



ST MARY'S SCHOOL AND COLLEGE

PROCEDURE DOCUMENT

STATEMENT OF PURPOSE & FUNCTION (14)

Revised April 2017

To be reviewed April 2018

ST MARY'S SCHOOL AND COLLEGE

'Making a difference'

MISSION STATEMENT

"St Mary's School and College, as part of the Talking Trust is committed to providing an inclusive and inspirational environment where all pupils with speech, language and communication needs and any other associated difficulties, including physical, are able to achieve their potential and succeed as confident life-long learners".

OUR ETHOS & VALUES

St Mary's School and College delivers The Talking Trust values by:

Always keep children and young people and their learning at the heart of our thinking.

PROVIDING a caring environment in which pupils feel safe and learn to make healthy choices about their style of life.

DELIVERING a stimulating and differentiated curriculum that encourages every pupil to achieve to their highest level both academically and socially.

DEVELOPING pupils' awareness of moral, social, cultural and spiritual values so that they can make a positive contribution to the community.

PREPARING pupils to become independent and responsible citizens.

WORKING in partnership with parents, carers and other stakeholders to ensure pupils are given every opportunity to achieve their full potential.

OUR MISSION

St Mary's School and College, as part of the Talking Trust, is committed to providing an inclusive and inspirational environment where all pupils with speech, language and communication needs and any other associated difficulties, including physical, are able to achieve their potential and succeed as confident life-long learners.

OUR VALUES

We:

- always keep children, young people and their learning needs at the heart of our thinking
- believe parents are essential partners in the education and care of their children
- ensure the School and College is fit for purpose; providing a safe, secure and caring environment
- foster relationships based on respect and mutual trust
- provide a stimulating, creative, engaging and high quality curriculum that is both accessible and challenging for all our pupils, to develop skills, abilities and talents and prepare them for adult life
- have highly trained staff, motivated in delivering integrated care, therapy and education across a 24 hour curriculum

OUR VISION IS TO:

- provide services which enable children and young people to fulfil their personal potential and inclusion and integration into society
- raise the profile and understanding of children and young people who have severe speech, language and communication needs
- provide a centre of excellence with specialist accessible facilities and expertise
- provide specialist services to children and young people, with speech, language and communication needs and to families and professionals supporting them

EQUAL OPPORTUNITIES

St Mary's policy concerning equal opportunities aims to reflect and promote an understanding of and sensitivity to the religious, cultural, ethnic and linguistic backgrounds and beliefs of children and young people.

St Mary's School and College aims to secure the place of minority groups of children and young people within the life of the total community. This will require recognition and appropriate response to specific needs of individuals and/or groups and the promotion of a non-discriminative environment within which all pupils can enjoy the benefits of a mixed community. Children and young people of ethnic minorities should be helped to be proud of their racial and cultural heritage and those of minority religions will require opportunities to understand, value, and practice their faith.

Since discrimination of all kinds is an everyday reality in many young people's lives, an aim for all staff must be to ensure that their individual attitudes and practice does not reflect or reinforce it. In the presence of discrimination it must be a further aim for staff to help equip all pupils with ways of coping with and resisting the discrimination they have experienced. Harassment of pupils in any form will be dealt with through appropriate procedures including child protection, complaints or discipline.

All young people, regardless of gender, disability, race or religion, must be afforded the full range of opportunities and facilities provided by St Mary's School and College.

Real equality in relation to the way girls and boys are treated as well as the promotion of caring and positive attitudes towards both sexes is applied throughout St Mary's.

STATEMENT OF PURPOSE AND FUNCTION

St Mary's School and College is committed to the Talking Trust values which provides the framework within which we can engage in giving children and young people a better start in life, so that when they leave school they are ready to take an active role in their community. Within these Values, promoting equality and valuing diversity are key. Equality means creating a culture of fairness by eliminating prejudice and discrimination and diversity is the acknowledgement and respect of differences within and between groups of people. We believe that we should treat others as they wish to be treated, which both recognises diversity and respects individual needs.

St Mary's School and College abides by and adheres to the Non-Maintained Special Schools (England) Regulations (2015)

1. WHAT IS ST MARY'S SCHOOL AND COLLEGE AND WHO DOES IT CATER FOR?

St Mary's School and College is a non-maintained Co-educational Residential and Day Special School catering for young people who have special educational needs often arising from severe and complex speech, language and communication needs. Pupils may also have additional physical, medical and moderate learning difficulties. The range of additional specific complex needs with which the school is working is broad and includes children and young people with ADHD, ASD, ODD, Aspergers, Epilepsy, Dyslexia, Dyspraxia, mental health issues, Social Interaction difficulties, Sensory Impairment, Tourettes, acquired brain injury and visual and hearing impairments or a combination of these. The school is part of the Talking Trust and is situated in the town of Bexhill-On-Sea in the county of East Sussex.

The school promotes social inclusion and aims to give each young person the opportunity to develop in such a way that when they leave the school or college they will have the social skills to be a successful participant in society.

St Mary's has the Department for Education approval for 160 children and young people, including 30 day students aged between 7 and 19 years. Pupils attend the 6th Form College from 16 years onwards.

Pupils funded by the Local Authority should have a Statement of Special Education Needs or Education, Health Care Plan (EHCP); draft EHCPs may be considered by

negotiation regarding timetable of completion. St Mary's does consider privately funded placements from parents.

The school admits pupils on 38-week placements and operates on a six-term system. The school normally closes alternate weekends, but pupils' placement at the weekend is negotiated with parents or guardians and the Local Authority concerned, depending on their individual needs. This can be half-termly boarding. It is imperative that pupils have an alternative care base for these half terms, weekends and during holiday periods. The school also offers interim placements and assessments to support local authorities reintegrate pupils into a mainstream provision.

The pupils who are placed at St Mary's may have experienced significant difficulty and disadvantaged in mainstream education or other specialist provision mainly due to their speech, language and communication needs. These difficulties may or may not also contribute to family tensions and experiences of relationship breakdown that could benefit from residential respite.

The consequences of these early experiences can be over-powering and result in feelings of worthlessness and low self-esteem, which create a sense of failure. In many cases the young people have very poor emotional maturity and are unable to share in activities with other pupils. Many of the pupils placed at the school have a high need for reassurance and are also very vulnerable to exploitation. Some exhibit more challenging behaviour as a result of their needs.

To benefit from a placement at St Mary's, pupils need to work towards recognising any inappropriate behaviour and by the support given to them develop appropriate ways of expressing their feelings and gradually accept self-responsibility. Pupils will be supported through academic and social experiences which aim to help them to make informed choices and take responsibility for their actions now and in the future. Working in partnership with parents and carers is key to the success of the placements for our young people.

2. MEETING THE NEEDS

At St Mary's each pupil is treated as an individual where a considerable amount of adult support is required to meet their own specific needs. These needs are met with a high staff to pupil ratio for both Care and Education. A number of young people are provided with 1 to 1 support from Individual Needs Assistants (INAs) throughout the waking day curriculum.

There are regular reviews of a pupil's progress as required involving Multi-Agency Personal Education Plans, Statutory Annual Reviews, Looked after Children Reviews, residential keyworking targets and pupil progress meetings. These meetings take place at the school and the appropriate individuals are invited to attend. Where a pupil is

causing concern, additional meetings might also be called in order to help find solutions, review objectives and/or set new targets.

On occasion, following consultation with the Local Authority and parent, additional support may be requested in order to sustain a pupil's place at the school. This could be in the short or long term but will always be under review.

At St Mary's School and College we recognise that consistent parental involvement in children's education does make a difference to their achievements. The partnership between parents and all staff at St Mary's to support children and young people in their learning is seen as extremely important. St Mary's will endeavour to provide support to help parents to be involved in their child's education throughout their time at St Mary's. Furthermore, the children and young people are actively involved and their views considered as part of their assessment and review to help with their provision. Their views are sought in a number of ways such as school council, annual reviews, and student house meetings and in developing their life and independent skills through contributions to their personal 'My Plan'.

3. REFERRALS AND ADMISSIONS

Referrals to the school are usually initiated by either the Local Authority Education Department or the parents/carer of the child and young person. The referral may be made by telephone or may involve St Mary's receiving relevant paperwork about the pupil describing their needs. This may be preceded by an informal visit if it is a parental referral. Parents are welcome to visit with independent supporters if they wish.

The documentation, which the Admissions and Assessment Co-ordinator requires is:

- the Statement of Special Education Needs / EHC Plan
- recent educational psychologist and therapists reports
- current levels of educational attainment (SATs, standardised tests)
- most recent education report from their current school
- social history of the young person, including family composition and ethnic data
- any relevant Social Service involvement
- medical conditions including any recent Consultants' reports and the need for any specific input
- details and description of any relevant behaviour patterns

This documentation is reviewed by the Admissions and Assessment Co-ordinator and a decision will be made as to whether an assessment is to be offered. Assessments at St Mary's take place over a three to four day period for children and young people requiring a residential place, and over three days if requiring a day place. There is a cost for the assessment.

The Admissions and Assessment Co-ordinator takes responsibility for organising the assessment and communicating information with parents. A decision is made as to which class is appropriate for the pupil and they will follow the timetable of this class for the duration of the assessment. The pupil will also attend Speech and Language Therapy, Occupational Therapy and Physiotherapy assessments. There will also be a hearing and vision and well-being assessment should this be necessary.

It is the Admissions and Assessment Co-ordinator's responsibility to manage the assessment period and to ensure they are appropriately supported in all areas.

It is recognised at St Mary's that the successful induction of new pupils is the responsibility of all staff. Every individual coming into contact with a new pupil will convey an impression not only of them, but about St Mary's as a whole. A lack of understanding and tolerance or an unhelpful response may in itself be sufficient to adversely affect the pupil's progress during the period of transition. All staff are required, therefore, to understand the importance of the contribution they personally will make towards the general induction of all new pupils. The child's 'My Plan' document will be completed prior to assessment and used to inform staff of their needs.

St Mary's philosophy regarding the principle of working in partnership with parents begins here at the crucial stage of admission. All parents are informed that they can telephone as frequently as they wish to enquire about their child's progress and staff actively maintain regular contact with parents and family, particularly during the initial weeks.

At the end of the assessment, the Assessments and Admissions Co-ordinator, in liaison with senior staff and the Headteacher as appropriate will decide if St Mary's is an appropriate placement. This decision is then fed back to parents at a meeting with them at the end of the assessment. A full report will then follow detailing the pupil's performance and will include all education, therapy and care assessment information.

4. INTEGRATED THERAPY

The focus of integrated therapy at St Mary's School and College is to provide a stimulating, creative and engaging environment, which supports the 24 hour curriculum within education and residential provision. The Therapy team supports and trains all staff working with the children and young people to ensure each individual pupil reaches their full potential and their needs are met. To enable pupils to take full advantage both in care and education they receive individual therapy programmes which may include specialist support from Speech and Language Therapists, Physiotherapist and Occupational Therapists.

Other specialists involved to make up this highly professional integrated therapy include a Well-Being Team (led by the Head of Therapy, Health and Well-Being who is also an

Educational Psychologist), Sign Language Tutors, an Audiologist and Teacher of the Deaf, Social Worker, visiting doctor and onsite Nursing Team.

5. EDUCATION

St Mary's delivers a differentiated programme of academic education which provides opportunities for all children and young people to be challenged and supported to reach their potential. Social and emotional education is delivered as an integral part of the academic programme and is recognised as vital in teaching pupils how to learn and function effectively in society.

A range of specialist staff support the teachers, teaching assistants and residential staff to deliver the educational programme, by holistic teaching methods, discussion, role play and other activities. Each of the professional staff holds relevant professional qualifications. All teaching assistants hold or are working towards nationally recognised qualifications that are specifically relevant to their role. For the majority of teaching assistants this will be a level 3 NVQ or diploma in supporting teaching and learning in schools or the children and young people's social care pathway.

Pupils are taught in classes of no more than 12 pupils with a minimum of 2 members of staff (a teacher and teaching assistant) and over the course of the day other staff will be present. For example specific pupils may have their own Individual Needs Assistants, as well as Occupational (OT) and Speech and Language Therapists (SaLT) or therapy assistants will be working in the classroom for significant periods of time. Within key stages, classes may be of mixed age so as to provide the best opportunities for children to develop both socially and academically. Planned tasks are differentiated at an appropriate level that give individual challenge yet allow pupils to succeed. Pupils have an Individual Education Plan (IEP) with clear targets and to improve their learning and life skills.

For pupils in Key Stage 2 a dedicated learning environment offers flexibility and personalised learning through delivery from a dedicated teacher, OT and SaLT. Foundation skills are built upon on preparation for Key Stage 3.

The National Curriculum is followed and adapted to the learning needs of pupils. St Mary's offers an individualised pathway via a range of accreditations in the 14 -19 curriculum; for example entry level as well as functional skills in English and maths, entry level in science and arts, BTEC in a range of subjects including Land-based Studies, ITQ Horticulture, Art and Sport; RHS Horticulture and English Speaking Board exams. Importance is placed on personal, social and health education and there is a programme of work experience from year 11 to year 14 in college based at our dedicated Vocational Centre. This provides pupils with on the job training and vocational qualifications through training at the on-site hairdresser, café, car wash, bank and shop. Sport, music and art are very strong at St Mary's where pupils have opportunities to compete, perform or display work.

6. RESIDENTIAL PROVISION

We aim to ensure that pupils and students have a happy and enriching residential experience that enables them to move towards independence. The focus of care work is on the emotional and social development of the individual, working towards maximising individual-independence within a safe, structured and nurturing environment. Pupils contribute towards the well-being of their group by recognising personal skills and self-worth and developing their sense of citizenship. Both individual and group programmes enhance the holistic provision for each pupil in collaboration with other disciplines at the school.

Keyworkers work with young people to identify individual targets through a small steps programme which are linked to those set in their IEPs and My Plans. In addition, the well-being team provide sessions to each house looking at issues of bullying, sexual awareness and other sensitive issues. These sessions support the on-going work staff provide informally as part of social awareness understanding. Parents can also request individual support from the Well-being team.

St Mary's School and College offers residential provision for both school and post-sixteen college students with onsite and offsite accommodation. Appropriate segregation is in place to meet the necessary safety and child protection requirements with male and female sleeping arrangements on different levels if houses need to be combined. All residential houses are staffed by designated Care staff and experienced Individual Needs Assistants. The level of staffing is appropriate to meet the individual needs of the pupils taking into account individual risk assessments, child protection concerns and the age/stage of development for each pupil.

At the weekends, the children and young people reside in their houses, but come together with the peers from different houses to participate in the weekend activities.

On-site Houses

Although within the on-site accommodation the emphasis is upon learning throughout their waking day, fun and relaxation are not forgotten. There are numerous opportunities for pupils to integrate with the local community and enjoy the local facilities of the beach, parks, country walks, youth clubs, horse riding and other leisure and sports facilities. Evening activities are encouraged and arranged by staff in consultation with pupils, but the individual's choice to participate or not is respected, thus allowing freedom to utilise their living accommodation for social interaction, quiet individual time or study. Some facilities located within the main building areas are also available for use during the evening and include the swimming pool, gym, art block, cooking room, ICT and sensory room and music facilities.

Pupils live in small living area groups in a stimulating but calm and managed environment. Each living area has a sitting room and kitchenette with full TV, DVD, video and computer facilities; most bedrooms are shared between small groups of pupils, which encourage both socialisation and community living skills. The areas are upgraded regularly and there is an emphasis on a homely and comfortable environment. Staff constantly supervise all common areas, including St Mary's grounds, the aim of which is to ensure the continued safety and well-being of all children and young people.

The main dining room is used by the school pupils for the majority of their meals, both in and out of education hours. The main aim for staff in relation to mealtimes is to create a pleasant atmosphere, conducive to eating and socialising. Good humour, a listening ear and attention to the needs of the group as a whole are a prerequisite to an enjoyable and relaxing mealtime.

Off-site Houses

The aims and emphasis for off-site houses is the maximisation of independent living skills and self-reliance in preparation for adult life. Students learn to prepare light meals and to plan their leisure times. Management of money is an on-going target for all our students as are issues around personal and sexual health. As in all the residential accommodation houses, rules are kept to the minimum and our routines are specifically designed to meet the needs of developing pupils. Additional opportunities for flexibility, autonomy, privacy and participation in decision-making are intrinsic elements to enable young people to develop and achieve responsibility and self-determination. All St Mary's school facilities are available to off-site students, although the aim of staff should be to encourage increased use of community facilities to promote social integration and independence.

Stables (Interim placement and assessment unit)

We have commissioned a separate building on site and set up a light, airy and spacious teaching and living space specifically for pupils in academic years 4 – 8 who are either out of school, or need a structured re-integration programme back into a school environment. The unit caters for six to eight pupils for periods of approximately three to six months. They are taught within their own large teaching area and live in their own attached house with eight single bedrooms, four of which have en-suite bathrooms, and two large lounges and kitchens.

After their assessment period, pupils will either return to their Local Authority School, be placed within a further specialist provision, or be placed at St Mary's School.

Night cover is provided by waking staff and staff undertaking sleeping in duties. A senior member of staff is available on call every evening providing additional support.

Catering

Food is an important part of residential school life and one that is taken very seriously here at St Mary's. We have a policy of making everything from good quality raw ingredients, on site each day, with the only exception being that we buy in bread and yoghurts. We offer nutritionally analysed, healthy, freshly prepared food throughout the day. Our dedicated team of qualified chefs are also always on hand to answer any allergy or dietary queries.

We cater for all tastes and preferences including special dietary requests and requirements. We regularly provide national cultural or religious celebration meals to support learning and encourage a cultural palate, as well as researching new ideas to keep our menus fresh and inspired. We offer a variety of choice at main meals including a full salad bar and a large variety of seasonal fresh fruit.

7. TRANSPORT

St Mary's operates a six-term academic year with the residential provision organised on a weekly or fortnightly basis. These arrangements are designed to maximise the learning experience for the children and young people. Most residential pupils travel to St Mary's School and College on Sunday evenings in order for them to commence education at 9.00am on Monday. On Friday, St Mary's day ends earlier, enabling pupils to arrive home at a reasonable hour.

St Mary's facilitates transport arrangements by offering two escorted coach runs to convenient collection points.

- Coach to South Mimms and West Thurrock.
- Coach to Cobham Services and Purley Way.

8. CHILD AND FAMILY SUPPORT

St Mary's School and College provide support which is available to families and pupils in a wide range of areas. These include supporting at times of family trauma, support through children's and adult's Social Care Assessments and helping parents and carers to address any welfare concerns at home or at school. The staff are part of the Designated Officers with responsibility for Safeguarding who deliver training to staff and work with children and young people around keeping safe and issues that involve personal and internet safety.

9. RESIDENTIAL CARE STAFF

All Residential Care staff and Individual Needs Assistants hold or are working towards nationally recognised qualifications that are specifically relevant to their role, and require the demonstration of competence at level 3 or above on the Qualifications credit framework. For the majority of St Mary's care staff, this will be a level 3 QCF or Diploma for the Children and Young People's Workforce (Children's Social Care Pathway). Alternative qualifications will be acceptable only if they demonstrate equivalent levels of competence across relevant areas of work.

Newly appointed residential care staff and individual needs assistance staff begin working towards their qualification as part of their initial induction training and progress to full qualification once passing their probationary period.

An essential aim in relation to the recruitment of staff is to ensure that the number of staff and their experience and qualifications are adequate to perform the required tasks concerning the education, care, welfare and well-being of all children and young people. There is a full programme of in-service and external staff training according to the requirements of the individual disciplines.

10. HEALTH

It is the primary aim of all staff to act as good parents in relation to the health of children and young people accommodated by St Mary's. Most residential pupils are registered with the local General Practitioner. The GP's local practice consists of male and female General Practitioners, all of whom are available to contribute towards St Mary's medical requirements. This arrangement ensures that the requirements of the Children Act (1989 and 2004) concerning the rights of pupils to choose their own practitioner are met.

The GP has a detailed knowledge of local health services and resources available, including specialist consultants. The GP is in twice weekly attendance.

Nurses and medication trained staff are available 24 hours across the whole week. There is a weekend on call service. A small surgery is available for children experiencing minor, short-term sickness. Residential pupils requiring more comprehensive care and supervision through longer-term illnesses are normally collected by arrangement with parents. A consulting/treatment room is available for use by the School Nurse and GP.

The GP, in consultation with the Headteacher and Nurse Manager, will make the necessary provision for recommended child health surveillance and immunisation

programmes. Parents' consent will be sought routinely in relation to all preventative programmes.

All St Mary's staff, including the GP and School Nurse are required to acknowledge the right of pupils aged 16 years and above to give their own consent to examination or to treatment. Staff must also be aware that pupils under 16 years may also be able to give or refuse consent, depending on their capacity to understand the nature of treatment. It is for the GP to determine the pupil's capacity to understand the consequences of consent or refusal. Parental consent is required for nursing and medical intervention for pupils under the age of 16 with the exception of sexual health matters.

The parents of all pupils, who have received medical care or treatment during the course of the week, will be provided with detailed written information. Information concerning more significant illness or injury will immediately be relayed to parents in order to reach agreement regarding arrangements for their child's care, including transportation home if required. In circumstances where a pupil is admitted to hospital for urgent medical treatment, parents or those adults with parental responsibility will be contacted to give consent to treatment. In the event that medical procedures are urgent and parents cannot be contacted, staff are required to seek the assistance of the Headteacher who, acting in Loco-Parentis, may give the necessary consent.

Children and young people who require support with intimate care needs have these needs identified at admission. All pupils have recorded and agreed procedures for their intimate care as part of their 'My Plan' and these are reviewed and updated as part of the annual review or when individual needs change. Plans are developed and agreed by parents and pupils (where appropriate) in consultation with residential, education and specialist support staff. Copies of the 'My Plans' are held on pupils' files as working documents which are available for staff who work closely with pupils to refer to. Staff are trained in intimate care.

All staff have a responsibility to ensure that any medicines transferred to individual houses are carefully administered and securely stored. It is the responsibility of the Head of Care and the Nurse Manager to ensure that adequate facilities and procedures for the safe administration and storage of medicines are maintained and adhered to.

Dental treatment will be arranged in circumstances where immediate attention is required or where frequent attendance is necessary in order to complete lengthy orthodontic procedures. Routine dental examinations and treatment, however, remain the responsibility of parents in the home area.

St Mary's School and College aims to ensure that the health needs of all children and young people are recognised and responded to with professionalism and sensitivity at all times. All staff must be aware of the importance of good health in terms of the overall welfare of pupils and consequently any concerns should be reported directly to the St Mary's Nursing Team for investigation.

11. RECRUITMENT AND REFERENCING ACROSS ALL STAFF AREAS

Staff selection procedures include thorough checks on the suitability of staff prior to appointment, with previous employment/personal reference checks being verified. The Disclosure and Barring Services (DBS) clearance is required of all staff prior to them taking up a position at the school. Safer Recruitment Policy is followed.

Administration and Ancillary staff support the education, therapy and care staff in the smooth running of St Mary's School and College.

12. BEHAVIOUR MANAGEMENT

The appropriate conduct of all pupils will depend on factors such as sound relationships with staff, sensitive and professional child care practice, sound management, a comfortable and stimulating environment, and the quality of relationships between children and young people.

Positive Behaviour Management operates within the school and waking day curriculum. It is designed to encourage pupils to achieve acceptable levels of behaviour and promote self-responsibility.

Some pupils at St Mary's School and College may exhibit dysfunctional or challenging behaviour as a result of the complex difficulties that requires intervention. To ensure that such intervention is consistently applied, staff are trained in the principles and practices of Team Teach which identify a range of responses to de-escalate behaviour. Relevant new staff are booked onto the next training session available. Some behaviour may necessitate some measure of physical intervention (reasonable force) and any physical intervention used under the Team Teach framework are in keeping with the guidelines issued under the Children Act (1989 and 2004), Education Act 2010 and Department for Education guidelines on Restrictive Physical Intervention. Heavy emphasis is placed on early intervention, personal responsibility and de-escalation within the Team Teach system.

Reports of all incidents of physical intervention are documented and parents/carers and when appropriate, Placing Authority are informed.

13. ANTI BULLYING

St Mary's School and College strives to create an environment where young people can be supported in addressing their educational, emotional, spiritual and social needs and achieve their full potential. All forms of bullying interfere with achieving this aim. Therefore, such behaviour will not be ignored. The staff team will be proactive in their use of the strategies and systems in place to address bullying at all levels while providing opportunities for change for those who are bullying and those who are bullied.

Bullying happens when one person exerts some form of power, in a negative and/or oppressive way, over another person. St Mary's School and College has a policy to counter bullying with an action programme giving procedures and practices for staff and advice to young people and parents.

14. CHILD PROTECTION

Child Protection and the Safeguarding of pupils is given the highest priority at St Mary's School and College. St Mary's procedures for dealing with child protection issues conform to the arrangements described in the Sussex Child Protection and Safeguarding Procedures and follow local authority guidelines on Child Protection in Residential Schools (Children Act 1989 and 2004).

The Headteacher has overall responsibility for child protection and welfare issues at St Mary's, and for liaison with relevant Local Authority Social Care Departments. St Mary's Designated Safeguarding Lead (DSL) has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered at the school, the DSL at St Mary's is the Head of Care. The DSL's responsibilities include:

- receiving and acting upon any reported concerns
- ensuring the Child Protection Policy is implemented and promoted
- promoting best safeguarding practice across the wider partnership network
- acting as a first point of contact for staff to discuss any concerns

The DSL offers support, advice and gives a level of expertise to all members of the school staff team.

The main aims for staff concerning child protection includes a comprehensive understanding of the school's procedures. There is specific training in the recognition of abuse and knowledge that abuse in any form always constitutes serious harm. Suspicion or evidence of abuse must always be reported to the Social Worker for appropriate investigation.

Across St Mary's School and College, both internally and externally, we have CCTV in operation. This is placed in communal corridors, entrances and exits to safeguard pupils, students, staff and St Mary's property. All cameras are signposted where necessary. Images of children and young people are only ever used for publication or marketing with full parental permission as laid out in St Mary's policy.

15. COMPLAINTS

Complaints can arise in several ways, from a young person / parent/carer, from a member of staff or from an outside agency or member of the public. There is also a whistle blowing policy which is available to staff.

The emphasis at the first stage of a complaint is on problem solving by core staff and their managers. The aim is to address concerns and solve problems at the earliest stage. It is however, important to respect the rights of everyone to have their complaint investigated further if they are not satisfied with local attempts to resolve the problem. In this situation, the complaint will be processed through the Headteacher or representation can be made directly to them. This needs to be the Headteacher unless the complaint is against the Headteacher in the first place. If the matter is still not resolved within three weeks, the Chair of the Governing Board may be contacted. They may also make a complaint to the Local Authority or Ofsted.

Where a complaint is received from a member of staff this is referred to a senior manager and attempts are made to resolve this at a local level. If the member of staff is not satisfied with any resolution the complaint will be processed through St Mary's Grievance Procedure.

If the complaint emanates from an outside agency it would be handled by one of the Senior Leadership Team first who will have a discussion between the parties. If they are not satisfied, the team member should involve the Headteacher. Again, if the issue is not resolved at a local level it will be referred to the Chair of the Governing Board.

All children and young people are able to meet with the Standard 20 visitor who visits the residential houses every half term. The contact details of the Standard 20 visitor are displayed in all the residential areas. During these visits young people are given the opportunity to meet individually with the independent visitor where they can raise any concerns. These concerns can be dealt with by the staff on duty during the visit and will be reported on in the Standard 20 visitor's report. These concerns will be addressed by the Residential House Manager and the Head of Care. The reports will also be made available to the Senior Leadership Team and the Governing Board.

Each residential house has a complaints system on line so that any complaints made by the young people are recorded alongside actions taken by staff to resolve the complaint and referred to the Head of Care / Deputy Head of Care.

16. INSPECTIONS

The school is subject to inspections by Ofsted, The Health and Safety Authority, the Fire Service and the Environmental Health Officers. St Mary's School and College also receives approval visits from all its user authorities.

Statutory Body reports such as Ofsted are available from the school on request or are made available on the School website.

17. REVIEW

To be reviewed May 2018

Approved by the Governing Board:

Date: 11th May 2017

Signed: 
Chair of the Governing Board

Date: 15th May 2017