



Michaela Community School

# SAFEGUARDING POLICY

Date of last review:	Jul 2016	Review period:	1 year
Date of next review:	Jul 2017	Owner:	K.Ashford

# Safeguarding Policy

## Named staff with designated responsibility for Safeguarding

Academic Year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors	Local Authority Designated Officer (LADO)
2016/17	Katie Ashford	Joe Allan	Pia Decarlucci	Suella Fernandes	

### **1. Introduction**

1.1 This policy sets out Michaela's commitment to safeguarding the children in our school. Sections 2 and 3 set out the aims and scope of the policy. Section 4 details the key safeguarding procedures, policies and available information to support with safeguarding in the school. In section 5 the policy lays out our support for the child and how we collaborate with parents and carers. Section 6 outlines the responsibilities in our school for those with a particular safeguarding remit.

1.2 We, as a school, aim to protect and promote the welfare of all of our pupils. We recognise that abuse and neglect can happen. Whenever we see signs of this happening we are individually and collectively responsible for making sure that these are acted on in a proper and timely fashion.

1.3 We know that we must have robust procedures that make sure that everyone knows what actions to take and when to take them. The welfare of the child and their immediate and longer term needs will always be our focus. To ensure that this happens, Michaela commits that we will;

- Do our best to identify children who are suffering or likely to be suffering abuse and to act swiftly to protect and help them, working in collaboration with relevant services when necessary.
- Lay out clear safeguarding procedures and ensure that everyone in our school understands and follows them.
- Train our staff in the implementation of these and all other relevant to safeguarding.
- Reinforce our safeguarding policy with strong policies for recruitment, for preventing bullying and harassment, and for teaching children how to protect themselves.
- Review the outcomes of our policies to ensure we are striking the right balance.

1.4 We also recognise that safeguarding is often has no easy solution. Making a referral is an important initial step, but our responsibilities as a safeguarding body do not end with that. While solutions are being worked on, and afterwards, affected children will continue to come to school each day, and will continue to need care and attention in many different ways. We must be responsive to these continuing needs.

1.5 This safeguarding policy has been developed in accordance with the principles established by the Children Act 1989 and 2004 and Education Act 2002 s. 157. It reflects the current advice and guidance from the Department of Education. In particular, the policy is consistent with the child protection procedures outlined in the following statutory guidance:

- Working together to Safeguard Children (March 2015)
- What to do if you are worried a child is being abused (March 2015)
- Use of reasonable force: advice for head teachers, staff and governing bodies (July 2013)
- Keeping Children Safe in Education (July 2015)

## **2. Aims**

2.1 This policy sets out the principles, procedures and advice from the Department, which are to:

- Support the child's development in ways that will foster security, confidence and independence.
- Provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident and able to approach adults if they are in difficulties;
- Raise the awareness of all teaching and non-teaching staff of the need to safeguard pupils and of their responsibilities in identifying and reporting possible cases of abuse or neglect, and to also be aware of signs of abuse in non-verbal children.
- Provide a systematic means to monitor pupils known or thought to be at risk of harm, and to ensure the school contributes to assessment and support for those children alongside other agencies e.g Children with Disabilities Teams, School Nurse, Education Welfare, Social services and the Police.
- Emphasise the need for communication between all members of school staff in cases of suspected abuse or neglect.

- Develop effective working relationships and appropriate information sharing with other agencies, particularly the Police and the relevant Social Care team.
- Ensure that all staff, volunteers and governors at the school who have access to children, have current DBS checks, their identities have been verified by original documentation and those references are checked in line with Michaela's recruitment policies.

### **3. Scope**

- 3.1 This policy applies to all staff, volunteers, and governors working in or on behalf of the school, including those in the central team, and we will make the policy available on our school's web sites.

### **4. Safeguarding Procedures, policies and information**

#### **4.1 Abuse**

- 4.1.1 All staff have a professional duty to act on suspicions of abuse, or reported allegations of abuse.
- 4.1.2 A child may be abused if someone inflicts harm upon them or fails to act to prevent harm. Harm is the ill-treatment or impairment of health and development. Health includes physical and mental health. Development means physical, intellectual, emotional, social or behavioural development.
- 4.1.3 Abuse may take any number of forms. These include physical, emotional or sexual abuse, as well as neglect. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children. The concept of significant harm is the threshold that justifies intervention in the best interests of the child. There are no absolute criteria for what can constitute significant harm. Relevant factors include the severity of treatment, the degree of harm, or the duration or frequency of abuse or neglect. It may be that a singular event constituted significant harm, or it may be that a compilation of events that constitute significant harm and damage the physical or psychological development of a child.
- 4.1.4 Possible signs of abuse  
Staff and other adults in the school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationship between staff, children,

parents and the public which foster respect, confidence and trust can lead to disclosure of abuse and or our staff being alerted to concerns.

The following list is not prescriptive and many signs listed will not necessarily indicate abuse. They only act as a guide:

- Unexplained injuries, bruising etc
- Comments or language from the child that cause concern
- Deterioration in general well-being
- Inability to trust others and make friends
- Truancy, lying or stealing
- Avoiding removal of clothes when changing for PE
- Under-achieving, unable to concentrate
- Bullying other children or being bullied
- Aggression or abuse towards others
- Overly cautious around adults
- Untreated medical conditions
- Issues of consistent personal hygiene
- Obvious hunger or malnutrition
- Significant alterations in behaviour
- Unauthorised absences from school that do not have reasonable explanation or exhibit a suspicious pattern

## **4.2 Identifying and Raising Concerns**

4.2.1 All staff have a duty to be alert to potential indicators of abuse and neglect. They also have a duty to be aware of the risks potential abusers may pose to recognise concerns and to raise them with the Designated Safeguarding Lead with responsibility for child protection. All concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead prior to discussion with parents. All staff will immediately report any of the following issues to the Designated Safeguarding Lead or Deputy Safeguarding Lead:

- any suspicion that a child is injured, bruised or otherwise marked in a way which is not readily attributable to the normal knocks/scrapes received in the course of a normal day of play/physical activities,
- any explanation given for the above that appears inconsistent or suspicious,
- any behaviours which give rise to suspicions that a child may have suffered harms (e.g. worrying notes, writings, drawings or language),
- any concerns that a child may be suffering from inadequate, physical or emotional maltreatment,

- any concerns that a child is presenting signs or symptoms of abuse or neglect, any significant changes in a child's presentation, including non-attendance or frequent unauthorised absences,
- any hint or disclosure of abuse from any person,
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a Household with children present).

4.2.2 In addition to this, the Designated Safeguarding Lead must advise the Head of any Safeguarding issue which;

- Could result in, or has resulted in, a strategic case meeting being called by a Local Authority Designated Officer (LADO).
- Relates to a member of staff and, without prejudice to the case, the Designated Safeguarding Lead judges may result in disciplinary action being taken.

4.2.3 Detailed reporting procedures for the school will be found in **Appendix A**.

### **4.3 Induction**

4.3.1 In recognition of the vital importance safeguarding plays in our school, all staff are informed of our Safeguarding Procedures as part of their induction when they start at the school and will receive refresher training annually or at reasonable periods. Safeguarding Training for whole school staff is best held annually but at no less than 3-yearly to ensure staff understand their role in safeguarding young people.

### **4.4 DBS**

4.4.1 All new employees must undergo DBS checks before commencing employment in all but the most exceptional cases and employees with a break in service of more than three months will also be rechecked.

4.4.2 Three yearly re-checks cease for school staff but continue for volunteers, contractors and any other staff deemed to be high risk, as well as agency staff. Governors will be checked every four years. Notwithstanding paragraphs 4.2 and 4.3, the school will comply with DBS requirements as set out in Part Three of Keeping Children Safe in Education (July 2015).

4.4.3 Michaela reserves the right to repeat any check if any new information is received that suggests a person may no longer be suitable for continued employment at the school.

## **4.5 Information and Guidance**

4.5.1 More generally, the school will insert in Appendix A of this document a series of documents or links to documents addressing the following topics.

- Management of Safeguarding (including Responding to Disclosures and a protocol for interacting with third parties)
- Safeguarding- Complaints against a member of staff
- Safeguarding- Reporting procedures for staff
- Staff Code of Conduct
- Use of Physical Intervention/Positive Handling
- Whistleblowing
- E-Safety
- Attendance/Children Missing from Education
- Images
- Anti-Bullying

**4.6 Appendix B** contains the documents referred to in paragraph 1.5 or links to those documents.

**4.7 Appendix C** contains the following documents or links to those documents highlighted in Keeping Children Safe in Education (July 2015), as being specific safeguarding issues;

- Child missing from education
- Child missing from home or care
- Child sexual exploitation
- Bullying (including cyberbullying)
- Drugs
- Domestic violence
- Faith abuse
- Fabricated or induced illness
- Female Genital Mutilation
- Forced Marriage
- Gangs and youth violence
- Gender based violence/violence against women and girls
- Mental health
- Private fostering
- Preventing Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

**4.8** The school Designated Safeguarding Lead (DSL) will ensure that all staff are made aware of the contents of these appendices in line with the prevalent safeguarding issues in their local area.

**4.9 Appendix D** contains the Michaela Recruitment and Appointments Policy which is relevant to safeguarding as it contains information regarding Safer Recruitment and DBS.

## **5. Supporting the child and partnering with parents**

5.1 Michaela recognises that the child's welfare is paramount and that good child protection practice and outcome are helped by (but are not solely dependent upon) having a clear understanding of the needs and views of children, and a positive, open and honest working partnership with parents.

5.2 We will provide a secure, caring, supportive and protective relationship for the child. Children will be asked for their views and each child will be heard, although it will be explained that while their views will be taken into account, there is a professional responsibility to take the action that is necessary to ensure the child's safety. Children will be given a proper explanation (appropriate to their age and understanding) of what action is being taken on their behalf and why.

5.3 While, on occasion, we may need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child, acting with the advice of the Social services/Local Authority Designated Officer (LADO) as appropriate.

5.4 We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Headmistress or Designated Safeguarding Lead will determine which members of staff need to know personal information and what they need to know to support and protect the child. They will ensure that the appropriate members of staff in particular to the child is aware of any issues which they may need to know so they are best able to support the child.



## **6. Roles and Responsibilities**

### **6.1 The School**

6.1.1 Michaela retains statutory responsibility for ensuring that all legal responsibilities in connection with Safeguarding and Safer Recruitment are discharged.

6.1.2 This responsibility is invested in the Director of Inclusion who is the school's Designated Safeguarding lead.

### **6.2 The Headmistress**

6.2.1 The Headmistress will ensure that:

- the policies and procedures adopted by Michaela are fully implemented, understood and followed by all staff at all times.
- ensure that the nominated local Safeguarding link governor is made known to all staff.
- ensure that sufficient resources and time are allocated to enable the school's Designated Safeguarding Lead and other staff to discharge their responsibilities.
- all staff feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and in a timely manner in accordance with agreed policies.
- the responsibilities detailed in 6.3 are fully carried out.

### **6.3 The Designated Safeguarding Lead**

6.3.1 The Designated Safeguarding Lead has the following responsibilities:

#### **Raising awareness**

- ensure that the Safeguarding policy is known, updated and reviewed annually and the procedures and implementation are updated and reviewed.
- ensure that the Safeguarding policy is available and parents are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school.

- Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

## **Training**

- Receive appropriate training carried out every two years
- Understand the assessment process for providing early help and intervention e.g. early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when requested to do so.
- Ensure each member of staff has access to and understand the school's Safeguarding policies and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, secure and accurate written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.
- Ensure all staff members receive appropriate safeguarding training refresher annually and updated training every 3 years.

## **Referrals and casework**

- Act as a source of support, advice and expertise within the school
- Refer all cases of suspected abuse to the local authority children's social care and:
  - The LADO for all cases which concern a staff member
  - DBS for cases where a person has left due to risk/harm to a child
  - Police for cases where a crime may have been committed
- Liaise with the Headmistress to inform of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigation.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Ensure the school is represented at strategy meetings, child protection conferences, reviews, core groups and other multi-agency meetings where possible.

- Sharing information as appropriate with other agencies and contributing to assessments.
- Ensure the school carries out their part of any child protection plan.
- Keep the Headmistress informed of issues and ongoing investigations with particular reference to paragraph 4.2.2, and ensure there is always cover for their role.

## **Records and reporting**

Child Protection records must be kept in an appropriate and useful manner and treated as confidential information. The school should have a secure filing system for child protection records. Files should be clearly labelled CP or CIN with initials of child's forename and surname. Files must be kept separately from pupil's general school records and information shared with those who need to have it. Reports will be objective and evidence based; they will distinguish between fact, observation, allegation and opinion.

- keep detailed, accurate, secure written records of all child protection concerns and any related referrals;
- when a child leaves the schools, ensure that the child protection file is copied for the new school as soon as possible and transferred to the new school separately from the main student file. If a child is missing from education, home, care or parents elect to home educate then the child protection file will be copied and the copy forwarded to the Education/Social Care Service.
- report annually to the Governing Body on child protection issues in the school.

## **Ensuring that all staff and volunteers**

- fully comply with the school's policies and procedures
- attend appropriate training.

## **6.4 The Governing Body**

6.4.1 The Governing Body will require the Designated Safeguarding Lead to report on the measures they are taking to ensure compliance. Statutory responsibility does not pass to the Governing Body or any of its members; however the Governing Body performs a vital role in monitoring compliance and challenging the school to ensure that best practice is followed.

#### 6.4.2 The Governing Body will monitor the following. That:

- the school has a Safeguarding policy and procedures in place that are consistent with DfE and Local Safeguarding Children Board guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request.
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from DfE and locally agreed inter-agency procedures.
- a senior member of the schools leadership team is designated to take lead responsibility for child protection (the Designated Safeguarding Lead) and that this person is not the Headmistress unless there are particular reasons for the Headmistress to be the Designated Safeguarding Lead for a fixed time period.
- the Designated Safeguarding Lead undertakes training in child protection and inter-agency working to Local Safeguarding Children Board (LSCB) standards at two yearly intervals.
- all staff who work with children undertake training in their Safeguarding responsibilities on a refresher basis annually and appropriate training carried out every 3 years.
- a governor is nominated to be responsible for liaising with partner agencies in the event of allegations of abuse being made against the Headmistress.
- a nominated governor is responsible for liaising with the senior management team to immediately remedy any deficiencies or weaknesses in the school's safeguarding arrangements that come to the local governing body's attention.
- where services or activities are provided on the school's premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- that policies, procedures and the discharge of safeguarding duties are reviewed annually.

6.4.3 To support the Governing Body in their responsibilities, it is recommended that Chairs and Safeguarding Link Governors should undertake the same safeguarding training as the general staff the school and have that training refreshed in line with those members of staff.

## **7. Adoption of this Policy by the school's Governing Body**

7.1 The school is able to add to this policy when it is adopted by the Governing Body but cannot remove elements or rewrite the policy in full or in part other than for stylistic or presentational purposes.

## **APPENDIX A**

Specific policies or links to specific policies on the following:

- Management of Safeguarding (including Responding to Disclosures and a protocol for interacting with third parties)
- Safeguarding- Complaints against a member of staff
- Safeguarding- Reporting procedures for staff.
- Staff Code of Conduct
- Use of Physical Intervention/Positive Handling
- Whistleblowing
- E-Safety
- Attendance/Children Missing from Education
- Images
- Anti-Bullying

## **APPENDIX B**

Links to documents referred to in paragraph 1.5

### **Working together to Safeguard Children (March 2015)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working Together to Safeguard Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

### **What to do if you are worried a child is being abused (March 2015)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

### **Use of reasonable force: advice for head teachers, staff and governing bodies (July 2013)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data](https://www.gov.uk/government/uploads/system/uploads/attachment_data)

[a/file/444051/Use of reasonable force advice Reviewed July 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

**Keeping Children Safe in Education (July 2015)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use of reasonable force advice Reviewed July 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

**Information Sharing: Advice for practitioners providing safeguarding services to young people, parents and carers (March 2015)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419628/Information sharing advice safeguarding practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

## **APPENDIX C**

Links to documents highlighted in Keeping Children Safe in Education (July 2015), as being specific safeguarding issues

- **A Teenage Relationship Abuse Toolkit**
- Abuse Linked to Faith or Belief**
- Child Sexual Exploitation**
- Cyberbullying - Advice for Parents & Carers**
- Cyberbullying - Advice for Headteachers and School Staff**
- Cyberbullying - Supporting Bullied Children**
- Domestic Violence & Abuse**
- Drug Advice for Schools**
- Ending Violence Against Women & Girls**
- Fabricated or Induced Illness**
- FGM**
- Forced Marriage**
- Information about Sexting**
- Preventing & Tackling Bullying**
- Protecting Young People from being drawn into Terrorism**
- Safeguarding Children who may have been Trafficked**
- Youth Violence**
- Child missing from education**
- Child missing from home or care**
- Mental health**
- Private fostering**

# APPENDIX D

## **AIMS**

This policy has been developed to ensure that the recruitment of staff or volunteers to work Michaela Community School is compliant with DfE guidance regarding recruitment so that the risk of recruiting someone who intends to harm is minimised. It applies to all people who carry out work at Michaela Community School, whether paid, voluntary, supplied by an agency or under a service term agreement.

## **THE RECRUITMENT PROCESS**

The importance of safeguarding and protecting children attending Michaela Community School will be promoted as much as possible throughout the recruitment process in order to deter would-be abusers.

### *Timeline*

The need for a thorough safe recruitment process is paramount and timelines for the appointment of staff will vary depending on the time it takes to receive all of the appropriate pre-employment checks and for the candidate to serve a notice period. It is recognised that appointments often need to take place speedily to ensure continuity of provision for the children/young people at Michaela Community School, however no appointment process will circumvent the measures described in this policy for the sake of expediency.

### *Job Descriptions and Person Specifications*

At the start of the recruitment process it is important to define what the responsibilities of the post-holder will be, as well as the qualifications and experience needed to perform the role.

#### **All Job Descriptions will, as a minimum detail:**

- Job Title
- Grade/Scale of Post
- Review Date
- Job Purpose
- Skills & Abilities
- Responsibilities
- Our commitment to safeguarding children

#### **All Person Specifications will, as a minimum, detail:**

- Qualifications required
- Professional Registrations (if required)
- Define the skills, competencies and previous experience required
- The requirement to be cleared by the DBS for work with children and where appropriate disqualification by association

### *Advertisements*

The advertisement for a vacancy will demonstrate our commitment to safer recruitment and vetting procedures in order to act as a deterrent to would-be abusers.

All recruitment advertisements will display the following:

- Post Title
- Hours (this should indicate if full or part time)
- Grade or Scale
- Salary including any allowances offered e.g. TLR
- Permanent or Fixed Term (if fixed term the duration of the contract should be stated)
- Advert Text (which should detail the main responsibilities of the post)



- Safeguarding Children Statement: *"Michaela Community School is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be expected to undertake a Disclosure and Barring Service check."*
- Closing Date and Interview Date

*All prospective employees are required to send a covering letter and CV. Any gaps in CVs will be thoroughly scrutinised before appointment.*

#### *Invites to Interview*

Any invites to interview will be accompanied by the following statement:

*"Michaela Community School, as an aware employer, is committed to safeguarding and protecting the welfare of children as its number one priority. This commitment to robust recruitment, selection and Induction procedures extends to all roles within the school"*

#### *Interviews*

On arrival for interview the original documents requested in the invitation to interview letter will be obtained from each candidate and copied. The copies will be verified, initialled and dated and held with the Pre-Employment Checklist pending the outcome of the interviews. The interview process will allow time for any discrepancy in a candidate's application or references to be scrutinised and clarified. Interviewers will question candidates regarding any employment gaps, criminal record disclosures, fitness for the role, previous experience, suitability for the post and their motivation to work with children. The Panel will be certain they have explored all relevant areas before they offer a post. All interviews will be carried out on a face to face basis. On the rare occasions where teachers have applied from overseas then it may be appropriate to interview via video conferencing. All interview panels include at least one person who has successfully completed safer recruitment training. This will enable the scrutiny of each candidate's motivation to work with children by a trained interviewer. The composition of an interview panel will reflect the nature of the post.

#### *References*

If an applicant has been offered a post. One of the referees must be the candidate's current or most recent employer. Open references will not be accepted neither will references which have been provided by the candidate. Referees for all candidates will be asked specific role and child protection related questions. This avoids references which may have been written as part of a compromise agreement and would not state any adverse qualities or incidents involving the candidate.

Michaela Community School reserves the right to seek references from the current employer even if they are not listed as referees on the application form.

#### *Employment Gaps*

The Senior Secretary will check for any employment gaps and highlight any found to the panel. These will be investigated at interview. The interview panel will explore patterns of repeated change in career or employers at interview, ensuring that the reasons for this are fully explored.

## **PRE-EMPLOYMENT CHECKS**

### *Disclosure of Criminal Record*

Posts within schools are exempt from the Rehabilitation of Offenders Act 1974 (updated guidance March 2014), therefore as a prospective employer, we encourage candidates to disclose any *unspent* and *spent* convictions during the application stage. Disclosing a criminal background will not be used as a reason to not shortlist a candidate, unless it involves violence and/or the safety of children.

Having a criminal conviction will not necessarily bar a person from working with children. Successful candidates will be required to complete a DBS application form (and Disqualification by Association where appropriate). Once Enhanced DBS with barred list clearance is verified, any discrepancy in convictions declared on the application form and the DBS clearance will be discussed with the candidate and may lead to the offer of employment being withdrawn with immediate effect, even if the person has commenced work.

#### *Regulated Activity*

For most appointments, an enhanced DBS check with barred list information will be required as the majority of staff will be engaging in regulated activity. A person will be considered to be in 'regulated activity' if as a result of their work they:

- will be responsible, on a regular basis, in any setting for the care or supervision of children; or
- will regularly work in a school or college at times when children are on school or college premises (where the person's work requires interaction with children, whether or not the work is paid (unless they are a supervised volunteer), or whether the person is directly employed or employed by a contractor); or
- will regularly come into contact with children under 18 years of age.

A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

#### *Post Interview Checks*

Any offer of employment to any post at Michaela Community School will be subject to the following:

##### **Employment history and references**

-We will always ask for written information about previous employment history and check that information is not contradictory or incomplete.

-References will be required prior to employment.

-On receipt, satisfactory references will be checked by the Senior Secretary to ensure that all specific questions have been answered satisfactorily. The referee will be contacted to provide further clarification as appropriate; for example if the answers are vague.

##### **Verification of Candidates Identity**

It is vital that we know who our employees are and have evidence to prove this. Evidence of identity will be sought as part of the enhanced DBS check. We will verify a candidate's identity from current photographic ID and we will ask to see proof of address. Photocopies of documentation will be taken by the Senior Secretary and kept on file for anyone appointed to work in the school.

##### **Enhanced DBS check with Children's Barred List Check**

o All employees will be considered to take part in regulated activity and therefore we will require them to be checked against the Children's Barred List and obtain an enhanced DBS check.

o The Senior Secretary will review the completed DBS check and determine if it meets the required standard. Where it does not, the subject to contract offer of employment will be withdrawn with immediate effect.

#### **Medical Clearance**

Successful candidates will be required to complete a medical questionnaire. Depending on the answers given by the candidate, a referral to Occupational Health may be required to assess fitness for work. If a referral is made then job offers are confirmed only when a letter has been received from Occupational Health declaring them fit for the post for which they have applied.

#### **Prohibition Order**

The Senior Secretary will ensure that a candidate who is a registered teacher is not subject to a prohibition order issued by the Secretary of State. They will use the Employer Access Online Service to check this detail.

#### **Right to work in the UK**

The Senior Secretary will request documentation from the candidate to verify their right to work in the UK. This will be checked against the requirements of the Border Agency. Where the right to work in the UK cannot be verified, the offer of employment will be immediately withdrawn and the Border Agency notified of the details of the applicant.

#### **Overseas Check**

If the candidate has lived or worked outside of the UK, the Senior Secretary will complete any further checks which are appropriate.

#### **Verification of Professional Qualifications**

The Senior Secretary will request that successful candidates provide evidence of the qualifications that they have detailed on their application form. A copy of the certificates will be kept on the personnel file of the employee.

These checks will be made clear to candidates at interview. The candidate will not be made an unconditional offer at any point prior to the receipt of all satisfactory pre-employment checks.

### **OTHER CONSIDERATIONS**

#### *Temporary Staff Employed Directly By The School*

Staff employed on a temporary contract issued by the school will follow the same recruitment process as any other permanent employee. All pre-employment checks must be completed.

#### *Peripatetic Tutors and Agency Staff (Including Agency Supply Teachers)*

All service providers/staffing agencies providing staff to undertake regulated activity will be required to provide evidence of the same pre-employment checks that the school would complete if they were directly employing the staff themselves. This should be submitted in writing and in advance of the provider starting work and should be agreed as part of any contract between school and provider. We reserve the right to view the original copy of the disclosure from the agency if it contains additional information. Evidence of checks from external providers will be recorded on the Single Central Record by the Senior Secretary.

If evidence is not provided then the school will not allow the peripatetic tutors or agency staff to have unsupervised access to children.

### *Contractors etc*

Children should not be allowed in areas where builders are working for Health and Safety reasons, so there should be little opportunity for workers to be unsupervised with children. It is difficult to say that there will not be times when contact with a child occurs, however this will be managed by the Headteacher who will use their professional judgement to determine supervision levels.

Anyone entering the school to undertake activities which are not classed as regulated will be required to verify their identity, providing documents such as a passport or driver's licence along with company or council ID.

### *Volunteers Engaging in Regulated Activity*

Many volunteers in schools have the same unsupervised access to children as employees. A child will not consider a distinction between a volunteer and a member of staff when seeking help or support. An Enhanced DBS check incorporating a Children's Barred List check must be carried out prior to the volunteer starting their duties. These checks will be carried out for all volunteers engaging in regulated activity.

If such a volunteer becomes a paid employee, then all pre-employment checks must be completed with the exception of the Enhanced DBS check as it will already be held by the school.

### *Volunteers Not Engaging in Regulated Activity*

A volunteer who is supervised at all times does not require a DBS check as they are not engaging in regulated activity. If such a volunteer becomes a paid employee, then all pre-employment checks must be completed including an Enhanced DBS check should be sought to reflect the change from volunteer to employee status.

### *Single Central Register*

The school will keep a Central Record of all staff that provides confirmation that relevant checks have been taken such as:

- Verification of Identity (Name/DOB/Address)
- Qualifications (Qualifications required to do the job and any professional registrations required)
- Children's Barred List check
- Disclosure and Barring Service check
- Employer Access Online (List of persons prohibited from teaching)
- Overseas Criminal Record Checks (applicable for any employee who has spent a period of time abroad)
- Professional references
- Health check
- QTS check (if applicable)
- Right to work in the UK

This record will be kept by the Senior Secretary.

### **Approval by Governing Body and Review Date**

This policy and plan has been formally approved and adopted by the Local Governing Body at a formally convened meeting.

Signed:   
Chair of Governing Body

Date: 7 July 2016

Review date: July 2017

**End of Statement**