

PLYMOUTH HIGH SCHOOL FOR GIRLS

POLICY: **Safeguarding Policy**

SLT LINK MEMBER: **Mary Utton**

GOVERNORS SUB COMMITTEE: **P & R**

This policy was adopted/updated: **Updated November 2016**

This policy will be reviewed: **November 2018**

Statutory Policy: **YES**

Source: **Government/LA/School**

PLYMOUTH HIGH SCHOOL FOR GIRLS

SCHOOL CHILD PROTECTION AND SAFEGUARDING POLICY

This policy was originally developed on **12/11/16** and adopted on **23/11/16** (Governors P&R Committee).

The name of the Designated Safeguarding Lead is: **Shaun Willis**

The name of the Deputy Designated Safeguarding Lead is: **Sam Payne**

The name of the link Nominated Safeguarding Governor is: **John Buckner/ Carol Springett**

The name of the Designated Teacher for Looked After Children is: Sam Payne

1. Policy Statement and Commitment

Plymouth High School for Girls recognises its moral and statutory responsibility to safeguard and promote the welfare of all children and we will provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. This will be underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are listened to. We recognise that all staff have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern. We will ensure that all adults who have contact with children in our school have been properly vetted and deemed suitable to work and support children in our care/charge. We will also ensure that all adults who have contact with children in our school have been trained to undertake their safeguarding responsibilities effectively. We maintain an attitude that 'it could happen here' where safeguarding is concerned.

2. Purpose

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school, and to inform parents and guardians how we will safeguard their children whilst they are in our care/charge.

3. Definitions

Within this document:

Child Protection is an aspect of safeguarding but is focussed on how we respond to children who have suffered significantly harm or are likely to suffer significant harm.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.

Child or Children refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to students of our school; however the policy will extend to visiting children and students from other establishments.

Parent refers to birth parents and other adults in a parenting role, for example: adoptive parents, step parents, guardians and foster carers.

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and/or failure to provide proper care. Explanations of these types of abuse are contained within Appendix I to this policy document.

4. Principles and Values

Children have a right to feel safe and secure, and cannot learn effectively unless they do so.

All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.

All staff have the right to feel safe, secure and supported. The 'Guidance for Safe Working Practice' Section I details the procedures staff should follow in different situations. This also incorporates how staff should behave and guidelines of how to keep themselves safe.

This policy is one of a series in the school's integrated safeguarding portfolio. Our core safeguarding principles are as follows:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safer children make more successful learners.
- It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children and young people.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- Adults who work and are seen to work with children should do so in an open and transparent way, be responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Representatives of the whole school community of pupils, parents, staff and governors will be involved in policy development and review.
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review.
- (Note that 'Staff' includes volunteers and anyone else on site working for, or on behalf of the school.)

There are four main elements to our Safeguarding Policy:

1. Prevention (e.g. positive school atmosphere, teaching and pastoral support offered to students);
2. Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Safeguarding concerns);
3. Support (to students and school staff and to students who may have been abused);
4. Working with parents / carers (to ensure appropriate communications and actions are undertaken).

5. Aims

The aims of this policy are to:

- Provide Staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- Ensure consistent good practice across the school.
- Demonstrate our commitment to protecting children.
- Support the child's development in ways that will foster security, confidence and resilience.
- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
- Acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding students.
- Develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.
- Develop effective working relationships with all other agencies involved in safeguarding children.
- Ensure that all adults within our school who have access to children have been checked as to their suitability. This includes agency staff and other community users of our facilities.

6. Legislation and Guidance

This policy has been developed in accordance with the principles established by the Children Act 1989 and in line with government publications, local guidance and procedures including:-

- "Working Together to Safeguard Children" 26th March 2015.
- "What To Do If You Are Worried a Child Is Being Abused" 26th March 2015.
- "Keeping Children Safe in Education Guidance" 5th September 2016.
- "South West Child Protection Procedures" Website (www.swcpp.org.uk).

7. Procedures

Our school procedures for safeguarding children will be in line with the Plymouth Safeguarding Children Board (PSCB) Multi Agency Child Protection Procedures (www.swcpp.org.uk).

We will ensure that:

- the governing body understands and fulfils its safeguarding responsibilities;
- there is a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead, who have undertaken role specific training, and also multi agency Child Protection Awareness Training, delivered through the PSCB. Both staff members will undertake other training as recommended by the PSCB every two years;
- all staff will receive appropriate safeguarding and child protection training in order to develop their understanding of child protection and, in particular, the signs and indicators of abuse, that is regularly updated (at least every three years). In addition, all staff will receive safeguarding and child protection updates (for example via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- all staff will receive training on preventing radicalisation and extremism as part of the PREVENT duty;
- all staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment, and in some cases, acting as the lead professional in undertaking an early help assessment;
- all staff are aware of the process for making referrals to Children, Young People and Families Services and for statutory assessments under the Children Act 1989, that may follow a referral, along with the role they may be expected to play in such assessments;
- all staff know how to respond to a student who discloses abuse, and the procedure to be followed in sharing, appropriately, a concern of possible abuse or a disclosure of abuse;
- all parents are made aware of the school's responsibilities in regard to child protection procedures, through publication of the school's Child Protection and Safeguarding Policy, and we will make reference to it in our prospectus/brochure and home school agreement;
- our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time;
- community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures;
- our recruitment and selection policy/code of practice includes all appropriate checks on staff suitability including Disclosure and Barring Service checks. A minimum of two individuals have completed Safer Recruitment Training (e.g. Headteacher, Member of School Leadership Team or a nominated Governor) and we will ensure that at least one trained individual participates in all recruitment within the school;
- the name of any member of staff considered not suitable to work with children (and the rationale for this decision) will be notified to the Disclosure and Barring Service and/or the relevant Government Department/Agency (where appropriate), depending on the nature of

the concern, with the advice and support of the school's Human Resources Provider and/or the Local Authority Designated Officer;

- all relevant staff, visiting officers etc. have been vetted in accordance with the 'Childcare Disqualification Requirements' and 'Disqualification by Association' statutory guidance, and been deemed suitable for working with the relevant age range of children within the school;
- the name of the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Nominated Safeguarding Governor will be clearly displayed in the school and on our website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse;
- all staff (including those from a supply agency) new to our school, will be given or directed to a copy of the Child Protection and Safeguarding Policy, the booklet "What To Do if You're Worried A Child is Being Abused", and the name and contact details of the Designated Safeguarding Lead will be explained as part of their induction into the school. In addition, all such staff will be made aware of the 'Guidance for Safer Working Practice for Adults who work with Children and Young People' booklet, available for reference within the school;
- our child protection procedures will be reviewed annually and up-dated as necessary.

8. Responsibilities

We understand that our responsibility to safeguard children requires that we all share appropriately any concerns (as soon as it is suspected or known) that we may have about children. The first point of contact is the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead, in their absence. Where there are no Designated Safeguarding Leads available, staff are directed to a member of the School Leadership Team, to avoid any undue delay in making a referral. All members of the School Leadership Team are fully trained in how to manage a safeguarding concern in the absence of a Designated Safeguarding Lead or their Deputy. The Designated Safeguarding Lead will inform the Headteacher of the referral. If any staff member is involved, the report is made to the Headteacher. If the Headteacher is involved then the Chair of Governors should be informed.

The Designated Safeguarding Lead is a member of the School Leadership Team and is responsible for:-

- Referring, by telephone, a child's details if there are concerns about his/her welfare, possible abuse or neglect to Children, Young People and Families Services. A written record of the referral will be faxed/posted/emailed to Children, Young People and Families Services, using the multi-agency referral form, as soon as possible within the school day;
- Ensuring that written records of concerns about a child are kept, even if there is no need to make an immediate referral;
- Ensuring that all such records are kept, confidentially and securely, and are separate from general student records, with a front sheet (in chronological order) listing significant events in the life of the child;
- Ensuring that an indication of further record-keeping (e.g. a separate child protection file) is marked on the general student records;

- Acting as a focal point for staff to discuss concerns (including signposting to pastoral support services if required by staff) and liaising with other agencies and professionals;
- Attending (or delegating this requirement to another appropriately informed member of staff) Common Assessment Framework (CAF) meetings; case conferences; family support meetings; core groups; allegations management strategy meetings or other multi-agency planning meetings, contributing to the Framework for Assessment Process, and providing a report (when required) which has been shared with the parents;
- Ensuring that any student currently with a child protection plan, who is absent without explanation for two days, is referred to their key worker in Children, Young People and Families Services;
- Ensuring that all staff are aware of this policy and know how to recognise and refer any concerns;
- Providing, with the Headteacher, an annual report for the governing body, including any changes to the policy and procedures; child protection training undertaken by the Designated Safeguarding Lead, their Deputy and by all other staff and governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to Children, Young People and Families Services, allegations against staff and numbers of children subject to child protection plans (anonymised);
- Keeping up to date with knowledge to enable them to fulfil their role, including attending relevant training provided by the PSCB, or the Local Authority.

Should this school make the decision to combine the roles of Designated Safeguarding Lead and SENCO, cases and concerns will be discussed regularly with the Senior Leadership Team and formally recorded.

Full details of the role of the Designated Safeguarding Lead can be found in Annex B within the Keeping Children Safe in Education Guidance 5th September 2016.

9. Supporting Children

We recognise that a child who is abused, who witnesses violence, or who lives in a violent environment, may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child, in these circumstances, may range from that which is perceived to be normal, too aggressive or being withdrawn.

Our school will support all students by:

- encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum;

- promoting a caring, safe and positive environment within the school;
- liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- notifying Children, Young People and Families Services as soon as there is a significant concern;
- ensuring that a named teacher is designated with responsibility for the attainment, progress and welfare of all Looked After Children (LAC) within the school and that an up to date list of LAC is regularly reviewed and updated. The Virtual School for Children and Young People in care, within the Local Authority, will be made aware of all LAC in the school (including those enrolled from other local authorities);
- ensuring that the named teacher for LAC provides relevant staff with the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child;
- providing continuing support to a student (about whom there have been concerns) who leaves the school, by ensuring that such concerns and school medical records are forwarded under confidential cover to the Headteacher at the student's new school as a matter of urgency.

10. Confidentiality

We recognise that all matters relating to child protection are confidential.

The Headteacher or Designated Safeguarding Lead will disclose personal information about a student to other members of staff on a need to know basis only.

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

All staff will be aware that they cannot promise a child to keep secrets which might compromise the child's own safety or well-being, or that of another child.

We will always undertake to share our intention to refer a child to Children, Young People and Families Services with their parents/carers consent unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children, Young People and Families Services.

11. Supporting Staff

We recognise that staff working in the school, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties and concerns with the Designated Safeguarding Lead and to seek further support where necessary. This could be provided by, for example, the Headteacher, Occupational Health and/or a teacher/trade union representative as appropriate.

Staff will have access to advice on the boundaries of appropriate behaviour. The booklet “Guidance for Safer Working Practice for Adults who work with Children and Young People” provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of abuse. These matters form part of staff induction and are referred to in the staff handbook.

We recognise that designated staff should have access to support in the same way as all staff above. In addition they will be encouraged to engage in appropriate workshops, courses or meetings as organised or arranged through the Local Authority or other recognised body.

12. Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (Further information around these matters can be found in the booklet ‘Guidance for Safer Working practices for Adults who work with Children and Young People’).

All staff should be aware of the Whole School Positive Behaviour Policy. This can be found in our **‘Behaviour Management Policy’**.

We understand that a student may make an allegation against a member of staff.

- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- The Headteacher/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow the process for managing the concern laid down in the South West Child Protection Procedures (www.swcpp.org.uk) and the School’s Managing Allegations Policy.
- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors, who will consult the LADO as above, without notifying the Headteacher first. Where the Chair of Governors cannot be contacted, the LADO should be contacted, immediately, for advice.
- In all occasions identified above, the school will follow the South West Child Protection Procedures and the School’s Managing Allegations Policy for managing allegations against staff and volunteers, a copy of which can be found in the staff work room.

- Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and we will consult with the LADO and our HR Provider in making this decision.
- In line with this policy and other school procedures for incident reporting/recording, staff and students may provide accounts of events that will be stored under our own secure systems and may be produced in the event of any allegation. We recognise that such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage. All such accounts will be hand written by the individual completing the report, signed and dated, with the full name of the writer clearly visible on the document.
- Our lettings agreement, for other users of school premises, requires that the organiser will manage the suspension of adults, where necessary, from the relevant school site.

13. Abuse of Position of Trust

All staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

Staff understand, that under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where the person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of school staff and a student under age 18 may be a criminal offence, even if that student is over the age of consent.

14. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff are aware of their duty to raise concerns about the attitude or actions of colleagues or any other person working on the school site. If necessary, they should speak to the Designated 'Whistleblowing' Governor or the Local Authority Designated Officer within Children, Young People and Families Services for further advice and guidance. Full details of the school whistleblowing policy are available in the 'Whistleblowing Policy' available on the school website.

15. Physical Intervention/Positive Handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our Whole School Positive Behaviour Policy.

Such events should be recorded and signed by a witness or witnesses.

Staff who are likely to need to use physical intervention will be appropriately trained in accordance with agreed standards.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

16. Anti-Bullying

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

17. Equalities and Racial Tolerance

Within the School Prospectus there is a statement around “equalities/equal opportunities” which asserts that:

Plymouth High School for Girls

All members of staff and governors are committed to ensuring the wellbeing, welfare and safety of all our children and young people. We believe that our school provides a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of each individual student. Plymouth High School follows the Plymouth Local Authority Procedures. Our Safeguarding and Child Protection policies can be found on our website and are also available on request. The school always aims to maintain a positive relationship with all parents and in most circumstances endeavours to discuss any concerns about their children. However, there may be exceptional circumstances when the school discusses concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The Police and Social Care may in turn inform the school directly of incidents such as domestic violence that may have happened out of school but that will have an impact on the child concerned.

The school has a single “Equality Policy” that has a section on racial tolerance. This includes information about what the school, through education, challenge and discussion, will do to ensure incidents do not happen.

Racism is tackled in both the RE and in the PSHE curricula. The children will take part in discussions designed to raise awareness and address prejudices. This work ensures that racial tolerance is at the forefront of everything we do.

18. Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

19. Domestic Abuse

Our response on Domestic Abuse is set out in the Child Protection guidance from the PSCB (please see www.swcpp.org.uk and search ‘domestic abuse’). It recognises that exposure to domestic abuse can have a serious impact on a child’s development and emotional well-being and acknowledges that staff, themselves, can be victims or perpetrators of domestic abuse.

20. General Prevention of Harm

We recognise that the school plays a significant part in the prevention of harm to our students by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will:

- establish and maintain an ethos, that is understood by all staff, that enables children to feel safe and secure and encourages them to talk, knowing that they will be listened to;
- ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;
- provide opportunities across the curriculum, including PSHE, that equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

21. Health & Safety

Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children, both physically within the school environment, and when away from the school, when undertaking school trips and visits.

The Headteacher, with the site supervisor and a nominated school governor with responsibility for health and safety oversee the policy and 'Person in Control (PIC)' log book. Any concerns from staff or children are reported to any of these individuals and the site supervisor carries out an initial examination, assessing what remedial action needs to take place.

Each term there is a fire drill, that practices the efficient evacuation from the school buildings.

The school conducts an annual fire risk assessment.

There is a critical incident plan that details what staff and parents should do in the case of emergencies.

22. First Aid

In the school, the following staff members are trained to oversee first aid:

Bella Fell and Jacky Fry.

When a child is unwell, or has suffered an accident in school, or on the school grounds, the following steps are followed:

- Step 1:** A trained first aider is immediately called to provide assistance and advice.
- Step 2:** The incident/accident is logged in the incident/accident register.

Step 3: The parent is notified of the incident/accident as soon as necessary.

Step 4: The Local Authority Health and Safety Team and/or the Health and Safety Executive are notified of the incident/accident where there is a statutory duty to do so.

23. Supporting Students in School with Medical Conditions

The school will ensure that relevant staff are trained to administer medicines.

24. Site Security

Plymouth High School for Girls aims to provide a secure school site and recognises that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules that govern it. It is recognised that laxity can cause potential problems to safeguarding and so the school ensures that:

- gates are locked except at the start and end of each day;
- gates are kept closed to prevent intrusion;
- whenever possible visitors and volunteers only enter through the main pedestrian entrance and must sign in at the office;
- children are only allowed home with adults/carers with parental responsibility or confirmed permission has been received in advance;
- empty classrooms have closed windows;
- children are not allowed to leave school alone during school working hours and, if collected by an adult (whose responsibility for the child has been confirmed beforehand), signed out;
- should a child leave the school premises, without permission, then staff have been informed never to chase after a child, but rather to report immediately to the school office. Parents and Police will then be immediately informed of the circumstances;
- at break and lunchtimes, staff are on duty to provide a presence at dedicated key points on the school site.

25. Self-Harm

This school is committed to supporting children who self-harm or attempt to self-harm and our full response/commitment is laid out in a separate 'Managing Self Harm Policy' document available on the school website.

Self-harm is any self-injurious behaviour where the intent is to deliberately cause harm to one's own body or suicidal thoughts or actions.

This Managing Self Harm Policy document describes the school's approach to self-harm and is intended as guidance for all staff.

The Managing Self Harm Policy aims to:

- increase understanding and awareness of self-harm;
- alert staff to warning signs and risk factors;
- provide support to staff dealing with students who self-harm;
- provide support to students who self-harm and their peers and parents/carers.

26. Preventing Radicalisation

The Counter Terrorism and Security Act 2015 “places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers to have due regard to the need to prevent people from being drawn into terrorism (‘the Prevent duty’). The Counter Terrorism and Security Act 2015 also places a duty on local authorities to ensure ‘Channel’ panels are in place. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism. Schools and Colleges are listed in the Act as “partners of the panel”. The Act requires partners (such as Schools and Colleges) of Channel panels to cooperate with the panel in carrying out its functions and with the Police in undertaking the initial assessment as to whether a referral is appropriate.

Channel is a programme which focuses on providing support at an early stage, to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals, if they are concerned that an individual might be vulnerable to radicalisation. It should be noted that an individual’s engagement with the programme is entirely voluntary at all stages. Our school staff understand when it is appropriate to make a referral to the Channel programme.

This school is committed to working with the local authority, Police and the Channel Panel to maintain a safe learning environment for children and young people in our care/charge. Wherever possible, preventing radicalisation will be promoted through both the curriculum and all other school related activities.

This school will help build students’ resilience to radicalisation by promoting fundamental British values (as set out in DfE documentation ‘Promoting Fundamental British Values’ 2014) and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop students debating controversial issues. On the contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with radicalisation (that can lead to terrorism) and develop the knowledge and skills to be able to challenge extremist arguments.

The statutory guidance makes clear that schools are expected to assess the risk of children being drawn into radicalisation (that can lead to terrorism), including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the local area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. This school is in an important position to identify risks within the local context. It is important that the school understands any particular risks so that it can respond in an appropriate and proportionate way. In addition, the school continues to be aware of the increased risk of online radicalisation, as terrorist organisations seek to radicalise young people through the use of social media and the internet. The School is able to obtain contextual information around these matters from both the local authority and the Police to help understand such risks in the area.

It is recognised that there is no single way of identifying an individual who is likely to be susceptible to radicalisation (including terrorist ideology). As with managing other safeguarding risks, staff will be alert to changes in children's behaviour that could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Our school staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers to carry out unnecessary intrusion into family life but, as with any other safeguarding risk, they will take action when they observe behaviour of concern.

27. Female Genital Mutilation (FGM)

The Female Genital Mutilation Act (as inserted by Section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and health professionals, to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under age 18.

This school will ensure that all relevant staff working in the school receive appropriate training to understand and/or recognise when FGM may be likely to happen or has happened.

This school will ensure that where all relevant staff working in the school discover that an act of FGM appears to have been carried out, the Schools' Designated Safeguarding Lead will be notified and the matter reported to the Police immediately.

This school will ensure that where all relevant staff working in the school suspect that an act of FGM may be undertaken, the matter will be discussed with the Schools' Designated Safeguarding Lead who will involve Children, Young People and Families Services as appropriate.

This school recognises that it will be rare to see visual evidence that an act of FGM has taken place and that it should not be examining students but the definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professionals to whom the mandatory duty applies.

28. Safer Recruitment and Selection

This school pays full regard to current government guidance 'Keeping Children Safe in Education' 5th September 2016. We will ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by the children as a safe and trustworthy adult, including staff, volunteers, those employed/engaged by contractors and governors.

Best safer recruitment practices include scrutinising applications, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capability for the job. It also includes undertaking interviews and, where appropriate, undertaking Disclosure and Barring Service (DBS) Children's Barring List checks, full Enhanced DBS checks, Prohibition Order checks (where necessary), Childcare Disqualification Order checks (where necessary) and providing honest and accurate references when individuals move on.

In line with statutory changes, underpinned by regulations, the following will apply:

- an Enhanced DBS Disclosure check (with or without a Children's Barring List check in accordance with 'regulated activity' requirements and statutory guidance) will be obtained for all new appointments to our school workplace (including volunteers, where appropriate);
- this school is committed to keeping an up to date single central record detailing a range of pre-employment checks carried out on our staff, volunteers and governors;
- all new appointments to our school workforce from overseas or UK nationals, who have lived or worked outside of the UK for more than 3 months, will be subject to additional checks as appropriate (e.g. Certificate of Good Conduct);
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- identify/right to work in the UK checks will be carried out on all appointments to our school workforce before the appointment is confirmed.

The following staff have undertaken and completed Safer Recruitment training and one of these staff members will be in attendance at interview for all staff and volunteer appointments:-

Headteacher: **Mary Utton**

School Governor: **Roger Burnett, Gary Chapman, Barry Robjohns, Carol Springett**

Other Staff: **Shaun Willis, Paul Renyard, Cleutus Moisob**

Safer working practices ensure that children are kept safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues, where possible, in situations open to question;
- discuss and/or take advice from school management over any incident which may give rise to concern;

- record any incident or decisions made;
- apply the same professional standards regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity;
- are aware of the confidentiality policy;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Our school Recruitment and Selection Policy/Code of Practice, set out in the appendix, explains the schools for commitment to safer recruitment practices both pre and post-employment.

29. The Design of the Curriculum

The curriculum deals with safeguarding in two ways.

Firstly, in subjects such as Personal, Social and Health Education, Citizenship and RE, relevant learning and assessment regarding related issues take place with the children. Topics include such themes as Drugs, Alcohol, Sex and Relationships, Stranger Danger, and Online safety issues (including safer use of social media and gaming). Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues, within the subject, are discussed and safe practices explained, such as using equipment properly in PE and Design and Technology.

Appropriate staffing levels will be maintained, at all times, when the curriculum is being delivered within and outside of the school site.

Appropriate and agreed student/adult ratios will always be maintained.

The lead adult (the School Educational Visits Coordinator) will always risk assess visits and trips to ensure children are safeguarded and protected from harm before the event is finally authorised by the Headteacher.

Visiting speakers, with correct clearance and/or constant supervision are always welcome into school so that they can give specialist knowledge to the children.

30. Internet/Online Safety

The school Internet/Online Safety Policy set out in a separate document states that children are encouraged to use the internet in a safe way.

Parents will be asked to give permission for their children to use the internet on entry to the school.

Parents, children and staff must sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the IT system in and beyond the school. If staff know of misuse, either by a teacher, other staff member, volunteer or child, the issue must be reported to the Headteacher without delay.

The Headteacher has overall responsibility for internet safety and will have access to all email addresses and passwords provided.

The school follows guidelines for Internet use/Online safety laid down by a range of organisations including the South West Grid for Learning, the Local Authority, Plymouth Safeguarding Children Board and in its Acceptable Use Policy.

The school will ensure that:

- software is in place to minimise access and to highlight any person accessing inappropriate sites or information;
- students will be encouraged to discuss, openly, their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns, the Designated Safeguarding Lead should be informed immediately);
- every effort is made to encourage students not to give out their personal details, phone numbers, school, home addresses, computer passwords etc;
- students adhere to the school policy on mobile phones;
- training is provided to students, staff and volunteers on e-safety matters where necessary.

31. Inclusion Opportunities

Within the School Prospectus there is a statement around “Inclusion Opportunities” that asserts:

“At Plymouth High School for Girls we welcome all children. Where a child has a recognised disability we will make all reasonable adjustments to accommodate their needs in school. This will include the availability of resources and accessibility of the school building and site. We will make every effort to ensure that children with Special Educational Needs maintain their entitlement when they enter the school”.

32. Whole School Behaviour Policy

The full, Whole School Behaviour Policy is set out in a separate document. It is recognised that good behaviour is essential in any community and at Plymouth High School for Girls we have high expectation in this area. The school has a Whole School Behaviour Policy and a Code of Behaviour that must be adhered to by all children and the document is published on the school website. Although the emphasis is always on the positive, there are also times when children have to be disciplined in order to maintain the safety and security of all children.

Staff are discouraged from handling children but where they deem it the safest thing to do, after exhausting all other de-escalation strategies, guidance and training has been given on safe methods of restraining a child so that they do not harm either themselves or others.

33. Anti-Bullying Policy

The school’s response to this is unequivocal.

The anti-bullying coordinator must be informed immediately and action will take place.

Children are told that silence is the bully's best friend. Although bullying in this school is rare, the school always acts swiftly with a process of investigation, communication and action. Bullies will not be tolerated.

There is a more detailed Anti-bullying Policy available on the school website.

34. Photographing and Videoing of Children in School

At Plymouth High School for Girls, we have taken a sensible and balanced approach to photographing and videoing children on the school site. We have a formal policy regarding "taking photographs and video images of children" and a copy of the document is available from the school website.

Taking photographs and video images of children's achievements and activities is a wonderful way of capturing a memory and promoting successes. The policy document explains, in detail, the school's requirement to obtain parental permission (where necessary) while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

35. Welcoming other Professionals

Visitors with a professional role, such as the school nurse, social workers or members of the Police should have been vetted to work with children through their own organisation. When there is a planned visit to the school, the Headteacher will ensure that written confirmation has been received from the employing organisation that the said individual has been vetted through the DBS and deemed suitable to work with children.

When the said individuals make adhoc or unplanned visits to the school, they will be accompanied by a DBS vetted staff member, at all times, and not allowed to have any unsupervised access to the children until confirmation of their vetting status has been received. No examination/medical treatment of any child will be allowed unless the professional has suitable clearance prior to their visit.

It is recognised that in emergency situations, when the Police are called, perhaps to deal with an unruly student/adult, it may not always be possible to confirm their identity before access to the school site is allowed. The Headteacher will use their professional judgement to manage these situations effectively.

36. Safeguarding Information for Students

All students in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a senior member of staff with responsibility for child protection and know who this is. We inform students of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

37. Partnership working with Parents

This school shares a purpose with parents to educate, keep children safe from harm and promote their welfare.

We are committed to working with parents positively, openly and honestly.

We ensure that all parents are treated with respect, dignity and courtesy.

We respect parents' rights to privacy and confidentiality and will not share sensitive/personal information unless we have permission to do so or it is necessary to protect a child from harm or potential harm.

Plymouth High School for Girls will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with the school.

We make parents aware of our Safeguarding and Child Protection Policy and parents are aware that they can view the policy on our school website.

38. Policy Review

The Governing Body of our school will review the Child Protection and Safeguarding Policy on an annual basis.

Types of Abuse and Neglect

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Definition of the term Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical Abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: Guidance for Safe Working Practice

Context

- All adults who work with children and young people have a crucial role to play in shaping their lives. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This guidance has been produced to help adults working at PHSG in all settings to establish safe and responsive environments which safeguard young people and reduce the risk of adults being unjustly accused of improper or unprofessional conduct.

'Unsuitability' ¹

The guidance contained in this document is an attempt to identify what behaviours are expected of adults who work with children and young people. Adults whose practice deviates from this guidance and/or their professional or employment-related code of conduct may bring into question their suitability to work with children and young people.

Duty of Care

- All adults who work with, and on behalf of children are accountable for the way in which they exercise authority; manage risk; use resources; and safeguard children and young people.

Whether working in a paid or voluntary capacity, these adults have a duty to keep children and young people safe and to protect them from sexual, physical and emotional harm. Children and young people have a right to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well-being of children and young people. Failure to do so may be regarded as neglect².

The duty of care is in part, exercised through the development of respectful and caring relationships between adults and children and young people. It is also exercised through the behaviour of the adult, which at all times should demonstrate integrity, maturity and good judgement.

Everyone expects high standards of behaviour from adults who work with children and young people. When individuals accept such work, they need to understand and

This means that these guidelines:

- apply to **all** adults working in all settings whatever their position, role, or responsibilities*
- provides guidance where an individual's suitability to work with children and young people has been called into question.*

This means that adults should:

- have a clear understanding about the nature and content of this document*
- discuss any uncertainties or confusion with their line manager*
- understand what behaviours may call into question their suitability to continue to work with children and young people*

This means that adults must:

- understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached*
- always act, and be seen to act, in the child's best interests*
- avoid any conduct which would lead any reasonable person to question their motivation and intentions*
- take responsibility for their own actions and behaviour*

This means that Plymouth High School will:

- ensure that appropriate safeguarding and child protection policies and procedures are adopted, implemented and monitored*

¹ WT 2006 Chapter 6, page 153. See also AMA document on 'Unsuitability' available Dec 07 from Allegation Management Advisers in Government Offices.

² WT 2006 page Chapter 1 page 38

acknowledge the responsibilities and trust inherent in that role.

Employers also have a duty of care towards their employees, both paid and unpaid, under the Health and Safety at Work Act 1974³. This requires them to provide a safe working environment for adults and provide guidance about safe working practices. Employers also have a duty of care for the well-being of employees and to ensure that employees are treated fairly and reasonably in all circumstances. The Human Rights Act 1998 sets out important principles regarding protection of individuals from abuse by state organisations or people working for those institutions. Adults who are subject to an allegation should therefore be supported and the principles of natural justice applied.

The Health and Safety Act 1974 also imposes a duty on employees⁴ to take care of themselves and anyone else who may be affected by their actions or failings. An employer's duty of care and the adult's duty of care towards children should not conflict. This 'duty' can be demonstrated through the use and implementation of these guidelines.

Confidentiality

- Adults may have access to confidential information about children and young people in order to undertake their responsibilities. In some circumstances they may have access to or be given highly sensitive or private information. These details must be kept confidential at all times and only shared when it is in interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.

If an adult who works with children is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff or nominated child protection person. Any actions should be in line with locally agreed information sharing protocols.

The storing and processing of personal information about children and young people is governed by the Data Protection Act 1998. Adults should refer to the School's E-Safety policy about their responsibilities under this legislation.

Whilst adults need to be aware of the need to listen and support children and young people, they must also understand the importance of not promising to keep secrets. Neither should they request this of a child / young

- *ensure that codes of conduct/practices are continually monitored and reviewed*
- *ensure that, where services or activities are provided by another body, the body concerned has appropriate safeguarding policies and procedures*
- *foster a culture of openness and support*
- *ensure that systems are in place for concerns to be raised*
- *ensure that adults are not placed in situations which render them particularly vulnerable*
- *ensure all adults have access to and understand this guidance and related, policies and procedures*
- *ensure that all role profiles and person specifications clearly identify the competences necessary to fulfil the duty of care*

This means that adults:

- *must be clear about when information can be shared and in what circumstances it is appropriate to do so*
- *are expected to treat information they receive about children and young people in a discreet and confidential manner*
- *should seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them*
- *need to know that they report any concerns or allegations to the Designated Senior Person, Pete Neve or the Deputy Designated Senior Person, Sam Payne.*

³ Health and Safety at Work Act 1974 Part I, Section. 2 (1) and (2)

⁴ Health and Safety at Work Act 1974 Part I, Section.7

person under any circumstances.

Additionally, concerns and allegations about adults should be treated as confidential and passed to a member of SLT without delay.

Making a Professional Judgement

- This guidance cannot provide a complete checklist of what is, or is not appropriate behaviour for adults in all circumstances. There may be occasions and circumstances in which adults have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge. Such judgements, in these circumstances, should always be recorded and shared with a member of SLT. In undertaking these actions individuals will be seen to be acting reasonably.
-
- Adults should always consider whether their actions are warranted, proportionate and safe and applied equitably.

This means that where no specific guidance exists adults should:

- *discuss the circumstances that informed their action, or their proposed action, with a member of SLT*
- *report any actions which could be mis-interpreted to a member of SLT*
- *always discuss any misunderstanding, accidents or threats with a member of SLT*
- *always record discussions and reasons why actions were taken.*
- *record any areas of disagreement about course of action taken and if necessary referred to a higher authority*

Power and Positions of Trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people are in positions of trust in relation to the young people in their care. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all those in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship.⁵

A relationship between an adult and a child or young person cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

- 1.
2. Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.
- 3.

This means that adults should not:

- *use their position to gain access to information for their own or others' advantage*
- *use their position to intimidate, bully, humiliate, threaten, coerce or undermine children or young people*
- *use their status and standing to form or promote relationships which are of a sexual nature, or which may become so*

⁵ *Caring for Young People and the Vulnerable. Guidance for Preventing Abuse of Trust Home Office*

Where a person aged 18 or over is in a specified position of trust⁶ with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

Propriety and Behaviour

- All adults working with children and young people have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of the public in general and all those with whom they work.
-
- There may be times, for example, when an adult's behaviour or actions in their personal life come under scrutiny from local communities, the media or public authorities. This could be because their behaviour is considered to compromise their position in their workplace or indicate an unsuitability to work with children or young people. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour.
-
- Adults in contact with children and young people should therefore understand and be aware, that safe practice also involves using judgement and integrity about behaviours in places other than the work setting.
-
- The behaviour of an adult's partner or other family members may raise similar concerns and require careful consideration by an employer as to whether there may be a potential risk to children and young people in the workplace.
-

Dress and Appearance

- A person's dress and appearance are matters of personal choice and self-expression. However adults should dress in ways which are appropriate to their role and this may need to be different to how they dress when not at work.
-
- Adults who work with children and young people should ensure they take care to ensure they are dressed appropriately for the tasks and the work they undertake.
-

This means that adults should not:

- *behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model.*
- *make, or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such*

This means that adults should:

- *be aware that behaviour in their personal lives may have an impact upon their work with children and young people*
- *follow any codes of conduct deemed appropriate by the school*
- *understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with children and young people*

This means that adults should wear clothing which:

- *is appropriate to their role as a professional*
- *is not likely to be viewed as offensive, revealing, or sexually provocative*
- *does not distract, cause embarrassment or give rise to misunderstanding*
- *is absent of any political or*

⁶ Sexual Offences Act 2003. Sect 16-19 re-enacts and amends offence of abuse of position of trust

- Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations. The Headteacher shall be the final arbiter.
-

otherwise contentious slogans

- *is not considered to be discriminatory and is culturally sensitive*

Personal Living Space

No child or young person should be in or invited into, the home⁷ of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/ carers and member of SLTs or the home has been designated by the organisation as a work place.

It is not appropriate for any other organisations to expect or request that private living space be used for work with children and young people.

Under no circumstances should children or young people assist with chores or tasks in the home of an adult who works with them. Neither should they be asked to do so by friends or family of that adult.

This means that adults should:

- *be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations*
- *challenge any request for their accommodation to be used as an additional resource for the school*
- *be mindful of the need to maintain professional boundaries*
- *refrain from asking children and young people to undertake personal jobs or errands*

Gifts, Rewards and Favouritism

The giving of gifts or rewards to children or young people is part of our agreed policy for supporting positive behaviour or recognising particular achievements. In some situations, the giving of gifts as rewards may be accepted practice for a group of children, whilst in other situations the giving of a gift to an individual child or young person will be part of an agreed plan, recorded and discussed with member of SLT and the parent or carer.

It is acknowledged that there are specific occasions when adults may wish to give a child or young person a personal gift. This is only acceptable practice where, in line with the agreed policy, the adult has first discussed the giving of the gift and the reason for it, with the member of SLT and/or parent or carer and the action is recorded. Any gifts should be given openly and not be based on favouritism. Adults need to be aware however, that the giving of gifts can be misinterpreted by others as a gesture either to bribe or groom⁸ a young person.

Adults should exercise care when selecting children and/or young people for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection should always be transparent and subject to scrutiny.

Care should also be taken to ensure that adults do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

This means that adults should:

- *be aware of the school's policy on the giving and receiving of gifts*
 - *ensure that gifts received or given in situations which may be misconstrued are declared*
 - *generally, only give gifts to an individual young person as part of an agreed reward system*
 - *where giving gifts other than as above, ensure that these are of insignificant value*
 - *ensure that all selection processes which concern children and young people are fair and that wherever practicable these are undertaken and agreed by more than one member of staff*
- See Behaviour Management policy – rewards*

⁷ This includes any home or domestic settings used or frequented by the adult

⁸ grooming' – the act of gaining the trust of a child so that sexual abuse can take place.

There are occasions when children, young people or parents wish to pass small tokens of appreciation to adults e.g. on special occasions or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

Infatuations

Occasionally, a child or young person may develop an infatuation with an adult who works with them. These adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach.

An adult, who becomes aware that a child or young person is developing an infatuation, should discuss this at the earliest opportunity with a member of SLT or parent/carer so appropriate action can be taken to avoid any hurt, distress or embarrassment.

Communication with Children and Young People (including the Use of Technology)

Communication between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs. Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Adults should also be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to children and young people including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers. E-mail or text communications between an adult and a child young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites.

Internal e-mail systems should only be used in accordance with the school's policy.

This means that adults should:

- *record and report to a member of SLT any incidents or indications (verbal, written or physical) that suggest a child or young person may have developed an infatuation with an adult in the workplace*
- *always acknowledge and maintain professional boundaries*

This means that the school:

- *Deals with any such reported incidents in an appropriate, sensitive and discreet manner.*

This means that the school:

- *has a policy which specifies acceptable and permissible modes of communication which employees are expected to follow*

This means that adults should:

- *not give their personal contact details to children or young people, including their mobile telephone number*
- *only use equipment e.g. mobile phones, provided by organisation to communicate with children, making sure that parents have given permission for this form of communication to be used*
- *only make contact with children for professional reasons and in accordance with the school's policy*
- *recognise that text messaging is rarely an appropriate response to a child in a crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible*
- *not use internet or web-based communication channels to send personal messages to a child/young person*

Exceptions to the above may be made with the prior agreement of a member of SLT

Social Contact

Adults who work with children and young people should not seek to have secret social contact with them. If a child or young person seeks to establish social contact, or if this occurs coincidentally, the adult should exercise her/his professional judgement in making a response but should always discuss the situation with their line manager or with the parent of the child or young person. Adults should be aware that social contact in certain situations can be misconstrued as grooming.

Where social contact is an integral part of work duties, e.g. pastoral work in the community, care should be taken to maintain appropriate personal and professional boundaries. This also applies to social contacts made through interests outside of work or through the adult's own family or personal networks.

It is recognised that some adults may support a parent who may be in particular difficulty. Care needs to be exercised in those situations where the parent comes to depend upon the adult for support outside their professional role. This situation should be discussed with senior management and where necessary referrals made to the appropriate support agency.

Sexual Contact

All adults should clearly understand the need to maintain appropriate boundaries in their contacts with children and young people. Intimate or sexual relationships between children/young people and the adults who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable.

Any sexual activity between an adult and the child or young person with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action.

Children and young people are protected by specific legal provisions regardless of whether the child or young person consents or not. The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material. 'Working Together to Safeguard Children'⁹, defines sexual

This means that adults should:

- *have no secret social contact with children and young people*
- *consider the appropriateness of the social contact according to their role and nature of their work*
- *advise senior management of any social contact they have with a child which may give rise to concern*
- *record and report to a member of SLT any situation, which may place a child at risk or which may compromise the school or their own professional standing*
- *be aware that the sending of personal communications such as birthday or faith cards should always be recorded and/or discussed with line manager.*
- *understand that some communications may be called into question and need to be justified.*
-

This means that adults should not:

- *have sexual relationships with children and young people*
- *have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact*
- *make sexual remarks to, or about, a child/young person*
- *discuss their own sexual relationships with or in the presence of children or young people*

This means that adults should:

- *ensure that their relationships with children and young people clearly take place within the*

⁹ *Working Together to Safeguard Children .A guide to interagency working to safeguard and promote the welfare of children HM Government 2006*

abuse as “forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening”.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Adults should be aware that consistently conferring inappropriate special attention and favour upon a child might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behaviour.

Physical Contact

Many jobs within the children’s workforce require physical contact with children as part of their role. There are also occasions when it is entirely appropriate for other adults to have some physical contact with the child or young person with whom they are working. However, it is crucial that in all circumstances, adults should only touch children in ways which are appropriate to their professional or agreed role and responsibilities.

Not all children and young people feel comfortable about physical contact, and adults should not make the assumption that it is acceptable practice to use touch as a means of communication. Permission should be sought from a child or young person before physical contact is made. Where the child is very young, there should be a discussion with the parent or carer about what physical contact is acceptable and/or necessary.

When physical contact is made with a child this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Adults, nevertheless, should use their professional judgement at all times, observe and take note of the child's reaction or feelings and – so far as is possible - use a level of contact and/or form of communication which is acceptable to the child for the minimum time necessary.

Physical contact which occurs regularly with an individual child or young person is likely to raise questions unless there is explicit agreement on the need for, and nature of, that contact. This would then be part of a formally agreed plan or within the parameters of established, agreed and legal professional protocols on physical contact e.g. sport activities or medical procedures. Any such arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

boundaries of a respectful professional relationship

- *take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.*

This means that adults should:

- *be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described*
- *never touch a child in a way which may be considered indecent*
- *always be prepared to report and explain actions and accept that all physical contact must be open to scrutiny*
- *not indulge in horseplay*
- *always encourage children, where possible, to undertake self-care tasks independently*
- *work within Health and Safety regulations*
- *be aware of cultural or religious views about touching and always be sensitive to issues of gender*
- *understand that physical contact in some circumstances can be easily misinterpreted*

This means that the school:

- *expects adults to inform the relevant member of senior management so that incidents are recorded and information about incidents and outcomes can be easily accessed by senior management*
- *makes adults aware of relevant professional or organisational guidance in respect of physical contact with children and meeting medical needs of children and young people where appropriate*
- *is explicit about what physical contact is appropriate for adults working in their setting*

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If an adult believes that their action could be misinterpreted, or if an action is observed by another as being inappropriate or possibly abusive, the incident and circumstances should be reported to the member of SLT outlined in the procedures for handling allegations and an appropriate record made. Parents/carers should also be informed in such circumstances.

Where a child seeks or initiates inappropriate physical contact with an adult, the situation should be handled sensitively and care taken to ensure that contact is not exploited in any way. Careful consideration must be given to the needs of the child and advice and support given to the adult concerned.

It is recognised that some children who have experienced abuse may seek inappropriate physical contact. Adults should be particularly aware of this when it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to some actions being misinterpreted. In all circumstances where a child or young person initiates inappropriate physical contact, it is the responsibility of the adult to sensitively deter the child and help them understand the importance of personal boundaries. Such circumstances must always be reported and discussed with a member of SLT and the parent/carer.

Other Activities that require Physical Contact

Adults who work in certain settings, for example sports drama or outdoor activities will have to initiate some physical contact with children, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture, or perhaps to support a child so they can perform an activity safely or prevent injury. Such activities should be carried out in accordance with existing codes of conduct, regulations and best practice.

Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary. The extent of the contact should be made clear to the parent/carer and once agreed, should be undertaken with the permission of the child/young person. Contact should be relevant to their age or understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Guidance and protocols around safe and appropriate physical contact are provided by national organisations, for example sports governing bodies or major arts organisations, or the employing organisation and should be understood and applied consistently. Any incidents of

This means that adults should:

- *treat children with dignity and respect and avoid contact with intimate parts of the body*
- *always explain to a child the reason why contact is necessary and what form that contact will take*
- *seek consent of parents where a child or young person is unable to do so because of a disability.*
- *consider alternatives, where it is anticipated that a child might misinterpret any such contact,*
- *be familiar with and follow recommended guidance and protocols*
- *conduct activities where they can be seen by others*
- *be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact*

This means that the school:

- *has up-to-date guidance and protocols on appropriate physical contact in place that promote*

physical contact that cause concern or fall outside of these protocols and guidance should be reported to the member of SLT and parent or carer.

It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers, children and young people informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.

Behaviour Management

All children and young people have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.

Adults should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children and young people is not acceptable in any situation. Any sanctions or rewards used should be part of a behaviour management policy which is widely publicised and regularly reviewed.

The use of corporal punishment is not acceptable and whilst there may be a legal defence for parents who physically chastise their children, this does not extend, in any circumstances, to those adults who work with or on behalf of children and young people.

Where children display difficult or challenging behaviour, adults must follow the behaviour management policy and use strategies appropriate to the circumstance and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed.

Where a child has specific needs in respect of particularly challenging behaviour, a positive handling plan may be drawn up and agreed by all parties. Only in these circumstances should an adult deviate from the behaviour management policy of the organisation.

Use of Control and Physical Intervention

There are circumstances in which adults working with children displaying extreme behaviours can legitimately intervene by using either non-restrictive or restrictive physical interventions. This is a complex area and adults and organisations must have regard to government guidance and legislation in the development and implementation of their own policies and practice.

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would

safe practice and include clear expectations of behaviour and conduct.

- *ensures that staff are made aware of this guidance and that safe practice is continually promoted through supervision and training.*

This means that adults should:

- *not use force as a form of punishment*
- *try to defuse situations before they escalate*
- *inform parents of any behaviour management techniques used*
- *adhere to the school's behaviour management policy*
- *be mindful of factors which may impact upon a child or young person's behaviour e.g. bullying, abuse and where necessary take appropriate action*

This means that the school:

- *has in place appropriate behaviour management policies*
- *where appropriate, develops positive handling plans in respect of an individual child or young person.*

This means that adults should:

- *adhere to the school's Restrictive Physical Intervention policy*
- *always seek to defuse situations*
- *always use minimum force for the shortest period necessary*
- *record and report to a member of SLT as soon as possible after the event any incident where physical intervention has been used.*

This means that the school:

reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used and the techniques deployed in line with recommended policy and practice.

Under no circumstances should physical force or intervention be used as a form of punishment. The duty of care which applies to all adults and organisations working with children and young people requires that reasonable measures are taken to prevent children being harmed. The use of unwarranted physical force is likely to constitute a criminal offence.

In all cases where physical intervention is employed the incident and subsequent actions should be documented and reported. This should include written and signed accounts of all those involved, including the child or young person. The parents/carers should be informed the same day.

Children and Young People in Distress

There will be occasions when a distressed child needs comfort and reassurance and this may involve physical contact. Young children, in particular, may need immediate physical comfort, for example after a fall, separation from parent etc. Adults should use their professional judgement to comfort or reassure a child in an age-appropriate way whilst maintaining clear professional boundaries.

Where an adult has a particular concern about the need to provide this type of care and reassurance, or is concerned that an action may be misinterpreted, this should be reported and discussed with a member of SLT and parents/carers.

Intimate Care

There may be incidents where a member of staff's job responsibilities necessitate intimate physical contact with a child on a regular basis, for example providing intimate care for a child with disabilities or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed

- *has a Restrictive Physical Intervention policy in place that complies with government guidance and legislation and describes the context in which it is appropriate to use physical intervention*
- *ensures that an effective recording system is in place which allows for incidents to be tracked and monitored by SLT*
- *ensures adults are familiar with the above*
- *ensures that staff are appropriately trained.*

This means the adult should:

- *consider the way in which they offer comfort and reassurance to a distressed child and do it in an age-appropriate way*
- *be circumspect in offering reassurance in one to one situations, but always record such actions in these circumstances*
- *follow professional guidance or code of practice where available*
- *never touch a child in a way which may be considered indecent*
- *record and report to a member of SLT situations which may give rise to concern from either party*
- *not assume that all children seek physical comfort if they are distressed*

This means that adults should:

- *adhere to the school's intimate care guidelines or code of practice*
- *make other staff aware of the task being undertaken*

plan, which is regularly reviewed. The additional vulnerabilities that may arise from a physical or learning disability should be taken into account and be recorded as part of an agreed care plan. The emotional responses of any child to intimate care should be carefully and sensitively observed, and where necessary, any concerns passed to member of SLTs and/or parents/carers.

All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and depending on their abilities, age and maturity should be encouraged to act as independently as possible.

The views of the child should be actively sought, wherever possible, when drawing up and reviewing formal arrangements. As with all individual arrangements for intimate care needs, agreements between the child, parents/carers and the school must be negotiated and recorded.

Personal Care

Young people are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. There are occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Adults need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the children and young people with whom they work.

First Aid and Administration of Medication

It is expected that adults working with children and young people should be aware of and work to the school's **Policy for First Aid and the Administration of Medication**.

Administering First Aid is not a contractual requirement unless employed to fulfil such a role and whilst adults may volunteer to undertake such tasks, they should be suitably trained and qualified before administering first aid and/or any agreed medication.

When administering first aid, wherever possible, adults should ensure that another adult is aware of the action being taken. Parents should always be informed when first aid has been administered.

- *explain to the child what is happening*
- *consult with member of SLTs and parents/carers where any variation from agreed procedure/care plan is necessary*
- *record the justification for any variations to the agreed procedure/care plan and share this information with parents*
- *ensure that any changes to the agreed care plan are discussed, agreed and recorded.*

- *This means that adults should:*
- *avoid any physical contact when children are in a state of undress*
- *avoid any visually intrusive behaviour*
- *where there are changing rooms announce their intention of entering*

This means that adults should not:

- *change in the same place as children*
- *shower or bathe with children*
- *assist with any personal care task which a child or young person can undertake by themselves*

This means that the school:

- *ensures staff understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention*
- *ensures there are trained and named individuals to undertake first aid responsibilities*
- *ensures training is regularly monitored and updated*
- *always ensures that arrangements are in place to obtain parental consent for the*

In circumstances where children need medication regularly a health care plan should have been established to ensure the safety and protection of children and the adults who are working with them. Depending upon the age and understanding of the child, they should where appropriate, be encouraged to self-administer medication or treatment including, for example any ointment, use of inhalers.

administration of first aid or medication.

This means that adults should:

- *adhere to the school's policy for administering first aid or medication*
- *comply with the necessary reporting requirements*
- *make other adults aware of the task being undertaken*
- *explain to the child what is happening.*
- *always act and be seen to act in the child's best interests*
- *report and record any administration of first aid or medication*
- *have regard to any health plan which is in place*
- *always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities*

One to One Situations

- It is not realistic to state that one to one situations should never take place. It is however, appropriate to state that where there is a need, agreed with a member of SLT and/or parents/carers, for an adult to be alone with a child or young person, certain procedures and explicit safeguards must be in place. This also applies to those adults who do not work as part of the organisation but owe a duty of care to the child or young person because of the nature of their work.
-
- Adults should be offered training and guidance for the use of any areas of the workplace which may place themselves or children in vulnerable situations. This would include those situations where adults work directly with children and young people in unsupervised settings and/or isolated areas within community settings.
-
- One to one situations have the potential to make child/young person more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with children and young people may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when one to one situations are unavoidable, reasonable and

This means that adults should:

- *ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed.*
- *avoid meetings with a child or young person in remote, secluded areas*
- *always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by*
- *avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy*
- *always report any situation where a child becomes distressed or angry to a member of SLT / Head of Key Stage*
- *carefully consider the needs and circumstances of the child/children when in one to one situations*

sensible precautions are taken. Every attempt should be made to ensure the safety and security of children and young people and the adults who work with them.

-
- There are occasions where managers will need to undertake a risk assessment in relation to the specific nature and implications of one to one work. These assessments should take into account the individual needs of the child/young person and the individual worker and any arrangements should be reviewed on a regular basis.
-
- Meetings with children and young people outside agreed working arrangements should not take place without the agreement of member of SLTs and parents or carers.

Home Visits

There are workers for whom home visits are an integral part of their work. In these circumstances it is essential that appropriate policies and related risk assessments are in place to safeguard children and young people and the adults who work with them.

A risk assessment should include an evaluation of any known factors regarding the child/young person, parents and others living in the household. Risk factors such as hostility, child protection concerns, complaints or grievances can make adults more vulnerable to an allegation. Specific consideration should be given to visits outside of 'office hours' or in remote or secluded locations. Following an assessment, appropriate risk management measures should be in place before visits are agreed. Where little or no information is available, visits should not be made alone. There will be occasions where risk assessments are not possible or not available, e.g. when emergency services are used. In these circumstances, a record must always be made of the circumstances and outcome of the home visit. Such records must always be available for scrutiny.

Under no circumstances should an adult visit a child in their home outside agreed work arrangements or invite a child to their own home or that of a family member, colleague or friend. If in an emergency, such a one-off arrangement is required, the adult must have a prior discussion with a member of SLT and the parents or carers and a clear justification for such arrangement is agreed and recorded.

Transporting Children and Young People

There will be occasions when adults are expected or asked to transport children as part of their duties. Adults, who are expected to use their own vehicles for transporting

This means that adults should:

- *agree the purpose for any home visit with senior management, unless this is an acknowledged and integral part of their role e.g. P.S.A.*
- *adhere to agreed risk management strategies*
- *always make detailed records including times of arrival and departure and work undertaken*
- *ensure any behaviour or situation which gives rise to concern is discussed with their line manager and, where appropriate, action is taken*

This means that the school will:

- *ensure that any adult undertaking a home visit or lone-working is aware of the school's policies which include arrangements for risk assessment and management*
- *ensure that all visits are justified and recorded*
- *ensure that adults are not exposed to unacceptable risk*
- *ensure that adults have access to a mobile telephone and an emergency contact person*

This means that the school:

- *has appropriate policies for transporting children and young people*

children should ensure that the vehicle is roadworthy, appropriately insured and that the maximum capacity is not exceeded.

It is a legal requirement that all passengers should wear seat belts and it is the responsibility of the staff member to ensure that this requirement is met. Where adults transport children in a vehicle which requires a specialist license/insurance e.g. PCV or LGV¹⁰- staff should ensure that they have an appropriate licence and insurance to drive such a vehicle.

It is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with the parents/carers.

There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a member of SLT and parents/carers.

Trips and Outings

Adults should take particular care when supervising children and young people on trips and outings, where the setting is less formal than the usual workplace. Adults remain in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries. .

- For any trips or outings whether they be day or residential activities, local or abroad, the school's **Policy and Procedures for Educational Visits** must be followed.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in activities outside the usual workplace.

Photography and Videos

Working with children and young people may involve the taking or recording of images. Any such work should take place with due regard to the law, the school's policy and

This means that adults must:

- *ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive*
- *be aware that the safety and welfare of the child is their responsibility until they are safely passed over to a parent/carer*
- *record details of the journey in accordance with agreed procedures*
- *ensure that their behaviour is appropriate at all times*
- *ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven*
- *ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned*

This means that adults should:

- *always have another adult present in out of workplace activities, unless otherwise agreed with a member of SLT*
- *undertake risk assessments in line with the school's policy where applicable*
- *have parental consent to the activity*
- *ensure that their behaviour remains professional at all times*
- *never share beds with a child/children or young people.*
- *not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with member of SLT, parents and children and young people.*

This means that adults must:

- *adhere to the school policy*
- *be clear about the purpose of the activity and about what will happen to the images when the*

¹⁰ For further information see www.dvla.gov.uk

the need to safeguard the privacy, dignity, safety and well being of children and young people. Informed written consent from parents or carers and agreement, where possible, from the child or young person, should always be sought before an image is taken for any purpose.

Careful consideration should be given as to how activities involving the taking of images are organised and undertaken. Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the Internet. There also needs to be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.

Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for such activities to raise concerns or lead to misunderstandings.

It is not appropriate for adults to take photographs of children for their personal use.

Access to Inappropriate Images and Internet Usage

There are no circumstances that will justify adults possessing indecent images of children. Adults who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children on the internet is illegal. This will lead to criminal investigation and the individual being barred from working with children and young people, if proven.

Adults should not use equipment belonging to their organisation to access adult pornography; neither should personal equipment containing these images or links to them be brought into the workplace. This will raise serious concerns about the suitability of the adult to continue to work with children.

Adults should ensure that children and young people are not exposed to any inappropriate images or web links. The school and adults need to ensure that internet equipment used by children have the appropriate controls with regards to access. E.g. personal passwords should be kept

activity is concluded

- *be able to justify images of children in their possession*
- *avoid making images in one to one situations or which show a single child with no surrounding context*
- *ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed.*
- *only use equipment provided or authorised by the organisation*
- *report any concerns about any inappropriate or intrusive photographs found*
- *always ensure they have parental permission to take and/or display photographs*

This means that adults must not:

- *display or distribute images of children unless they have consent to do so from parents/carers*
- *use images which may cause distress*
- *use mobile telephones to take images of children*
- *take images 'in secret', or take images in situations that may be construed as being secretive.*

This means that the school:

- *has clear e-safety policies in place about access to and use of the internet*
- *makes guidance available to both adults and children and young people about appropriate usage.*

This means that adults must:

- *follow the school's policy on the use of IT equipment*
- *ensure that children are not exposed to unsuitable material on the internet*
- *ensure that any films or material shown to children and young people are age appropriate*

confidential.

Where indecent images of children or other unsuitable material are found, the police and Local Authority Designated Officer (LADO) should be immediately informed. Adults should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution.

Whistle blowing

Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. The Governing Body has agreed to adopt the Local Authority's whistle blowing policy which meets the terms of the Public Interest Disclosure Act 1998. Adults who use whistleblowing procedure should be made aware that their employment rights are protected.

Adults should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

Sharing Concerns and Recording Incidents

Individuals should be aware of the school's child protection procedures, including procedures for dealing with allegations against adults. All allegations must be taken seriously and properly investigated in accordance with local procedures and statutory guidance. Adults who are the subject of allegations are advised to contact their professional association.

In the event of any allegation being made, to someone other than a manager, information should be clearly and promptly recorded and reported to a member of SLT without delay.

Adults should always feel able to discuss with their line manager any difficulties or problems that may affect their relationship with children and young people so that appropriate support can be provided or action can be taken.

It is essential that accurate and comprehensive records are maintained wherever concerns are raised about the conduct or actions of adults working with or on behalf of children and young people.

Staff training and support

The school recognises that the stress of safeguarding work is considerable. All members of staff who have handled suspicions/disclosures, attend Child Protection Conferences or Court, are supported within the school, but also outside help is sought if it is felt appropriate.

Child safeguarding training for teachers and for all other school staff who have contact with children is important and we provide it regularly. The designated person is updated on an annual basis. All

This means that the school:

- *has adopted the whistle-blowing policy of the Local Authority*
- *ensures that it has clear procedures for dealing with allegations against staff which are in line with the Local Authority's procedures.*

This means that adults should:

- *report any behaviour by colleagues that raises concern regardless of source as laid out in the relevant policy*

This means that adults:

- *should be familiar with the school's system for recording concerns*
- *should take responsibility for recording any incident, and passing on to a member of SLT that information where they have concerns about any matter pertaining to the welfare of an individual in the workplace*

This means that the school:

- *has an effective, transparent and accessible system for recording and managing concerns raised by any individual in the workplace*

staff are regularly informed and reminded of their responsibilities relating to safeguarding children. Governors also receive appropriate training.

New staff are briefed as soon as they take up position within the school and are furnished with all relevant supporting documentation.

Training on child protection is delivered to all staff on a three year cycle.

Appendix 3: Safeguarding Information for Students and Parents / Carers

Students

All students in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a senior member of staff with responsibility for child protection and know who this is. We inform students to whom they might talk, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Safeguarding children is addressed in various ways via the curriculum. The following objectives, pursued through the PSHE and citizenship curriculum, are important in the safeguarding of children:

- Developing student self esteem
- Developing communication skills
- Informing children about all aspects of risk
- Developing strategies for self-safeguarding
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults
- Developing non-abusive behaviour between students.
-
- The school's arrangements for consulting with and listening to students are: School Council, Head Girl and House teams, student surveys, suggestions box and anti-bullying box, peer mentors and Student Leaders. We make students aware of these arrangements through the student bulletin, plasma screens, information in registers, House assemblies etc.
-
- While it is clear that students are expected to follow the school's high expectations for behaviour, staff take into account the potential distress a student may experience when faced with issues in their lives relating to safeguarding. The school also recognises that the students "in distress" may be less able to achieve their full potential in school.
-
- **Parents / Carers**
- The school shares a purpose with parents / carers to educate and keep children safe from harm and to have their welfare promoted. Parents are provided with information on keeping children safe and how they can report concerns if they are worried a child is at risk of harm through the school newsletter and school website.
-
- We are committed to working with parents / carers positively, openly and honestly. We ensure that all parents / carers are treated with respect, dignity and courtesy. We respect parents' / carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.
-
- Plymouth High School will share with parents / carers any concerns we may have about their child unless to do so may place a child at risk of harm.

-
- We encourage parents to discuss any concerns they may have with the Tutor and Head of Key Stage. For serious concerns such as a complaint against a member of staff, parents are encouraged to contact a senior member of staff.
-
- We make parents aware of our policy through newsletters and the website and parents are made aware that they can view this policy by either requesting a hard copy or through the school website.
-

- ***Insert for School Prospectus***

Plymouth High School is committed to ensuring the welfare and safety of all children in school. All Plymouth schools, including Plymouth High School, follow the Plymouth Local Authority procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on request.

Appendix 4: Safer Recruitment

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1. Introduction

This policy provides practical guidance on a range of safer recruitment practices and will help ensure consistent practice across schools.

Who does this Policy apply to?

Headteachers and Governing Bodies have a responsibility to ensure that when recruiting to a post within their school, that the Policy be adhered to when planning and carrying out the recruitment process. This policy and guidance are in line with DfE guidance.

2. Policy statement

This school has adopted a recruitment and selection policy to help deter people from applying who are unsuitable to work with children and young people and to ensure that a consistent, fair and thorough process is followed, ensuring safeguarding is an integral factor. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

This policy aims to ensure that the school has a fair and consistent recruitment procedure to appoint the best person for the job regardless of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, marriage & civil partnership, and pregnancy or maternity.

A motivated and committed workforce with appropriate knowledge, skills, experience and ability to do the job is critical to the school's performance and fundamental to the delivery of a high quality service.

The Local Authority is the employer of staff in maintained and voluntary controlled schools.

The Governing Body is the employer of staff in all non maintained schools.

Headteachers, on behalf of the Governing Body are responsible for ensuring that appropriate recruitment practices are followed.

Where a Headteacher or Deputy Headteacher is being recruited to a maintained school, the Governing Body will consult with the Local Authority about the recruitment process. The Director of People or her representative must be included in the selection process for Headteacher appointments in LA maintained schools.

3. Scope

The policy applies to all school employees and volunteers, as well as governors responsible for and involved in the recruitment and selection of staff.

The ultimate responsibility for recruitment and selection lies with the Governing Body. The Governing Body may delegate the responsibility to the Headteacher for appointing staff other than those to the leadership group.

4. Aims and Principles

4a. Aims

To ensure that the safeguarding and welfare of children and young people takes place at each stage of the process.

To ensure all relevant equal opportunities legislation is adhered to and that appointees are not discriminated against on the grounds of nationality, race, gender, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex or sexual orientation.

To ensure the most cost effective use is made of resources in the recruitment and selection process.

4b. Principles

The following principles are encompassed in this policy:

- All applicants will receive fair treatment by a professional high quality approach being undertaken at each stage of the recruitment process.
- The Job Description, person specification or role profile are essential tools and will be used throughout the process.
- Employees will be recruited based on the knowledge, experience and skills needed for the job.
- Selection will be carried out by a panel with at least two members but preferably with three. At least one member of the panel will have received appropriate training on the recruitment and selection process as recommended by the DFE.
- Selection will normally be based on a minimum, completed application form, shortlisting and interview.
- All posts will normally be advertised.
- To reduce the risk of a bad selection decision that can be expensive and may cause line management problems in the future or may not meet the school's commitment to safeguard children and young people.
- To leave a positive image of the school with unsuccessful applicants.
- To give successful candidates a clear understanding of the post and what is expected of them.
- The Equality Act 2010 makes it a requirement to make reasonable adjustments to the recruitment process if an applicant makes the employer aware that they have a disability. This applies to the entire recruitment process, from advertisement to appointment.
- Monitoring and evaluation are essential for assessing the effectiveness of the process in accordance with relevant employment legislation, safer employment practices and equalities legislation.

5. Safer Recruitment – Training

It is a requirement that at least one member of the interview panel has completed either the NCSL 'Safer Recruitment' online training or undertaken the Safer Recruitment training provided by Plymouth City Council.

Safer Recruitment is a training package developed for headteachers and governors that aim to improve recruitment processes in schools to help deter, identify and reject applicants who might be unsuitable to work with children and young people. The Safer Recruitment training provides valuable background information, and advice about a safer school culture, best practice and suggestions and practical advice to strengthen safeguards against employing unsuitable people.

6. Rehabilitation of Offenders Act 1974

All positions in schools are exempt from the ROA because duties of posts in schools (paid or unpaid) involve regular contact with children and therefore fall under the Rehabilitation of Offenders Act (Exceptions Order) 1975 and 2000.

Therefore, for all posts in schools that will involve regulated activity the recruiting manager is required to request a DBS Disclosure check under the Police Act 1997 and the Vulnerable Groups Act 2006. The DBS Disclosure provides information on both 'spent' and 'unspent' convictions, as nothing will be considered as 'spent' for these types of posts.

7. The Disclosure and Barring Service (DBS)

The Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA) merged on 1st December 2012 to become a single organisation called the Disclosure & Barring Service (DBS). For all related information and guidance on DBS certificates and related processes, please submit a request to hradvice4schools.gov.uk and the relevant documentation will be forwarded to you.

8. Equalities

There is a duty on all schools to actively promote equal opportunities, eliminate discrimination and promote positive attitudes. All applicants must be considered against criteria that relate only to the requirements of the job.

Due consideration must be given to reasonable adjustments and equalities initiatives which can help to address any under representation. However, it is not intended to allow automatic selection of under-represented groups. This is a complex area and it is recommended that if governors are considering this action they should contact their school's HR Adviser for advice.

9. Application form

The standard application form produced by the LA which can be found on school room will be used by the school. A curriculum vitae drawn up by the applicants in place of an application form will not be accepted because these will only contain the information the applicant wishes to present. The application form will be used to obtain a common set of core data from all applicants.

10. Recruitment Planning

The objective of the recruitment process is to attract, select and retain staff who will successfully and positively contribute to the future development of the school. The first experience an individual has is important; therefore the experience should be positive and all those responsible for recruiting will:

- Leave a positive image with unsuccessful applicants
- Give successful applicants a clear understanding of the post and what is expected of them
- Reduce the risk of a bad selection decision that can be expensive and may cause line management problems in the future or may not meet the school's commitment to safeguard children and young people

Planning is an integral part of successful recruitment. It is an opportunity to review the vacancy, considering the current and future needs of the school, as well as considering other arrangements such as job sharing or part-time hours. It is important to be clear about what mix of qualities, qualifications and experience a successful candidate will need to demonstrate and whether there are any particular matters which need to be mentioned in the advertisement for the post in order to prevent unwanted applications.

Adopting a structured recruitment process will:

- Minimise the risk of appointing someone unsuitable
- Enable the school to audit a process and ensure all relevant steps are taken
- Ensure written records of procedures are available for future records if required.

11. Job description/person specification/role profiles

The school will ensure that up-to-date information about each position is available for applicants. For support staff roles, the role profile should be reviewed prior to starting a recruitment process to ensure that the demands of the post have not changed. If the role has changed, it will need to be determined whether the role requires re-evaluation. Re-evaluation will ensure that appropriate equal pay benchmarking takes place. It should then be sent to the HR grading team where it will then be re-evaluated by the Grading Panel. The Headteacher will be notified of the actual grade of any changed/new job.

A number of role profiles for support staff can be found on the School Room under HR support – Pay and Conditions – Role profiles. It should be noted that the shortlisting criteria for these posts which are described by a role profile, can be found in the section called Experience, Knowledge and Qualifications.

Any amendments to teachers' job descriptions must be made in line with the conditions of service and the framework of professional standards for teachers as set out in the Schoolteachers' Pay and Conditions Document. If additional responsibilities are to be allocated to the post consideration may be required to the payment of a Teaching and Learning Responsibility allowance or a Special Needs allowance.

Care should be taken when revising any role profiles or job descriptions & person specifications to ensure that none of the contents are discriminatory, such as:

- Age limits or requirement to have 'x' years' experience
- That the qualifications are necessary and can be objectively justified
- Physical requirements should only be specified where it can be demonstrated that this is an integral part of the role. Statements such as "must be energetic" for a job mainly sedentary should be avoided.

Newly Qualified Teachers: The School adheres to the DFES Statutory Guidance on the Induction of Newly Qualified Teachers; recognising the Local Authority as the "Appropriate Body" for NQT training and following its guidance. There will be a link Governor for the NQT process (*rather than for NQTs*)

For further information see appendix 3 'Guidance for the Induction of Newly Qualified Teachers at Plymouth High School'.

12. Advertising

All posts should be advertised as widely as possible unless there are clearly defined reasons not to.

Posts advertised internally within the school should also be circulated to staff on maternity leave and long term absences if applicable.

A reasonable period of time should be allowed between the publication of the advertisement and the closing date. If known, shortlisting and interview dates these should be included within the advertisement.

Occasionally, a post may not be advertised, either because a similar post has recently been advertised and an appointment can be made from the subsequent interviews, or because a fixed-term appointment needs to be made as soon as possible to ensure continuity within a post, such as covering a long term sickness absence.

Where the need for a fixed term post becomes a permanent one, then the Governing Body will need to consider whether it is appropriate for the current postholder to be offered the permanent contract or whether the post should be advertised. This will depend on the original reason for the post being designated as fixed-term and any subsequent changes in the needs of the school and the original recruitment process that was undertaken. Advice can be sought from the School's HR Adviser.

In line with DFE Guidance the paragraph below should be included in all publicity materials, entries on recruitment websites, advertisements, candidate information packs, person specifications, role profiles or job descriptions, competency frameworks and induction training materials:

"The School and the Local Authority is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment."

Writing the advertisement

Advertisements should be clear and state briefly:

- The job title
- Salary (if part-time the pro rata salary)
- Contract terms, permanent, temporary, fixed term
- Number of hours
- Whether available for job share
- Job requirement, if not explicit in the job title
- Essential criteria for job applicants
- A brief description of the school
- Job Location
- Details of the application process
- Name of the person to contact if the applicant wants to find out more information

Avoid using phrases such as “young, mature, energetic” person. Consider alternative wording when not putting in ‘x years’ experience’. Think about pictures and images used in adverts and whether they may be considered discriminatory.

If the post being advertised is for a fixed term or temporary basis then the reason for the appointment being temporary needs to be specified in the advert. Advice on reasons can be found on the School Room, HR Support, Policy and Guidance, Temporary Contracts.

When a vacancy is advertised, the advertisement must include a statement similar to: “the school is committed to safeguarding and promoting the welfare of children, therefore the successful applicant will be required to undertake a DBS Enhanced Check for Regulated Activity”.

13. Application Packs

The importance of safeguarding and protecting children in schools should be promoted as much as possible throughout the recruitment process in order to deter unsuitable candidates.

It is agreed to include the following in a school’s application pack:

- **Application Form** (CVs will not be accepted)
- **Job Description / Role Profile**
- **Person Specification**
- **School’s Prospectus**
- **School’s Child Protection or Welfare Policies**

14. Interview Process

The interviewing process should allow time for any discrepancy in a candidate's application or references to be scrutinised and clarified. With this in mind all candidates should have their qualifications verified, employment gaps explained, criminal record disclosed, reference issues and their attitude towards children discussed at interview. This means that when a candidate is successful, any issues surrounding their application and references have been fully explored before they are offered the post. Every interview should be carried out on a face-to-face basis

14a. Shortlisting

Shortlisting will be undertaken by all panel members. The shortlisting and interview panel should consist of the same people throughout the selection process. One panel member will be nominated as the chairperson who must ensure the impartiality of each of the panel members. The panel will agree a final short list of candidates to interview.

All applications must be scrutinised to ensure that they are fully and properly completed, that the information provided is consistent and does not contain any discrepancies, and to identify any gaps in employment history. Incomplete applications should not be accepted and should be returned to the applicant to be fully completed. All applicants must be assessed equally against the essential criteria without exception.

If there are gaps in employment history it is best practice to:

- Identify gaps
- Check if the date for leaving full time education has been recorded
- Check if an explanation of any gaps has been given
- Record the gaps at this stage, if shortlisted
- Check recorded reasons for leaving previous employments

Late applications should not generally be considered and certainly not once shortlisting has commenced.

If only one candidate is shortlisted, the policy allows the shortlisting panel discretion on whether to interview and possibly appoint the candidate or postpone the interview until a larger pool of applicants have been sought, e.g. after re-advertisement.

A written record of decisions should be retained for both shortlisted and non - shortlisted applicants.

14b. Assessment methods

Assessment and selection methods should be relevant, non-discriminatory and cost effective. Selection methods must not disadvantage any particular group.

A range of selection methods can be considered in order to test candidates' suitability for the role. For example teachers are likely to be observed teaching as well as attending an interview.

Where a presentation or classroom observation is to be part of the selection process the panel should decide how this information will be collected and fed back to the candidates.

Candidates should be notified in advance of any tests, presentation or selection exercises.

Assessment and selection of applicants with a disability: applicants who have indicated on the application form that they have a disability must be contacted by the appointing officer and informed of the selection process, and asked what 'reasonable' adjustments might be required to meet their needs.

14c. References

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They should always be sought directly from the referee, not via the candidate themselves.

Do not rely on references or testimonials provided by the candidate or an open reference i.e. "To Whom it may concern". There have been instances of candidates forging references/testimonials.

References must be sought on all short-listed candidates, including internal candidates, and must be obtained before the interview so that any issues of concern raised can be explored further with the referee, and taken up with the candidate at interview. In exceptional circumstances it might not be possible to obtain references prior to interview, either because of delay on the part of the referee, or because a candidate strongly objects to their current employer being approached at that stage. In any case, where a reference has not been obtained on the preferred candidate before interview, the school must ensure that a satisfactory reference is received, before the person's appointment is confirmed.

At least two satisfactory references must be obtained for each shortlisted candidate. One of the references should be from the current employer or most recent employer. If the post with the current employer doesn't cover work with children, an additional a reference should be taken up from a previous employer where the post did include work with children if applicable

All requests for references should seek objective, verifiable information and not subjective opinion. A copy of the job description and person specification or role profile should be included with all requests, and every request must ask:

- About the referee's relationship with the candidate, e.g. did they have a working relationship; if so what, how long has the referee known the candidate and in what capacity.
- Whether the referee is satisfied that the person has the ability and it suitable to undertake the job in question, and for specific comments about the applicant's suitability for the post, and how s/he has demonstrated that s/he meets the person specification/role profile.
- Whether the referee is completely satisfied that the candidate is suitable to work with children, and, if not, for specific details of the referee's concerns and the reasons why the referee believes the person might be unsuitable.
- Ask the referee for their consent to the reference being disclosed to the candidate.
- Remind the referee that they have a responsibility to ensure that the reference is accurate and does not contain any material misstatement or omission.

In addition to the above, requests addressed to a candidate's current employer, or a previous employer in work with children, must also seek:

- Confirmation of details of the applicant's present post and details of the reason for leaving.
- Specific verifiable comments about the applicant's performance history and conduct.
- Details of any disciplinary procedures the applicant has been subject to involving issues related to the safety and welfare of children and young people, including any in which the disciplinary investigation has expired, and the outcome of those; and
- Details of any allegations or concerns that have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people, and the outcome of those concerns e.g. whether the allegations or concern was investigated, the conclusion reached, and how the matter was resolved.

On receipt of references, they should be checked to ensure that all the specific questions have been answered satisfactorily. If all questions have not been answered or the reference is vague or unspecific, the referee should be telephoned and asked to provide written answers or amplification, as appropriate. Any discussions must be documented as these will form part of the written documentation of the recruitment & selection process.

The information given should also be compared with the application form to ensure that the information provided about the candidate and his/her previous employment by the referee is consistent with the information provided by the applicant on the form. Any discrepancy in the information should be taken up with the applicant.

Any information about past disciplinary action or allegations should be considered in the circumstances of the individual case. Cases in which an issue was satisfactorily resolved some time ago or an allegation was determined to be unfounded or did not require formal disciplinary sanctions, and in which no further issues have been raised are less likely to cause concern than more serious or recent concerns, or issues that were not resolved satisfactorily.

A history of repeated concerns or allegations over time is also likely to give cause for concern.

If an applicant is not currently employed with children or young people it is advisable to seek a reference from the school/education establishment they were last employed in and reasons for leaving. This may be an additional reference to those already sought.

Full information on the best practice for references can be found in the Safeguarding Children and Safer Recruitment in Education publication.

A link to the [sample reference form](#) with [covering letter](#), plus the [follow up letter](#) (absence) can be found on School Room by accessing HR Support, Recruitment.

15. The Interview Process

The interview will assess the merits of each candidate against the job requirements and explore candidates' suitability to work with children and young people. The selection process for people who will work with children and young people will always include a face-to-face interview.

15a. Interview panel

A minimum of two interviewers will form the interviewing panel, but preferably three. The members of the interview panel will be the same people who undertook shortlisting. The panel member who was nominated as chairperson at the shortlisting stage will also chair the interview panel. No offer of employment can be made without meeting the candidate and interviewing them on a face to face basis in line with normal procedures.

The panel should agree the questions that will be put to all candidates relating to the requirements of the post. This can be agreed at the shortlisting stage, as part of the recruitment planning or the panel will need to arrange to meet prior to the interviews taking place to:

- Reach a consensus about the required standard for the job to which they are appointing.
- Consider the issues to be explored with each candidate based on the information provided in the candidate's application and references (if available). A candidate's response to an issue will determine whether and how that is followed up and who on the panel will ask about each of those.
- Agree the assessment criteria in accordance with the job description & person specification or role profile.
- Any other additional recruitment and selection methods required, i.e. presentations, written exercises, aptitude testing etc.

Where a candidate is known personally to a member of the selection panel it must be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

15b. The Interview

In addition to assessing the applicant's suitability for the particular post, the interview panel should also explore:

- The candidate's attitude toward children and young people;
- His/her ability to support the school's agenda for safeguarding and promoting the welfare of children and young people;
- Motivation to work with young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours and, attitudes to use of authority and maintaining discipline;
- Gaps in the candidate's employment history
- Concerns or discrepancies arising from the information provided by the candidate and or referee; and
- Ask the candidate if they wish to declare anything in light of the requirement for a DBS Enhanced Check for Regulated Activity

Candidates must be asked to bring original documents confirming any educational and professional qualifications that are necessary or relevant for the post, e.g. the original or a certified copy of a certificate, or diploma, or a letter of confirmation from the awarding body. **NB** if the successful candidate cannot produce original documents or certified copies, written confirmation of his/her relevant qualifications must be obtained from the awarding body.

Records of interviews for unsuccessful candidates must be retained for a minimum of 12 months from the date of the advertisement. Records should include:

- Assessment and selection criteria used
- Application of assessment and selection criteria
- Interview and other selection method notes
- Reasons for the decision made

Reasons for the decisions taken by the interview panel must be recorded, to be completed and filed by the chairperson. This must include details of all the information used to reach a decision.

All recruitment paperwork relating to the successful candidate must be retained and placed on his/her personal file.

The school has a responsibility to maintain a central record for the complete recruitment process including interview notes, DBS checks and copies of qualifications.

15c. Restrictions on health/disability questions

The Equality Act 2010 does not permit employers to ask any job applicant about their health or disability until the person has been offered the post. This includes checking previous attendance levels. There are some exceptions where it is possible to ask health related questions as follows:

- To determine if the candidate is able to participate in an assessment to test their suitability for the role
- To determine reasonable adjustments for the interview or any tests
- To establish whether the applicant can carry out a function which is fundamental/intrinsic to the performance of the role
- To monitor the diversity of the applicant (this could be incorporated in the application form)
- To take positive action in supporting employment for disabled people (e.g. under the “two ticks” scheme)

Checks on attendance levels can only be carried out after the successful candidate has been offered the position.

16. Unsuccessful Candidates

Unsuccessful candidates should be contacted as soon as possible. It is good practice to offer feedback and provide this at a mutually agreed time.

Should the successful candidate subsequently refuse the appointment, the school may recruit from the unsuccessful applicants without re-advertising the post as long as this is within 6 months of the original recruitment process.

17. Pre-employment Checks and Conditional Offer of Appointment

An offer of appointment to the successful candidate should be conditional upon:

- The receipt of at least two satisfactory references (if those have not already been received).
- Verification of eligibility to be employed in the UK
- Verification of the candidate’s identity (if that could not be verified straight after the interview)
- Verification of qualifications (if not verified after the interview)
- Verification of professional status where required e.g. QTS status, A check of the DBS children’s barred list and a satisfactory DBS Enhanced Certificate.
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999) and
- (for support staff posts) satisfactory completion of the probationary period.

All pre-employment checks will be:

- Confirmed in writing

- Documented and retained on the personal file (subject to certain restrictions on the retention of information imposed by DBS regulations)
- Recorded on the school's central record database; and
- Followed up where they are unsatisfactory or there are discrepancies in the information provided.

Where:

- An applicant is found to be on the DBS Children's Barred List, or the certificate shows s/he has been disqualified from working with children by a Court or;
- An applicant has provided false information in, or in support of, his/her application; or
- There are serious concerns about an applicant's suitability to work with children and young people

The School will liaise and seek advice from the Local Authority's Safeguarding Business Manager if a disclosure reveals information that a candidate has not disclosed in the course of the selection process. The facts must be reported to the police and/or the DFE Children's Safeguarding Operations unit. Guidance regarding DBS procedures and concerns regarding disclosures can be obtained from HR.

HR will liaise with the school in order to follow relevant DBS guidance if a disclosure reveals information that a candidate has not disclosed in the course of the selection process. If the disclosure conviction information supplied is different from the information supplied by the candidate on their original job application, this must be further explored with the candidate. If a judgement is reached that the candidate deliberately falsified the information supplied on the job application this can be taken into account when considering whether a job offer can be withdrawn. It is normal policy that any deliberate falsification of an application, in any respect, will debar a candidate from appointment.

If subsequent checks reveal any concerns or that the candidate is found to be on the DBS Children's Barred List, or that the candidate has been disqualified from working with children by a Court, or the applicant has provided false information in support of their application, the school should contact HR for further advice.

Certificate of Good Conduct (where appropriate)

The Disclosure and Barring Service (DBS) is only able to supply information relating to the period the candidate has been resident in this country. Therefore if the successful candidate has lived outside the UK for a period of 3 months or more (excluding BFPO addresses), a Certificate of Good Contact will be required. It may be necessary for the applicant to obtain a translation of the Certificate of Good Contact.

The original Certificate of Good Conduct must be presented and photocopies must not be accepted.

18. Eligibility to work in the UK

Under the Immigration, Asylum and Nationality Act 2006 it is a criminal offence to employ someone without entitlement or permission to work in the UK. The Act requires all employers in the UK to make basic document checks on every person before they start work to help ensure that they do not employ illegal workers.

Employers are also required to re-check documents at least every 12 months if the employee has time-limited leave to enter or remain in the UK.

Detailed guidance on [eligibility to work in the UK](#) can be found on School Room, HR Support, Recruitment.

19. Overseas trained teachers (OTT)

OTTs are allowed to teach in state maintained schools and non-maintained special schools in England as unqualified teachers for four calendar years.

Enquiries regarding overseas trained teachers and QTS should be directed to the TDA.

20. Teacher's Pensions – Re-employment

Schools are reminded to ask all new employees whether they are in receipt of a pension from the Teachers' Pension Scheme.

If they are, schools need to advise them that they must inform Teachers' Pensions immediately that they have re-entered teaching.

Members who are already receiving benefits from Teachers' Pensions can only earn a specific amount (earnings limit) from teaching before their pension is affected.

If they don't inform Teachers' Pensions, the pension may be suspended and potentially may have to repay an overpayment of pension already received.

The Certificate of Re-employment form that needs to be completed can be found on the Teacher's pension website. Part A needs to be completed by the employee and Part B by the employer. For all schools who buy back Payroll/Pensions services from Plymouth City Council, the Pensions Team will complete Part B and send to Teachers' Pensions on the schools' behalf.

Please note that Academy schools will need to sign off Part B, and forward to the Pensions Team to complete the financial information. Pensions will then complete and send the form to Teachers' Pensions on the schools' behalf.

A new Certificate needs to be completed for each new employer, if the teacher is moving between jobs or has multiple jobs with different employers as the salary is aggregated and a new Certificate needs to be completed for each tax year that they are employed.

21. Induction

Induction to the School

There is an induction programme for all staff, governors and other volunteers newly appointed in the school, regardless of previous experience. This will include those recruited from other schools where there has been a change of employer, for example, from a Local Authority to a school where the Governing Body is the employer

The purpose of the induction is to:

- Provide training and information about the establishment's policies and procedures

- Support individuals in a way that is appropriate for the role recruited to
- Confirm the conduct expected of staff within the school and;
- Provide opportunities for the new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities, and
- Enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately.
- Identify any learning and development needs

The content and nature of the induction process will vary according to the role and previous experience of the new member of staff, governor or other volunteer, but as far as safeguarding and promoting the welfare of children and young people is concerned the induction programme should include information about:

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

The programme should also include attendance at child protection training appropriate to the person's role.

Induction for Newly Qualified Teachers

Detailed advice and guidance on the Induction for Newly Qualified Teachers is contained in the Department for Education document 'Induction for newly qualified teachers (England) - Statutory guidance for appropriate bodies, head teachers, school staff and governing bodies (Revised August 2012). Teachers who obtain Qualified Teacher Status (QTS) after 7 May 1999 will have to complete an induction period of three school terms (or equivalent) if they are to work in maintained primary or secondary schools, or in non-maintained special schools in England. All exemptions to this are shown in Annex B of the above document.

The induction period will combine an individualised programme of monitoring and support which will provide opportunities to develop further knowledge, skills and achievements in relation to the standards for the award of QTS with an assessment of performance.

22. Probationary Period – Support Staff

Different probationary arrangements will apply for teachers (see Induction paragraph in Section 23 above) and support staff. For support staff, see the Model Schools Probationary Policy that can be found on school room.

The probationary period applies to all support staff including those transferring from another local authority, or people who have related service e.g. local government staff, civilian employees from the police and fire service.

If Plymouth City Council is the employer and the employee has continuous service, no further probationary period is required. However, in all other instances where a change of employer occurs, a probationary period will need to be undertaken.

Support staff are required to undertake a probationary period of 6 months in every new post.

23. Right of Appeal

Normally there is no appeal stage in the recruitment process, candidates have the right to feedback but the panel's decision is final. The only redress an individual has is to make a claim for discrimination.

24. Volunteers

Recruitment of volunteers must be in line with this policy and all appropriate recruitment checks should be made on volunteers as would be done for permanent, fixed term and temporary staff. See the Model Schools Volunteer Policy on school room.

25. Agency/supply teachers

It is important that thorough checks are made on anyone who will be working in a school both to prevent unsuitable people from gaining access to children and to maintain the integrity of the teaching profession.

Schools must satisfy themselves that the agency has carried out the necessary checks in respect of safeguarding and eligibility to work in the UK.

Schools must record whether they received confirmation of relevant checks from the supply agency (and copies of the DBS Certificates where appropriate) on the school's single central record.

Where a teacher is directly employed following a period of agency working it is essential that the school carries out all checks normally conducted on a new employee.

26. Peripatetic Tutors & Agency Staff (including Agency Supply Teachers)

As with outside contracted staff, providing services such as music tuition, specialist sports coaching, supply teaching or specific courses that requires staff to work on school premises whilst children are in school, it is important that schools have evidence of the necessary checks in relation to these staff.

In a school environment it is essential to carry out or have evidence of the same standard of checks for all staff working in schools and the extended provision even if they are not employed directly by the school. It is the Headteachers and Governors responsibility to ensure that these checks are being carried out. With this in mind, all outside providers should be requested to provide evidence of the same pre-employment checks that the school would complete if they were directly employing the staff themselves. This should be given in writing and in advance of the provider starting work at the school and should be agreed as part of any contract between the school and provider. **Schools have the right to view the original copy of the Disclosure from the agency if it contains additional information.**

If evidence is not provided then the school are strongly advised to not allow the peripatetic tutors or agency staff to have unsupervised access to children. If on an exceptional basis a risk assessment can be undertaken, but this **must not** be considered the norm.

As with any external provider coming on to a school's premises the school should verify their identity, the provider should be asked to show documents such as a passport or driver's licence along with company ID. The school should be given the names of expected guests or outside providers in advance of their arrival on site. The school should be very clear that the named individual is who they say they are.

27. Contractors

Contractors may have unsupervised contact with children. With this in mind a check of the DBS children's barred list must be completed before a Contractor can start work in an establishment with children. A satisfactory CRB Enhanced Disclosure may be required under certain conditions. Ideally contractors should try and work outside of opening hours for such establishments, if this is not practicable then the following guidelines should be consulted.

Building Contractors

Children should not be allowed in areas where builders are working for Health and Safety reasons, so there should be little opportunity for workers to be unsupervised with children. It is difficult to say that there will not be times when contact with a child occurs. To accommodate for this all projects with contractors who may come into contact with children on site during opening hours in an establishment should undergo a DBS Enhanced Check. This clearance should be stated in any contract struck and/or tendered with Plymouth High School and paid for by the agreed contracted company. Work should not commence before the Disclosure has been received. Building Contractors who are most likely to come into the school and potentially engage with children are site managers, who will liaise with the Headteacher or Office Managers.

Contracted Staff (Agency staff)

The School must make sure that any agency they use follows the same standard of safe recruitment checks as the School itself. This should be evidenced in writing by the agency. Headteachers should ensure that the recruitment checks have been completed prior to their start day in the same way as they would their own staff. Safe recruitment checks must be part of the contract agreement between establishments with children and the Agency.

Emergency Call-Out Contractors (not previously checked by the school)

Contractors that are called out in an emergency may not be a contractor that is checked and known to the school prior to the 'call-out'. It is not necessary to obtain a DBS for such staff, as they will only have contact with children on an ad hoc or irregular basis and are unlikely to be left unsupervised with children. It is best practice to monitor these staff in the building by getting them to sign in or out in a visitor log

and to have them escorted by a DBS cleared member of staff at all times.

Any contractor, maintenance worker or agency staff coming on to a school's premises should verify their identity, providing documents such as a passport or driver's licence along with company or council ID. The school should be very clear that the named individual is who they say they are.

28. Governors

School Governors should only be subject to a DBS Enhanced check if:

- In undertaking their role they care for, train, supervise or are in sole charge of children;
- If their actions provide *cause for concern*;

Governors who serve on a few governing bodies within the local authority will only require one Enhanced Disclosure (if applicable) for all of the schools they work with. This will need to be re-applied for after three years, in line with the renewal policy. If a member of staff from a LA school serves as a Governor at another LA school and they have a current DBS Enhanced Certificate with their own school they do not require a new one for their role as a Governor. However Governors must be prepared to show each school a copy of their DBS Certificate at their first meeting.

29. Foreign Language Assistants

Foreign Language Assistants working in the UK will need to provide a police clearance certificate prior to taking up their posts.

Dossiers from Italy, Belgium, Canada, Senegal, Switzerland, Russia, Japan and all Latin American countries automatically include the police clearance certificate. Assistants from Austria, France, Germany and Spain must be reminded to provide the document prior to taking up their post.¹¹ It is the School's responsibility to ensure that this document is provided. It should not be more than six months old when the Assistant produces it.

For more information please go to www.languageassistant.co.uk

30. Work Experience and Placements

Secondary students completing a placement will not necessarily require the same checks that a Teacher training or PGCE student would require to carry out their placement. There also needs to be consideration placed upon the environment secondary students are placed into in the wider world and the employees supervising the students during this period.

These students will be supervised at all times during their placement and will not need an Enhanced CRB Disclosure. The school organising the placement should ensure that the pupil is suitable for the placement environment¹². Once again an ID check should be carried out to establish that the student who has arrived for the placement is

¹¹ *Foreign Language Assistants – Notes for schools, colleges and language assistants in England & Wales 2006-07 – pg 6*

¹² *DfES Safeguarding Children and Safer Recruitment in Education – pg 41 2006*

who they say they are.

Teacher or Teaching Assistant Training Students

The Schools, Universities or FE Colleges should provide evidence in writing to the school in which they are placed (in the same way as a Supply Agency would do) that they have carried out all the same checks that the schools would have done if they were their own staff (including CRB Disclosure, Identity check etc).

Secondary Students placed in environments other than schools

It is important to make businesses or organisations who take on secondary students work experience aware of their vulnerability during such placements. It is impossible to DBS clear all staff who work with such pupils, but awareness of the potential risks needs to be assessed.

It would be advisable to make pupils being placed aware of risks as well. A quick briefing or leaflet explaining what to do if they feel uncomfortable in someone else's company and who they can talk to about it, giving the school's contact details should be sufficient. These concerns may be obvious to teachers, but pupils may need to be made aware of professional boundaries and what is considered appropriate e.g. accepting a lift home, giving away personal e-mail addresses.

31. Disclosure and Barring Service

May/June 2013

The DBS announced a number of significant changes, and this impacted on a number of existing processes for DBS checks:

Applicant Only Copy

With effect from 17 June 2013, Registered Bodies will no longer receive an employer's copy of the DBS certificate, and therefore you as the employer will be reliant on the applicant providing you with sight of their original DBS certificate. In light of these changes you may wish to review you offer letters, and recruitment policies and guidance to advise applicants of the importance of promptly providing you with their original DBS certificate and the potential implications if there is unreasonable delay in doing so.

Tracking the DBS application

We already forward you (as the employer) e-mailed confirmation when the applicant's DBS application has been sent to the DBS in Liverpool. This information will enable you to check when the DBS has printed and forwarded the certificate to the applicant.

The e-mail will explain the different stages of the application's progress as follows:

Stage 1: Application form received and validated

Stage 2: Police National Computer searched

Stage 3: ISA Children's/ISA Adults Barred Lists searched, where applicable

Stage 4: Records held by the Police searched

Stage 5: Disclosure Printed

Applications can be tracked at <https://secure.crbonline.gov.uk/enquiry/>

You will be asked for the Form Reference Number and date of birth which will be contained in the e-mail confirmation.

Checking the applicant's DBS Certificate

We are currently seeking confirmation from the DBS as to whether the format of the DBS Certificate will change. As soon as we have clarification we will issue guidance in relation to checking the DBS Certificate.

Obtaining a copy of the applicant's DBS Certificate via the Registered Body

Registered Bodies will only be entitled to ask the DBS for a copy of the applicant's DBS Certificate if all of the following conditions apply:

- The individual is subscribed to the Update Service; and
- The employer has carried out a status check which revealed a change to the DBS Certificate; and as a result
- The individual has applied for a new DBS check as the result of a change to an existing DBS Certificate; and
- The DBS issued the new DBS Certificate to the applicant more than 28 days ago; and
- The applicant has not shown the employer their new DBS Certificate

If the individual has challenged any information on the new DBS Certificate the DBS will not consider issuing a copy to the Registered Body until 28 days after the matter is resolved. This is to give the applicant time to show the DBS Certificate to the Registered Body/employer.

Process for dealing with disclosures highlighted on the Certificate

If the applicant's DBS certificate highlights any caution, conviction, reprimand or warning or any other issue of concern then:

1. For those schools/academies using the Council's Safeguarding Guidance, Advice & Support Service

Please forward a copy* of the DBS certificate (marked Strictly Private and Confidential) to:

Recruitment Team
Plymouth City Council
Floor 4
Civic Centre
Plymouth
PL1 2AA

*Clarification is currently being sought as to whether copies of disclosures can be scanned and e-mailed as a more secure method.

The Recruitment Team will then co-ordinate the process of obtaining

safeguarding guidance and before confirming the outcome of suitability.

2. For those academies not using the Council's Safeguarding Guidance, Advice & Support Service

Please refer to the Council's guidance on the Disclosure of Offences (already issued to those using the Council as their Registered Body, but please advise if you require a further copy).

Retaining a copy of the DBS Certificate

You can only retain a copy of the DBS Certificate with the applicant's permission. If you do, you must store this copy in line with the DBS policy on Storage and Retention of Disclosure information and the Data Protection Act. See the DBS Code of Practice. Details can be found on www.gov.uk/dbs

DBS Information held centrally by the Council

As your Registered Body we currently hold the following information about the DBS application we have processed for you:

- Certificate Number
- Issue Date
- Level of DBS check
- Suitable/not suitable

This information has been retained so that we have a full record of the process and has been useful in the past when schools/academies have enquired about portability of checks.

We are very happy to continue to hold this information if you wish to forward verified copies of DBS certificates that we have processed on your behalf.

Removal of specified old and minor offences from DBS certificates

From 29th May 2013, changes were made to legislation to allow the DBS to remove certain specified old and minor offences from criminal record certificates issued from this date. The filtering rules, together with the list of offences that will never be filtered, are available from www.gov.uk/dbs

In line with these changes **Question e55** on the application form has been amended and applicants will need to be made aware of this change when completing the form (the DBS has advised that it does not plan to reissue new application forms).

Question (e55) asks the applicant:

"Have you ever been convicted of a criminal offence or received a caution, reprimand or warning?"

Applicants should now **ignore** this question and instead treat this question as if they were being asked:

“Do you have any unspent convictions, cautions, reprimands or warnings?”*

The filtering rules, together with the list of offences that will never be filtered, are available from www.gov.uk/dbs

*A spent conviction is a conviction which, under the terms of Rehabilitation of Offenders Act 1974, can be effectively ignored after a specified amount of time. Further information can be found at:

<http://www.justice.gov.uk/downloads/offenders/rehabilitation/rehabilitation-offenders.pdf>

New Relevancy Test (applicable immediately)

The DBS will now use a new relevancy test when considering the release of non-conviction information about the individual, and will be based on the type of workforce the individual will be working in, and not their actual job role. This change means that DBS Certificates can be taken from role to role within the same workforce i.e. an employee who has had a satisfactory check as part of the children’s workforce will be able to use the same certificate for another role in the children’s workforce.

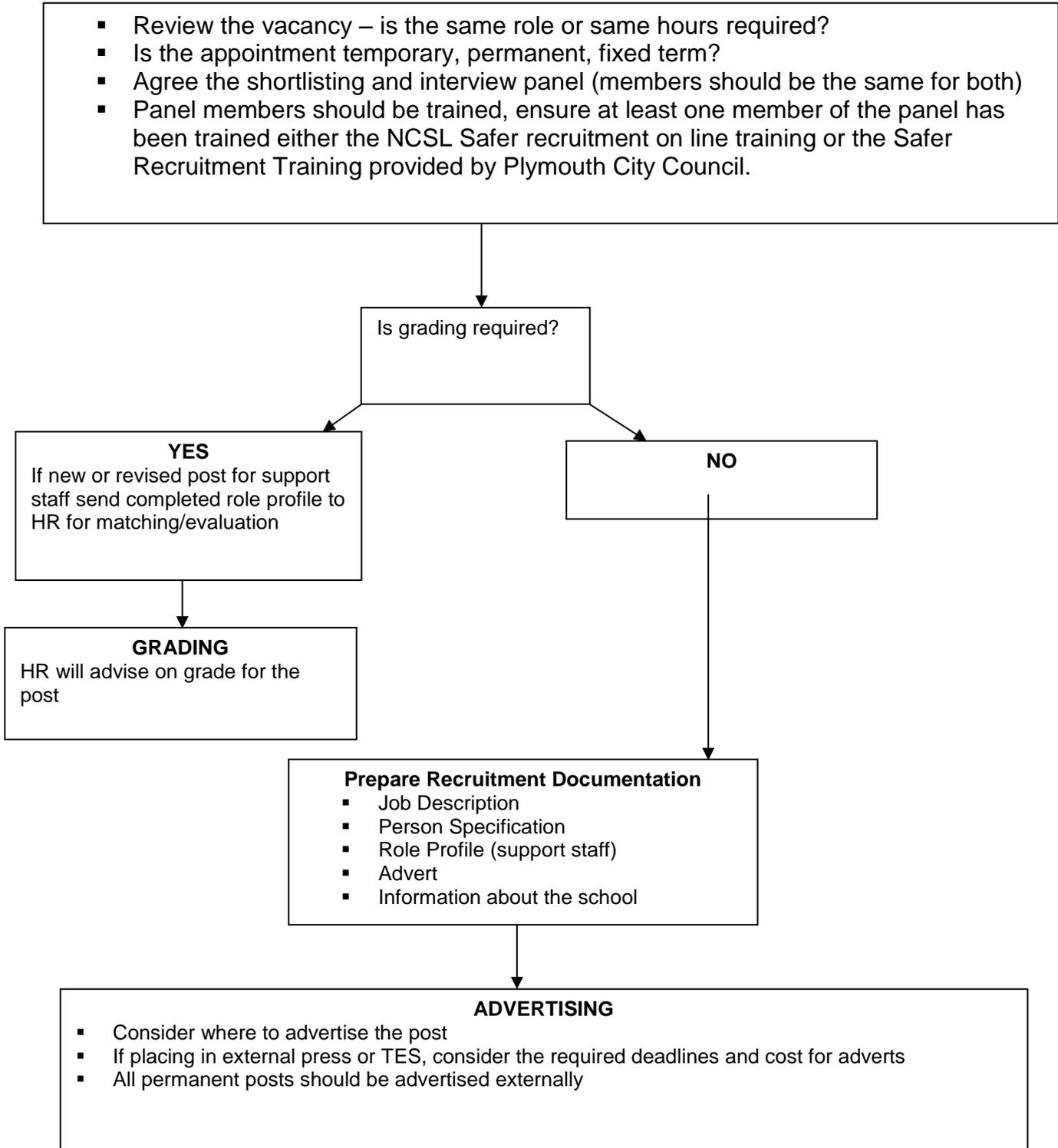
To accommodate this change the DBS has extended the Position Applied For field (X61) to include two lines of 30 characters each on the application form.

With immediate effect, the **first line** of X61 should contain the following form of words to indicate the relevant workforce the applicant will work in i.e.

- Child Workforce (for any position working/volunteering with children)
- Adult Workforce (for any position working/volunteering with adults)
- Child and Adult Workforce (for any position working/volunteering with children and adults)
- Other Workforce (for any position that does not involve working with children or adults)

The **second line** of X61 should be used for the description of the ‘Position Applied For’ (up to 30 characters)

**Appendix 1
RECRUITMENT AND SELECTION FLOWCHART**



SHORTLISTING PROCEDURES

- Shortlist applicants against person specification or role profile – check guidance
- Invite shortlisted candidates to interview
- Take up references where permission has been given
- Ensure candidates are notified promptly of date/time/location of interview
- If interviewing a candidate with a disability check if adjustments may be needed
- Notify candidates promptly of date/time/location of interview
- Notify candidates of any additional selection tests, e.g. presentation, written ex etc



INTERVIEW PANEL PROCEDURES

- All shortlisted candidates must be interviewed prior to appointment
- One member of the panel **must** have attended the NCSL Safer Recruitment on line training or the Safer Recruitment training provided by Plymouth City Council
- Panel members **should** be trained
- If interviewing a candidate with a disability make sure adjustments have been made, if required
- Make arrangements to greet and host candidates



INTERVIEW

- Use guidance notes to structure interview and prepare questioning strategy (ensure all candidates are questioned on same areas)
- Probe carefully on answers and seek examples of past performance
- Ensure accurate notes are taken during the interview
- Check and verify evidence of eligibility to work in the UK and qualifications
- Check guidance on references and ensure you are satisfied
- Agree which candidate to appoint
- Collect interview notes from all panel members & keep interview notes, any observations from tests etc for 6 months for unsuccessful candidates. The successful candidate's interview notes should be placed on their personnel file



MAKING AN APPOINTMENT

- Contact successful applicant and make confidential offer subject to any necessary pre-employment checks.
- Inform unsuccessful candidates promptly. Offer constructive feedback
- Notify payroll with starters form
- Prepare the induction plan for your new member of staff

Appendix 2

Competency Interview Questions to Address Suitable Behaviours for Teaching, including Safeguarding Children & Young People

Positive Indicators	Personal Competencies	Negative Indicators
<ul style="list-style-type: none"> • Convincing responses based on balanced understanding of self & circumstance; • Has, a realistic knowledge of personal strengths & weaknesses; • Examples of having considered / tried other options & alternatives; • A realistic appreciation of the challenges involved in working with children; • Evidence of others having supported and encouraged based on observation of personal talent. 	<p>1. Motivation for working with children and young people ^{5.} ^{6.} <i>Self-awareness / knowledge & understanding of self, interconnection between self & professional role.</i> ^{7.} ^{8.} <i>Example Questions:</i> ^{9.}</p> <ul style="list-style-type: none"> • What do you feel are the main drivers, which led you to want to work with children and young people? <p>^{10.}</p> <ul style="list-style-type: none"> • How do you motivate young people? <p>^{11.}</p> <ul style="list-style-type: none"> • What has working with young people to date, taught you about yourself? 	<ul style="list-style-type: none"> • Unconvincing responses based on whimsical examples; • Not self aware, don't see themselves as others do; • Driven by personal needs not needs of others; • Not realistic about personal strengths & weaknesses; • Unrealistic impression of what working with children is really like; • Failure to consider other alternatives; • Pushed by others, forced by circumstance to do something they don't appear to have personally thought through.
<ul style="list-style-type: none"> • Behaves consistently & appropriately under pressure or in a position of authority; • Has control over emotions with adults & with children; • Understands position power & how to manage boundaries; • Knows when & how to seek help in difficult circumstances. 	<p>2. Emotional Maturity & Resilience ^{12.} ^{13.} <i>Consistency under pressure, ability to use authority & respond appropriately, ability to seek assistance / support where necessary.</i> ^{14.}</p> <ul style="list-style-type: none"> • Tell me about a time when you have been working with children when your authority was seriously challenged. How did you react? What strategies did you employ to bring things back on course? How comfortable were you in this situation? <p>^{15.}</p> <ul style="list-style-type: none"> • Tell me about a person you have had particular difficulty dealing with. What made it difficult? How did you manage the situation? 	<ul style="list-style-type: none"> • Inappropriate responses when under pressure or when in a position of power; • Inconsistent responses; • Handles conflict badly; • Fails to control temper / emotions with children & / or with adults; • Doesn't seek help when needed; • Fails to go to others for advice;

<ul style="list-style-type: none"> • Demonstrates a balanced understanding of rights and wrongs; • Puts the child first; • Alive to the realities of abuse; • Prepared to believe; • Shows a contemplative approach, drawing on personal experiences & lessons from others; • Builds values & judgements based on new information; • Shows an appreciation of Safeguarding issues & an ability to contribute towards a protective environment; • Shows respect for others' feelings, views & circumstances. 	<h3>3. Values & Ethics</h3> <p><i>Ability to build & sustain professional standards & relationships, ability to understand & respect other people's opinions, ability to contribute towards creating a safe & protective environment.</i></p> <ul style="list-style-type: none"> • What are your attitudes to child protection? How have these developed over time? • What are your feelings about children who make allegations against teachers or staff? • How do you feel when someone holds an opinion which differed to your own? How do you behave in this situation? • Have you ever had concerns about a colleague? How did you deal with this? 	<ul style="list-style-type: none"> • Extreme opinions which don't account for the views / feelings of others; • Doesn't show balance in opinion; • Doesn't build on new information or understanding; • Opinions harden / become dogged; • Doesn't show a full or rounded appreciation of Safeguarding issues; • Dismissive of, or underplays the risks; • Consistently puts the blame & responsibility for child protection elsewhere; • Fails to believe in suspicions / reports of abuse.
<ul style="list-style-type: none"> • Proactive & has personally taken actions to improve Safeguarding culture; • Has personal experience of having appropriately dealt with a challenging Safeguarding issue; • Personally committed towards making improvements. Sees it as part of their job; • Prepared to challenge others in the workplace to make tangible improvements to Safeguarding; • Prepared to tackle difficult issues, confront individuals if necessary in order to promote best practice; • Shows a good understanding of the issues. Up to date with events & legislation. Knows about test cases. 	<h3>4. Safeguarding Knowledge & Understanding</h3> <p><i>Example Questions (pick one or two – NOT ALL):</i></p> <ul style="list-style-type: none"> • Tell us about what you have done in the last 12 months to actually improve child protection in the workplace. How did this action rise? ⇒ Follow up with: Who did you talk to? What were the results? • What is the Safeguarding policy in your workplace? ⇒ Follow up with: How is it monitored? What steps have you taken to improve things? • Give me an example of when you have had Safeguarding concerns about a child. ⇒ Follow up with: What did you do? Who did you involve? What was the outcome? • Tell us about a situation which you felt fell short of Safeguarding standards. ⇒ Follow up with: How did it arise? Who did you speak to? What actions did you take? • Have you ever had to challenge the views of someone more senior than yourself in relation to Safeguarding concerns? ⇒ Follow up with: What were the circumstances? How did you go about it? What was the outcome? 	<ul style="list-style-type: none"> • No evidence of having taken steps in own right to make improvements; • Passive approach to Safeguarding issues; • Reluctance to challenge people / systems / processes to make things better; • No real experience of handling Safeguarding issues. Naïve approach; • Sees it as someone else's job and / or responsibility; • Not well versed or clear in understanding of the issues / sensitivities; • Intolerant of the bureaucracy around Safeguarding; • Show a tendency to take inappropriate chances / risks in area of Safeguarding.

Appendix 3

Guidance for the Induction of Newly Qualified Teachers (NQTs) at Plymouth High School for Girls

Rationale

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Our school's induction process ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme. This programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Purposes

Our school's Induction process has been designed to make a significant contribution to both the professional and personal development of NQTs. The purposes of Induction include:

- to provide programmes appropriate to the individual needs of the NQT;
- to provide appropriate guidance and support through the role of an identified mentor/Induction Tutor;
- to provide NQTs with examples of good practice;
- to help NQTs form good relationships with all members of the school community and stakeholders;
- to help NQTs become aware of the school's role in the local community;
- to encourage reflection on their own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help NQTs to develop an overview of teachers' roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to help NQTs meet all the teacher standards.

The whole staff will be kept informed of the school Induction process and encouraged to participate, wherever possible, in its implementation and development. This induction process adheres to *Plymouth High School for Girls' Recruitment and Selection Policy, Section 10: Induction.*

The school follows a structured, whole school approach to teacher Induction and recognises that the quality and commitment of the people who supervise the Induction is a crucial factor in its continued success.

Roles and Responsibilities in the Induction of NQTs at Plymouth High

The Governing Body

The Governing Body will be fully aware of the contents of Guidance to the Law DfES/0458/2003 which sets out the school's responsibility to provide the necessary monitoring, support and assessment for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil all its obligations. The Governing Body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The Headteacher.

The Headteacher at Plymouth High School for Girls plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to the Induction Tutor, the Headteacher might choose to observe each NQT as necessary.

Statutory responsibilities are as follows :

- ensuring an appropriate induction programme is set up;
- ensuring a 90% timetable is worked;
- recommending to the Appropriate Body (recognised as the Local Authority) whether an NQT has met the requirements for satisfactory completion of the induction period.

While the Headteacher must not delegate these responsibilities, many of the associated tasks will be carried out by the Induction Tutor or another suitably experienced colleague. In addition to the statutory requirements, the Headteacher will:

- observe and give written warnings to an NQT at risk of failing to meet the required standards in line with guidance;
- keep the Governing Body aware and up to date about Induction arrangements and the results of formal assessment meetings.

Induction Tutor

The principal requirement for the NQT Induction Tutor is to be responsible for the overall management of initiating NQTs into the teaching profession and into Plymouth High School for Girls' systems and structures. It entails not only a co-ordination role, but also keeping records of activities and monitoring the quality assurance of provision. Furthermore, it embraces various tasks, such as organising a central Induction Programme, providing support and guidance and the rigorous but fair assessment of NQT performance.

Subject Mentor

In addition to the Induction Tutor, who has the responsibility for the formal assessment of the NQT, we will appoint a NQT Subject Mentor who can provide ongoing support on a daily basis. The NQT Subject Mentor may contribute to the collection of evidence relating to the NQT's progress against the Teachers Standards. If the Subject Mentor is to contribute to the judgements about the progress against the standards, this will be made very clear to the NQT.

The Appropriate Body

Plymouth Local Authority is recognised as the "Appropriate Body" and their guidance and support is used throughout the Induction process.

Entitlement

Our Induction Programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of Induction. It builds on their knowledge, skills and achievements in relation to standards for the award for Qualified Teacher Status (QTS).

The key aspects of the Induction Programme for NQTs at Plymouth High School for Girls are as follows :

- Access to an Induction Programme that will commence upon appointment and be reviewed after one year in post (*and adapted as appropriate for part-time teachers*)
- Structured visits to the school prior to taking up appointment, where possible, with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these.
- Help and guidance from the Induction Tutor who is adequately prepared for the role and will co-ordinate the Induction Programme.
- Regular meetings with Induction tutor, senior managers, subject co-ordinators and other key staff where appropriate.
- Time and regular opportunities to meet with other NQTs and teachers who have recently completed their Induction Programme.
- Observe experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload. This time is used for participating in the school's Induction Programme.
- Have teaching observed by experienced colleagues.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.
- Attend meetings of NQTs arranged by the LA and/or other providers.
- Opportunities for further professional development based on agreed targets.

Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE guidelines on NQT Induction unless the NQT is viewed as at risk of failing to meet the necessary standards.

Assessment & Quality Assurance

The assessment of NQTs will be rigorous but also objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (Induction reports) will be used.
- Responsibility for assessment should involve all teachers who have a part in the NQT's development in order to gain a reliable overall view.
- Opportunities will be created for NQTs to gain experience and expertise in self-assessment.
- The Induction Tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the NQT concerned.
- Induction reports i.e. assessments, will give details of:
 - areas of strength;
 - areas requiring development;

- evidence used to inform judgement;
- targets for coming term;
- support to be provided by the school.

In completing the Induction reports, Induction Tutors will make clear reference to the eight teacher standards, all of which to be covered by the end of the year.

At risk procedures

If any NQT encounters difficulties with meeting the Teachers Standards, it is expected that the Induction tutor will alert the Appropriate body (recognised as the Local Authority) at the earliest opportunity. The following procedures will be put into place:

- an action plan will be drawn up, in partnership with the LA and the school, in order to support the NQT;
- agreed, attainable targets for action with specific and practical steps will be outlined for securing an improvement in practice;
- experienced colleagues will model aspects of good practice so that the NQT can focus attention on particular areas of teaching through observation.

Where an NQT has continuing difficulties, further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out. Where necessary, the Headteacher/LA adviser will support the Induction tutor in planning an appropriate programme to ensure satisfactory completion of the NQT induction year and that all steps have been taken to help a failing NQT improve.

Addressing NQT Concerns

If an NQT has any concerns about the Induction, mentoring and support programme, these should be raised within the school in the first instance.

Where the school does not resolve them, the NQT should raise concerns with the named LA contact.

Other useful/related documents:

- ❖ DFES Statutory Guidance on Induction of Newly Qualified Teachers
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/458233/Statutory_induction_guidance_for_newly_qualified_teachers.pdf
- ❖ NQT and Mentor Handbook: Department for Learning and Communities, Plymouth City Council

2015-16: The named LA contacts are:

David Bowles e-mail : david.bowles@plymouth.gov.uk

Additionally, the LA contacts are supported by:-

Tanya Crocker e-mail:- tanya.crocker@plymouth.gov.uk Tel:- 01752 307365

2015-16: The Induction Tutor at Plymouth High School for Girls is: **Claire Eales-White**

Deputy Headteacher DSPCP Job Description

Safeguarding

- Lead on child protection and safeguarding for the School; being / line managing the Senior Designated Person for Safeguarding; undertaking / overseeing all the responsibilities of a Senior Designated Person, including keeping the Headteacher informed of safeguarding issues.
- Set the tone for a caring and nurturing culture in which students feel confident to talk to someone if they have a problem and where staff feel able to pass on any safeguarding concerns they may have.
- Respond effectively and immediately to safeguarding / child protection concerns raised by staff or students, or brought to his/her attention through other means.
- Work with the Headteacher to ensure all school safeguarding policies are up-to-date, in order to exceed the National Minimum Standards required by Ofsted.
- Actively raise awareness of safeguarding / child protection issues with all staff, ensure that all staff are aware of school safeguarding policies and are appropriately trained to recognise and deal with safeguarding / child protection issues.
- Ensure compliance with current safeguarding regulations, guidance and best practice.
- Monitor the keeping, confidentiality and storage of records in relation to child protection.
- Maintain links with LADO (Local Authority Designated Officer).
- Complete the annual safeguarding audit in conjunction with the designated safeguarding governor.