

Employment

Safe Recruitment and Selection Policy

POLICY STATEMENT

The purpose of this policy is to set out the minimum requirements of a recruitment process that aims to:

- Attract the best possible applicants to vacancies;
- Deter prospective applicants who are unsuitable for work with children or young people;
- Identify and reject applicants who are unsuitable for work with children and young people.

This policy complies with the requirements set out in *Keeping children safe in education* (KCSIE) 2018 and Part 4 of the Independent School Standards 2014. It also complies with the requirements of the Early Years Foundation Stage (EYFS) framework.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keepingsafe	2.4. Keyperson	3.4. Thewider context	

1. Suitability of Recruiters

The school will ensure that at least one person on the recruitment panel has received training in safe recruitment procedures.

2. Inviting Applicants

Advertisements for posts, whether in newspapers, journals or on-line, will include the statement:

The school is committed to safeguarding children and young people. All post holders are subject to a satisfactory Disclosure and Barring Service (DBS) check.

Prospective applicants will be supplied, as a minimum, with the following:

- Job description and person specification;
- The school's safeguarding/child protection policy;
- The school's recruitment policy (this document);
- The selection procedure for the post;
- An application form.

All prospective applicants must complete, in full, an application form.

3. Short listing and References

Short-listing of candidates will be against the person specification for the post.

Where possible, at least two references will be taken up before the selection stage, so that any discrepancies can be probed during the selection stage. One of the references will be from the last employer.

References will be sought directly from the referee. References or testimonials provided by the candidate will never be accepted.

Where necessary, referees will be contacted by telephone or email in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.

Where necessary, previous employers who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.

Referees will always be asked specific questions about:

- The candidate's suitability for working with children and young people;
- Any disciplinary warnings, including time-expired warnings, that relate to the safeguarding of children (these should not include any allegations proven to be false, unsubstantiated or malicious);
- The candidate's suitability for this post.

School employees are entitled to see and receive, if requested, copies of their employment references.

4. Secretary of State Prohibition Orders (teaching roles)

In all cases where an applicant is to undertake a teaching role of any kind a Prohibition Order check will be made using the Employer Access Online Service. It is anticipated that this will be performed at the shortlisting stage but will in any case be made before any offer of employment is made.

This check also applies to teaching staff whose appointments have been made since 1 April 2012.

Prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting.

Prohibition orders are made by the Secretary of State following consideration by a

professional conduct panel convened by the Teaching Regulation Agency (TRA), formerly the National College for Teaching and Leadership (NCTL). Pending such consideration, the Secretary of State may issue an interim prohibition order if it is considered to be in the public interest to do so.

5. **Secretary of State Prohibition Orders (management roles; s.128 checks)**

- The Independent School Standards also require that checks be made for the existence of directions made by the Secretary of State under s.128 of the Education and Skills Act 2008 barring individuals from taking part in the management of an independent school. The power to make such directions came into force on 8 September 2014, but a mechanism for carrying out checks was not available until 6 July 2015.
- **Definition of management roles:** membership of proprietor bodies (including governors if the governing body is the proprietor body for the school), and all staff positions as follows: head teacher, any teaching positions on the senior leadership team, and any teaching positions which carry a department headship. Other teaching posts with additional responsibilities do not count as 'taking part in management'. For non-teaching staff, only posts which are part of the senior leadership team should be regarded as 'management' for the purposes of checking for the existence of a barring direction. All employed school staff are regarded as being in 'regulated activity' for the purposes of these checks.
- The DfE has agreed procedures with the DBS and the TRA so that any s.128 directions made by the Secretary of State will show up on checks made with those bodies. For DBS, the existence of a s.128 direction will show only if a barred list check is made. Since DBS barred list checks can only be made if an individual is in regulated activity, we have also arranged that the existence of a s.128 direction will also show if a check is made through the TRA (which can be done whether or not the person concerned is a teacher).
- How checks should be made depends on the nature of the post:
 - If a person is occupying a teaching post, including head teacher, both the DBS and TRA routes should be used. Although the s.128 bar would show on the DBS barred list check, the TRA check also has to be carried out anyway, because of the possibility that a TRA teaching prohibition order exists;
 - If a person is occupying a non-teaching staff post, or is a member of the proprietor body but is in regulated activity, the DBS route only should be used;
 - If a person is a member of the proprietor body and is not in regulated activity, the DBS route cannot be used because a barred list check cannot be carried out for persons not in regulated activity. Therefore, the TRA route should be used.
- The DfE states (in a letter addressed to independent schools dated August 2015) that it is not necessary for schools to check existing staff or members of proprietor bodies for the existence of a s.128 direction, even if they are in future promoted internally to a post for which a check is needed. If an individual already at a school is the subject of a direction made from now onwards, because that would be taken up by the department with the school concerned.

However, as a matter of good practice and precaution, this school will check existing

Dec. 19 staff and members of the proprietor bodies.

- **If an individual barred under s.128 occupies a management position at an independent school, then that may be grounds for removal of the school from the register of independent schools (s.119 of the Act), leading to closure.**
- **DBS:** the school will be vigilant, when submitting application for a DBS check for such a role, about clearly indicating that this is the case. The school must see that the DBS checking provider includes on the DBS application form, within box 61, Position Applied for, 'Child Workforce Independent School'. This allows DBS to confirm if an s128 direction has been made.

The school does not recognise portability unless the person subscribes to the DBS online update service' since DBS checks are only portable if a person is registered with the online DBS service. In all other cases, a DBS from another school (subject to there being no interruption of service of more than 3 months and the correct level of check having been obtained for the post) will only be accepted as a temporary measure until a new DBS gained via the school is obtained.

- **TRA:** TRA mandatory pre-employment checks can be undertaken directly by the school using Secure Access. TRA will upload details of any section 128 barring directions and these will be visible immediately. Three lists will be accessible:

This information is accessed using the following lists:

- teachers who have failed to successfully complete their induction or probation period
- teachers who are the subject of a suspension or conditional order imposed by the General Teaching Council for England (prior to its abolition)
- teachers and others who are prohibited from teaching in England
- individuals who have been barred from taking part in the management of an independent school (including academies and free schools)
- teachers sanctioned (since 18 January 2016) in other EEA member states by an EEA member state regulator of the teaching profession

For the purposes of checks for section 128 barring directions – schools will only need to access the 'prohibited' list – the last of the three. Although this list is primarily designed to be of those prohibited from teaching, it will also show s.128 directions including those for non-teachers.

Cf: <https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>

6. The Selection Process

Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require an interview of short-listed candidates.

Interviews will always be face-to-face. Telephone interviews may be used at the short-listing stage but will not be a substitute for a face-to-face interview (which may be via visual electronic link).

Candidates will always be required:

- To explain satisfactorily any gaps in employment;
- To explain satisfactorily any anomalies or discrepancies in the information available to recruiters;
- To declare any information that is likely to appear on a DBS check;
- To demonstrate their capacity to safeguard and protect the welfare of children and young people.

7. Employment Checks

8.1 All successful applicants are required to:

- Provide proof of identity.
- Complete a DBS application and receive satisfactory clearance.
- Have a satisfactory certificate of good conduct/overseas police check relating to time spent living outside of the UK, where required (see below); pass EEA checks if they have worked within the EEA as teachers.
- Pass a prohibition from teaching check.
- Pass a prohibition from management check if required for the role.
- Provide actual certificates of professional qualifications, as deemed appropriate by the school. The school will ensure that staff working in the EYFS will be suitably qualified and that the EYFS framework staff to children ratios will always be adhered to when recruiting staff.
- Complete a confidential self-declaration of medical fitness form and be deemed mentally and physically fit perform the role.
- Provide proof of their right to work in the United Kingdom.
- Obtain from staff teaching in the EYFS and Primary confirmation that they are not disqualified from working in EYFS or the rest of the school (staff must be made aware of the requirement to 'self-declare' if there are any changes to their own criminal record or if there is a change in their personal circumstances which may affect the 'disqualification' criteria under the 2018 Childcare Disqualifications and the Childcare Act 2006.
- If recruiting staff through an agency or third party agency (supply staff), follow the directions given in KCSIE p43 and 44.

8.2 DBS checks

The school must refer to KCSIE for definition of regulated activity, types of DBS checks, requirements for different staff and volunteers (including supply teachers, trainee teachers, proprietors of independent schools and contractors), and procedures (see end for Flowchart of Disclosure and Barring Service criminal record checks and barred list checks).

In cases where a DBS certificate cannot be obtained before the member of staff is due to start working at the school, **a barred list check will be made before they start**. The DBS check must be obtained as soon as possible after the start of their employment. Appropriate supervision arrangements must be made.

8.3 Proof of identity, Right to Work in the UK & Verification of Qualifications and/or professional status.

All applicants invited to attend an interview at the school will be required to bring their identification documentation such as passport or driving licence with a photocard with them. Where applicants have a work permit, the relevant documentation must be examined.

In addition, applicants must be able to demonstrate that they have actually obtained any academic or vocational qualification required for the position and claimed in their application form. Original documents must be seen by the school.

8.4 Fitness to undertake the role

A confidential pre-employment self-declaration of medical fitness form must be completed to verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role; and whether the school needs to make arrangements to meet their needs.

In conformity with the Equality Act 2010, these checks should only be undertaken once the school has made an offer of employment but before confirming employment.

8.5 Individuals who have lived or worked outside the UK

When appointing a UK citizen who has lived overseas or is a non UK citizen, a Certificate of Good Conduct/overseas police check must be obtained (where possible) from the embassy of the country the applicant has specified they have spent a significant period of time in. This must happen where the applicant has lived or worked (including studying) in a foreign country for a period exceeding 3 months.

There are a number of exemptions to this:

- If the applicant is currently employed by the school and has already provided the certificate, which can be used for future appointments providing that there is no break in service.
- Applicants that have spent time overseas as part of Her Majesty Service i.e. Army, Navy, Airforce.
- Applicants that are seeking asylum will be unable to provide such documentation, as contacting the embassy may jeopardise their safety.

If an applicant is unable to provide a Certificate of Good Conduct, evidence must be presented to show that an attempt to obtain a copy has been made. If the school is unable to obtain a Certificate of Good Conduct/overseas police check on an applicant, then at least one additional reference must be obtained from a person of good standing residing in the country previously visited by the applicant. All other pre-employment checks must be completed.

Any costs incurred for obtaining a Certificate of Good Conduct/overseas police check must be met by the individual and will not be reimbursed.

Note: EU citizens (including Eire) have the right to work in the UK. However, overseas checks are required on them.

Time frame: KCSIE 2018 states p 37-38 paragraph 136

There is no requirement to obtain an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, in the three months prior to their appointment, the applicant has worked:

- **In a school in England in a post which brought them into regular contact with children or young persons in any post in a school since 12 May 2006;** or
- In an institution within the further education sector in England or in a 16-19 Academy, in a post which involved the provision of education which brought the person regularly into contact with children or young persons.

All other 'pre-appointment checks must still be completed, including where the individual is engaging in regulated activity, **a barred list check**. The school may also choose to request an enhanced DBS certificate should it wish to do so.

The DBS cannot provide barred list information on any individual, including volunteers, who are not engaging in regulated activity.

Refer to Home Office guidance on the application process:

<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

The DfE has also issued guidance on the employment of overseas-trained teachers. This gives information on the requirements for overseas-trained teachers from the European Economic Area to teach in England, and the award of qualified teacher status for teachers qualified in Australia, Canada, New Zealand and the United States of America.

8. Offer of appointment

The appointment of all new employees is subject to the receipt of a satisfactory DBS Certificate, references, medical checks, prohibition checks, childcare disqualification checks and waivers, copies of qualification and proof of identity.

9. Single Central Record (SCR)

The school must keep a single central record, referred to in Part 4 of the Independent School Standards as the register. The maintenance of the SCR must comply with part 4 of the Independent School Standards.

The single central record must cover all staff (all staff who are employed to work in the school; all staff who are employed on a supply or casual basis, whether employed directly by the school or through an agency; all volunteers who have regular contact with children. This will include proprietors, volunteers and people brought into the school to provide additional teaching or instruction for pupils but who are not staff members, for example specialist sports coaches or music teachers; and teacher trainees on salaried routes) who work at the school.

Confirmation that these checks have been carried out along with the date the check was undertaken/obtained, and the initials of the checker must be logged on this

Dec. 19 record for all employees of the school.

Refer to KCSIE which provides a list of the basic checks that must be recorded.

10. Induction

- 11.1** The school recognises that safer recruitment and selection is not just about the start of employment, but should be part of a larger policy framework for all staff. The school will therefore provide ongoing training and support for all staff.
- 11.2** All staff who are new to the school will receive induction training that will include the school's safeguarding policies (including the behaviour policies) and guidance on safe working practices.
- 11.3** Regular meetings will be held during the first 3 months of employment between the new employee(s) and the appropriate manager(s).

11. Existing staff/referrals

- 12.1** If the school has concerns about an existing staff member's suitability to work with children, it should carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the school moves from a post that was not regulated activity, into work which is regulated activity, the relevant checks for the regulated activity must be carried out. Apart from these circumstances, the school is not required to request a DBS check or barred list check.
- 12.2** The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual. Guidance on referrals can be found on GOV.UK.
- 12.3** Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

Dec 12.9 Volunteers

Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Refer to KCSIE to find out more on what checks are required for volunteers according to their activity.

The school should undertake a risk assessment and use their professional judgment and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so they should consider:

- the nature of the work with children;
- what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;
- whether the role is eligible for an enhanced DBS check; and

Details of the risk assessment should be recorded.

It is for the school to determine whether a volunteer is considered to be supervised. In making this decision, and where an individual is supervised, to help determine the appropriate level of supervision schools must have regard to the statutory guidance issued by the Secretary of State (replicated at Annex F). This guidance requires that, for a person to be considered supervised, the supervision must be:

- by a person who is in regulated activity;
- regular and day to day; and
- “reasonable in all the circumstances to ensure the protection of children.”

13. Visitors

The school does not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children's relatives or other visitors attending a sports day). The Headteacher and staff should use their professional judgment about the need to escort or supervise visitors.

The school will ensure that any visitor to the school will sign in a book designed for this sole purpose and sign out when leaving under the supervision of an appropriate member of staff. Visitors (including contractors) will be issued with a 'visitor's badge that clearly identifies them as not being a member of staff.

14. Visiting Speakers

The school must be vigilant about checking visiting speakers. These specialists are

sourced from appropriate organisations or have been invited following recommendations from staff contacts at other schools or organisations. The admin keeps a log of all visiting speakers and, in addition to the knowledge of the staff who have sourced them, will research the visiting speaker on the internet and against lists of banned individuals to gain further satisfaction of their suitability. Any concerns must be discussed with the headteacher. All staff are regularly reminded of the protocols associated with the signing in and supervision of visiting speakers. These protocols are included within the staff handbook.

15. Contractors

The school should ensure that any contractor, or any employee of the contractor, who is to work at the school, has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be required. In considering whether the contact is regular, it is irrelevant whether the contractor works on a single site or across a number of sites.

Under no circumstances should a contractor in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity. The school are responsible for determining the appropriate level of supervision depending on the circumstances.

If an individual working at a school is self-employed, the school should consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

The school should always check the identity of contractors and their staff on arrival at the school. They should be issued with a 'visitor's badge to identify them as not part of the staff.

16. Adults who supervise children on work experience

If the school organises work experience placements, it should ensure that policies and procedures are in place to protect children from harm.

Refer to KCSIE for further details.

17. Checks on the Proprietor

Before an individual becomes either the proprietor of an independent school or the chair of a body of people which is the proprietor of an independent school, the Secretary of State will:

- Carry out an enhanced DBS check; where relevant, and where such a check is made, obtain an enhanced DBS check certificate (either including or not

including barred list information as appropriate)

- Confirm the individual's identity; and
- If the individual lives or has lived outside of the UK, making an enhanced check insufficient, such other checks as the Secretary of State considers appropriate.

If, at a later stage, the school forms a governing body, it will follow KCSIE and ensure that it meets the relevant standards in Part 4 of the Independent School Standards.

Checks on the proprietor (whether an individual or body) must be recorded on the SCR.

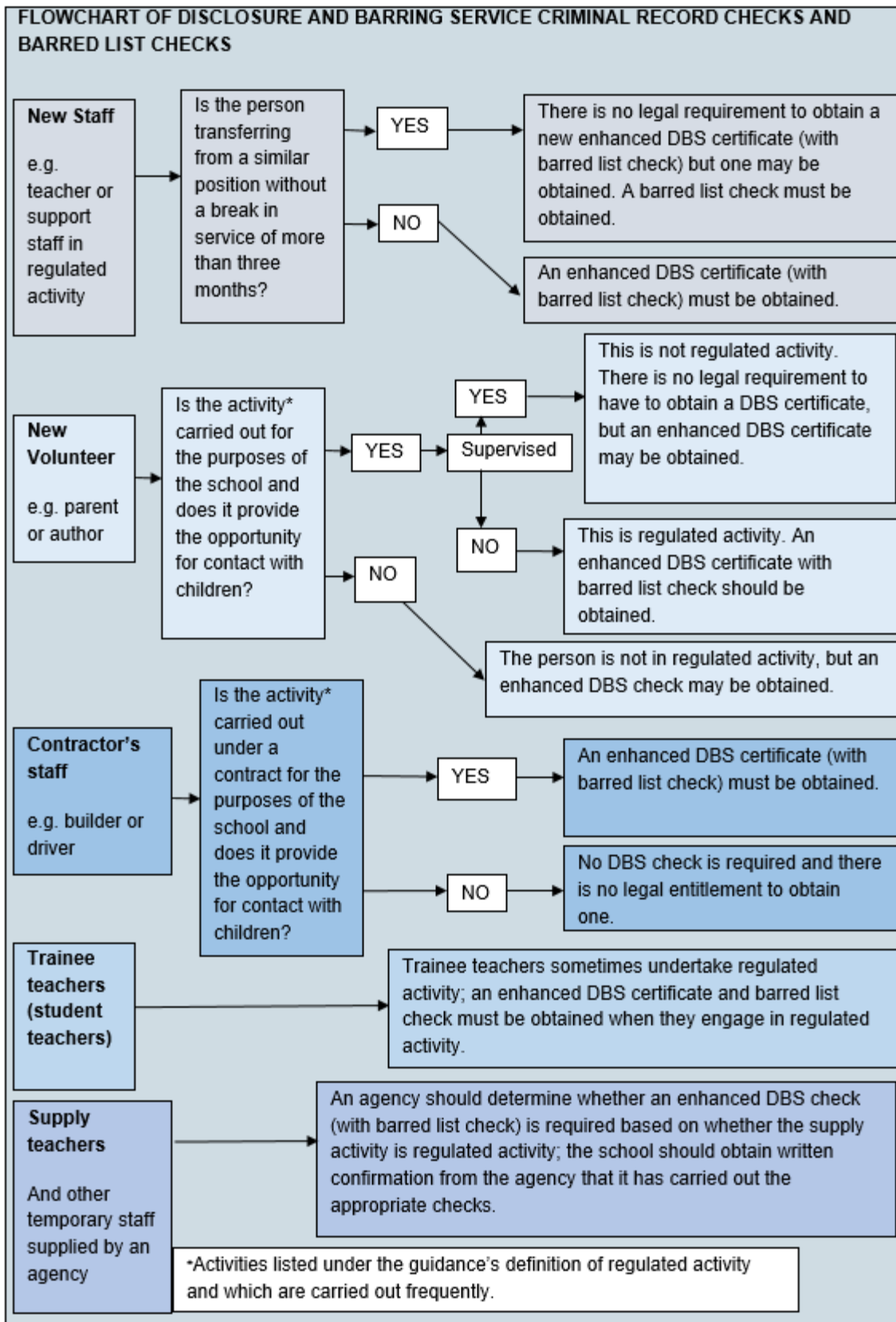
18. Monitoring and Evaluation

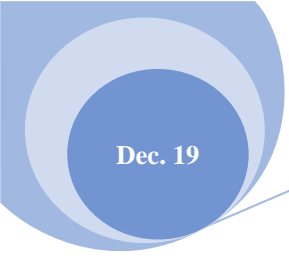
The Proprietor/HT will be responsible for ensuring that this policy is monitored and evaluated throughout the school. This will be undertaken through formal audits of job vacancies and a yearly Safer Recruitment Evaluation audit which will be part of the overall safeguarding audit.

The Proprietor is responsible for ensuring that all staff, volunteers and visitors are properly vetted. He should check the SCR and relevant staff files every time an appointment is made. The Proprietor/HT reviews this policy, staff files and other procedures annually. Any deficiency identified is remedied promptly.

19. Relevant legislation

- Independent School Standards 2014
- Keeping children safe in education (KCSIE) 2018
- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012
- Equality Act 2010
- The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended in 2014.





Dec. 19

Employment and staffing*(Including vetting, contingency plans, training and development)***POLICY STATEMENT**

We provide a staffing ratio in line with the Welfare requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff is appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keepingsafe	2.4. Keyperson	3.4. Thewider context	

PROCEDURES**1. Ratios**

To meet this aim we use the following ratios of adult to children:

- > aged 2 and below – 1adult : 4children
- > aged 2 to 5 – 1adult : 8children
- > aged 5 upwards – 1adult : 16children

We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress where appropriate.

We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

16. Vetting and staffselection

We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.

All members of staff have job descriptions which set out their staff roles and responsibilities.

We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.

We use Ofsted and LA guidance on obtaining references and enhanced criminal record checks through the Disclosure and Barring Services for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme and subsequent guidance.

We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check. These are kept in a locked and secure place.

17. Changes to staff

We inform the Local Authority and Ofsted of any changes in the person responsible for our setting whererelevant.

18. Training and staff development

Our primary teachers have Qualified Teacher Status (or French equivalent) as a minimum. Teaching Assistants are qualified to a minimum of NVQ3 in Childcare and Education or their equivalent.

Nursery Assistants are qualified to a minimum of NVQ2 in childcare.

We provide regular in-service training to all staff - whether paid staff or volunteers - through the Local Authority and external agencies.

Our setting budget allocates resources to training.

We provide staff induction training in the first month of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.

We support the work of our staff by holding regular supervision meetings and appraisals.

We are committed to recruiting, appointing and employing the best available staff in accordance with all relevant legislation and best practice.

Staff review and development is achieved in four strands:

1. An initial process of staff induction (a separate scheme is in place for the induction of Newly Qualified Teachers). The induction period combines an individualised programme of monitoring and support, overseen by the relevant Deputy Head.
2. A two-year cycle of Staff Review. A "top down" scheme is employed, with teachers being interviewed, wherever possible, by a Head of Department and a member of the Senior Management Team.
3. An ongoing process of Staff INSET. The school is committed to ensuring that staff remain well informed and up to the date with the latest developments in education. Opportunities to meet with colleagues from other schools and professions are recognised as being extremely valuable.
4. Much staff development is informal. Where possible, staff showing special interest and commitment may be able to take on extra responsibility, which may carry additional rewards.

19. Managing staff absences and contingency plans for emergencies

Our staff members take their holiday breaks when the school is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the Head Teacher with sufficient notice.

Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.

Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.

Punctuality is monitored to ensure all staff are in place and on ratio. We have contingency plans to cover staff absences, as follows:

- Where supply is required the Head Teacher, Deputy Head Teacher or Owner will arrange for it in good time.

20. Staff Code of Conduct

Staff are expected to conform to the Staff Code of Conduct for behaviour. This includes not to be under the influence of alcohol or drugs at work. Staff will NOT be permitted to work with children and will be suspended.

20.1 Rationale

All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children and young people in their charge must be above reproach. The Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

All staff must familiarise themselves with DfE Guidance for Safer Working Practice for Adults who work with Children and Young People in Education 2015 and adhere to the code of conduct in Teacher Standards, last updated in 2013.

This document forms part of a staff member's employment contract and failure to comply with it and with the associated policies may result in disciplinary action being taken, including legal action where it is warranted.

This document applies to all staff members and volunteers who are employed by the school, including the Headteacher.

20.2 Power and positions of trust and authority

As a result of their knowledge, position and/or the authority invested in their role, all those working with children in a school or education setting are in a position of trust in relation to all pupils on the roll. The relationship between a person working with a child/ren is one in which the adult has a position of power or influence. It is vital for adults to understand this power; that the relationship cannot be one between equals and the responsibility they must exercise as a consequence. The potential for exploitation and harm of vulnerable pupils means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report and record any such incident. Where a person aged 18 or over is in a position of trust 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.

20.3 Private meetings with pupils

i) Staff should be aware of the dangers which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.

ii) Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.

iii) Where possible another pupils or (preferably) another adult should be present or nearby during the interview.

20.4 Physical contact with pupils

i) As a general principle, staff will refrain from making unnecessary physical contact with their pupils.

ii) It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide. Staff should not feel inhibited from providing this. In situations where a pupil needs to be restrained, staff must refer to *DfE advice on the use of reasonable force in schools, 2018*.

iii) Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.

- iv) Staff should be particularly alert to the fact that SEND pupils may not always understand what is going on and may misconstrue what has happened when using restraint or dispensing first aid.
- v) Physical punishment is illegal as is any other form of physical response to misbehaviour, unless it is by way of necessary constraint.
- vi) Staff who have to administer first aid to a pupil should ensure whenever possible that this is done in the presence of other children or another adult.
- vii) Following any incident where a member of staff feels that his actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to the head teacher.
- viii) Staff should be particularly careful when supervising pupils in approved out of School activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal School/work environment.
- ix) Staff will seek at all times to operate according to the School Child Protection/Safeguarding Policy.

20.5 Choice and use of teaching materials

- i) Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for choice.
- ii) When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or the teacher, might after the event be criticised. The teacher will consult with headteacher when proposing to use materials in connection with sex education programmes.
- iii) If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the head teacher before using it.

20.6 Dress code

Staff in the School should wear clothing which is appropriate to their role and not likely to be viewed as offensive, revealing, or sexually provocative. The dress code should also not cause embarrassment or give rise to misunderstanding and is absent of any political or otherwise contentious slogans which is not considered to be discriminatory and is culturally sensitive.

20.7 Relationships and attitudes

Within the Pastoral Care Policies of the School and the employing authority staff should ensure that their relationship with pupils is appropriate to the age, maturity, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent pupils.

Staff are asked to be very vigilant about their professional duties and responsibilities in cases where pupils are known to them socially. They must not let their judgement be influenced by their social connections with the pupils' families.

20.7 Talking to pupils where there are concerns about possible abuse

Where teachers see signs which cause them concern they should seek clarification from the pupil with tact and understanding. Where a classroom assistant or another member of the ancillary or auxiliary staff sees such signs, he/she should immediately bring them to the attention of the class teacher or the designated Safeguarding Officer who may carry out the necessary clarification. While such clarification may reassure teachers that abuse has not occurred several points should be borne in mind:

- i) Do not ask the pupil leading questions, as this can later be interpreted as putting ideas into the child's mind.
- ii) Do not ask questions which encourage the pupil to change his versions of events in any way. For example an appropriate question is, 'Tell me what happened' rather than 'Did they do X to you?'
- iii) The chief task at this stage is to listen to the pupil and not interrupt or try to interpret if he/she is freely recalling significant events, as soon as possible afterwards to make a note of the discussion and pass it on to the designated teacher. The note should record the time, date, place and people who were present, as well as what was said. Signs of physical injury observed should be noted in detail, but under no circumstances should a child's clothing be removed.
- iv) Any comment by the child/parent/carer about how an injury occurred should be written down as soon as possible afterwards, quoting actual words where possible.
- v) Avoid giving pupil undertakings of confidentiality although they should be reassured that information will only be disclosed to those professionals who need to know.

Be aware that any notes made may need to be used in subsequent court proceedings. Lack of records will not absolve the school from a requirement to give evidence in court; it is therefore essential that proper contemporaneous records are kept.

20.8 Code of conduct for teaching and non-teaching staff using social networking sites

It is not recommended that staff use these sites, however if members of staff have a profile they must ensure that they:

- i) Keep their profile private.
- ii) Lock all pictures and make sure that they can only be seen by 'friends'
- iii) Be careful of profile content
- iv) NEVER accept pupils as friends.

All staff should be aware that their 'relationships and associations' (including online) may have a safeguarding implication and that they should disclose to the school any concern they may have

20.9 Code of conduct for teaching and non-teaching staff using cameras and mobile phones

- i) Staff are not allowed to take pictures with their personal cameras or mobile phones.
- ii) All types of pictures and video recordings for educational purpose should be done with the School camera and video recorder
- iii) In no circumstances should pictures of pupils be taken out of the School premises and be used for other purposes than those authorised by the School.

20.10 Prevent duty

All staff must fulfil their responsibilities as defined by the DfE Prevent Duty (June 2015). Staff should:

- i) Protect pupils from the risk of radicalisation
- ii) Identify pupils who may be vulnerable to radicalisation
- iii) Inform the Designated Safeguarding Lead if there are concerns about a pupil being radicalised or is at risk of being radicalised

20.11 Personal and professional conduct

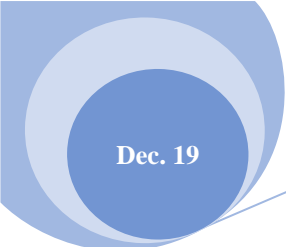
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. They are aligned with the current Teacher Standards and, in our School, they also apply to non-teaching staff and volunteers

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside School, by:

- i) Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- ii) Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- iii) Showing tolerance of and respect for the rights of others.
- iv) Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- v) Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the School in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



Staff appraisal policy

As part of our commitment to staff development, La Petite Ecole Bilingue will ensure that all staff will have regular opportunities to talk through aspects of their work performance with the Head Teacher. Staff should participate in regular appraisals, ideally once every three months and at the end of a probationary period.

Confidential appraisal documents and self-evaluation forms will be given to staff to complete prior to the appraisal interview. This will allow time for reflection, and will maximise the value and efficiency of the appraisal process. Reports or additional comments added by the manager will be discussed and agreed upon with the staff member, and both will retain a copy of the appraisal document for future reference.

All records on staff, volunteers and committee members will be kept confidential and only available to those who have a right or professional need to see the information.

Appraisals will take into account the following points:

- Opportunity to discuss work objectives and reflect on achievements.
- Analysis of personal strengths and areas for development.
- Any aspects of employment which could be improved upon.
- Opportunity to discuss and identify any further training needs.
- Opportunity to discuss long-term career development.
- Future development, objectives and/or actions to be agreed upon

Induction of staff, volunteers and managers and staff development

POLICY STATEMENT

We provide an induction for all staff, volunteers and managers in order to fully brief them about the school, the families we serve, our policies and procedures, curriculum and daily practice.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping safe	2.4. Key person	3.2. Supporting every child	

PROCEDURES OF INDUCTION

We have an induction plan for all new staff, which includes the following:

- Introductions to all staff and volunteers, including the Owner.
- Familiarising with the building, health and safety and fire procedures.
- Ensuring our policies and procedures have been read and are carried out.
- Introduction to parents, especially parents of allocated key children where appropriate.
- Familiarising them with confidential information where applicable in relation to any key children.
- Details of the tasks and daily routines to be completed.

The induction period lasts two weeks. The Head Teacher inducts new staff and volunteers. The Owner or Deputy Head teacher inducts new Head Teachers.

During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.

Successful completion of the induction forms part of the probationary period.

During this time the employee can be asked to take some online or face to face trainings, especially for safeguarding, food and hygiene, fire, prevent, FGM and first aid.