

# Menston Primary School



## **SAFEGUARDING CHILDREN POLICY**

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Headteacher  
Iain Jones

Approved by the Senior Leadership Team October 2019

## **Safeguarding Children Policy**

### **RATIONALE**

At Menston Primary School, the physical, emotional and spiritual welfare of our pupils is of paramount importance. Section 175 of the Education Act 2002 also gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State. This includes Safeguarding Children and Safer Recruitment in Education (DfES 2007). Therefore, this school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to suspected or known child abuse.

The document '[Guidance for safer working practice for those working with children and young people in education settings](#)' May 2019 has been adopted in school to ensure the safeguarding of our pupils is of the highest standard.

We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically, psychologically or spiritually damaged.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra curricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of harm.

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and see school as a safe place.

Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff must not promise secrecy- if concerns arise, the school's Child Protection procedures will be followed.

## **Advice from 'Guidance for safer working practice for those working with children and young people in education settings' 2019:**

### **Underpinning principles**

- The welfare of the child is paramount.
- Staff should understand their responsibilities to safeguard and promote the welfare of pupils.
- 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.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded.
- Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern.
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation.
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children.
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA)
- Staff and managers should continually monitor and review practice to ensure this guidance is followed.
- Staff should be aware of and understand their establishment's child protection policy, arrangements for managing allegations against staff, staff behaviour policy, whistle blowing procedure and the procedures of the relevant Multi-agency Partnership (MAP).

### **As a consequence, we:**

- Assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process.
- Accept totally that safeguarding children is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities.

- Recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body.
- Ensure through induction training, ongoing training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions.
- Designate two senior members of staff with knowledge and skills in recognising and acting on child protection concerns. They will act as a source of expertise and advice, and is responsible for co-ordinating action within the school and liaising with other agencies.
- Ensure that the designated members of staff responsible for child protection receive appropriate training to the minimum standard set out by the local authority Safeguarding Children Board.
- Share our concerns with others who need to know, and assist in any referral process.
- Ensure that all members of staff and volunteers are trained in our Child Protection procedures and know the procedure to follow if they suspect that a child may be suffering, or may be at risk of suffering harm.
- Safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual, homophobic or racial factors, disability or special educational needs.
- Ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children.
- Ensure that all appropriate vetting procedures and single central record entries are made when procuring extended service provision and contracted service work.
- Act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

## **DESIGNATED MEMBERS OF STAFF (Named Person) for Child Protection**

The Designated Safeguarding Lead (Named Person) for child protection in this school is:

Mr Iain Jones

The Designated Safeguarding Deputy (Named Person) for child protection in this school is:

Mrs Marie Wilson

The Designated Governor for Child Protection at this school is:

Mrs Sarah Turner

**Our Child Protection Policy gives clear guidance on the responsibilities of all staff in relation to Child Protection as well as guidance on procedures to be followed if it is suspected that a child is at risk of harm.**

### **RECRUITMENT**

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in [Keeping Children Safe in Education \(September 2019\)](#) and ensure we meet requirements to have experienced and trained staff in Safer Recruitment, in particular:

- Before appointing someone, take up three appropriate references which contain required responses in relation to the applicant's suitability to work with children.
- Check that all adults with substantial access to children at this school have an enhanced Disclosure and Barring Service check before starting work, and prior to confirmation of appointment.

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be
- Academic qualifications, to ensure that qualifications are genuine
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.

On completion of these checks full entries will be made in school's Single Central Record.

The Headteacher, Deputy Headteacher, Care Club Manager and the Business Manager are all trained in safer recruitment and at least one of these will be present at all job interviews.

## **VOLUNTEERS**

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly (at least 3 times in any one month) full vetting procedures will be carried out as previously detailed for employed staff. The senior administrator ensures that the appropriate checks have been made before communicating with SLT to appropriately deploy any volunteers.

The outcomes of the checks carried out on all adults working in school (staff and volunteers) are held in the Single Central Record, maintained by the senior administrator and monitored by the Designated Safeguarding Lead. The Single Central Record provides a vetting history of all currently employed staff, volunteers, supply staff, extended service providers and contractors (where deemed appropriate). It also includes a historical record.

## **INDUCTION & TRAINING**

All new members of staff and volunteers receive induction which gives an overview of the organisation and ensures they know its purpose, values, services and structure, as well as induction in safeguarding policies and procedures (see Appendix A - induction checklist)

All new staff at the school (including volunteers) receive basic safeguarding and child protection information as part of their induction and a copy of all relevant policies within one week of starting their work at the school.

All staff access safeguarding training that enables them to fulfil their responsibilities in respect of child protection effectively. The school provides this training through in house consultant delivery and e-learning packages.

Staff access regular safeguarding updates via briefings, meetings and electronic communication. The designated persons attend "named person" training every two years.

## **DEALING WITH CONCERNS**

All staff and volunteers are expected to be familiar with the school's Child Protection and Safeguarding policies and procedures.

Flow charts for Child Protection procedures are displayed in all key areas of school and concern forms are available in the staff room and the main office. Teachers also have copies of these forms in their classrooms. Incidents are also recorded using CPOMS.

Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

## **SAFEGUARDING IN SCHOOL**

As well as ensuring that we address child protection concerns, we also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

Menston Primary School will fulfil local and national responsibilities as laid out in the following documents:-

- [Keeping Children Safe in Education](#) – Statutory guidance for schools and colleges, September 2019
- [Working Together to Safeguard Children](#), July 2018 (Statutory guidance)
- [Guidance for safer working practice for those working with children and young people in education settings](#), May 2019
- [Statutory guidance on children who run away or go missing from home or care](#) – January 2014
- [What to do if you're worried a child is being abused](#) – March 2015
- [Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) – July 2018
- Bradford Safeguarding Children Board Procedures
- [Children Act 1989](#) (as amended 2004 Section 52)
- [Education Act 2002 s175/s157](#)
- [The Teachers' Standards](#)
- [The Counter-Terrorism and Security Act 2015](#) (section 26 The Prevent Duty)
- [Female Genital Mutilation Act 2003](#)
- [Serious Crime Act 2015](#)

Everyone working in school is expected to work within the school policies listed below:

- **Child Protection**
- **E-Safeguarding**
- **Personal, Social and Health Education (PSHE)**
- **Anti-Bullying and Anti-Discrimination**
- **Staff ICT and Communications Systems**
- **Use of Social Networking Sites**
- **Race Equality**
- **Positive Behaviour**
- **Intimate Care**
- **SEN&D**
- **Health & Safety**
- **Educational Visits**
- **Attendance**
- **Administration of Medicines**
- **Security and School Access**
- **Whistleblowing**
- **Mobile Phone and Mobile Devices**
- **Preventing Radicalisation**

## **PHOTOGRAPHING CHILDREN**

We understand that parents like to take photos of or video record their children in school plays, at sports days, or at other school events. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes. This is on the understanding that these photos or clips will be used as family memorabilia only and will not be put on the public internet. The school cannot be held accountable for photographs or video footage taken by parents or members of the public at school functions, but reminders are given to parents at all relevant events.

We do not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

Members of staff routinely take photographs of children whilst engaged in school activities for teaching and learning purposes; for assessment purposes or as means of celebrating successes in school. These photographs will be taken on school equipment only and stored on school systems only. All portable school devices are fitted with encryption security and staff are clear about secure handling of images.

## **CONFIDENTIALITY**

The school, and all members of staff at the school, ensure that all data about pupils is handled in accordance with the requirements of the law and any national and local guidance.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

## **CONDUCT OF STAFF**

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. Clear and detailed guidance is defined in the school's Code of Conduct, which is closely aligned to the **Guidance for safer working practice for those working with children and young people in education settings**. All staff and volunteers sign the Code of Conduct as part of their induction.

## **ALLEGATIONS AGAINST MEMBERS OF STAFF** *(see related policy and procedures)*

If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- Committed an offence against a child
- Placed a child at risk of significant harm
- Behaved in a way that calls into question their suitability to work with children

the allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by the LA's Safeguarding Children Board.

The Headteacher will handle such allegations, unless the allegation is against the Head teacher (when the Chair of Governors will handle the school's response). The Head

teacher (or Chair of Governors) will gather information about the allegation, and report these without delay to the Local Authority.

### **BEFORE AND AFTER SCHOOL ACTIVITIES**

Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies. School will provide all external service providers with any relevant risk assessment documentation. In turn the providers will be expected to provide risk assessments of the proposed activities prior to commencement.

After school clubs are monitored by the Senior Leadership Team who are responsible for intervening if they feel any of the policies regarding the safeguarding of pupils is being compromised.

### **CONTRACTED SERVICES**

Where the Governing Body contracts its services to outside providers, we ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

### **WHISTLEBLOWING**

If members of staff ever have any concerns about people working in school, paid or unpaid, they have a professional duty to inform the Senior Leadership Team accordingly. This can be done in writing or verbally, but staff should be prepared to discuss issues with the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. The school follows the Local Education Authority's policy on Whistleblowing. A copy of this can be made available on request from the school office.

Policy approved by SLT – February 2018

Policy reviewed October 2019

Next review due: October 2020 or sooner if legislation changes

Appendix A – Induction Checklist

**Menston Primary School Induction for All Staff and volunteers**

	✓ x
<b>DBS Checks (all staff and volunteers – n/a for work experience placements from schools)</b>	
<ul style="list-style-type: none"> <li>• Current and valid enhanced DBS in place</li> </ul>	
<ul style="list-style-type: none"> <li>• Safer Recruitment checklist has been followed to a point where the staff member/ volunteer can begin to work in school</li> </ul>	
<b>Safeguarding</b> The following documents must be given out and explained as part of induction. The recipient must sign for receipt and agree that they will read them and adhere to the policies, practices and guidance within:	
<ul style="list-style-type: none"> <li>• Child Protection Policy</li> </ul>	
<ul style="list-style-type: none"> <li>• Safeguarding Policy</li> </ul>	
<ul style="list-style-type: none"> <li>• E-Safeguarding Policy</li> </ul>	
<ul style="list-style-type: none"> <li>• Mobile Phone &amp; Mobile Device Policy</li> </ul>	
<ul style="list-style-type: none"> <li>• Guidance for Safer Working Practice</li> </ul>	
<ul style="list-style-type: none"> <li>• Code of Conduct (must be signed and a copy retained during induction)</li> </ul>	
<ul style="list-style-type: none"> <li>• Keeping Children Safe in Education (most recent version)</li> </ul>	
<ul style="list-style-type: none"> <li>• Handbook (relevant to role)</li> </ul>	
<ul style="list-style-type: none"> <li>• Positive Behaviour Policy</li> </ul>	
<ul style="list-style-type: none"> <li>• ICT and Communications Policy</li> </ul>	
<ul style="list-style-type: none"> <li>• Social Networking Policy</li> </ul>	
<b>Health &amp; Safety</b>	
<ul style="list-style-type: none"> <li>• Aware of fire evacuation plan</li> </ul>	
<ul style="list-style-type: none"> <li>• Aware of basic H&amp;S information (refer to office for a copy of the policy)</li> </ul>	
<b>Policies</b>	
Aware of school policies and how to access them including (but not exclusively):	
<ul style="list-style-type: none"> <li>• Equal Opportunities</li> <li>• SEN</li> <li>• Race Equality</li> <li>• Curriculum</li> <li>• Homework</li> <li>• Marking &amp; Guidance</li> </ul>	

<ul style="list-style-type: none"> <li>• Trips and Residential Visits</li> <li>• Anti-Bullying &amp; Anti Discrimination</li> <li>• Security and School Access</li> <li>• Administration of Medicines</li> <li>• First Aid</li> </ul>	
<b>Performance Management / Induction / Appraisal (where relevant)</b>	
<ul style="list-style-type: none"> <li>• Systems and expectations explained and understood</li> </ul>	
<ul style="list-style-type: none"> <li>• Aware of incident reporting process – report format shared</li> </ul>	
<b>Housekeeping</b>	
Aware of systems and expectations for: <ul style="list-style-type: none"> <li>• absence and illness</li> <li>• messages</li> <li>• tea and coffee</li> <li>• health and safety / tidiness / organisation</li> <li>• caretaking / cleaning issues</li> </ul>	

Signed..... Name ..... Date .....

Signed ..... Name ..... Date .....

### Additional Induction for Teachers

	✓ x
<b>1265</b>	
<b>Holiday dates / training days / meeting expectations</b>	
<b>Teaching and Learning Expectations</b>	
Is aware of the following:	
Long and Short term planning expectations	
Learning to Learn expectations	
Curriculum leadership responsibilities	
Curriculum policies including (not exclusively) Assessment, Curriculum Mission Statement, English, Mathematics, Marking & Feedback	
Aware of the process for completing Risk Assessments	
<b>Classroom Environment</b>	
Working Walls	
Display	
<b>Monitoring</b>	
Monitoring schedules, expectations and responsibilities	

Signed..... Name ..... Date .....

Signed ..... Name ..... Date .....

**Appendix B**

**Menston Primary School  
Child Absconding from School Protocol**

<b>STEP 1</b> Alert the Headteacher or member of the Leadership Team and office staff by sending another member of staff.	
<b>STEP 2</b> If outside of school building return remaining children into the school with a member of staff.	
<b>STEP 3</b> At the same time one member of staff should follow the child at a distance. The staff member should, where possible, remain in live contact with school at all times.	
<b>STEP 4</b> As soon as possible a member of the SLT must be informed and further members of staff should be directed to locate and accompany the original staff member who is following the pupil, taking a mobile phone with them. A staff member should remain in live contact with school at all times.	
<b>If the pupil can be located</b>	<b>If the pupil cannot be located within 5minutes</b>
<b>Step 5</b> When the pupil is located the Senior adult must speak in a firm, calm voice and issue a verbal command to come back to school with them. The adults are to remain close to the child so as to prevent the pupil running away and continue repeating the verbal command.	<b>Step 5</b> Call the Headteacher or member of the Leadership Team who, dependent on the information given, may give permission to search for a further 5 minutes If the pupil can still not be located within after a further 5minutes Headteacher or member of the Leadership Team to inform parents/ guardians by telephone of current status
<b>Step 6</b> If the child who absconded refuses to follow a verbal command to return to school, an adult is to call for further back up.	<b>Step 6</b> Headteacher or member of the Leadership Team to inform the Police immediately or delegate someone to dial 999 and provide relevant information.
<b>Step 7</b> If possible the pupil is to be escorted back to school.	<b>Step 7</b> On arrival of Police ensure all known facts are given to officers. A request can be made for the Police to assist with further parent liaison.
<b>STEP 8</b> The Headteacher or member of the Leadership Team to inform parents/guardians by telephone of current status.	<b>STEP 8</b> Police instructions should be implicitly followed. No press briefing should be made unless directed by the Police with the input of the local authority.
<b>STEP 9</b> As soon as possible a behaviour meeting must take place with the child, their parent(s) and the Headteacher or member of the Leadership Team.	<b>STEP 9</b> The Headteacher or member of the Leadership Team to commence an incident log and accurately document all actions/ relevant factual information (Ensure date and times of actions are recorded).
<b>Step 10</b> Headteacher or member of the Leadership Team to commence an incident log and accurately document all actions/relevant factual information. (Ensure date and times of actions are recorded).	<b>STEP 10</b> The Headteacher or member of the Leadership Team to alert the Chair of Governors (in their absence Vice Chair of Governors or named safeguarding governor should be notified).
<b>STEP 11</b> A full evaluation and analysis to be completed by Headteacher and all members of staff involved.	<b>STEP 11</b> The Headteacher or member of the Leadership Team to hold a staff briefing when possible to advise of current situation. Ensure staff are aware of information sharing protocols.
<b>STEP 12</b> The Headteacher or member of the Leadership Team to hold a staff briefing when possible to advise of current situation. Ensure staff are aware of information sharing protocols.	<b>STEP 12</b> Once resolved, school to conduct an incident analysis and arrange a follow up meeting with parents/ guardians.

## Child Absconding from an Educational Visit Protocol

<b>STEP 1</b> Alert all adults supporting the visit. If groups are in different locations, recall all groups to an agreed central meeting point. School mobile telephones should be taken and numbers <b>MUST</b> be exchanged prior to the commencement of the visit.	
<b>STEP 2</b> Where possible, one staff member should follow the child at a distance. They should remain in contact with the Visit Leader at all times whilst following. As soon as possible, and if staffing ratios allow, one further adult should be directed to locate and accompany the original staff member who is following.	
<b>STEP 3</b> The Visit Leader should contact the Headteacher (or other member of the Leadership Team) in school to inform them of the situation as soon as possible.	
<b>If the pupil can be located</b>	<b>If the pupil cannot be located within 5minutes</b>
<b>Step 4</b> When the pupil is located the Trip leader must be informed. The senior adult must speak in a firm, calm voice and issue a verbal command to come back to the meeting point/ transport with them. The adults are to remain close to the child so as to prevent the pupil running away and continue repeating the verbal command.	<b>Step 4</b> Call the Headteacher or member of the Leadership Team who, dependent on the information given, may give permission to search for a further 5 minutes. If the pupil can still not be located within after a further 5 minutes, the Headteacher or member of the Leadership Team to inform parents/ guardians by telephone of current status.
<b>Step 5</b> If the child who absconded refuses to follow a verbal command to return an adult is call for further back up.	<b>Step 5</b> Headteacher or member of the Leadership Team to inform the Police immediately or delegate someone to dial 999 and provide the relevant information.
<b>Step 6</b> If possible the pupil is to be held in a "team Teach "hold and escorted back to school group / transport.	<b>Step 6</b> On arrival of Police ensure all known facts are given to officers. A request can be made for the Police to assist with further parent liaison.
<b>STEP 7</b> The Headteacher or member of the Leadership Team to inform parents/guardians by telephone of current status.	<b>STEP 7</b> Police instructions should be implicitly followed. No press briefing should be made unless directed by the Police with the input of the local authority.
<b>STEP 8</b> Headteacher or member of the Leadership Team to commence an incident log and accurately document all actions/relevant factual information. (Ensure date and times of actions are recorded).	<b>STEP 8</b> The Headteacher or member of the Leadership Team to commence an incident log and accurately document all actions/ relevant factual information (Ensure date and times of actions are recorded).
<b>Step 9</b> On return to school: Head Teacher or member of the Leadership Team & the Visit Staff members to complete school's critical incident paperwork. A case review should be conducted as a priority together with a meeting with parents/guardians.	<b>STEP 9</b> The Headteacher or member of the Leadership Team to alert the Chair of Governors (in their absence Vice Chair of Governors or named safeguarding governor should be notified).
<b>STEP 11</b> A full evaluation and analysis to be completed by Headteacher and all members of staff involved.	<b>STEP 11</b> On return to school: Head Teacher or member of the Leadership Team & the Visit Staff members to complete school's critical incident paperwork. A case review should be conducted as a priority together with a meeting with parents/guardians.
<b>STEP 12</b> The Headteacher or member of the Leadership Team to hold a staff briefing when possible to advise of current situation. Ensure staff are aware of information sharing protocols.	

### Appendix C Recruitment and Selection Checklist

<b>Pre-interview:</b>	<b>Initials</b>	<b>Date</b>
<b>Planning</b> - Timetable decided: job specification and description and other documents to be provided to applicants, reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc.		
<b>Vacancy advertised</b> (where appropriate) Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
<b>Applications on receipt</b> - Scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short-listing		
<b>Short-list prepared based on essential criteria</b> Further filter on desirable criteria if required (with the exception of Disabled applicants who would be guaranteed a place in the selection process if they can demonstrate that they meet the essential criteria)		
<b>References – seeking</b> Sought directly from referee on short-listed candidates; ask recommended specific questions; include statement about liability for accuracy		
<b>References – on receipt</b> Secure without viewing (e.g. receive by someone not on selection panel, keep in a secure area in a marked up sealed envelope)		
<b>Invitation to interview</b> - Includes all relevant information and instructions		
<b>Interview arrangements</b> - At least two interviewers; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards		
<b>Interview</b> - Explores applicants' suitability for work with children as well as for the post		
<b>Note:</b> identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS disclosure		
Preferred candidate selected (through identified/agreed selection process)		
<b>References</b> Obtain references from secure area <b>for preferred candidate only</b> where available and chase up any missing & review by selection team. If the preferred candidate's references are unsatisfactory or you are not able to obtain suitable references then reject this candidate & repeat the process with the 2 <sup>nd</sup> preferred candidate from the selection process (assuming that they meet the requirements of the position)		
<b>Conditional offer of appointment:</b> pre appointment checks Offer of appointment is made conditional on satisfactory completion of the following pre- appointment checks:		
<b>Identity</b> (if that could not be verified at interview)		
<b>Qualifications</b> (if not verified on the day of interview)		
<b>Permission to work in UK</b> , if required		
<b>DBS certificate</b> - where appropriate satisfactory DBS certificate received		
<b>DBS Barred list</b> – person is not prohibited from taking up the post		
<b>Childcare (Disqualification) Regulations 2009</b> - For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals caught up in these regulations are not disqualified under the Disqualification under the Childcare Act 2006 (updated 2018).		
<b>Health</b> – the candidate is medically fit (pre-health screening should this be required)		
<b>Prohibition</b> – (for teaching posts in any type of school) the teacher has not been included in the prohibition list or interim prohibition list		

<b>Qualified Teacher Status (QTS)</b> – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS		
<b>Statutory induction</b> for teachers who obtained QTS after 7 May 1999, unless applicant is a NQT		