



Safeguarding and Safer Recruitment Policy

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To be reviewed:

1. INTRODUCTION, DEFINITIONS AND RESPONSIBILITIES

This Policy aims to identify the roles that school staff, workers and students have to play in safeguarding the welfare of young people and vulnerable adults, and preventing their abuse and neglect. The procedures outlined below should be followed in the circumstances defined in this policy.

Definition of Safeguarding

The term 'safeguarding' describes the broader preventative and precautionary approach to planning and procedures that are necessary to be in place to protect children and young people from any potential harm or damage. This is also true for vulnerable adults.

Safeguarding means

- Protection from abuse and neglect
- Promotion of health and development
- Ensuring safety and care
- Ensuring optimum life chances

For a more comprehensive list of issues that can be covered by 'safeguarding' please see appendix 1.

Definition of Child or Young Person

An individual is considered to be a child or young person up to their 18th birthday.

Definition of Vulnerable Adult

A person who has attained the age of 18, and:

- is receiving any form of health care
- is receiving a service or participating in an activity which is specifically targeted at people with age related needs, disabilities or prescribed physical or mental health conditions or expectant or nursing mothers living in residential care - age-related needs includes needs associated with frailty, illness, disability or mental capacity

Definition of Abuse

Abuse is behaviour towards a person that either deliberately or unknowingly causes a person harm, or endangers their life or their human or civil rights. It can be passive, e.g. failing to take action to care for someone, or failing to raise the alert about abuse; or active, e.g. hitting, stealing or doing something that causes harm. It can also be financial abuse, e.g. exerting improper pressure to sign over money. Abuse can be a one-off or something that is repeated.

All staff will be given full training on the definitions and scope of abuse and neglect and how this should be dealt with (see section 5 below).

Responsibilities

All school staff, other workers and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children, young people and vulnerable adults. They should be aware of the important role the school has in the early recognition of the signs and symptoms of abuse or neglect and the appropriate referral process. For details of the Designated Senior Person see section 4 below.

2. OBJECTIVES OF THE SAFEGUARDING POLICY

This policy aims to:

- Establish and maintain an environment where young people feel secure, are encouraged to talk, and are listened to when they have a worry or concern.
- Ensure young people know that there are adults in the school whom they can approach if they are concerned.
- Include opportunities in the Learning4Life (L4L) and coaching programme for young people to develop the skills they need to recognise and stay safe from abuse
- Inform staff and others working at the school, parents, volunteers, employers, partners, stakeholders and governors about the school's responsibilities for safeguarding young people
- Enable everyone to have a clear understanding of how these responsibilities should be carried out.

3. STATUTORY FRAMEWORK

In order to protect young people and vulnerable adults from harm the school will act in accordance with the following legislation and guidance:

Safeguarding Vulnerable Groups Act 2006

The Children Acts 1989 and 2004

Education Act (2002), section 175

Rehabilitation of Offenders Act 1974 Law

Sexual Offences Act 2003

Safeguarding Children and Safer Recruitment in Education (2006)

Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures

HM Government 'Working Together to Safeguard Children' (2010)

The school follows the procedures established by the Hertfordshire Safeguarding Children Board – a guide to procedure and practice for all professional staff in Hertfordshire who work with children. The school has appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse, which also cover circumstances in which a member of staff, volunteer or other worker is accused of, or suspected of, abuse.

In accordance with DfES guidance Safeguarding Children and Safer Recruitment in Education (2007) the school complies with the following responsibilities:

- Staff are trained to recognise signs of abuse and know to whom they should report any concerns or suspicions
- Procedures (of which all staff are aware) are in place for handling suspected cases of abuse of students, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
- A Designated Senior Person (DSP) has responsibility for coordinating action within the school and for liaising with other agencies
- Staff with designated responsibility for Safeguarding receive appropriate training

DfES guidance Safeguarding Children and Safer Recruitment in Education (2007) also states that “All parents need to understand that schools have a duty to safeguard and promote the welfare of children who are their pupils or students, that this responsibility necessitates a child protection policy and procedures, and that a school may need to share information and work in partnership with other agencies when there are concerns about a child’s welfare

4. THE DESIGNATED PERSON AND THE GOVERNING BODY

Ensuring that the school is a safe and secure environment is the responsibility of the Governing Body. The Senior Leadership Team (SLT) member with specific responsibility for safeguarding is the Vice Principal.

The Principal is also a trained Designated Senior Person (DSP).

It is the role of the DSP for Safeguarding to:

- Promote positive safeguarding procedures and practice
- Receive information and offer advice about safeguarding concerns, maintain secure records and take appropriate action
- Be familiar with national and local safeguarding guidance and referral procedures
- Assess the development needs of staff and co-ordinate training
- Keep all staff and volunteers informed of good practice and development

- Monitor safeguarding cases in the organisation

DSP training will be updated in line with statutory requirements, currently every 3 years

The more specific duties are:

- Ensure that he/she receives refresher training at two yearly intervals to keep his or her knowledge and skills up to date
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that this is kept up to date by refresher training at three yearly intervals
- Ensure that newly appointed staff receive child protection training
- Ensure that temporary staff and volunteers are made aware of the school's arrangements for child protection
- Ensure that the school operates within the legislative framework and recommended guidance
- Ensure that all staff and volunteers are aware of safeguarding and child protection procedures
- Ensure that appropriate training and support is provided to all staff
- Ensure that the SLT member with specific responsibility for safeguarding is kept fully informed of any concerns
- Develop effective working relationships with other agencies and services
- Decide whether to take further action about specific concerns (e.g. refer to Children's Services or Adult Care Services)
- Liaise and work with Children's Services: Safeguarding and Specialist Services over suspected cases of child abuse
- Ensure that accurate records relating to individual children are kept separate from the academic file in a secure place and marked 'Strictly Confidential'
- Submit reports to, and ensure the school's attendance at, child protection conferences
- Ensure that the school effectively monitors young people about whom there are concerns
- Provide guidance to students, parents, staff, governors, others working at the school and partners, about obtaining suitable support.

It is the role of the School Governing Body to ensure that:

- The school has a safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children

- The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures
- A senior member of the school's senior management team is designated to take lead responsibility for child protection
- Staff undertake appropriate safeguarding training
- They remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements
- The Chair of Governors is responsible for liaising with the Local Authority and/or partner agencies in the event of allegations of abuse being made against the Principal
- Training will be provided for all Governors on a regular basis
- Where services or activities are provided on the school premises by another body, the body concerned have appropriate policies and procedures in place in regard to safeguarding and liaises with the school on these matters where appropriate
- They review safeguarding policies and procedures annually

5. STAFF TRAINING

Mandatory training is given for all staff in Child Protection and Introduction to Safeguarding. It is necessary for all staff to take refresher training for Child Protection and Safeguarding every three years. Introduction to Safeguarding training will be followed up with appropriate one-to-one sessions and specific work with staff relating to their relevant issues. LSIS level 1 Safeguarding training will be given to all staff, and level 2 according to their role. In addition every interview panel for recruitment to staff vacancies will contain at least one member of staff trained in Safer Recruitment practices.

6. SCHOOL PROCEDURES

6.1 General

The school takes its duty of pastoral care seriously and will be proactive in seeking to prevent young people becoming the victims of abuse or neglect. It will do this in a number of ways:

- Through the creation of an open culture which respects all individuals' rights and discourages bullying and discrimination of all kinds. This is enhanced through the programme 'Learning 4 Life' for students and by the fact that all new staff are obliged to undergo training in Diversity and Equality, in addition to Safeguarding and Child Protection training.
- By identifying a member of the SLT who will lead and have overall responsibility for safeguarding young people and a DSP to take responsibility for safeguarding issues. The DSP will have training in this field and act as a source of advice and support to other staff.

- By informing young people of their rights to be free from harm and encouraging them to talk to staff if they have any concerns.
- Through the tutorial and PSHE programme and support, at an appropriate level, to promote self-esteem, social inclusion and address the issue of safeguarding young people in the wider context.
- Feeder schools are required to send any child protection data to The Da Vinci Studio School on their commencement/transfer. The DSP will liaise with the local schools in the summer break as a timely reminder of this data transfer.
- The DSP will engage in cluster meeting within the area to gather relevant information and enlist the support of the Stevenage Family Support Workers

All staff, volunteers and others working with students should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Also, bullying, financial abuse and domestic violence

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm: indicators will be provided with further information relating to this topic in the mandatory training.

There is a safeguarding referral flowchart attached at Appendix 3.

6.2 Identifying and Reporting Concerns, Abuse and other Safeguarding Issues

General concerns should be referred to the student's Personal Coach in the first instance.

However, all reports of abuse should be referred using the procedure detailed below.

All staff, others working at the school and volunteers should be concerned about a young person if he or she displays signs of abuse and neglect, or where they may have disclosed harm to others such as class-mates. A summary of indicators of significant harm is attached at Appendix 2.

Concern about safeguarding issues should include any area where the health or physical and emotional wellbeing of a young person is at risk. This could include alcohol dependency, bullying etc.

If a student discloses to a member of staff that he or she has been abused in some way, the member of staff, volunteer or other person working at the school should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the student to talk freely
- Reassure the student, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Children’s Services: Safeguarding and Specialist Services
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see below)
- Pass information to the Designated Senior Person without delay

When a student has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation. Use the full cause for concern sheet wherever possible, and use the language of the student.
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer.

The Designated Senior Person will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. A standard pro-forma for recording concerns is available on the school intranet in the Safeguarding portal. See Appendix 4 for a sample concern form.

The DSP will carry out a risk assessment to determine what action to take and will decide whether the concerns should be referred to Children’s Services. If it

is decided to make a referral to Children's Services: Safeguarding and Specialist Services this will be done with prior discussion with the parents, unless to do so would place the child at further risk of harm. Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan (formerly referred to as the Child Protection Register) and a written record will be kept.

In emergency situations (e.g. where there is the risk or occurrence of severe physical injury), where immediate action is needed to safeguard the health or safety of the individual or anyone else who may be at risk, the emergency services should be involved. Where a crime is taking place, has just occurred or is suspected, the police must be contacted immediately and the Principal informed.

Dealing with a disclosure from a student is likely to be a stressful experience. The member of staff/person working at the school/volunteer should therefore consider seeking support for him/herself and discuss this with the Designated Senior Person or the Principal.

6.3 Allegations against a member of staff

Where an allegation is made against a member of staff, volunteer or someone working with school students identifying that he or she has:

- Behaved in a way that has, or may have harmed a young person
- Possibly committed a criminal offence against/related to a young person
- Behaved toward a young person in a way which indicates s/he is unsuitable to work with children

The person learning of the allegation should record the nature of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present and any other relevant information. This should be signed and dated and immediately reported to the DSP. The DSP will immediately inform the Principal.

The Principal will, in consultation with Human Resources, decide whether to invoke the school Disciplinary Procedure which may include suspension. The DSP and the Principal will assess whether it is necessary to refer to Children's Services, in consultation with the Local Authority Designated Officer.

6.4 Over-age Students and Safeguarding

Occasionally the school may allow students aged 19-21 to access courses run by Da Vinci Studio School. In such circumstances teachers need to be especially vigilant in ensuring that the class is always fully supervised.

All coaches will be made aware of the presence of post-18 students and be vigilant during the more remotely supervised break times.

The school L4L programme will help students to understand all areas of potential risks to their well-being.

6.5 Work Placement and Work Experience

Employers and training organisations will be asked to co-operate with the school in putting in place and subscribing to appropriate safeguards.

Where a placement is long term or meets the criteria laid out in “Safeguarding Children and Safer Recruitment in Education 2006, DCSF” the school will ensure that additional safeguards are in place, these may include:

- Staff arranging placements will have had training in safeguarding and child protection
- Training organisations will be asked to make a commitment to safeguarding students’ welfare by endorsing an agreed statement of principles.
- Vetting and DBS checking any person whose normal duties will include regular caring for, training, looking after or supervising a child in the workplace where that person has been specifically designated to have responsibility for such activities

It is important to note that ultimate responsibility still sits with the school as the educational provider.

6.6 Apprentices and Work-based learning

Apprentices are considered as having employed status from day one. They have this policy as part of the induction pack that is discussed with students and employers at the start of the programme. This then forms part of the review process carried out every 8 weeks with the employer and student, to include safeguarding. This is to increase their awareness and give them a greater understanding of safeguarding issues and policies.

The school ensures that, where an Apprentice is placed with an employer, the employer understands their responsibilities for safeguarding. We will undertake a health and safety risk assessment and ensure that all employers have equality and diversity and health and safety policies in place. Where a student is working 1-1 with a member of the employer's staff on a regular basis the school will require the individual to have an acceptable DBS check on file.

6.7 Forced Marriage

The tradition of arranged marriages has operated successfully within many communities and many countries for a very long time. A clear distinction must

be made between a forced and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in choosing the marriage partner but the choice whether or not to accept the arrangement remains with the young people. In forced marriage, one or both spouses do not consent to the marriage or consent is extracted under duress. Duress includes both physical and emotional pressure.

Possible Indicators of Forced Marriages

- Truancy
- Decline in performance or punctuality
- Low motivation
- Being withdrawn from school by those with parental responsibility
- Not allowed to attend extracurricular activities

If anyone is concerned that a student is being forced to marry, they should immediately contact the DSP.

7. SCHOOL VISITORS

The school ensures that visitors are booked in at reception areas, collected on arrival, and aware of school safeguarding and health and safety requirements. On arrival visitors are given a temporary visitor pass. On the back of the pass visitors are directed to the information on SG, H&S, Fire & Emergency, personal property, smoking.

8. CONFIDENTIALITY

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools, as follows:

- All staff have a responsibility to share relevant information about the protection of young people with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police)
- If a student confides in a member of staff/person working at the school/volunteer and requests that the information is kept secret, it is important that this person tells the student in a manner appropriate to the student's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the student or other students or children safe.
- Staff/workers/volunteers who receive information about young people and their families in the course of their work should share that information only within appropriate professional contexts.

APPENDIX 1

ISSUES COVERED UNDER THE SAFEGUARDING AGENDA

- Child Protection
- Vetting and barring scheme – safer recruitment of staff
- Checking identity and qualifications of all staff/people working at the school/volunteers
- ISA and DBS disclosures
- Health and safety
- Health and wellbeing
- Bullying
- Drug abuse
- Alcohol abuse
- Personal safety
- Forced marriages
- Missing young person notifications
- Runaway young people
- Children in care and care leavers
- Firework safety
- Knife crime
- Internet safety
- Financial security
- Private fostering
- Child death review process
- Safeguarding child performers
- Accident prevention and home safety

APPENDIX 2

INDICATORS OF POSSIBLE SIGNIFICANT HARM

POSSIBLE SIGNS OF PHYSICAL ABUSE

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents/carers being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help/parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

POSSIBLE SIGNS OF EMOTIONAL ABUSE

- Probably the most difficult type of abuse to recognise. An emotionally abused person is often withdrawn, introverted and depressed
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents/carers being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self-depreciation
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

POSSIBLE SIGNS OF SEXUAL ABUSE

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities
- Be reluctant to undress for PE
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular tutor, support worker, carer, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use drugs or drink to excess
- Unexplained pregnancy
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

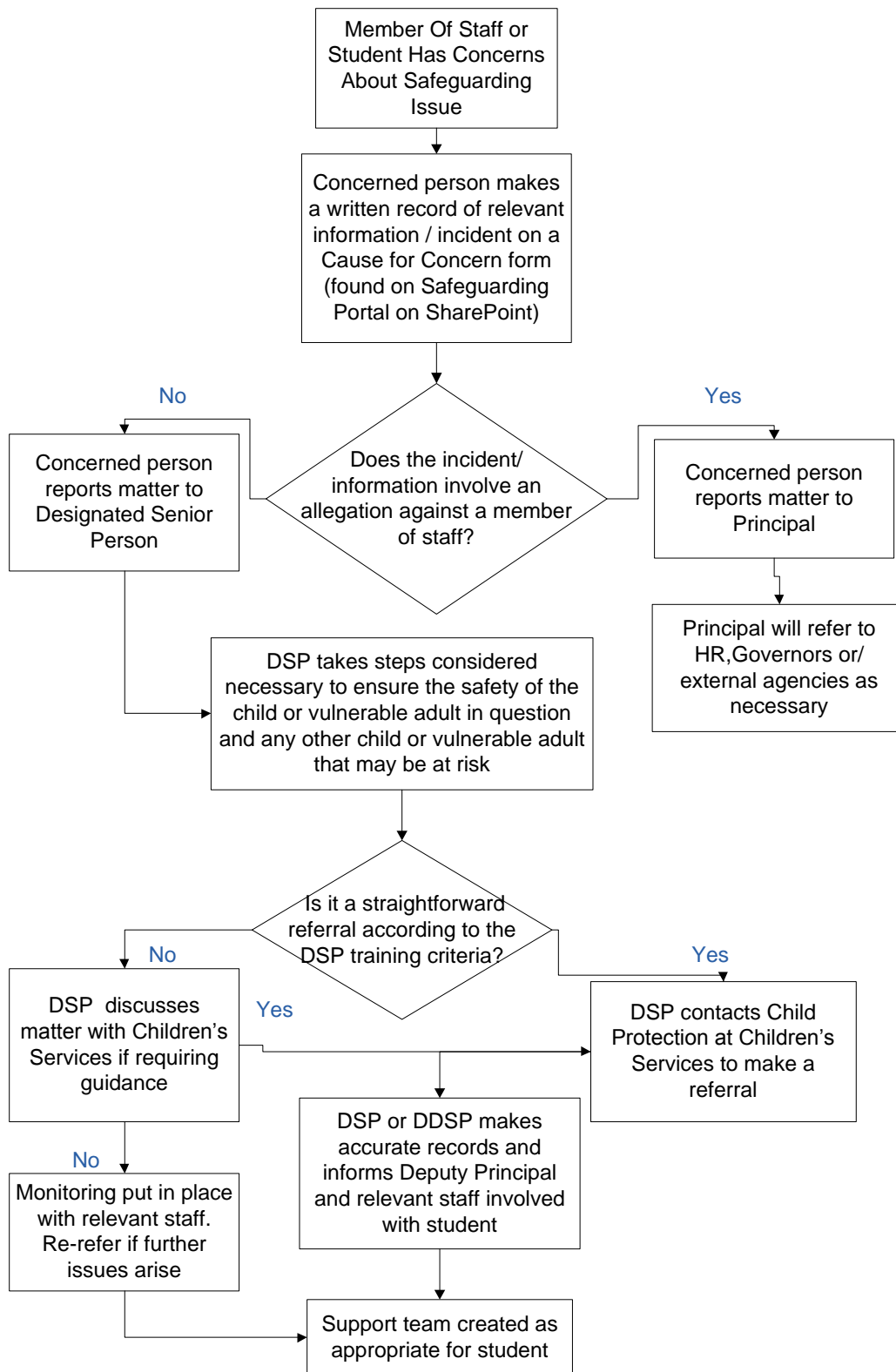
POSSIBLE SIGNS OF NEGLECT

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation

- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes

In addition to all the above signs a child may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a child may be suffering harm.

Appendix C - Safeguarding Referral Flowchart



APPENDIX 4

Example of completed Safeguarding Pro-forma

SAFEGUARDING CONCERN FORM

| | | | |
|--|-----------------|------------------|------------|
| Child's Name : William Shakespeare | | | |
| Child's DOB : 26.04.1993 | | | |
| Male/Female : | Ethnic Origin : | Disability Y/N : | Religion : |
| Male | White British | None | Not given |
| Date and Time of Concern : | | | |
| 14.01.12 15.30 | | | |
| Your Account of the Concern : (what was said, observed, reported and by whom) A coach asked William "if he was ok" after the lesson. He disclosed that he'd had a fight with his Dad. He said he had bruises on his arms stating his Dad had grabbed him during their argument | | | |
| Additional Information : (your opinion, context of concern/disclosure) William disclosed to coach that he was upset following an argument. He also disclosed physical bruising (did not show the bruises) stating that they were from his Dad. He said that this had never happened before and his Dad had been very upset about it all. | | | |
| Your Response : (what did you do/say following the concern) This is William's second year and he has not expressed concern or mentioned such instances in the past. Dad has good contact with tutors and has been very supportive throughout William's course. Coach explained to William that the information would need to be passed on to the DSP owing to the nature of what he had disclosed. Coach explained that we were there to support him as a school and would keep him informed of any actions we take. Concern form completed and passed directly to DSP | | | |
| Your Name : A Coach | | | |
| Your Signature : | | | |
| Your Position in School : Mathematics Coach | | | |
| Date and Time of this Recording : | | | |
| 14.01.12 16.30 | | | |

Action and Response of DSP / Principal

Name:Date:.....

PLEASE PASS THIS FORM TO YOUR DESIGNATED PERSON FOR SAFEGUARDING
(FULL DETAILS AVAILABLE ON SHAREPOINT)

APPENDIX 5

SAFER RECRUITMENT AND EMPLOYEE SECURITY (DBS) PROCEDURE

1 POLICY STATEMENT

- 1.1 The Da Vinci Studio School has a duty to provide a secure and safe environment in which students and staff can obtain the best possible benefit from studying or working at the school. This procedure complies with safeguarding guidance and legislation.
- 1.2 Part of the school's duty is to ensure that it does not employ or make use of the services of a person who has a criminal conviction or record of behaviour that could pose a threat to the safety and well-being of students and staff. This procedure will ensure that appropriate checks are made on school governors, employees and those carrying out services for the school and volunteers, as required.
- 1.3 The Da Vinci Studio School will register for DBS registered status. In the interim, The Da Vinci Studio School will conduct DBS checks through its sponsor, North Hertfordshire College, which has Direct Barring Service registered body status.

2 SAFER RECRUITMENT AND INDEPENDENT SAFEGUARDING AUTHORITY REGULATIONS

Duty to Refer

The school complies with the duty to refer any employee or volunteer who poses a risk to children. If the school removes someone who is employed or a volunteer, or if they leave under investigation for allegedly causing harm or posing a risk of harm, the DSP will be responsible for referring this information to the Independent Safeguarding Authority.

Regulated and Controlled Activity

The school is not a designated RAP (Regulated Activity Provider). Staff work in both regulated and controlled activity.

The school has defined regulated activity in its situation as follows:

Those workers involved in contact with children for teaching, training, care, supervision, advice, treatment or transport and is frequently intensively and/or overnight. Frequently means once a month or more, 3 or more occasions in a single 30 day period or overnight (2am to 6am).

All teachers, trainers, assessors and those involved in learning support are in regulated jobs at school. Some staff in student services are also in regulated jobs.

The school has defined controlled activity in its situation as follows:

Workers involved in frequent or intensive support work in school, such as caretakers, cleaners, catering staff, car park attendants and receptionists; also, those workers with access to sensitive records about students.

Frequent or intensive has the same definition as above.

Compliance with Safer Recruitment

Currently, all staff, whatever their job role, have an enhanced DBS as all staff have the potential to come into contact with children.

The school will pay for all staff to have an enhanced DBS disclosure.

The school has a central single record which records details of staff identity, DBS disclosures, qualifications, overseas DBS checks, List 99 and right to work in the UK details. The Principal's PA is responsible for the maintenance of this record. References are taken for all workers to check identity and ask specific questions about safeguarding.

The school currently checks List 99 details before offering employment to new candidates in any role and, where appropriate to the job, the school will also check the IfL list details.

Staff employed by North Hertfordshire School but teaching at the Da Vinci Studio School under a service level agreement are vetted by NHC HR Service in an identical fashion.

Contractors, Consultants

Where a sub contracted training provider is used to deliver any aspect of training, the school checks that they have robust safeguarding procedures in place. This is comprised of a single point of contact for safeguarding, all staff DBS checked, all staff (including the single point of contact for the organisation) are trained in safeguarding and employer premises are risk assessed with appropriately qualified staff undertaking risk assessments. This information will be held by the department working with the partner/contractor, with a copy held by the Principal's PA to be held alongside the Central List.

Other contractors whose staff are engaged in regulated activity or who work on a regular basis in school premises or with school students will be provided with training and are required to provide the school with evidence of identity checking, qualification checking and DBS disclosure details for these staff.

Volunteers

Often individuals approach the school to indicate they wish to gain experience in an area: this may be teaching experience or assisting in a specific specialism such as IT. Volunteer helpers are not employees of the school and do not receive any form of payment for the services they provide. The school reserves the right to stop any volunteer's placement at any time for any reason.

The Volunteer Registration form must be completed and authorised by the line manager prior to the commencement of the volunteering activities. This form must be completed and sent to the Principal's PA even if the period of volunteering is only for a few hours. The Principal's PA will send the information to North Hertfordshire College's HR department who will also be notified when volunteering work ceases.

Volunteers will not commence work or other activities at the school without first meeting with HR, who will check their identity and qualifications and ensure List 99 and DBS checks are undertaken. The Employee Security (DBS) Policy will apply in the same way as for permanent employees at the school.

Agency Staff

Self-employed part time visiting teachers may be provided through specialist agencies such as Protocol National, who supply the school with a list containing all the required information relating to identification, qualifications and DBS disclosures for people working at the school, as well as providing the individuals with the school's safeguarding factsheet and appropriate training. Where an agency does not provide this service the agency contact and arrangements for meeting the new worker should, in the first instance, be engaged through Human Resources to ensure compliance with the DBS processes.

3 Disclosure and Barring Service

3.1 The Disclosure and Barring Service (DBS) is a facility whereby an employer can request that a check is carried out on a person to confirm his/her suitability for certain types of work, involving contact with children (under 18) or vulnerable adults.

- 3.2 Where a DBS check is required the individual will be asked to complete a DBS Disclosure Application Form, and to produce evidence of identity to one of the Schools counter-signatories or a nominated member of the Human Resources Department.
- 3.3 The DBS check may take several weeks to complete. When completed the DBS sends the disclosure to the individual who has applied and a copy to the registered body/employer. The disclosure will give details of criminal record or other related matter which has been recorded.

4 RECRUITMENT OF NEW EMPLOYEES

It will be a condition of all offers of employment made by the school that a satisfactory enhanced DBS disclosure is obtained. All applicants for posts at the school will be informed of the necessity of a check through the DBS disclosure system. At interview all applicants will be told that a refusal to agree to such a check being carried out, or the outcome of the check being unsatisfactory, will lead to any offer being withdrawn. This will be reiterated when an offer is made.

The school will require a DBS enhanced disclosure for all new academic staff and business support staff, due to the nature of the school's business.

All new casual staff and new agency staff will be required to have a satisfactory DBS disclosure. Voluntary workers will also be required to have obtained a satisfactory DBS disclosure.

5 PROCEDURE FOR DBS CHECKS: NEW APPOINTMENTS

The HR Department of North Hertfordshire College will oversee DBS checks in the first year of operation. The DBS disclosure form and guidelines on completing the form will be sent to all new appointees with the offer letter. The prospective employee will be required to complete the form and provide evidence of identity in accordance with DBS requirements. The completed disclosure form and evidence will be checked by a counter-signatory or nominated member of the Human Resources Department, who will then request the DBS check in accordance with DBS procedures.

Once the disclosure has been obtained from the DBS the Director - Human Resources will consider if the disclosure is satisfactory to enable the prospective employee to commence their employment with the school. If the individual has already commenced employment and there are issues raised in the disclosure the Director - Human Resources will invite the individual to meet to discuss the disclosure form and its content.

In determining if the employment should commence/continue the following factors will be taken into account:

- Whether the conviction or other matter revealed is relevant to the post offered
- The seriousness of any offence or other matter revealed
- The length of time since the offence or other matter occurred
- Whether the individual has a pattern of offending behaviour or record that relates to another relevant matter
- Whether the individual's circumstances have changed since the offending behaviour
- The circumstances surrounding the offence or other matter and the explanation offered by the individual

If it is determined that the employment should not commence, or should not continue, the individual will be given written reasons for this. If the individual has not commenced employment the Director - Human Resources will write to him/her withdrawing the offer and explaining the reasons. Where the individual has commenced employment pending the DBS check, the Director - Human Resources will write to the Principal if dismissal is recommended. There will be an opportunity for the individual to write to the Principal setting out his/her reasons why he/she believes he/she should not be dismissed.

Agency lecturers and support workers will not be employed unless they have registered with an agency which ensures that all staff have a satisfactory DBS check.

6 PROCEDURE FOR DBS CHECKS: SCHOOL GOVERNORS

- 6.1 All school governors are required to have a satisfactory enhanced DBS disclosure.
- 6.2 The DBS disclosure form and guidelines on completing the form will be sent to all governors, who will be required to complete the form and provide evidence of identity in accordance with DBS requirements. The completed disclosure form and evidence will be checked by a counter-signatory, who will then request the DBS check in accordance with DBS procedures.
- 6.3 Once the disclosure has been obtained from the DBS the form will be considered in accordance with 4 above. If there are issues raised in the disclosure the Director – Human Resources will inform the Principal and Clerk to the Corporation, who will invite the individual to meet to discuss the disclosure form and its content.
- 6.4 The Principal or Clerk to the Corporation will ensure that the following factors will be taken into account in determining if the individual is appropriate to act, or to continue to act as a school governor:
 - Whether the conviction or other matter revealed is relevant to the post offered

- The seriousness of any offence or other matter revealed
- The length of time since the offence or other matter occurred
- Whether the individual has a pattern of offending behaviour or record that relates to another relevant matter
- Whether the individual's circumstances have changed since the offending behaviour
- The circumstances surrounding the offence or other matter and the explanation offered by the individual

APPENDIX 6

School Visitors

All visitors will be required to adhere to the following procedures at all times:

- On arrival at the school, use the main school entrance and report to the Customer Service Desk.
- Wear the visitors badge which is issued by Customer Services throughout your visit
- Make yourself aware of the Health and Safety regulations on the reverse of the visitor badge
- Wait in the seated area in reception, until you are collected by the relevant member of staff
- Check out at Customer Services on leaving the school, returning the visitor badge
- Should there be a fire evacuation whilst you are visiting the school please follow the fire evacuation guidance issued to you on arrival and ensure you are aware of the nearest fire exit to the meeting rooms you will be using during your visit

Visitors meeting with staff

If you have arranged for a visitor to meet with yourself or another member of staff, please ensure that:

- You notify main reception.
- You have corresponded with your visitor prior to the visit, drawing attention to the following:
 - On arrival at the school, to use the main school entrance and report to the Customer Service Desk to collect their visitor badge
 - To wait in reception until they are collected by yourself
 - Show your visitor the nearest fire exit to the meeting room
 - At the end of the visit you accompany the visitor to the Customer Service Desk to check out and return their visitor badge