

# Primrose Hill Primary School



## Safeguarding Policy and Procedures

February 2013

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# CONTENTS

	<b>Page</b>
<b>Key contacts</b>	<b>1</b>
<b>1 Purpose of policy</b>	<b>2</b>
<b>2 Roles and responsibilities</b>	
2.1 Camden Children Schools and Families (CSF)	2
2.2 Governing body	3
2.3 Head teacher/principal	4
<b>3 Safeguarding children</b>	<b>4</b>
<b>4 Child protection</b>	
4.1 Role of school/college	11
4.2 Role of the designated child protection teacher	12
4.3 Child protection procedures	12
4.4 Confidentiality and information sharing	16
4.5 Children who harm other children	17
<b>5 Safe learning environment</b>	
5.1 Safe recruitment	17
5.2 DBS checks	19
5.3 Volunteers	19
5.4 Site security and visitors	20
5.5 Staff	21
5.6 Health & safety and risk assessment	25
<b>6 Early years settings in schools</b>	
6.1 Legal and policy framework	27
6.2 Safeguarding	27
6.3 Child protection	27
6.4 Suitable people	28
6.5 Staff ratios	28
6.6 Safety and suitable premises	29
<b>7 Monitoring and reviewing policies</b>	<b>29</b>
<b>Appendix 1: Child Protection Definitions and Indicators</b>	<b>31</b>
<b>Appendix 2: Safeguarding children monitoring/incident form</b>	<b>32</b>
<b>Appendix 3: Safeguarding basic information record</b>	<b>33</b>
<b>Appendix 4: School central safeguarding record</b>	<b>34</b>
<b>Appendix 5: Schools Safeguarding Children Return</b>	<b>35</b>
<b>Appendix 6: Schools central checks record</b>	<b>39</b>
<b>Appendix 7: Safer recruitment and selection checklist</b>	<b>40</b>

## Key contacts

### Primrose Hill Primary School

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**Designated child protection teacher:** Paul Campbell

**Deputy designated child protection teacher:** Elizabeth Ghamar

**Nominated governor for child protection:** Valerie St Johnston

### London Borough of Camden

**Child protection lead officer:**

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## **1 Purpose of policy**

Primrose Hill Primary School is committed to helping children achieve good outcomes by providing a safe learning environment that promotes their welfare and helps them to develop socially and emotionally so that they can make the most of their life chances.

In line with the Education Act 2002, the school will ensure that arrangements are in place to safeguard and promote the welfare of pupils by:

- providing a safe, healthy learning environment that allows them to develop to their full potential
- safeguarding their welfare, particularly those pupils who are most disadvantaged
- providing pupils with opportunities to discuss issues and report problems affecting their safety and welfare
- ensuring safe recruitment practices
- ensuring robust procedures for recognition and referral where there are welfare or child protection concerns
- monitoring and supporting pupils who are subject to child protection plans and contributing to the implementation of their plan
- raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns
- teaching children to keep themselves safe and ensuring they know who to approach for help
- promoting partnership working with parents and professionals.

## **2 Roles and responsibilities**

### **2.1 Camden Children Schools and Families (CSF)**

CSF and the Family Support and Social Work division will support the school/college to safeguard and promote the welfare of pupils by:

- co-ordinating the delivery of integrated children's services within the borough
- providing services under the Children Act 1989 for those children who have been assessed as being in need, in need of protection or requiring alternative accommodation

- providing the school with advice, support and guidance, policy and procedures, training and a dedicated lead officers with responsibility for child protection and safeguarding
- dealing with allegations against members of staff and volunteers
- taking responsibility for those children who are not in education.

## **2.2 Governing body**

The governing body will ensure that:

- the school's safeguarding policies and procedures are consistent with Camden Safeguarding Children Board procedures and that these are regularly monitored, reviewed and updated where necessary
- related school policies around pupil welfare, such as behaviour and attendance, are in place to support the wider safeguarding of pupils
- there is a responsible safeguarding governor and a designated child protection teacher who reports directly to the governing body on the implementation of child protection policies and liaises with Camden CSF on safeguarding matters
- parents are made aware of the school's safeguarding policies and procedures
- the school has appropriate procedures in place to ensure safe recruitment practices and to deal with allegations against staff or volunteers that are consistent with statutory guidance and reviewed on an annual basis
- all staff receive safeguarding and child protection training at least every 2 years
- action is taken where any weaknesses in child protection or safeguarding policy and practice are apparent within the school
- other organisations using the school premises to provide extended or after-school activities have appropriate safeguarding and child protection policies and procedures in place.

## **2.3 Head teacher**

The head teacher will ensure that:

- staff are fully aware of the school safeguarding and child protection policies and that these policies are fully implemented
- all staff have a good understanding of their role in the identification and referral of safeguarding concerns
- the designated child protection teacher is given sufficient time and resources to carry out their responsibilities
- staff are released to attend child protection conferences, core group meetings and other meetings held to discuss safeguarding issues concerning pupils at the school/college
- safe recruitment practice is followed whenever recruiting to posts
- the school offers a safe environment for staff and pupils to raise concerns about poor or unsafe practice
- appropriate action is taken whenever an allegation is made against a member of staff
- safeguarding issues are brought to the attention of the governing body.

## **3 Safeguarding children**

### **3.1 Definition**

Safeguarding covers a broad agenda and aims to achieve the following:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully.

Safeguarding is a preventative agenda that helps children to achieve their full potential regardless of negative factors such as poverty or social exclusion by providing services and support to overcome barriers to achievement.

### 3.2 Role of the Primrose Hill Primary School

The school recognises that pupils may face many barriers to learning that may affect their prospects in later life. The school will safeguard and promote pupil's welfare by focussing on preventative actions and services so that all pupils are able to fulfil their potential under each of the 5 *Every Child Matters* outcomes:

- ***Being healthy***

#### ***Aims:***

The school will promote pupil's health by educating them on healthy diets and lifestyles using the healthy schools programme and school policies on healthy eating and physical exercise, as well as delivering information on sexual health and relationships and substance misuse via the curriculum.

The school will work closely with health professionals to monitor pupil's health and ensure that pupil's with health needs receive the extra support they need to fully participate in education.

Pupils affected by their parent's or their own substance misuse problems will be referred to Camden's Forward Drug and Alcohol Service (FWD) to receive expert advice and support.

#### ***Key safeguarding policies***

- Administering medicines (see link for DfE advice)  
[Managing medicines in schools - The Department for Education](#)
- Sex and relationships
- Intimate care (see section 5.4.3)
- Healthy schools (see link for DfE advice)  
[Healthy Schools - The Department for Education](#)

- **Staying safe**

**Aims:**

The school aims to provide a safe learning environment where pupils are:

- kept safe from accidents whilst at school and during outings
- protected from maltreatment through the implementation of Camden Safeguarding Children Board child protection procedures and safe recruitment practices
- taught to keep themselves safe via safety messages delivered through the curriculum and other forums
- feel supported, safe and protected and able to raise concerns.

Safety messages will be delivered via the curriculum and pupils will be provided with opportunities to discuss issues they feel are affecting their safety at school and within the community.

**Key safeguarding policies:**

- Child protection policies and procedures listed in section 4
- Dealing with allegations of abuse
- Safeguarding children and safer recruitment in schools  
<http://www2.cnwl.ac.uk/UserFiles/File/Safeguarding%20Children%20and%20Safer%20Recruitment%20Practices%20in%20Education.pdf>
- Health and safety and risk assessments (see section 5.5 of this policy)
- Educational visits (ensuring pupils are safe on school outings)
- Monitoring visitors (see section 5.3)
- Safe recruitment (see section 5.1)
- E-safety (keeping pupils safe on the internet)
- Anti-bullying and behaviour- see the school's *Behaviour Policy and Procedures*
- Anti-discrimination and equality- see the school's *Equality Policy and Procedures*
- Children missing from school (action to be taken when a child disappears from the school/college role)
- "Learning together to be safe" (DCSF 2008 – guidance on keeping pupils safe from targeting by violent extremists)  
<http://publications.dcsf.gov.uk/eOrderingDownload/00804-2008BKT-EN.pdf>  
<http://www.standards.dfes.gov.uk/ethnicminorities/resources/racistincidents2006v1f.pdf>
- Guidance for schools on gangs and group offending  
<http://publications.teachernet.gov.uk/eOrderingDownload/00802-2008BKT-EN.pdf>
- Guidance on dealing with forced marriage (FCO 2008 – contains guidance for schools and colleges on what action to take)  
<http://www.fco.gov.uk/resources/en/pdf/3849543/forced-marriage-guidelines09.pdf>
- Teenage relationship abuse (see link for DfE advice)  
[Teenage Relationship Abuse campaign - The Department for Education](#)

- **Enjoying and achieving**

**Aims:**

The school will ensure that pupils attend regularly, enjoy learning and are achieving to their full potential.

**Key safeguarding policies:**

- SEN– see the school’s *SEND Policy and Procedures*
- Attendance– see the school’s *Attendance Policy and Procedures*
- Behaviour and exclusions - see the school’s *Behaviour Policy and Procedures*

<http://media.education.gov.uk/assets/files/pdf/b/behaviour%20and%20discipline%20in%20schools%20%20%20guidance%20for%20governing%20bodies.pdf>

<http://media.education.gov.uk/assets/files/pdf/u/use%20of%20reasonable%20force%20advice%20for%20headteachers%20and%20governors.pdf>

- **Making a positive contribution**

**Aims:**

The ethos of the school is one where pupils feel valued and are able to participate and contribute to the development of policies that support co-operation, inclusion and integration.

Pupils are encouraged to participate in a wide range of activities at school and within the community and discouraged from engaging in anti-social behaviour.

The school follows DCSF guidance “Recording and reporting racist incidents” in order to challenge racist abuse or harassment by pupils and promote good race relations.

**Key safeguarding policies:**

- Equality – see the school’s *Equality Policy and Procedures*
- Anti-bullying and behaviour - see the school’s *Behaviour Policy and Procedures*

[Children and young people - participation - The Department for Education](http://media.education.gov.uk/assets/files/pdf/p/preventing%20and%20tackling%20bullying.pdf)

<http://media.education.gov.uk/assets/files/pdf/p/preventing%20and%20tackling%20bullying.pdf>

- Screening and searching

<https://www.education.gov.uk/publications/eOrderingDownload/screening%20searching%20and%20confiscation.pdf>

- Exclusion – see the school’s *Behaviour Policy and Procedures*

[Exclusion guidance - The Department for Education](http://media.education.gov.uk/assets/files/pdf/u/use%20of%20reasonable%20force%20advice%20for%20headteachers%20and%20governors.pdf)

- **Achieving economic wellbeing**

**Aims:**

The school ensures that pupils build awareness and aspiration in relation to further education, training or employment.

### **3.3 Supporting pupils**

The school supports all pupils who have been assessed as having extra needs or are subject to a child protection plan. All children are made aware of who they can approach if they have any problems and will be listened to and their concerns taken seriously.

### **3.4 Powers regarding management of pupil behaviour**

The school acknowledges guidance from the Department of Education which provides schools with the powers to intervene in a variety of ways in order to manage behaviour within and outside the school. Details of these may be found in the policies listed at the following links.

<http://media.education.gov.uk/assets/files/pdf/b/behaviour%20and%20discipline%20in%20schools%20%20%20guidance%20for%20governing%20bodies.pdf>

<http://media.education.gov.uk/assets/files/pdf/u/use%20of%20reasonable%20force%20advice%20for%20headteachers%20and%20governors.pdf>

The school also acknowledges that Camden strongly advises schools:

- not to carry out non-consensual searches of pupils or their bags or lockers except in the presence of the safer schools police officer
- only to use reasonable force where there is a risk of harm to the pupil or others or a risk of substantial damage to property.

The school is familiar with Camden's local policies on bullying, use of physical restraint and guidance on carrying out searches of pupils.

### **3.5 Working with parents and carers**

Parents and carers have the main responsibility for safeguarding and promoting their child's welfare and the school recognises the importance of working in partnership with them to ensure the welfare and safety of pupils.

The school will:

- make parents aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school policies available on the school web-site or on request
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff
- consult with and involve parents and carers in the development of school policies to ensure their views are taken into account
- ensure a robust complaints system is in place to deal with issues raised by parents and carers
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

### **3.6 Inter-agency working**

The school recognises its duty under the Children Act 2004 to work in partnership with other professionals and agencies within the children's workforce in order to deliver integrated services that focus on prevention.

To achieve this, the school will lawfully share information with agencies in order to ensure pupils receive appropriate services, and will use the Common Assessment Framework to assess those children with extra needs and make appropriate referrals to agencies on behalf of the pupil.

The school recognises the central role they play in safeguarding pupils and will ensure that a representative attends all multi-agency meetings such as case conferences and core group meetings.

The school will liaise with Camden's lead officers for safeguarding wherever there are any concerns or issues relating to safeguarding practice or the safeguarding of individual pupils.

### **3.7 Children who are missing from education or home educated**

The school is aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns. Our attendance policy clearly states who needs to be notified and what action should be taken and any relevant timescales. The school refers to Camden's "Children missing from education" policy and the CSCB missing children protocol which provides further details.

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications are made:

- The Education Welfare Service is notified of all decisions
- If the child is already known to FSSW, their allocated social worker is notified immediately
- If the child is not known to FSSW, but the school has concerns about their welfare, the designated child protection teacher makes a referral to FSSW.

### **3.7 Role of Family Services and Social Work (FSSW)**

FSSW is responsible for carrying out Camden's statutory duty to safeguard and promote the welfare of children in the borough by providing services for children who have been assessed as being in need, in need of protection or in need of accommodation under the Children Act 1989.

Intervention by FSSW is based on the assessed level of need or risk the child is experiencing. Levels of need and risk and corresponding responses by FSSW are explained in the division's eligibility criteria for services. FSSW offer a service at the following levels:

- **Children in Need – medium level risk (ISA level 2)**

These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services. Services for these children focus on early intervention and prevention, and are aimed at supporting families so that children are able to remain at home.

Staff who are concerned that a pupil may require extra support and services from FSSW because they are in need should complete a CAF assessment and make a referral to the relevant duty and assessment team.

Parental consent must be sought prior to making any referral. Staff may use the monitoring form shown at appendix 2 to record any concerns and / or monitor the pupils' progress.

- **Children in need of protection – high level risk (ISA level 3)**

These are children who it is believed are suffering or likely to suffer significant harm requiring statutory intervention via child protection procedures (see section 4).

## **4 Child protection**

### **4.1 Role of school**

The school will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.

- Working together to safeguard children (*DCSF 2010*)  
<https://www.education.gov.uk/publications/eOrderingDownload/00305-2010DOM-EN.pdf>
- What to do if you're worried a child is being abused (*DCSF 2006*)  
[What to do if you're worried a child is being abused - Every Child Matters](#)
- The London Safeguarding Children Board child protection procedures  
[http://www.londonscb.gov.uk/files/2010/procedures/full\\_amended\\_13\\_apr.pdf](http://www.londonscb.gov.uk/files/2010/procedures/full_amended_13_apr.pdf)
- Camden Safeguarding Children Board guidance on:
  - Missing children
  - Trafficked children
  - Children abused through sexual exploitation (CATSE)
  - Working with neglectful parents
  - Working with parents affected by substance misuse
  - Protocol on working with children who harm other children (see section 4.5)

In line with these policies and procedures, the school will carry out the following:

- identifying where there are child protection concerns and referring the pupil on to FSSW
- contributing to the development and monitoring of child protection plans as a member of the core group
- ensuring that the school has a senior member of staff who is designated to take on lead responsibility for child protection issues
- ensuring staff are aware of their responsibilities and receive adequate training to enable them to carry these out.

#### **4.2 Role of the designated child protection teacher**

The school will ensure that a senior member of staff is appointed to the role of designated teacher to take lead responsibility for child protection issues, and that another member of staff is appointed to deputise in their absence.

Their role is to:

- refer cases on appropriately to relevant agencies
- provide advice and guidance for staff on child protection issues
- take the lead in developing, monitoring and reviewing the school/college child protection policy and procedures and keeping abreast of new policy developments
- oversee child protection systems within the school, including management of records, provision of information to other agencies and the monitoring of pupils who are subject to child protection procedures
- link with and report to the head teacher/principal and the board of governors regarding child protection issues within the school/college
- provide a link between the school and other agencies, particularly FSSW and the Camden Safeguarding Children Board
- ensure staff , including temporary staff, are aware of the school policies and procedures and that appropriate training is taken up at the required frequency
- ensure parents are fully aware of the school policies and procedures and that they are kept informed and involved.

### **4.3 Child protection procedures**

The following procedures set out what actions the school will take where there are child protection concerns regarding a pupil.

#### **4.3.1 Recognition**

- Staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the designated teacher.
- Staff should refer to appendix 1 for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.
- Any concerns held by staff should be discussed in the first instance with the designated teacher or their deputy and advice sought on what action should be taken.
- Concerns may be monitored over time and recorded on the monitoring / incident form shown at appendix 2. Details of any *concerning incidents should also be recorded on this form.*

#### **4.3.2 Dealing with disclosures**

If a pupil discloses to a member of staff that they are being abused, the member of staff should;

- listen to what is said without displaying shock or disbelief and accept what the child is saying
- allow the child to talk freely
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to FSSW
- reassure the child that what has happened is not their fault and that they were right to tell someone
- not ask direct questions but allow the child to tell their story
- not criticise the alleged perpetrator
- explain what will happen next and who has to be told
- make a formal record and pass this on to the designated teacher.

### **4.3.3 Referral**

- A decision on whether or not to refer a pupil to FSSW should be made by the designated teacher or their deputy following a discussion with the member of staff who has raised concerns.
- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated teacher may discuss the case on a “no names” basis with Camden’s Child Protection Co-ordinator or the duty and assessment manager or senior practitioner to obtain advice on how to proceed.
- Parental consent must be sought prior to the referral being made unless to seek consent would place the child at risk of further harm. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.
- If the child already has an allocated FSSW social worker, the referral should be made directly to them. If the child is not already known to FSSW, referrals should be made to the relevant duty and assessment team depending on child’s home address. If the child lives outside Camden, a referral should be made to their home local authority.
- Referrals should be in writing using the e-CAF.
- All referrals will be acknowledged by FSSW within 24 hours and the referrer informed of what action will be taken.

### **4.3.4 Attendance at case conferences and core groups**

- The designated teacher will liaise with FSSW to ensure that all relevant information held by the school is provided to FSSW during the course of any child protection investigation.
- The designated teacher will ensure that the school/college is represented at child protection case conferences and core group meetings:
  - where possible, a member of staff who knows the child best, such as a class teacher or head of year will be nominated to attend
  - failing that, the designated teacher or their deputy will attend
  - if no-one from the school can attend, the designated teacher will ensure that a report is made available to the conference or meeting.

#### **4.3.5 Monitoring**

Where a pupil is the subject of a child protection plan and the school has been asked to monitor their attendance and welfare as part of this plan;

- monitoring will be carried out by the relevant staff member in conjunction with the designated teacher
- all information will be recorded on the child protection monitoring/incident form shown at appendix 2 prior to each conference and core group meeting
- the completed monitoring form will be kept on the pupil's file and copies made available to all conferences and core group meetings
- the designated teacher will notify FSSW if the child is removed from the school roll, excluded for any period of time or goes missing.

#### **4.3.6 Records**

- Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil's education records. These records will be securely held within the school.
- The designated teacher will ensure that all welfare records have a basic information sheet (see appendix 3) attached and that this information is kept up to date.
- The designated teacher is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.
- All information should be recorded on the safeguarding monitoring/incident form (see appendix 2) and all records should be signed and dated.
- Records should show:
  - what the concerns were
  - what action was taken to refer on concerns or manage risk within the school/college
  - whether any follow-up action was taken
  - how and why decisions were made.
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.

- The monitoring/incident form must be completed;
  - whenever concerns arise or there is a serious incident
  - where a child is being monitored, prior to a case conference or core group meeting.
- Where a child who is subject to a protection plan transfers to another school, the designated teacher is responsible for ensuring that copies of all relevant records are passed to the designated child protection teacher at the new school.
- Child protection records will only be kept until the pupil leaves the school and should be disposed of as confidential waste.
- The designated teacher is responsible for keeping central records of child protection and welfare concerns which should be recorded on the form shown at appendix 4, and for completing the safeguarding return to CSF as shown at appendix 5.

#### **4.4 Confidentiality and information sharing**

- All information obtained by school staff about a pupil and their family is confidential and can only be shared with other professionals and agencies with the family's consent.
- If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and over are able to give their own consent.
- Where a child is at risk of suffering significant harm, schools and colleges have a legal duty to share this information with FSSW and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools and colleges must share any information about the child requested by FSSW.
- Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this.
- Parental consent to referral need not be sought if seeking consent is likely to cause further harm to the child. Before taking this step, schools and colleges should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?

- Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.
- In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school/college's duty to share information.
- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated teacher or seek advice from Camden's safeguarding lead officer or a duty social worker.

#### **4.5 Children who harm other children**

The school may sometimes need to deal with children whose behaviour causes significant harm to other children. Examples of this may be children who sexually abuse other children, are violent towards other children or who set fires.

These cases will be dealt with under the joint protocol between schools, Family Services and Social Work (FSSW) and the Youth Offending service (YOS). In general, incidents will require a strategy meeting under child protection procedures and specialist assessment and intervention from FSSW and YOS.

## **5 Safe learning environment**

### **5.1 Safe recruitment**

The school recognises safe recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school are suitable and do not pose any kind of risk.

The school will follow the guidance set out in "Safeguarding children and safer recruitment in education" (DCSF 2007).

<http://publications.teachernet.gov.uk/eOrderingDownload/Final%206836-SafeGuard.Chd%20bkmk.pdf>

- The school will carry out extensive enquiries on applicants for all positions, including voluntary and support roles and governors. No staff member, volunteer or governor will be allowed to take up posts until all checks and enquiries have been satisfactorily completed.

- All applicants for positions that involve regulated activity will be subject to checks with the Independent Safeguarding Authority to ensure they have not been barred from working with children. This will include any applicant whose work will bring them into contact with children on a frequent or intensive basis, defined as working once a week or more or four days in a single month.
- The school will also ensure that all current staff that have regular or unsupervised contact with pupils have an up-to-date Disclosure and Barring Service (DBS) check.
- The school will ensure that all DBS checks carried out on staff are renewed after 3 years of the original DBS disclosure.
- All job advertisements and application forms will clearly state that the role is a safeguarding role and that applicants will be expected to agree to undergo DBS and other checks as part of safe recruitment practices.
- Staff and governors who normally sit on interviewing panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken this training.
- Although the headteacher will have day-to-day responsibility for the recruitment of staff, the board of governors will ensure that they maintain an overview of recruitment systems in order to scrutinise practice and ensure all statutory checks are carried out.
- The school will use a checklist to ensure all safe recruitment practices are carried out (see appendix 7) for every applicant applying for posts. School and Human Resources staff with responsibility for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.
- The headteacher will keep a single central record of all staff, volunteers and governors that includes details of all checks carried out and the outcome of these checks in the format shown at appendix 6.
- Where staff are recruited via third parties such as employment agencies, the headteacher and the board of governors will seek written confirmation from the agency that they have carried out all necessary checks on the individual and request written confirmation of the outcome of all checks and ask to see the DBS disclosure prior to making any decision regarding the individual's employment.
- A further DBS check will be made via Camden Human Resources for all agency staff appointed.

The school will:

- verify the applicant's identity and immigration status from their passport, including having sight of passports and/or relevant Home Office documents
- carry out enhanced DBS checks, normally via Camden's Human Resources team who will notify the school of the outcome
- in the case of teaching staff, check the applicant's academic and vocational qualifications and registration status
- where the applicant has been living abroad, make enquiries in the country of origin
- make extensive enquiries of at least 2 referees, including previous and recent employers.

## **5.2 DBS checks**

In order to ensure that people who work in the school are suitable to do so and are not barred from working with children, the school will take out police and other checks (ie: List 99) with the Disclosure and Barring Service (DBS) as part of the recruitment process. The school will also refer individuals that are considered to be unsuitable to work with children to the DBS.

DBS checks will only be taken out on individuals who are involved in regulated activity, which is defined as close, unsupervised contact on a regular basis involving activities such as:

- Teaching
- Training
- Supervising
- Care
- Guidance and advice
- Driving a vehicle
- Personal or intimate care.

The activity must be carried out regularly as part of the staff member's day to day responsibilities and the checks will be reasonable in order to safeguard children.

Decisions on whether a person's role requires a DBS check will be made by whoever is responsible for recruitment in the school, for example the head teacher or governor, and the following will be taken into consideration when deciding on whether or not to take out a DBS check:

- the age of the children
- their level of vulnerability
- the numbers of children in the group
- the nature of the role
- opportunities for contact with the children.

The school has robust day to day staff management and supervision and clear procedures for reporting and acting on concerns. Staff carrying out roles involving regulated activity will be suitably supervised on a regular basis by senior staff carrying out a similar role.

### **5.3 Volunteers**

The headteacher will ensure that unpaid volunteers such as parents who accompany pupils on school outings or provide help in the classroom, are:

- subject to a CRB and ISA check where they are carrying out a regulated activity that brings them into frequent or intensive contact with children (see section 5.2 for details)
- required to undergo a recruitment process, such as reference checks and interviews, that is appropriate and proportional to the duties assigned to them
- competent to carry out the duties assigned to them
- only assigned duties suitable to their qualification and experience
- suitably supervised by teaching staff at all times
- fully inducted in relation to all school policies and procedures.

It is the headteacher's responsibility to decide whether or not an individual volunteer requires CRB and ISA checks depending on the level of contact with pupils.

### **5.4 Site security and visitors**

- The board of governors is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage.
- The headteacher will decide whether or not individual visitors or contractors should be subject to CRB or ISA checks before being allowed access to the building, depending on the level of access they are likely to have to pupils. To help with this decision, the headteacher will apply the frequent or intensive basis test.
- Where the visitor is employed by an organisation where CRB and ISA checks are normally required, for example NHS staff, the headteacher will request written confirmation that relevant checks have been carried out for that individual.
- All visitors and contractors will be:
  - informed to report to reception on arrival
  - expected to wear a name-badge or carry some form of identification at all times when on the school premises
  - suitably supervised by school staff at all times
  - made aware of school health and safety procedures.

- The headteacher and the board of governors will ensure that any contract entered into with contractors' sets out clearly the expectations for worker's behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.
- Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.
- Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have with pupils.

## **5.5 Staff**

### **5.5.1 Induction and training**

- The headteacher will ensure that all staff are fully inducted, are made aware of the school's safeguarding policy and procedures and that staff are fully aware of their role in implementing these.
- The designated teacher will ensure that all staff are fully inducted with regard to the school child protection procedures and that they receive safeguarding and child protection training on a two-yearly basis.
- The headteacher will keep a central record of all statutory and other training undertaken by staff members, governors and volunteers.
- School staff and governors will receive multi-agency safeguarding training provided by Camden Safeguarding Children Board to at least level B, (training for staff that regularly work with children, young people and families) which should enable them to:
  - develop knowledge, skills and the ability to work together on the processes for safeguarding and promoting the welfare of children, including those suffering or at risk of suffering significant harm
  - describe inter-agency roles and responsibilities for safeguarding children
  - understand what will happen once they have informed someone about those concerns
  - make a full contribution to the process of child protection and have an understanding of the purpose of inter-agency activities and the decisions required at each stage of the child protection process
  - demonstrate skills in effective collaboration between agencies to achieve intended outcomes for the child and their family.

- The designated teacher and deputy designated teacher will receive:
  - level B Camden SCB training “Safeguarding children: a shared responsibility”
  - specific training on the role of the designated teacher
  - relevant multi-agency training courses provided by Camden SCB
- Relevant school staff will also receive training on the use of the Common Assessment Framework assessment as part of their safeguarding training.

### **5.5.2 Conduct and safe teaching practice**

- The school expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and maintain appropriate boundaries.
- The headteacher will ensure that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.
- Staff and volunteers should be aware of current guidance on safe teaching practice contained in the DCSF “*Guidance for safer working practice for adults working with children & young people*” (2009).
- Staff should have read, fully, the schools ‘Staff Handbook’.

### **5.5.3 Providing intimate or personal care to pupils**

Staff may need to provide intimate or personal care to younger pupils, for example helping a child who has soiled themselves or supervising pupils who are changing for P.E.

The school has a written policy in place in order to promote safe working practices for staff and ensure children’s privacy (see section 5.4.2). Children are encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed;

- Staff should follow the agreed school policy when providing intimate or personal care.
- When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen.

- Parents should always be notified if intimate care has been provided.
- When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the designated teacher.
- When children are changing, levels of supervision should be appropriate to the pupil's age.
- Staff should avoid any physical contact unless a child needs help.
- Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing.

#### **5.5.4 Physical intervention and restraint**

It is the school's policy to use physical intervention and restraint only in line with Camden CSF policy "*Physical intervention policy for schools and centres*".

#### **5.5.5 Allegations against staff**

In the event that an allegation is made against a member of staff or volunteer, the school will follow Camden's "*Guidance for the management of an allegation against a member of staff*".

The Headteacher will be the school representative for the purposes of the allegations procedures and who will link with the Local Authority Designated Officer for all allegations raised. A further staff member will be identified as their deputy to act in their absence or if allegations are made against the Headteacher.

#### **5.5.6 Whistleblowing**

The school recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or the school are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the following;

- Camden's lead officers for child protection or safeguarding where there are issues regarding the welfare of a pupil

- Camden Council's confidential and independent help-line for protected disclosure on **0800 734199** or the Ofsted whistle-blowing line on **0300 123 3155** where there are issues regarding the school's overall procedures around safeguarding.
- The headteacher is responsible for ensuring that these numbers are advertised on the school premises and made available to staff.

## **5.6 Health and safety and risk assessments**

### **5.6.1 Policy**

Governing bodies are legally responsible for ensuring the safety of pupils and staff within the school environment and all schools should have a robust health and safety policy in place.

The Department of Education has issued advice to schools on health and safety issues which stress the need to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves.

<http://media.education.gov.uk/assets/files/pdf/d/departamental%20advice%20on%20health%20and%20safety%20for%20schools.pdf>

Governing bodies should delegate their day-to-day responsibilities to a member of staff who is competent to carry out these duties and who has received the appropriate training.

Camden can also provide schools with specialist health and safety advice: [Camden Essentials: Health and safety in schools](#)

The advice covers issues such as reporting accidents, communicable diseases, safer management, risk assessment, science and technology safety and school trips and journeys. Schools and colleges should also refer to Camden's "Emergency procedures for schools" policy document.

### **5.6.2 Risk assessments**

Risk assessments are a method of:

- identifying hazards
- evaluating the risks these hazards may present to pupils and staff
- deciding on appropriate action to eliminate or reduce these risks.

The school carries out risk assessments:

- on an annual basis for the school environment as a whole
- for all school trips
- for pupils travelling between locations during the school day
- when a pupil who has been excluded for risky or violent behaviour is returning to the school
- whenever there are significant changes to the school environment or school practices
- following any serious incident.

### **5.6.3 Working with aggressive and violent parents**

It is inevitable that parents who are involved with FSSW may become frustrated, angry or hostile; this is a very common reaction as parents are fearful of their children being removed from their care and from the level of stress that FSSW intervention is likely to cause to their family. Such a reaction may be reflected in a mistrust of other agencies working with the child.

FSSW is aware of the impact of parental hostility on schools and take the matter very seriously; any threats against a member of the child's professional network must be examined in order to ensure the safety of the whole network, and may provide an important indication of risk to the child.

Where the school is working with families who are known to FSSW and there are concerns about the behaviour of parents towards members of school staff, this will be shared with FSSW.

If there are high levels of risk involved in contact with parents, FSSW may convene a risk assessment meeting with the network in order to discuss strategies to reduce risk, and it is vital that schools and colleges are part of this process.

## **6 Early Years settings within schools**

### **6.1 Legal and policy framework**

As an early years provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance.

The school will ensure that children taught in nursery and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

## **6.2 Safeguarding**

All safeguarding policies listed in section 3 of this policy will apply equally to children in early years settings so far as they are relevant to that age group.

## **6.3 Child protection**

Early years settings within the school will follow the child protection procedures set out in section 4 of this policy. In addition, the school has the following child protection policies:

- in relation to the use of mobile phones and cameras within the early years setting will:
  - parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile
  - parents are prohibited from taking any photographs of children in the early years setting
  - staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose
  - staff do not bring personal mobile phones into the early years setting and use them only during breaks in the staff room.

## **6.4 Suitable people**

The school will follow the safe recruitment policy set out in section 5.1 of this policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.

Staff policies set out in section 5 of this policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff in the early years setting, the school will follow the Camden policy "*Guidance of the management of an allegation against a member of staff*" as referred to in section 5.5.5 of this document. The head teacher will be responsible for making notifications to Ofsted where an allegation is made against a member of the early years staff.

Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the head teacher.

A member of staff who holds a current paediatric first aid certificate will be on the school premises at all times and will accompany children on school trips.

## **6.5 Staff ratios**

The school will ensure that staff levels within the early years setting comply with statutory guidance and can meet the needs of the children and keep them safe.

For nursery classes:

- there will be at least one member of staff for every 13 children
- one member of staff will be a qualified teacher
- one member of staff will hold a full and relevant level 3 qualification.

For reception classes:

- class sizes will be limited to 30 pupils
- classes will be lead by a qualified teacher supported by suitably qualified support staff.

## **6.6 Safety and suitability of premises**

The school will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety as set out sections 5.4 and 5.6 and of this policy. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

The school has specific procedures for ensuring that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as policies for dealing with uncollected children.

## **7 Monitoring and reviewing policies**

To enable the school to monitor the safety of the premises and the school environment, as well as the implementation of policies, the headteacher will ensure that;

- all school policies are regularly monitored by the designated teacher and annually reviewed by the head teacher and governing body
- the school keeps a central record of all accidents and incidents including what action was taken and by whom
- staff are aware of their responsibility to record accidents and incidents
- the Headteacher has an overview all accidents/incidents
- racist incidents are recorded and dealt with in accordance with DCSF guidance
- serious accidents and incidents are reported to the board of governors
- the designated teacher ensures a high standard of recording of child protection concerns
- all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.

## Appendix 1: CHILD PROTECTION; DEFINITIONS AND INDICATORS

### Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, FSSW have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

**Neglect:** failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

**Physical abuse:** causing physical harm or injury to a child.

**Sexual abuse:** involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

**Emotional abuse:** failure to provide love and warmth that affects the child's emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

### Possible indicators of abuse and neglect

<b>Neglect</b>	<ul style="list-style-type: none"> <li>• Inadequate or inappropriate clothing</li> <li>• Appears underweight and unwell and seems constantly hungry</li> <li>• Failure to thrive physically and appears tired and listless</li> <li>• Dirty or unhygienic appearance</li> <li>• Frequent unexplained absences from school</li> <li>• Lack of parental supervision</li> </ul>
<b>Physical abuse</b>	<ul style="list-style-type: none"> <li>• Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury</li> <li>• Injuries in unexpected places or that are not typical of normal childhood injuries or accidents</li> <li>• High frequency of injuries</li> <li>• Parents seem unconcerned or fail to seek adequate medical treatment</li> </ul>
<b>Sexual abuse</b>	<ul style="list-style-type: none"> <li>• Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development</li> <li>• Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend</li> <li>• Continual, inappropriate or excessive masturbation</li> <li>• Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy</li> <li>• Unwillingness to undress for sports</li> </ul>
<b>Emotional abuse</b>	<ul style="list-style-type: none"> <li>• Developmental delay</li> <li>• Attachment difficulties with parents and others</li> <li>• Withdrawal and low self-esteem</li> </ul>
<b>Indirect indicators of abuse and neglect</b>	<ul style="list-style-type: none"> <li>• Sudden changes in behaviour</li> <li>• Withdrawal and low self-esteem</li> <li>• Eating disorders</li> <li>• Aggressive behaviour towards others</li> <li>• Sudden unexplained absences from school</li> <li>• Drug/alcohol misuse</li> <li>• Running away/going missing</li> </ul>
<b>Parental attributes</b>	<ul style="list-style-type: none"> <li>• Misusing drugs and/or alcohol</li> <li>• Physical/mental health or learning difficulties</li> <li>• Domestic violence</li> <li>• Avoiding contact with school and other professionals</li> </ul>

Appendix 2: **Safeguarding children monitoring/incident form**



**Record of Concern Raised**

**Pupils Name:** X  
**DOB:** x  
**Class:** x

**Date:** x  
**Time:** x  
**Person Raising Concern:** X

**Concern:**

- x

**Next steps:**

- x

---

**Additional Information:**

Attendance and Punctuality:

Presentation:

Academic Levels

SEN Need:

Behaviour and social relationships:

Parents' communication / engagement with school:

Any other observations / concerns:

Details of referrals made to other services and outcomes:

Appendix 3: **Safeguarding basic information record**



**Pupil Welfare File Record**

**Pupils Name:**          X    
**DOB:**                  x    
**Class:**                  x  

**Child's status:**

concern     child in need     child protection     looked after

**Parent/carer details:**

**Contact number:**

**Name of GP:**

**Contact details:**

**Other agencies involved:**

<b>Name</b>	<b>Agency</b>	<b>Contact details</b>

Appendix 4: **School central safeguarding record**

<b>Status</b>	<b>Name of child</b>	<b>Name of social worker</b>	<b>Contact number</b>
<b>Children being formally monitored</b>			
<b>Children in need</b>			
<b>Children subject to a child protection investigation</b>			
<b>Children subject to a child protection plan</b>			
<b>Looked after children</b>			

## Appendix 5: **SCHOOLS SAFEGUARDING CHILDREN RETURN**

*This form is to be completed by the designated teacher on a termly basis and sent to Family Services and Social Work at the end of every term.*

**Name of school:**

**Name of designated teacher:**

**Term:**

### **EDUCATION RECORDS**

#### **BASIC DETAILS**

**Name, D.O.B., address, parent/carer details and contact numbers, GP, Key Worker names from other agencies involved and CP status**

**Do the details above get recorded in school welfare /child protection file?**

YES	NO
-----	----

**Are children/young people's views on their situation routinely and shared with other relevant agencies?**

YES	NO
-----	----

**Do decisions not to refer to statutory agencies get recorded in the welfare file and is the action proposed indicated?**

YES	NO
-----	----

#### **TRAINING**

**Is staff CP training recorded in their professional development files?**

YES	NO
-----	----

**Do new staff have CP induction?**

YES	NO
-----	----

**Do supply staff have training organized/checked by their employing agency?**

YES	NO
-----	----

**Is CSCB multi- agency CP training attended by Designated Teacher CP and /or Senior member of staff at least once yearly?**

YES	NO
-----	----

## CHILDREN SUBJECT TO CHILD PROTECTION PLANS

Are welfare records held securely for CIN and for children who have a child protection plan? 

YES	NO
-----	----

Are you using the school central record or comparable system to keep CIN/CP/LAC overview? 

YES	NO
-----	----

## CHILDREN IN NEED MONITORING

CAF of all children who are being formally monitored

Does designated CP teacher have the overview of all children being monitored and are these recorded on the monitoring form? 

YES	NO
-----	----

How many looked after children are attending your school 

Number
--------

Have this term's PEP's been completed and have targets been set? 

YES	NO
-----	----

## ATTENDANCE AT MULTI-AGENCY MEETINGS (THIS TERM)

Numbers of Strategy meetings 

Number
--------

Case Conferences 

Number
--------

Core Group meetings 

Number
--------

Network meetings 

Number
--------

Reviews NOT ATTENDED and whether school report provided? 

Number
--------

Family Group Conference 

Number
--------

## CP REFERRALS

How many made this term? 

Number
--------

Was an e-CAF sent within 48 hours of telephone reference? 

YES	NO
-----	----

## PRIVATE FOSTERING

How many incidents of private fostering have you identified and referred to Family Services and Social Work this term? 

Number
--------

How many meetings have there been with either the private foster carer or social worker? 

Number
--------

Number of children referred under child protection with additional needs:

SEN 

Number
--------

Fixed term exclusions 

Number
--------

Non-Attendance 

Number
--------

BIP referrals linked to low achievement 

Number
--------

No of referrals on same families 

Number
--------

Medical/Mental health issues 

Number
--------

Involvement in Criminal Justice system 

Number
--------

Issues relating to bullying 

Number
--------

**Any ethnicity trends in child protection issues / referrals i.e group harassment / bullying, vulnerable groups, more CP referrals within a particular group.**

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**INTERPRETING SERVICES**

**How many referrals made for Interpreters to discuss CP/welfare issues with families during the current term?**

<b>Number</b>
---------------

**How many times were staff members used for interpreting in this period?**

<b>Number</b>
---------------

**MISSING CHILDREN**

**How many missing children were referred to the School Inclusion Team this term for logging onto the DCSF national missing children's database?**

<b>Number</b>
---------------

**TRANSITIONS**

**Ensuring education and welfare records follow pupils when they move school, including cross borough and outside London.**

**Does this always take place?**

<b>YES</b>	<b>NO</b>
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**If not, why not?**

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**Are checks with previous school done prior to taking in a new pupil and obtaining previous school records to ensure for any possible extra support being provided?**

<b>YES</b>	<b>NO</b>
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**DESIGNATED TEACHERS CP**

**Who else in the school Leadership Team will be available for staff with CP concerns if the Designated Teacher absent.**

Name \_\_\_\_\_



**Appendix 7 Recruitment and Selection Checklist**

<b>PRE-INTERVIEW:</b>	<b>Initials</b>	<b>Date</b>
<p><b>PLANNING</b>                      Timetable decided: job specification and description and other documents to be provided to application reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc. – paragraphs 3.17 – 3.20 and 3.22 to 3.29.</p>		
<p><b>VACANCY ADVERTISED</b> (where appropriate)                      Advertisement includes reference to safeguarding policy, i.e. statement of commitment to safeguarding and promoting welfare of children, and need for successful applicant to be CRB checked – paragraphs 3.15, 3.16 and 3.21.</p>		
<p><b>APPLICATIONS</b> on receipt                      Scrutinised – any discrepancies/ anomalies/ gaps in employment noted to explore if candidate considered for shortlisting – paragraphs 3.30, 3.31 and 3.33.</p>		
<p><b>SHORTLIST PREPARED</b></p>		
<p><b>REFERENCES – seeking</b>                      Sought directly from referee on short listed candidates: ask recommended specific questions: include statement about liability for accuracy – paragraphs 3.32 and 4.30 to 4.36.</p>		
<p><b>REFERENCES – on receipt</b>                      Checked against information on application; scrutinised; any discrepancy/ issues of concern noted to take up with applicant (at interview if possible) – paragraphs 4.35 and 4.36</p>		

<p><b>INVITATION TO INTERVIEW</b> Includes all relevant information and instructions – paragraphs 3.36 – 3.39</p>		
<p><b>INTERVIEW ARRANGEMENTS</b> At least 2 interviewers: panel members have authority to appoint: at least 1 panel member has received safer recruitment training; have met and agreed issues and questions/ assessment criteria/ standards – paragraphs 3.40 - 3.42.</p>		
<p><b>INTERVIEW:</b></p>	<p><b>Initials</b></p>	<p><b>Date</b></p>
<p><b>INTERVIEW</b> Explores applicants' suitability for work with children as well as for the post – paragraphs 3.43 and 3.44.</p>		
<p>NB Identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents: copies of documents taken and placed on file; where appropriate applicant completed application for DBS Disclosure – paragraphs 3.37 and 3.38.</p>		
<p><b>POST- INTERVIEW:</b></p>	<p><b>Initials</b></p>	<p><b>Date</b></p>
<p><b>CONDITIONAL OFFER OF APPOINTMENT: PRE APPOINTMENT CHECKS</b> Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks and for non-teaching posts a probationary period – paragraphs 3.45 – 3.49.</p>		
<p><b>REFERENCES</b> (if not obtained and scrutinised previously).</p>		
<p><b>IDENTITY</b> (if that could not be verified straight after the interview) – paragraph 4.13.</p>		
<p><b>QUALIFICATIONS</b> (if not verified on the day of interview) – paragraph 4.28.</p>		
<p>Permissions to work in UK if required – paragraph 4.65.</p>		

CRB – Where appropriate satisfactory DBS disclosure received – paragraphs 4.18 – 4.21.		
ISA children’s list– person is not prohibited from taking up post – paragraph 4.15.		
HEALTH – the candidate is medically fit – paragraph 4.38.		
GTC England – (for teaching post in maintained schools and non-maintained special schools) the teacher is registered with the GTC or exempt from registration – paragraph 4.39.		
QTS – (for teaching posts in maintained schools the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a higher Education Institute (HEI), or the FE Teaching Certificate conferred by an awarding Body – paragraph 4.40.		
<b>STATUTORY INDUCTION</b> (for teachers who obtained OTS after 7 May 1999) – paragraphs 3.50 and 3.51.	<b>Initials</b>	<b>Date</b>
Copy of staff handbook given		
Copy of health and safety policy given		
Copy of child protection policy given		
Copy of e-safety guidelines given		