Upper School Sports Hall.

Safer Recruitment

The Perse School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including references from previous employers, and a Criminal Bureau Records check at the enhanced level. Interviews will be conducted in person, and they will explore candidates' suitability to work with children.

Cambridge Housing

The School does not own properties in which to house staff, and we encourage candidates for teaching posts to do some research before interview about house purchase/letting prospects.

Cambridge is a beautiful place to live but property prices have risen in recent years in line with the national trend. Broadly speaking, property is cheaper to the North of the City Centre compared with the South. A number of staff live in villages in and around Cambridge, some further afield.

The Cambridge Evening News carries a lot of property details: www.cambridge-news.co.uk

Other Information

In order to facilitate your application the following information is provided in this recruitment pack:

- a) The Perse School Child Protection Policy.
- b) The Perse School Policy on Equal Treatment.
- c) The Perse School Staff Code of Conduct.
- d) Teaching Staff Application for Employment Form.
- e) Policy statement on the recruitment of ex-offenders.

Gareth Jones
Headmaster
September 2009



Purpose

Relationships between staff and pupils at the Perse School are friendly and mutually respectful. This Code has been formulated in order to maintain this balance.

The purpose of the code is to:

- confirm and reinforce the professional responsibilities of staff
- clarify the legal position in relation to sensitive aspects of staff/pupil relationships;
- set out the expectations of standards to be maintained within the School.

It is hoped that staff will be reassured by this code. It will in the vast majority of cases simply confirm good professional practice. Its purpose is to promote the highest standards of care for young people and to protect teachers and others from the potentially devastating consequences of false allegations, without compromising bona-fide school activities.

Although this Code of Conduct gives advice and instruction on how to deal with specific situations, it should not replace professional common sense and good judgement. In all matters relating to pupil staff relationships, teachers must bear in mind how an action might reasonably be regarded by a third party.

All staff should understand the need to act as good role models for pupils. The school expects its staff to behave in a thoroughly professional manner and to set an example to pupils through high standards of behaviour.

1. Staff/Pupil Contact

As a general rule, staff should avoid unnecessary contact with pupils outside school.

- They should not give pupils their home address, mobile or home phone number, or non-school e-mail address without good cause.
- They should not make arrangements to meet pupils, individually or in groups, outside school other than on school trips authorised by the Deputy Head.
- They should avoid contacting pupils at home unless this is strictly necessary; they should keep a record of any such occasion.
- They should not give a pupil a lift in their own vehicle other than on school business and with permission from the Deputy Head.
- They are advised not to attend private pupil parties, and should be aware of their professional standing and responsibilities when attending parties arranged by parents at which pupils are also present.

Members of staff who are parents of pupils, friends with parents of pupils or who, for example, are voluntary workers in youth organisations attended by pupils, will of course have contact with pupils outside school. However, they should still use their professional judgement to respect the spirit of this code.

2. Language

Staff should not swear, blaspheme or use any sort of offensive language in front of pupils. They should not use language which is discriminatory and demeaning in relation to gender, religion, ethnicity, sexual orientation, disability or age. Staff should not make sexual innuendos or any comments of a sexual nature (other than in the context of the curriculum as specified in Schemes of Learning)

3. Physical Contact

In nearly all cases physical contact between pupils and staff is inappropriate. The only possible circumstances where physical contact may occur are outlined below:

a) **Reasonable force** (see Staff Handbook – Policy for Physical Intervention with Pupils)
By law, teaching staff may use such force or physical contact as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

- committing a criminal offence;
- injuring themselves or others;
- causing significant damage to property, including their own;

This applies when a teacher is on School premises and when he or she is in control or charge of the pupil elsewhere, for example on a field trip or other authorised out of school activity.

It only applies where no other form of control is available and where it is necessary to intervene. Any force used must always be the minimum needed to achieve the desired result and must be appropriate for the age, sex and understanding of the pupil.

Before intervening physically a teacher must, wherever practicable, tell the pupil to stop and what will happen if he or she does not. The member of staff must continue attempting to communicate with the pupil throughout the incident and must make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. Staff must always avoid touching or holding a pupil in a way that might be considered indecent.

The member of staff involved must inform the Deputy Head immediately following an incident where force has been used. This is to help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful in the event of a complaint. The member of staff must provide a written report as soon as possible afterwards. The Deputy Head should also be informed of incidents where (i) a teacher considered the use of force may have been necessary or where (ii) a teacher threatened a pupil with the use of force.

b) **Action taken in self-defence or in an emergency** (see Staff Handbook – Policy for Physical Intervention with Pupils.)

The law allows anyone to defend themselves against an attack provided they do not use more force than is necessary. Similarly, where a pupil is at risk of immediate injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene.

c) **Contact in other situations**

There are a few situations where physical contact may be proper or necessary. Some physical contact may, for example, be necessary to demonstrate exercises or techniques during PE, drama or sports coaching.

All staff must be alert to the possibilities of any contact being misinterpreted. To avoid such misunderstanding, all planned contact must be demonstrably unavoidable. It may be that alternative methods involving demonstrations of particular techniques by the teacher or a particularly competent pupil may be more appropriate than modifying a pupil's technique by physical contact.

If staff still feel it proper or necessary for physical contact to occur, then the following guidelines must be observed.

- (i) Explain the intended action to the pupil;
- (ii) Do not proceed with the action if the pupil appears to be apprehensive or reluctant, or if you have other concerns about the pupil's likely reaction;
- (iii) Ensure that other pupils or colleagues are present during the demonstration;

If you are at all concerned about anything which has occurred during the demonstration, inform the Deputy Head without delay, and make a written record.

Touching may also be appropriate where a pupil is in distress and needs comforting or if a member of staff has to give first aid. Staff should use their own professional judgement when they feel a pupil needs this kind of support and should be aware of any special circumstances relating to the pupil. Particular care must be taken in instances which involve the same pupil over a period of time

4. Isolation

If a teacher is alone with a pupil he/she should ensure that any such meeting is as visible as possible. As such he/she should ensure that the door to the room has a glass panel or is left open. If this is not possible then another adult must be close by.

5. Relationships

We best serve the pupils in our care by a pastoral approach that is concerned, collective and thorough, but professionally detached. We do not serve pupils or parents well by encouraging situations in which pupils develop excessive reliance on individual teachers.

All teachers have a relationship of trust with all pupils by virtue of their position and the work they undertake. This relationship of trust must not be distorted by fear or favour and those in positions of trust must exercise responsibility as a consequence of the power they have over those they teach and /or care for. Where a relationship of trust exists, allowing a relationship to develop in a way that might lead to a sexual relationship is wrong.

It is unacceptable for a member of staff to have any kind of sexual or intimate relationships/contact with a pupil of any age or to encourage such relationships/contact. Such relationships/contact are a breach of trust and professional standards even where the

pupil is over 18. The Sexual Offences Act 2003 makes it a criminal offence for a teacher to involve a pupil under 18 in a sexual activity.

6. Confidentiality and data protection

Staff must respect the privacy of pupils, parents and colleagues and must not pass information about, for example, addresses or telephone numbers to others, without checking first with the person concerned.

Information about pupils, parents or colleagues must never be disclosed to telephone enquirers. You should ask the enquirer to put the request in writing so that it can be dealt with appropriately.

7. Comments and Discussions with Pupils

Staff must avoid comments to or about pupils which could be taken to have sexual overtones. It is equally unacceptable for staff to encourage debate and discussion between groups of students, which could be interpreted as having sexual overtones, which are not justified in the context of the teaching programme. Schemes of Learning should highlight particular areas of risk and sensitivity. Specific guidance may be needed to assist newly qualified or other teachers who are new to this area of work. This will call for the exercise of careful judgment in responding to questions raised by pupils.

Notwithstanding the advice given above it is recognised that, in order to discharge particular pastoral responsibilities, staff may from time to time need to engage in conversation with pupils which cover sensitive matters. Teachers must use their professional judgement to ensure that they are not drawn into areas inappropriate to their duties or their relationship with the pupils concerned. Staff must also use their discretion to ensure that, for example, any probing for details cannot be construed as unjustified intrusion.

The persistent and hurtful use of sarcastic, demeaning or insensitive comments towards young people can also be regarded as a form of abuse which is potentially very damaging and must be avoided. In particular staff must not make any racist, sexist or homophobic comments.

8. Infatuations and Crushes

These unfortunately do develop and can involve pupils and teachers of both sexes on both a heterosexual and homosexual basis. They need to be handled sensitively. Careless and insensitive reactions have been known to provoke false accusations. It is therefore in the interest of all parties to avoid adding to the pupil's problems by encouraging the crush or making jokes about the situation. In such situations the advice of a senior colleague **must** be sought. Other members of staff have a part to play, too, in alerting a colleague to the possibility of an infatuation in order that appropriate steps can be taken to minimise hurt and distress and the risk to the teacher concerned. Whilst the risk of infatuation is not limited to younger members of staff, new teachers must recognise their particular vulnerability to adolescent infatuation. If a member of staff is concerned that he/she is developing a friendship with a pupil which would have the potential to become an unacceptable relationship (see 5 above), he/she must ensure that the relationship does not develop further.

9. Out of School and After School Activities

Staff must take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity. The more relaxed relationships that may promote successful activities can be misinterpreted by young people. It is important to emphasise that the standards of professional conduct and behaviour expected of staff are no different from those which apply within school. Staff should be aware of the particular care which should be taken with older, more mature students in these circumstances.

10. Teaching Materials

The use of books, videos and films of an explicit or sensitive nature, particularly in relation to language or sexual behaviour must be given careful consideration to ensure that its selection is not subsequently misinterpreted. There must always, therefore, be a clear link with the scheme of work.

11. Reporting Incidents

Teachers must report any concerns they may have following any incident where s/he feels that his / her actions may have been misinterpreted. This report must be made to the Deputy Head as soon as possible after the incident and should include as an immediate follow up the preparation of a written note of the incident, a copy of which must be given to the Deputy Head.

12. Personal letters, gifts and electronic communication

Staff should usually only write letters or send emails to individual pupils about routine matters of academic study or pastoral care, congratulations on recent achievements or other purely professional issues. Teachers should not give presents to an individual pupil (as opposed to small gifts such as confectionary to a whole group) outside of the school rewards system. If a teacher believes it to be necessary to write a personal note or give a present to an individual pupil, s/he should discuss the purpose and context with a senior colleague, who should refer to the Deputy Head if they require further advice.

All staff using e-mail need to be aware of the less formal style that can characterise this form of communication and should ensure that e-mails do not convey an inappropriate tone. Repeated e-mail communication is a particular cause for concern, as it can spiral out of control almost un-noticed by those conducting it.

13. Alcohol

All staff should be aware of the School's alcohol policy which expressly forbids the consumption of alcohol by students under 16 years. Upper School sixth formers over 16 may only consume alcohol in moderation at approved school social events (see 15. below) or on school trips in accordance with The School Trips Policy.

Teachers have a duty to set a responsible example to pupils. They must therefore not consume alcohol in front of pupils unless at an approved school social event or on a school trip, and in all cases alcohol must only be consumed in moderation.

Drinking games are expressly forbidden.

Teachers must not drink alcohol on school premises during the school day unless at an approved School function. (The school day is defined as 8.40am – 4.00pm)

14. Child Protection Investigations

If an allegation is made of physical or sexual abuse against a teacher, then the Head will have to make an assessment of that allegation. If it is decided that the allegation needs investigation then for legal reasons the Police and Social Services will be called in without prior internal investigation.

15. Approved School Social Events (Upper School only)

The School organises a number of social events each year (eg the Prefects' Dinner) which occur on site and at which alcohol is served. Such events are regarded as 'school trips' for the purposes of organisation, budgeting, risk assessment and staff conduct. As such, form T1 needs to be completed and the event approved by the Deputy Head (Staff). In accordance with the school trips policy, alcohol may only be consumed in moderation by attending members of staff, and at least one teacher must be designated as being on duty and therefore alcohol free. A letter must be used to publicise such events to parents (a template letter is available on SharePoint).

Pupils organise a number of social events themselves (eg end of season sports dinners, PYEC barbeque etc) which carry the school name and are attended by pupils and staff. Legally these events are regarded as school events, even though they are largely organised by pupils. As such, staff who attend these events have a duty of care towards pupils and must act in a professional manner in accordance with the staff code of conduct. Alcohol should be consumed only in moderation and one designated member of staff must remain alcohol free. A letter must be used to publicise such events to parents (a template letter is available on SharePoint)



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Policy on child protection

Policy statement

1. Every pupil should feel safe and protected from any form of abuse which, in this policy, means any kind of neglect, non-accidental physical injury, sexual exploitation or emotional ill-treatment.
2. Our policy and our commitment at The Perse Preparatory School is to take all reasonable measures to safeguard and promote the welfare of each pupil in our care and:
 - 2.1. to ensure that we practise safe recruitment by checking the suitability of staff and volunteers to work with children and young people in accordance with the guidance given in "Safeguarding Children and Safer Recruitment in Education";
 - 2.2. ensure that we carry out all necessary checks on the suitability of people who serve on the School's governing body in accordance with regulations and guidance given in *Safeguarding children and safer recruitment in education*;
 - 2.3. ensure that where the school ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person was considered unsuitable to work with, a prompt and detailed report is made to the Independent Safeguarding Authority (ISA);
 - 2.4. follow the local inter-agency procedures of the Cambridgeshire Safeguarding Children Board;
 - 2.5. to protect each pupil from any form of abuse, whether from an adult or another pupil;
 - 2.6. to be alert to signs of abuse both in the School and from outside;
 - 2.7. to deal appropriately with every suspicion or complaint of abuse;
 - 2.8. to design and operate procedures which promote this policy and which, so far as possible, minimise the impact upon the innocent of unfounded allegations;
 - 2.9. to support children who have been abused in accordance with his/her agreed child protection plan;
 - 2.10. to be alert to the medical needs of children with medical conditions;
 - 2.11. to operate robust and sensible health & safety procedures;
 - 2.12. to take all practicable steps to ensure that school premises are as secure as circumstances reasonably permit;
 - 2.13. to operate clear and supportive policies on drugs, alcohol and substance misuse;

- 2.14. to consider and develop procedures to deal with any other safety and welfare issues which may be specific to individual children in our school or in our local area;
 - 2.15. to have regard to guidance issued by the Secretary of State for Education and Skills in accordance with section 157 Education Act 2002 and associated regulations.
3. Every complaint or suspicion of an abuse from within or outside the School will be investigated and will in appropriate circumstances as set out in paragraphs 13 and 14 below, be referred to an external agency such as the social services department of the local authority (SSD), the child protection unit of the police (CPU) or the NSPCC in accordance with the procedures published by Cambridgeshire Local Safeguarding Children Board (LSCB).

The designated person

4. The School has appointed two senior members of staff ("**Designated Persons**") to be responsible for matters relating to child protection and welfare. The main responsibilities of the Designated Persons are:
- 4.1. To be the first point of contact for parents, pupils, teaching and non-teaching staff, external agencies and any other in all matters of child protection.
 - 4.2. To co-ordinate the child protection procedures in the School.
 - 4.3. To maintain an ongoing training programme for all school employees.
 - 4.4. To monitor the creation, confidentiality and storage of records in relation to child protection.
 - 4.5. To liaise with the child protection officer appointed by the SSD.
5. The Designated Persons are Miss Fiona MacDonnell who can be contacted on 01223 403920, e-mail fmcdonnell@perse.co.uk and Mr Matthew Jelley (Deputy Head) on 01223 403925 e-mail mjelley@perse.co.uk. S/he will:
- 5.1. Advise and act upon all suspicion, belief and evidence of abuse reported to him/her
 - 5.2. Keep the Head informed of all actions unless the Head is the subject of a complaint. In this situation the Designated Person should consult with the Head of the Upper School.
 - 5.3. Liaise with the SSD and other agencies on behalf of the School.
6. If either of the Designated Persons is him/herself the subject of a complaint, his/her duties will be carried out by the other Designated person.
7. The Designated Persons have undertaken appropriate training and will attend refresher training at 2- yearly intervals.

Signs of abuse

8. Whilst no list can be comprehensive and vigilance is always required the following may be signs of abuse:

- 8.1. The pupil says he has been abused or asks a question which gives rise to that inference.
- 8.2. There is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.
- 8.3. The pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour.
- 8.4. The pupil's development is unexpectedly delayed.
- 8.5. The pupil inexplicably loses or gains weight.
- 8.6. The pupil appears neglected, e.g. dirty, hungry, inadequately clothed.
- 8.7. The pupil is reluctant to go home, or has been openly rejected by his parents or carers.

Duty of employees, Governors and volunteers

9. Every employee and Governor of the School, and every volunteer who assists the School is under a general legal duty:
 - 9.1. To protect children from abuse.
 - 9.2. To be aware of the School's child protection procedures and to follow them.
 - 9.3. To know how to access and implement the procedures, independently if necessary.
 - 9.4. To keep a sufficient record of any significant complaint, conversation or event, which should be dealt with as set out in paragraph 10.4 below.
 - 9.5. To report any matters of concern to one of the Designated Persons.
 - 9.6. To undertake appropriate training including refresher training at 3-yearly intervals.
10. **Whistleblowing:** All staff are required to report to the Designated Person who is available or appropriate, any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. In exceptional cases such reports should be made to Ofsted. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

Procedures

11 Initial Complaint

A member of staff suspecting or hearing a complaint of abuse:

- 11.1 Must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.

- 11.2 Must not ask leading questions, that is, a question which suggests its own answer.
- 11.3 Must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to one of the Designated Persons who will ensure that the correct action is taken.
- 11.4 Must keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to one of the Designated Persons.

12 Preserving Evidence

All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be safeguarded, preserved and notified to one of the Designated Persons.

13 Reporting

All suspicion or complaints of abuse must be reported to one of the Designated Persons; if the complaint involves one of the Designated Persons, to the other Designated Person.

14 Action by the Designated Person

Subject to the paramount safety and welfare of the pupil, the action to be taken will take into account:

- 14.1 The procedures published by Cambridgeshire Local Safeguarding Children Board (LSCB).
- 14.2 The nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to the SSD or the police without further investigation within the School.
- 14.3 The wishes of the pupil who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes.
- 14.4 The wishes of the complainant's parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Person is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose.
- 14.5 Duties of confidentiality, so far as applicable.
- 14.6 The lawful rights and interests of the school community as a whole including its employees and its insurers.

- 14.7 If there is room for doubt as to whether a referral should be made, the Designated Person may consult with SSD or other appropriate professionals on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay. If the initial referral is made by telephone, the Designated Person will confirm the referral in writing to SSD promptly and in accordance with published LSCB procedures. If no response or acknowledgment is received within three working days, the Designated Person will contact Social Services again.

15 Referral Guidelines

A referral to the SSD or police will not normally be made where:

- 15.1 the complaint does not involve a serious criminal offence; and
- 15.2 a referral would be contrary to the wishes of a pupil complainant who is of sufficient maturity and understanding and properly informed, and contrary also to the wishes of the complainant's parents; and
- 15.3 the case is one that can be satisfactorily investigated and dealt with under the School's internal procedures, the parents being kept fully informed, as appropriate.

However, if during the course of the internal procedures, it appears that the situation is more serious, the Designated Person will again consider whether a referral should be made in accordance with section 13 above.

16 External Agencies

Whether or not the School decides to refer a particular complaint to the SSD or the police, the parents and pupil will be informed in writing of their right to make their own complaint or referral to the Social Services Department or the Child Protection Unit of the police and will be provided with contact names, addresses and telephone numbers, as appropriate.

17 Allegations Against Staff

The School has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures follow the guidance in Chapter 5 of "Safeguarding Children and Safer Recruitment in Education".

Suspension will not be an automatic response to an allegation. Full consideration will be given to all options, subject to the need to ensure:

- the safety and welfare of the pupils or pupil concerned; and
- the need for a full and fair investigation.

Where an allegation or complaint is made against the Head, the Designated Person will report to and consult with the Head of the Upper School.

Detailed guidance is given to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the Staff Handbook.

18 Allegations Against Pupils

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply.

19 Suspected Harm From Outside the School

A member of staff who suspects that a pupil is suffering harm from outside the School should seek information from the child with tact and sympathy using "open" and not leading questions. A sufficient record should be made of the conversation and if the member of staff continues to be concerned he or she should refer the matter to one of the Designated Persons.

Monitoring

20 The Designated Persons will monitor the operation of this policy and its procedures and make an annual report to the Governing Body.

The Governors will undertake an annual review of this policy and how their duties under it have been discharged.

Contact Numbers

The telephone numbers of the Cambridgeshire County Council Social Care Teams are as follows:

North Fenland 0180	use Cambridgeshire Direct Contact Centre 0845 045
South Fenland & East Cambs 0180	use Cambridgeshire Direct Contact Centre 0845 045
North West Cambs 0180	use Cambridgeshire Direct Contact Centre 0845 045
St Neots 0180	use Cambridgeshire Direct Contact Centre 0845 045
South Cambs & Cambridge City	01223 718211
Children's Disability Team	01223 568808
Emergency Duty Team (out of hours)	01733 234724

The following telephone numbers may be useful for pupils:

Childline	0800 1111
NSPCC	0808 800 5000

Gareth Jones on behalf of the Governing Body

Legal Status: Complies with *Regulation 3(2)(b) of the Education (Independent School Standards) (England) Regulations 2003* and DfES Guidance "Safeguarding Children and Safer Recruitment in Education" (DfES - 04217 - 2006).

Circulation: This policy is addressed to all Governors, teaching and non-teaching staff, and will be supplied to parents & pupils on request.

Policy Date June 2009



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Policy on equal treatment

- 1 **The School Community** - the Perse Preparatory School is an independent day school for pupils aged between 7 and 11, which will become fully coeducational in stages starting in September 2007 in accordance with a transitional exemption order granted by the Equal Opportunities Commission. It is a company limited by guarantee with charitable status and has a Christian, non-denominational ethos and tradition. Our school community is made up of children, parents, legal guardians, teachers and other employees and governors from many different races, creeds and backgrounds.
- 2 **Admissions** - Candidates for admission as pupils are required to satisfy the academic and character requirements current at the time of admission and entry to the School.
- 3 **Education** - The School is mainstream and English-speaking. We can provide some assistance for children with special educational needs or for whom English is not their first language but we have insufficient facilities for children with moderate to severe learning difficulties.
- 4 **Disability** - The school building has no lift. The school buildings are on two floors with wheelchair access to some ground floor rooms only (via one or two steps). There are toilet facilities on the ground floor which are not suitable for those with a disability.
- 5 **Religion** - Our religious ethos, services and school timetable are set in accordance with the Christian tradition but we respect the right and freedom of individuals to worship in accordance with other faiths subject always to their respecting the rights and freedoms of the school community as a whole.

Policy statement

- 6 **Application** - This policy applies to all current and prospective members of our school community, referred to at paragraph 1 above.
- 7 **Equal Treatment** - We will promote equal treatment for all members of the school community. No one will be treated less favourably than any other person on grounds of their gender, race, disability, orientation, age or religion. Differences of treatment will be solely for bona fide organisational reasons relating to the management of pupils, parents, guardians and employees.
- 8 **Approach** - The principles of equal treatment guide the way we recruit, induct, train, promote and generally manage all our employees. They also guide our approach both to the admission of pupils and to the establishment of our expectations of our pupils during their time at the school. The principles are also employed to guide our approach to the provision of access to facilities, services, opportunities and responsibilities.
- 9 **Disability** - Subject to the physical constraints of our buildings, we welcome applications for employment, or for school places, or as a governor or service

provider, from people who have a disability within the meaning of the *Disability Discrimination Act 1995* (as amended). Every application will be processed and considered fairly. We will make reasonable adjustments to our systems and procedures in order to accommodate disabilities of which we have been made aware.

- 10 **Awareness** of this policy among employees will be raised and maintained by means of discussion at staff meetings and will form part of our education programme for pupils (in PHSE lessons and tutor groups).
 - 11 **Complaints** -Any person who believes he or she has received less favourable treatment on any of the grounds referred to in this policy should make a formal complaint -
 - 11.1 An employee should complain in accordance with the relevant Grievance Procedure.
 - 11.2 A pupil, parent, or guardian should make a formal complaint in writing to a member of staff in the first place, usually the form teacher, or to any other adult member of the staff who is in a position to report the complaint, which will then be handled in accordance with the school's complaints procedure, a copy of which will be available on request.
 - 12 **Enforcement** - All complaints will be taken seriously and promptly investigated. Disciplinary action may be taken against any member of the school community who is found to have acted in contravention of this policy.
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Gareth Jones on behalf of the Governing Body



Policy Statement on the Recruitment of Ex-offenders

1. As an organisation using the Criminal Records Bureau (CRB) Disclosure service to assess applicants' suitability for positions of trust, The Perse School complies fully with the CRB Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed.
2. The Perse School is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.
3. The Perse School has a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.
4. The Perse School actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. The School selects candidates for interview based on their skills, qualifications and experience.
5. A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
6. Where a Disclosure is to form part of the recruitment process, the School encourages all applicants called for interview to provide details of their criminal record at an early stage in the application process. The School requests that this information is sent under separate, confidential cover, to a designated person with The Perse School and the School guarantees that this information will only be seen by those who need to see it as part of the recruitment process.
7. The Exceptions Order to the Rehabilitation of Offenders Act 1974 allows The Perse School to ask questions about all convictions, irrespective of whether they are 'spent' or 'unspent'.
8. The Perse School ensures that all those in The Perse School who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. The School also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders.
9. At interview, or in discussion, the Perse School ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
10. The Perse School makes every subject of a CRB Disclosure aware of the existence of the CRB Code of Practice and make a copy available on request.

11. The Perse School undertakes to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.

Policy Date: September 2009