

XP. Safeguarding and Safer Recruitment Policy

INTRODUCTION

Except where otherwise stated, the word 'school' throughout this document applies to academies.

XP fully recognises the responsibility it has under section 175 of the Education Act 2002 to have arrangements about safeguarding and promoting the welfare of children through the policies, procedures, curriculum and student support.

Through their day-to-day contact with students and direct work with families, staff at XP have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the appropriate agency, normally Children's Multi-Agency Referral and Assessment Services (CMARAS; Children's Social Care).

This policy sets out how XP's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at the school.

NB Statistically, children with behavioural difficulties and/or disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and/or emotional and behaviour problems are particularly sensitive to signs of abuse.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to students and the creation and maintenance of a whole school protective ethos.

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse (see appendix C for indicators/signs of abuse).

SUPPORT TO STUDENTS who may have been abused (including signposting for external agency support where appropriate).

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN.

Our Safer Recruitment Policy applies to all staff and volunteers working in the school including community education staff and governors. Any member of staff can be the first point of disclosure for a child. Concerned parents may also contact school governors.

1. PREVENTION

1.1. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with trusted adults help prevention.

1.2. XP will therefore:



1.2.1. establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to (in a non-judgemental manner);

1.2.2. ensure children know that there are adults in XP whom they can approach if they are worried or in difficulty and who these adults are;

1.2.3. include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse or harm and to know whom to turn to for help;

1.2.4. include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills;

1.2.5. self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements are encouraged throughout our expeditions and are an integral part of our curriculum delivery;

1.2.6 through our core values, ethos and through our work in 'Crews' promote a culture of staying safe.

2. PROCEDURES

2.1. We will follow the procedures set out by the Local Safeguarding Children's Board and the Local Authority Education Safeguarding Procedures.

2.2. The Designated Senior Member of Staff for Child Protection

XP will:

2.2.1. ensure it has at least one designated senior member of staff, who has undertaken as a minimum, Level 3 'Partnership Working to Safeguard Children' training, accredited by the Local Safeguarding Children's Board;

2.2.2. ensure this training is updated every two years in accordance with government guidance;

2.2.3. recognise the importance of the role of the designated teacher and ensure that he/she has the time and training to undertake his/her duties;

2.2.4. ensure there are contingency arrangements should the designated member of staff not be available;

2.2.5. ensure that the designated member of staff will take advice from a child protection specialist when managing complex cases (eg. LADO).

The designated person is Andrew Sprakes and the deputy designated person is (TBC). Should neither of these staff be available, (TBC) should be consulted.

2.3. The Role of Governors and XP Staff

XP will ensure every member of staff and every governor knows:

2.3.1 the name of the designated person and her/his role;

2.3.2 that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the procedures;



2.3.3 provide training for all staff from the point of their induction, and updated every three years at a minimum, so that they know

- their personal responsibility,
- the CP procedures,
- the need to be vigilant in identifying cases of abuse,
- how to support and to respond to a child who tells of abuse,
- the Safeguarding Policy and by signing, that they have read and understood it;

2.3.4 ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies;

2.4 Liaison with Other Agencies

XP will:

2.4.1 work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial case conferences, core groups and child protection review conferences;

2.4.2 notify Children's Social Care if:

- It should have to exclude a student who is the subject of a Child Protection Plan or a Child in Need Plan (whether fixed term or permanently),
- If there is an unexplained absence of a student on a child protection plan of more than two days duration from school (or one day following a weekend); (or as agreed as part of any child protection or core group plan)

(also included are students on Child in Need plans and/or Children in Care).

2.5 Record Keeping

The school will:

2.5.1 keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately;

2.5.2 ensure all records are kept secure and in locked locations.

2.6 Confidentiality and information sharing

2.6.1 Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, staff will seek advice from a senior manager or outside agency as required.

2.6.2 The Headteacher or Designated Person will disclose any information about a student to other members of staff on a need to know basis only.

2.6.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

2.6.4 All staff must be aware that they cannot promise a child to keep secrets (see Appendix B for further guidance).



2.7 Communication with Parents

The School will:

2.7.1 undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this;

2.7.2 ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.

3. SUPPORTING THE STUDENT AT RISK

3.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

3.2 XP may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

3.3 We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

3.4 The school will endeavour to support the student through:

3.4.1 the content of the curriculum to encourage self-esteem and self-motivation (see section 1);

3.4.2 the school ethos which (i) promotes a positive, supportive and secure environment (ii) gives students a sense of being valued (iii) promotes the understanding amongst students that they have an active role in ensuring this for themselves (see section 1);

3.4.3 one of the aims of the school's behaviour policy is supporting vulnerable students in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child (not on the child behaving badly) and does not damage the student's sense of self-worth. The school will endeavour to ensure that the student knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;

3.4.4 liaison with other agencies which support the student such as Children's Social Care, Children and Young People Mental Health Services, the Educational Psychology Service, Behaviour Support Services, Integrated Family Support Services and the Attendance Welfare Service;

3.4.5 a commitment to develop productive and supportive relationships with parents whenever it is in a student's best interest to do so;

3.4.6 recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse are vulnerable and in need of support and protection;

3.4.7 vigilantly monitoring children's welfare, keeping records and notifying Children's Social Care as soon as there is a recurrence of a concern.

3.5 When a student who is the subject of a Child Protection Plan leaves, information will be transferred to the new school immediately. If information on the new school is not available, Children's Social Care and the Attendance Welfare Service will also be informed.

3.6 Drug Use and Child Protection



3.6.1 The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the student's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults;
- where the misuse is suspected of being prompted by serious parent/carer drug misuse;

3.7 Children of Drug Using Parents

3.7.1 Further enquiries and/or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:

- the parental misuse is regarded as problematic (ie multiple drug use including injection);
- a chaotic and unpredictable home environment which can be attributed to drug or alcohol misuse;
- children are not being provided with acceptable or consistent levels of social and health care;
- children are exposed to criminal behaviour.

4 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

4.1 The School will operate safe recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Safeguarding Children and Safer Recruitment in Education DFES Jan 2007.

4.2 The School will maintain a Single Central Record in accordance with current DfE requirements.

4.3 The School will consult with the designated LADO (Local Authority Designated Officer) in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Local Safeguarding Children's Board and DFES guidance in 4.1 above.

4.4 The School will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the School and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

4.5 The School will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents as advised by the DfE Safe Working Practice Guidelines.

4.6 The school expects that staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (abuse of position of trust).

5 OTHER RELATED POLICIES (to be reviewed annually)

5.1 Use of Reasonable Force

Our policy on the use of reasonable force by staff is set out in our Behaviour for Learning policy and is reviewed annually by the governing body. We acknowledge that staff must only ever use reasonable



force as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

5.2 Bullying

Our policy on bullying is set out in a separate document and is reviewed annually by the governing body. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

5.3 Racist Incidents

Our policy on racist incidents is set out in a separate document and is reviewed annually by the governing body. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

5.4 Health & Safety

Our Health & Safety policy, set out in a separate document, is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

5.5 Children with Statements of Special Educational Needs

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems are particularly sensitive to signs of abuse.

5.6 ICT

Our ICT 'Acceptable User policy' and our 'E-Safety policy', both set out in separate documents, are reviewed regularly and reflect the consideration we give to the protection of students within school.

6 GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

6.1 The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.

It will:

6.1.1 designate a governor for child protection who will oversee the schools child protection policy and practice and champion child protection issues (TBC is the governor designated for child protection);

6.1.2 ensure an annual report is made to the governing body, copied to the Local Authority, on child protection matters to include changes affecting CP policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum;

6.1.3 ensure that this policy is annually updated and reviewed.

6.2 Extended Schools and Before and After School Activities

6.2.1 If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.



6.2.2 Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

This policy was ratified on:

And will be reviewed on:

Signed by the Principal

Names of designated staff as at (date):



APPENDIX A

Standards For Effective Child Protection Practice in Schools

In best practice, schools:

have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;

provide suitable support and guidance so that students have a range of appropriate adults to whom they can turn if they are worried or in difficulties;

work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;

are vigilant in cases of suspected child abuse, recognising the signs and symptoms (see appendix C), have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;

monitor children who have been identified as at risk, keeping, in a secure place, clear records of students' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;

provide and support child protection training regularly to school staff every three years and in particular to designated teachers every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;

contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;

use the curriculum to raise students' awareness and build confidence so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others;

provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the school's approach to bullying;

have a clear understanding of the various types of bullying – physical, verbal and indirect, and act promptly and firmly to combat it, making sure that students are aware of the school's position on this issue and who they can contact for support;

take particular care that students with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills;

have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set down in Safeguarding Children and Safer Recruitment in Education DFES Jan 2007

have a written whole school policy, produced, owned and regularly reviewed by school's staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards;



the school will ensure that specified information is passed on in a timely manner to the LA for monitoring purposes.



APPENDIX B

Dealing effectively with disclosures from young people

XP students are hard working, caring and friendly. At some point while you are a member of staff and/or a visitor here, a child/student may confide in you.

If a child/student confides in you, they probably see you as a trustworthy person. Please be aware of the following issues/matters:

Do NOT promise to keep secrets

EXPLAIN in simple words that if you are told something that affects a child's welfare or safety, you will have to share that with someone else (it is much better to say this before a child tells you something confidential than after – the words can't be unsaid)

SOME children may choose not to tell you anything even if they are in a risky situation – you may have to accept this but continue to offer support

DON'T go into too much detail; what happened, where, when and who was involved are the key bits of information needed

LISTEN carefully and make a record of what you asked and what was said by the child...DO NOT ASK THEM TO WRITE ANYTHING DOWN

Include observations of behaviour

Include any recent changes in behaviour, appearance or presentation

TRY NOT to let your emotions take over, but don't appear cold and uncaring

ALWAYS explain what you will do next and keep the child informed of what is happening (DO NOT CONTACT PARENTS)

PASS THE INFORMATION ON TO THE DESIGNATED PERSON FOR CHILD PROTECTION (TBC)



APPENDIX C

Indicators of possible abuse

PHYSICAL ABUSE

Unexplained injuries or burns
 Age or developmentally inappropriate injuries
 Improbable or inconsistent explanations
 Untreated injuries
 Repeated A&E attendances
 Flinching or withdrawing from contact
 Arms and legs covered in hot weather
 Fear of returning home
 Self harming
 Running away
 Fabricated or induced illness

EMOTIONAL ABUSE

Physical, emotional & developmental delay
 Eating disorders
 Low self esteem
 Excessive punishment
 Fear of new situations
 Self harming
 Fear of parents / adult
 Extremes of passivity / aggression
 Drug / alcohol misuse
 Stealing
 Bedwetting / soiling
 Cruelty to animals

NEGLECT

Constant hunger / tiredness
 Poor personal hygiene
 Clothing inappropriate for weather / poor state of clothing
 Emaciated / malnourished
 Poor / inconsistent school attendance
 Poor punctuality at school
 Untreated health needs
 Repeated failure to attend appointments
 Poor social relationships
 Stealing or scavenging for food
 Poor sense of identity
 Low self esteem

SEXUAL ABUSE

Emotional distress
 Age-inappropriate sexual knowledge or behaviour
 Eating disorders
 Fear of specific adult / men
 Mental ill health
 Alcohol / drug misuse
 Running away
 Bruises / marks on inner thighs / upper arms
 Sexually transmitted infections
 Bed Wetting / soiling
 Contact with known sex offenders
 Fear of dark / nightmares
 Poor sleep patterns
 Pregnancy
 Self-harm



XP. Safer Recruitment Policy

(In completing this policy, reference has been made to the Safeguarding Children and Safer Recruitment in Education document from the DCSF January 2007.)

General Principles

This school is committed to:

Safeguarding and promoting the welfare of children and young people
 Ensuring all vacancies are filled as promptly and effectively as possible
 Recognising and developing the skills and talents of the staff to ensure the recruitment and retention of the highest calibre of staff and to build capacity from within the school
 Providing appropriate data for school records
 Striving to recruit and retain staff who are fully representative of the diverse nature of the wider community the school serves
 Recruiting in accordance with the staffing structure as proposed by the Principal and agreed by the Governing Body.

Procedures for Appointing Staff

1. Externally Advertised Posts

Salary scales and points are confirmed by the Principal and School Business Manager.
 Posts are advertised in the TES or local newspaper and the school's website allowing up to two weeks for candidates to complete an application.
 Applicants are required to complete an application form including a personal statement which should be received in school according to the deadline date advertised.
 CVs are only acceptable if accompanied by a completed application form.

All advertisements should include:

Details of the post
 Salary
 School context information
 The qualities, qualifications and experience needed
 The commitment to safeguarding
 The requirement for an enhanced DBS check

Candidate Pack

Candidate packs should contain:
 An application form which must contain:
 Former and current names
 Date of birth
 Address
 National Insurance Number
 Qualifications and awarding body
 DFES Number (teaching staff)
 QTS status (teaching staff)
 Chronology since leaving school including voluntary work
 Explanation of periods of not in employment/education or training
 Reasons for leaving
 Declaration of any close relationship to employers (including governors)



Two professional referees including their current/most recent employer (internal and external posts).
 At least one reference should be the Principal where there has been employment in a school
 A statement that the post is exempt from the Rehabilitation of Offenders 1974, i.e. all spent convictions must be declared and that if these are not disclosed, this could lead to dismissal
 An accompanying statement detailing personal qualities and experience relevant to the post

Job description which includes:

Main duties and responsibilities

Individual's responsibility for promoting and safeguarding the welfare of children

Person specification which includes:

Qualifications and experience, and any other requirements

Competencies and qualities

Reference to the fact that a DBS disclosure is required

Child Protection Policy statement

2. Internally advertised posts

Temporary internal posts are offered:

- where the funding is 'time limited'
- where the post is directly or indirectly to cover a long-term absence, e.g. maternity leave
- for a specific job to be carried out which is 'time limited'
- when piloting a change to the staffing structure.

Permanent internal posts are offered unless:

- there is someone temporarily in post with whom concerns about performance have been raised and targets have still not been met
- another member of staff applies with whom concerns about performance have been raised and recorded and targets have still not been met

In which case the post will (continue to) be offered on a temporary contract for a fixed period with review sessions booked in

OR

there is no one eligible/with the right specific experiences and/or qualifications for the post

In which case the post will be advertised externally and/or nationally with internal candidates notified and free to apply.

If the school has not been successful in recruiting internally, the post may then be filled in any of the following ways:

advertised again internally

someone may be approached by SLT

doubling up of posts with increased non contact and salary arranged

external advert/agency contacted/or known contacts asked*

*If there is no one on the staff eligible to fill the post then this may be advertised externally straightaway

Procedures for advertising internal posts are:

Post to be advertised in briefing and the bulletin allowing at least five working days, and preferably including a weekend, to complete a letter of application. Ensure all part time staff eligible have this information by ringing home if necessary.



Completed letters of application should be handed in to the Principal by the deadline date and time stated on the advertisement.

Support to be provided for applicants from a middle or senior member of staff not involved in the appointment – it is the applicant's responsibility to ask SLT who to go to for support.

Job Descriptions and person specifications are available from the Principal.

Letter of application/personal statement should be as detailed as if it were an external appointment

Formal Interviews are held after the school day unless any task needs to be undertaken during the school day, e.g. with students

Feedback provided promptly as part of CPD and after the school day.

3. References

The procedure and requirements for the provision of references is as follows:

- No open references or testimonials are accepted
- Internal candidates require references
- For internal posts, references are written by Team Leaders/SLT – depending on the post -and Principal includes a summary of these views within the reference which is the one circulated
- References should be obtained where possible before short listing. In exceptional circumstances for support staff references may have to be obtained after interview but must be obtained before confirming a job offer. Job descriptions and person specifications will be provided for referees
- Samples of the reference pro formas to be used are attached as appendices.
- Once references have been received, they should be checked that they are complete and any vagaries or missing information should be provided in writing by the referee.
- The school will compare the reference to the application to ensure there is consistency. Any discrepancy should be taken up with the applicant should they be interviewed.

References for external posts

All external references should name the Principal as one of their referees.

All additional external school references should be issued on school headed paper and must be agreed by the Principal before they are sent.

4. Scrutinising and Short Listing applications

The person responsible for the appointment (usually the Principal for teaching staff, and the Business Manager for support staff) should:

Check that the application form is properly completed. If it is not, it should be returned, picked up at interview or a decision made whether to short list.

Look out for repeated changes of employment without any clear career or salary progression, or a mid career move from a permanent post to supply teaching or temporary work also need to be explored and verified.

Assess candidates against the same criteria

5. Pre-interview arrangements

Administration to the Principal organises the schedule for the day and provides this to the person i/c of cover arrangements and the panel as soon as possible and at least the day before.

Administration to the Principal ensures letter of application/personal statement and copies of the application on file along with a reference is provided for the panel the day before the interview.

All interviews should be carried out face to face. Candidates should be informed by e mail of:

the time and place

directions to the venue

membership of the interview panel



how the interview will be conducted
 the areas it will explore, including suitability to work with children:
 a DBS disclosure will be required for the successful candidate.

External candidates will be informed that they should bring with them:
 A downloaded and completed application form if not already submitted.
 Two forms of identification with the candidates' current name and address and, where appropriate, change of name. One must be photographic, e.g, passport or driving licence.
 Documents verifying their qualification, i.e. original certificates of QTS or GTC status, and their degree.
 Copies will be taken and destroyed if the candidate is not successful.

6. Interview panel and the interview process

Arrangements for the interview panel are that:
 There will be a minimum of two interviewers
 Members of the panel should have the necessary authority to make decisions about the appointment and be appropriately trained
 At least one member of the panel should have undertaken the online safer recruitment/safeguarding training
 Final interview panels for external appointments must include one Governor who holds a Safer Recruitment Certificate. The Principal will be involved for all staff.

Governors have delegated responsibility for recruitment to the Principal and Staff Governors for staff not part of the Senior Leadership Team. Non school based Governors will also be involved in Senior Leadership Team appointments

Interview questions

The panel must agree in advance a list of questions that they will not deviate from.
 The panel must have regard to the job description and person specification when choosing the suitable candidate
 The candidates' response to a question will determine whether and how that is followed up.
 Hypothetical questions should be avoided as they allow theoretical answers.

Questions should cover:

Attitude towards children.
 Ability to support the schools safeguarding and promoting the welfare of children agenda.
 Gaps in the candidate's employment history.
 Concerns or discrepancies arising from the information provided.
 A wish on behalf of the candidate to declare anything in the light of the requirement for a DBS disclosure.
 A wish on behalf of the candidate to declare or discuss in the light of the questions that have been (or will be) put to his or her referees
 The candidate's suitability to work with children including:

- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours.
- Attitudes to use of authority and maintaining discipline.

Format of the day for external appointments

An example of the typical format of an interview day is:

Talk from the Principal
 Tour of the school



Teaching a lesson/undertaking a task (support staff)
Initial interview
Final interview

Students will be involved in either taking the tour, in a lesson, or part of a panel of students meeting the candidate accompanied by a member of staff.

The format of the interview for internal candidates for permanent posts is:

For main scale teaching staff there will be a 10-15 minute subject observation by HOD/SLT link
There will be a teaching and learning panel to follow up the observation
There will also be a management panel for a post of responsibility
There will be a final panel with appropriate senior leaders including the Principal
Internal staff on interview during the school day will have their lessons covered for the day

Debrief is provided promptly to all candidates

The format of the day for temporary internal posts is:

A 20 minute 'informal' professional development discussion if one candidate applies or 'interview' if concerns have already been raised with the member of staff or there is more than one candidate applying

This takes place with a minimum of the Principal and one Governor usually after the school day.

Following the interview

- Following the interview, the application form, references, questions and observation feedback for the successful candidate should be handed to the Business Manager
- Principal agrees the salary starting point and notifies the Business Manager
- The Business Manager produces offer letters - pay scale/start and end date/job title
- The Business Manager writes a letter confirming the post, issues a contract, arranges for completion of appointment pack and notifies payroll
- All paperwork relating to the unsuccessful candidates should be handed to the Business Manager for recording and archiving
- Feedback to be provided promptly to unsuccessful candidates invited to interview – no feedback is provided for other applicants
- Feedback is also provided for the successful candidate.

Conditional Offer of Appointment

- A conditional offer of appointment is made pending satisfactory completion of:
- Receipt of two satisfactory professional references
- Verification of candidate's identity: Name, date of birth, address, photo ID
- Verification of the candidate's medial fitness (Schools Direct questionnaire)
- Verification of qualifications
- Professional status, e.g. NPQH and QTS status, with a GTC check to ensure there are no restrictions against the candidate and to check that professional qualification
- DBS Disclosure (The following is carried out by the Business Manager prior to commencement of service and recorded) on the Central Record:
- Verification of Identity
- These are confidential documents and are kept in a secure place

Where a DBS disclosure has not been received prior to commencement of service, additional supervision and other appropriate measures to minimise the risk to students will be put in place in line with Local Authority guidance. This means that they should not be supervising students on a one to one basis. The relevant member of staff (Designated Person) will be advised if this is the case and will

have responsibility for such supervision. The staff member will also be aware that they are subject to this supervision which will be reviewed regularly until the DBS is disclosed.

Copies of evidence of qualifications relevant to the post to be provided for file

7. Supply and Agency Staff

Agencies to provide confirmation of cleared DBS check and current reference to be approved by the Principal. Supply teachers covering long term vacancies will be subject to the same interview process as externally appointed staff.

8. For other staff not directly employed by the school, volunteers and Governors:

- An enhanced DBS disclosure will be obtained for volunteers who work on more than one occasion. Volunteers accompanying school trips will not be allowed to supervise students unaccompanied. Those volunteers who are in more than once per week, will be interviewed and two professional references obtained
- Coaches, peripatetic music teachers, connexions advisors, PGCE students, etc, who are provided as support staff for the school, will have all the employment checks carried out by the external agency who will confirm that these are in place. They will be subject to the normal identity checks, e.g. official ID cards. For PGCE students, where a DBS is pending, providing a Children's List 99 check is in place and they are appropriately supervised they can remain in school
- Governors do not currently require a DBS check as they are never left in sole charge of students. However, all Governors at XP. School will undergo a DBS check. *From January 2010, following Ofsted "best practice" guidance, all newly appointed or reelected Governors are required to be DBS checked

All checks will be documented and retained on the personnel file.

The Single Central Record will be updated following each appointment:

This contains all the categories as specified in Section 4.54 p 48 of the Safeguarding Children and Safer Recruitment document and includes:

All staff who are employed to work at the school

All supply staff are shown on a record as an appendix to the grid

All volunteers and coaches, etc

Where there are concerns arising from the checks, please refer to the Safeguarding Children and Safer Recruitment document.

9. Overseas Staff and staff who have lived outside the UK

Criminal Record checks should be sought from countries where individuals have worked or lived, see Chapter 4 of the Safeguarding Children and Safer Recruitment document.

A check will be carried out to verify the Right to Work in the UK, see appendix 8 of the Safeguarding Children and Safer Recruitment document

10. Post Appointment Induction

There is an induction programme for all staff and volunteers, regardless of previous experience. This induction includes:

- Provision of training and information about the school's policies and procedures
- Confirm the conduct expected of staff
- Provide opportunities for the new member of staff to raise issues or concerns
- Enable the line manager to recognise any concerns or issues about the person's ability or suitability and address them



Induction should include information about and written statements of:

- Policies and procedures in relation to safeguarding and promoting welfare, e.g. child protection, anti bullying and racism, physical intervention or restraint, intimate care, internet safety and any local child protection and safeguarding procedures
- Safe practice and the standards of conduct and behaviour expected of staff and pupils in the school
- How and with whom any concerns about those issues should be raised
- Other relevant personnel procedures, e.g. disciplinary, capability and whistle-blowing

11. Monitoring

Monitoring of both the recruitment process and induction arrangements:

- Staff turnover and reasons for leaving
- Exit interviews
- Attendance of new recruits at child protection training including staff who join mid year

In order to monitor the success of our efforts to recruit staff fully representative of the socially diverse nature of the wider school community, we will record for all permanent posts the stated ethnic background and gender for all shortlisted applicants. A record of this process will be presented annually to the Governors Staffing Committee during the Spring term meeting.

12. Attending interviews (Teaching and Support Staff)

Staff will be granted leave with pay for interviews, which are part of the formal selection process (see Leave of Absence Policy)

Requests for leave for this purpose must be authorised by the Principal as soon as possible/as soon as this is known

13. Applying for posts beyond the school

When any staff are applying for a post beyond the school they should:

Inform the Principal before anyone else

Ask the Principal and their immediate line manager if they can be used as a referee (using the Principal is normal practice for all jobs in schools. This is done before actually giving these names as referees on a form of application. Any staff being used as a referee for colleagues should discuss this first with the Principal. All references sent out of the school should be checked first with the Principal. A copy of the agreed reference should be copied onto the staff file (of current and ex staff alike).

14. Procedures for Staff Resignations

There are three resignation dates for teaching staff in the year which are the last days of October, February and May for staff wishing to leave at the end of that term.

Staff who know they are going to be leaving are urged to resign as soon as possible to allow time to replace them as this usually takes about three weeks from advert to appointment and if an appointment is not made before the national resignation date deadline the school will be unable to fill the post for a term. This particularly applies around the 31 May deadline as resigning near or after this day will leave a vacant position unable to be filled until 1 January.

If resigning prior to being offered or to taking up a post or opportunities elsewhere, the Principal should be informed verbally and in writing before anyone else.

Support Staff need to give a minimum of month's notice/or as stated in the terms of their contract and inform the Principal as below.

The Principal should be informed verbally and in writing about resignations immediately staff have been offered and accepted a post verbally and before the resignation is discussed with any other staff.



Safeguarding Children and Safer Recruitment in Education

In drawing up this policy, reference has been made to the Safeguarding Children and Safer Recruitment in Education document from the DCSF January 2007.

