

The venue Infant School

RECRUITMENT AND SELECTION POLICY AND PROCEDURE

Adopted: _____

Signed on behalf of the Governing Body_____

Position:_____

Date: _____

Review date: _____

The Avenue Infant School

Recruitment and Selection Policy and Procedure

Recruitment and Selection Policy

1. Introduction

Recruitment and selection of new employees is one of the most important functions for the Headteacher, Governing Body and school management. Recruiting the wrong person can be costly and time consuming. Errors in the recruitment process itself can lead to legal action against the school. This Policy has been produced in line with 'Safeguarding Children and Safer Recruitment' guidelines and it provides practical guidance on a range of safer recruitment practices.

This policy has been developed in accordance with the statutory provisions & legislation established by all current relevant Legislation.

2. Aims of the Policy

- To ensure safeguarding and promoting the welfare of children and young people is an integral factor at each stage of the recruitment and selection process.
- To ensure a consistent and equitable approach to the appointment of all staff (both permanent & temporary) that is conducted in a fair, effective and economic manner.
- To adopt a safe recruitment process which helps to promote a safe culture and complements other 'safety' elements such as health and safety and school security.
- To attract and recruit suitable skilled and motivated staff to help raise standards and reduce risk to children and young people.
- To ensure all appropriate checks are carried out on new staff who work with pupils, including references, qualifications and Disclosure and Barring service checks.
- To ensure that those that are responsible for each stage of the recruitment process will demonstrate a professional approach by dealing honestly, efficiently and fairly with all applicants.

3. Key Principles

- The Headteacher and Governing Body have a responsibility to ensure that when recruiting to a post within the school the Policy is adhered to. This policy and guidance are in line with DfE and safeguarding recommendations.
- Selection will be carried out by a panel with at least two members. At least one of the panel members will have received safer recruitment training.

- There will be robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or is disqualified from working with children, or does not have the suitable skills and experience for the intended role.
- Keep and maintain a single central record of recruitment and vetting checks in line with Department for Education (DfE) requirements.
- Ask for confirmation that all individuals who enter the school who have access to children e.g. contractors, agency staff students etc. have been subject to the relevant checks by their employer and or relevant body and monitor the compliance with these measures.
- The Equality Act 2010 makes it a requirement to make reasonable adjustment to the recruitment process if an applicant makes the employer aware that they have a disability. This applies to the entire recruitment process, from advertisement to appointment.

4. Roles and Responsibilities

- i) The Governing Body must:-
 - a) Ensure the school has effective policies and procedures in place for the recruitment of all staff.
 - b) Monitor the school's compliance with them
- ii) The **Headteacher** and other managers involved in recruitment must:
 - a) Ensure that the school operates safe recruitment procedures and makes sure all appropriate checks are carried out on all staff and volunteers who work at the school
 - b) Monitor contractors' and agencies' compliance with this document
 - c) Promote welfare of children and young people at every stage of the recruitment & selection process.
 - d) Ensure that all contractors and agencies comply with safe recruitment pre-employment checks.

In accordance with the School Staffing Regulations, the governing body has delegated responsibility to the Headteacher to lead in all appointments outside of the leadership group. School governors may be involved in staff appointments, but the final decision will rest with the Headteacher.

The Headteacher may delegate the selection process of staff outside of the leadership group to other managers in the school, but remains responsible for the decision to appoint.

Recruitment and Selection Procedure

1. Introduction

The purpose of this procedure is to give guidance on the key points to achieving and maintaining a workforce which broadly reflects the local community. The governing body has this aim in mind when deciding on and operating its recruitment and selection procedure.

The LA is the employer of all teaching and support staff at The Avenue Infant School and will appoint the candidate selected by the governing body/headteacher unless he/she does not meet any staff qualification requirements which are applicable to the appointment.

2. Equal Opportunities

Fairness in how we recruit and select our employees plays a significant part in creating an equal opportunities environment. Therefore, our aim is that every internal and external applicant for a job within the School is considered against criteria, which relate only to the requirements of the job.

The school is aware that an applicant can allege discrimination against an employer although there is no direct employment relationship.

i. Discrimination under the Equality Act 2010.

Those involved in recruitment should be aware that under the Equality Act there are a number of protected characteristics which are:-

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnerships
- Pregnancy and maternity
- Race
- Religion or belief
- Sex and sexual orientation

and it is unlawful to discriminate due to any of these characteristics.

iii. Unlawful discrimination could be found in:

- The offer of employment, e.g. if it were implied that applications from persons who have one or more protected characteristics would not be considered (unless a genuine occupational qualification applies see iv below)
- The terms on which employment is offered, or
- Refusing or deliberately omitting to offer employment, such as deliberate omission from a shortlist on grounds of one or more protected characteristic under the Equality Act.

iv. Where the school is seeking to recruit into a post that requires Genuine Occupational Qualification (GOQ), the School's HR team should be asked for advice. Legal exceptions to the above where there is a genuine occupational qualification (GOQ) are:

- Where the job needs to be held by a man or woman to preserve decency.

Where the essential nature of the job calls for a man or woman by reason of his or her physiology.

- Where being of a particular racial group is a genuine occupational qualification e.g. providing care/welfare services to a racial group and those services can be best provided by a member of that racial group.
- v. Under the Equal Pay Act 1970 there is also a requirement of equal treatment for men and women, where women and men are employed to do like work in the same employment.
- vi. Discrimination in recruitment on the grounds of disability.
- a) The Equality Act 2010 requires employers to eliminate discrimination against disabled people at all levels. Disability is defined as a physical or mental impairment having a substantial and long-term (lasting longer than 12 months) adverse effect on the ability of the person to carry out normal day to day activities. If a disabled person is treated less favourably for a reason that relates to their disability, or there is a failure to make reasonable adjustments in these circumstances it will be seen as unlawful discrimination. The adjustments should be such that disabled persons are not placed at a substantial disadvantage to able-bodied employee. For example for the purposes of selection:
- Ask candidates about any special arrangements they require for the interview prior to the day, such as disabled persons' parking, assistance from their car to the interview room, etc.
 - Ensure the interview room is appropriate i.e. ground level (or has a functional lift), is easily accessible for a wheelchair user, has a clear path from the door to the candidates seat, is not unduly noisy and has adequate lighting. Under the Equality Act there is a requirement to make reasonable adjustments. It would be reasonable for an applicant with a hearing or speech impairment to be allowed to bring an interpreter or be provided with an induction loop to aid hearing and or a written copy of the questions to be asked during the interview, etc.
- b) Applicants should be asked when inviting them to interview if they will require any adjustments to enable them to attend the selection process. The following steps should be followed if there is a disabled applicant:
- Alert both reception and other members of the interviewing panel.
 - Modify procedures for testing or assessment. ➤ Provide a reader or interpreter.
- When appointing a successful candidate, consider the need for:
- Making adjustments to the premises.
 - Altering the working hours.
 - Arranging for them to be given training.
 - Acquiring or modifying equipment.
 - Modifying instructions/reference manuals.
 - Providing supervision.
- c) For further advice regarding employing people with disabilities contact the School's HR team.

vii. Discrimination on the grounds of age

Discrimination on the grounds of age affects people of all age groups. Age discrimination is a combination of several unconscious attitudes and habits that add up to exclusion on grounds of age. These can include:

Stereotypes and assumptions about people of defined age groups rather than treating them on their individual merits.

- Perceptions that older workers cost more.
- Undervaluing the skill and experience which older workers can provide.
- A view that older people may be less willing to train, are harder to train or unlikely to remain long enough to justify the training investment.
- A view that young people may be irresponsible or lack commitment.
- Overlooking younger members of staff for promotion or management positions on the assumption they are inexperienced due to their age

Age related criteria should not be used in advertisements or person specifications.

viii. Discrimination based on trade union membership

Candidates must not be refused employment on grounds of union membership e.g. because:

- They are or are not a member of a trade union.
- They are unwilling to become or cease to be a member of a trade union.

For further advice relating to equality in recruitment and selection contact the School's HR team.

4. **Prior to Recruitment Process**

i. Identifying Vacancies

Vacancies arise through the resignation or retirement of a member of staff, restructuring or through the creation of a new posts. The Headteacher and Governing Body are required to notify the LA that a vacancy exists for Headteacher and Deputy Headteacher posts.

ii) Job Description & Person Specification

Job descriptions will define purpose, duties and responsibilities/accountabilities of posts, as well as the qualifications and experience needed to perform the job, with particular attention to working with vulnerable groups. To confirm the School's commitment to safer recruitment, the following statement of intent will be included on all job description and person specifications.

"The School as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf".

All posts at The Avenue Infant School require an enhanced DBS Disclosure and this will be reflected in the job description and person specification relating to each post. [N.B. all work in school involves responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post.]

A job description will normally include:

- The job purpose – why the job exists
- Main duties and responsibilities of the post;
- The post-holder's specific responsibility towards the promotion and the practice of safeguarding the welfare of children that they come in to contact with through their job.

A person specification will normally include:

- Qualifications required to do the job; the skills and competencies required;
- how the requirement will be tested and assessed;
- Professional Registrations (if required);
- That an enhanced DBS Disclosure is required;
- Explore issues relating to the safeguarding of children, such as:
 - Motivation to work with children;
 - Ability to form and maintain appropriate relationships and personal boundaries with children;
 - Emotional resilience in working with challenging behaviours; - Attitudes to use of authority and maintaining discipline.

Care will be taken to ensure that any discriminatory requirements are not included such as 'age limit' or 'x years of experience' and qualifications.

5. Advertising

Adverts for vacancies will demonstrate the School's commitment to safer recruitment and vetting procedures, protecting every potential applicant from unfair practice and ultimately safeguarding children as much as possible. Promoting commitment to safeguarding and child protection can act as a deterrent to would-be abusers. Thought will be given to wording, pictures and images used to ensure that they could not be considered discriminatory.

The following information needs to be included within the text of the advert:

- Name of school
- Post Title
- Hours of work
- Grade or Scale
- Salary (actual salary for part time)
- Permanent or Temporary/Fixed term stating duration if temporary or fixed term.
- Brief details about what the job entails and type of skills and experience required including responsibility for safeguarding children (please see example statements below).
- Confirming that an enhanced disclosure will be required because the role involved working with children.
- Contact details
- Closing date

Example Statements re safeguarding

- “Able to form and maintain appropriate professional relationships and boundaries with children, young people and other vulnerable adults”
- For managers: “able to ensure employees observe the requirement above”. (This can be modified to suit the job)
- “Working with other peoples’ children; empathy and understanding of looking after other peoples`children from a range of backgrounds”.
- “Ability to understand the difficulties and pressures associated with caring for children/vulnerable adults and demonstrate appropriate coping mechanisms”.

NB: These are only examples – this list is not exhaustive.

6. Application Pack

The importance of safeguarding and protecting children in school will be promoted as much as possible throughout the recruitment process in order to deter unsuitable candidates. The school’s application pack will normally include:

- Application Form (A standard application form should be used to obtain a common set of core data from all applicants.) CVs are not acceptable because these will only contain information the applicant wishes to present and may omit relevant details. □ Job Description
- Person Specification
- Relevant Information about The Avenue Infant School
- The school’s equal opportunities policies
- School’s Child Protection Policy statement
- DBS – A Guide for Applicants

7. Selecting Candidates

i. Scrutinising and Short-listing

After the closing date, all returned application forms will be scrutinised by the short-listing panel to ensure that:

- they are fully and properly completed,
- the information provided is consistent and does not contain any discrepancies, and to identify any gaps in employment.
- Any anomalies or discrepancies or gaps in employment identified by the scrutiny should be noted so that they can be taken up as part of the consideration of whether to short-list the applicant.

The short-listing panel will consist of at least two people, who are also members of the interview panel, who will meet and undertake the task together. Any applications that are significantly incomplete will not be accepted or shortlisted. Any anomalies, discrepancies or gaps in employment identified by the scrutiny will be taken into account in considering whether to short-list the applicant. As well as reasons for obvious gaps in employment, the reasons for a history of repeated changes of employment without any clear career or salary progression, or a mid-career move from a permanent post to agency, freelance or temporary work, will also be explored and confirmed.

Any candidate who applies who makes the school aware that they have a condition which is covered by the Equality Act 2010 will be shortlisted as long as they meet the minimum essential criteria.

All candidates will be assessed equally against the same criteria without exception or variation and agreement reached by the short-listing panel about which applicants to invite for interview. The panel will record its decision about each application, in case of queries afterwards.

ii) Checks before Interview

Any discrepancy in a candidate's application or references need to be scrutinised and clarified. In terms of checking the factual information contained in the reference this can be undertaken by someone independent of the panel. Where discrepancies are uncovered they will need to be raised with the interview panel and applicant. In normal circumstances the panel will only refer to references to confirm an offer of appointment.

iii) Employment History

When checking an application form the panel will note any gaps in employment or noticeable patterns when the candidate changed their employment and discuss these with the candidate at interview.

iv) Involving Pupils

Pupils may be involved in the recruitment and selection process for example, candidates for teaching posts might be asked to teach a lesson; short-listed candidates might be shown round the school by a governor or senior member of staff, and/or meet with pupils and staff. Involving pupils does not mean that they sit on a final appointment interview panel but their feedback will inform the decision of the appointment panel.

v) Rehabilitation of Offenders Disclosure

Posts within the school are exempt from the Rehabilitation of Offenders Act 1974. This means the school will require shortlisted candidates to disclose any relevant unspent and spent convictions during the application stage. Any convictions disclosed will not be shared with the short-listing panel unless there are concerns that it may prevent the individual working in a school environment. If it is felt necessary to question the individual further concerning their disclosure during interview the interview panel will be made aware.

The successful candidate will be required to complete a DBS Disclosure application form. Once the Enhanced DBS Disclosure is returned, any conviction information will need to match up with the candidate's original disclosure to the interview panel. This information will not be kept if the candidate is unsuccessful and will be destroyed.

vi) Interview

The interview will assess the merits of each candidate against the job requirements, and explore their suitability to work with children. Every interview will be carried out face-to face even if there is only one candidate.

vi) Panel

The interview panel will consist of a minimum of two interviewers who will:- ➤
have the necessary authority to make decisions about appointments;

- be appropriately trained, (one member of the interview panel) will have undertaken the DFE training.
- meet before the interviews to:
 - reach a consensus about the required standard for the job to which they are appointing;
 - consider the issues to be explored with each candidate and who on the panel will ask about each of those;
 - agree their assessment criteria in accordance with the person specification.

vii) Questions

The panel will agree a set of questions they will ask all candidates relating to the requirements of the post, and issues they will explore with each candidate based on the information provided on the application and reference (if available). In addition to assessing and evaluating the applicant's suitability for the particular post, the interview panel will also explore:

- The candidate's attitude toward children and young people;
- Their ability to support the school's agenda for safeguarding and promoting the welfare of children;
- Gaps in the candidate's employment history and the reasons for any break from work.
- Concerns or discrepancies arising from the information provided by the candidate and/or a referee;
- Essential qualifications required for the post including those set by statute, other qualifications stated on the application form may also need to be verified
- whether the candidate needs to declare anything in light of the requirement for a DBS check.
- Patterns of repeated change in career or employers at interview, ensuring that the reasons for this are fully explored and satisfy the interviewers.

All copies of any notes relating to the short-listing and interview decisions will be retained for 6 months. Should any candidate complain of unfair selection or discrimination these notes will be referred to.

8. **Conditional Offer of Employment**

An offer of appointment to the successful candidate will be conditional on the satisfactory completion of the following:

- The receipt of at least **two satisfactory references**, (if these have not already been received)
- **Enhanced DBS disclosure** and where the appointee has lived outside the United Kingdom, a certificate of good conduct if available.
- If working with children up to 8 years old satisfactory completion of **Disqualification by Association form**.
- Confirmation of the **candidate's medical fitness** (by medical assessment).
- Verification of **qualifications** by the individual providing original certificates.
- Verification of **professional status** where required, e.g. Teaching Agency check (if not verified at interview).

- Verification of the **candidate's identity** (if that could not be verified straight after the interview).
- Verification of the person's **right to work in the UK**.

A record will be kept to show that the above checks have been carried out for all employees.

The details of checks will be reported to the police and/or the Independent Safeguarding Authority (ISA) if:

- The DBS disclosure shows applicant has been disqualified from working with children. ➤ An applicant has provided false information in, or in support of, his or her application.
- There are serious concerns about an applicant's suitability to work with children gained from other legitimate information sources (e.g. references).

9. Pre employment Checks

i) References

Will be requested prior to interview and ideally received back before the interview. One of the referees **will** be the candidate's current or previous employer or training provider. Open references will not be accepted if they have 'To whom it may concern' on, no date evidenced or no obvious organisation authorisation, these may have been forged, or may have valuable information missing if it is out of date.

The DfE recommendation for references in educational settings indicates that every request should ask:

- Referees relationship with candidate how long known to them, in what capacity
- Whether satisfied the applicant has ability and is suitable to perform the job in question
- Specific comments about persons suitability for post and how they have demonstrated their ability to meet the person specification
- Whether the referee is completely satisfied that candidate is suitable to work with children and if not, to provide specific details of concerns and reasons why.
- Confirm details of the applicant's current post, salary and sick record.
- Specific verifiable comments on applicant's performance history and conduct.
- Details of any disciplinary procedure the applicant has been subject to in which a disciplinary sanction is current.
- Details of any disciplinary procedures the applicant has been subject to which have involved issues relating to safety and welfare of young people, including any where the disciplinary sanction has expired and the outcomes of those.
- Details of any allegations or concerns that have been raised about the applicant that relate to the safety or welfare of children or young people or behavior towards young people, and the outcomes of those concerns i.e. whether allegations or concerns were investigated, the conclusion reached and how matter was resolved.

Please note: Questions about individual's Health and attendance record can only be requested once a conditional job offer has been made.

Where references are provided via email, the referee will be requested to forward a signed copy of the reference (on headed paper) by fax or scanned email. As references are received prior to interview the school will follow up any discrepancies or issues at interview in employment history, which can then be clarified by the appointments panel. Obviously this is reliant on the

speed they are returned by referees and this may not always allow for references to be seen prior to interview however this will be the exception as this does not comply with safeguarding recommendations. Where the referee has not answered all the specific questions, i.e. suitability for the post, past performance history etc, or where the reference is vague, the referee should be contacted for further clarification. In any case where a reference is required for an 'overseas' applicant, in addition to the reference received from their UK employer, an additional reference must be obtained from the Overseas employer.

ii) DBS Disclosure

This shows previous convictions held on file for a potential employee. Having a conviction will not necessarily bar someone from working in a job with children or vulnerable adults. The severity, nature, circumstances and timing of the conviction will be taken into consideration.

Candidates will be given the opportunity at the application stage to declare any relevant unspent or spent convictions they may have, any declaration they make will be compared with the returned criminal record disclosure.

If a disclosure reveals information that a candidate has not disclosed in the course of the selection process, the school will seek advice from the school's HR team, and follow relevant DBS guidance.

iii) DBS Disclosure on Overseas Candidates

If the potential employee has lived abroad for a period of time or comes from another country prior to working in the UK, then a UK DBS Disclosure will not give a full picture in respect of any criminal record they may have. In these cases an overseas Criminal Record Disclosure will be applied for as well as a UK DBS Disclosure. Details for each country's equivalent bureau are available on the Gov.UK website:- <https://www.gov.uk/government/publications/criminal-records-checks-for-overseasapplicants>

iv) Disqualification by Association

Under the Childcare Act 2006 and Childcare Disqualification Regulations 2009 if the potential member of staff will be working with children up to the age of 8 you must ask them to complete a Disqualification by Association form which asks them to disclose information with regard to a person who lives or works in the same household as them 'Disqualification by Association'. If they disclose relevant information concerning a conviction they are disqualified from working in schools pending them applying for a waiver through Ofsted. They cannot be employed unless this waiver is received.

v) Medical Clearance

A potential employee will complete a medical questionnaire, which is then assessed by the School's Occupational Health provider. Depending on the answers given by the candidate, Occupational Health may request an appointment to confirm fitness. A potential employee is confirmed as medically cleared once a letter has been received from Occupational Health declaring them fit for their proposed post. Confirmation will be received and a copy will be held on file.

v) Verification of Qualifications

Any essential qualifications legally required to perform a particular job, such as QTS, as stated in the person specification, will be confirmed by the potential employee providing original certificates

which will be verified and copied and the copy will be placed on their personal file and logged on the Central Record.

vi) Qualified Teacher Status – Overseas Workers

Teachers trained in European Economic area countries may be eligible for Qualified Teacher Status (QTS) in this country without further assessment. This can be confirmed by contacting the Teaching Agency.

Teachers who trained outside the EEA will need to be assessed against the Standards for the Award of Qualified Teacher Status in England before they can be awarded QTS. Overseas trained teachers (OTTs) can be employed for up to four years by a school without gaining QTS. To gain a permanent appointment and to progress to the higher pay bands they need QTS. Without QTS an OTT is known as unqualified teacher.

vii) Verification of Professional Registration

Some posts require a professional registration with a regulatory body. This will again be checked and a copy placed on file, if the person specification states it as an essential prerequisite.

viii) Verification of Candidate's Identity

It is vital that the school know who their employees are and have evidence to prove this. A copy of the document take to confirm identity will be place on the individual's personal file and logged on the School's Central Record.

ix) Right to Work in the UK

Under the Immigration, Asylum and Nationality Act 2006 it is a legal obligation that every employer in the UK verifies whether all potential and current employees have the right to work in the UK. The school must confirm the right of those employed to work in the UK through checking appropriate documentation which must be then photocopied and held on the individual's personal file and logged on the Central Record.

10. Pre-employment Checks for Specific Individuals

i) Teacher or Teaching Assistant Undertaking Training

The training provider, will be required to provide evidence in writing to the School (in the same way as a Supply Agency would do) that they have carried out all the same checks that the school would have done if they were their own staff (including DBS Disclosure, Identity check etc)

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

ii) External staffing providers

Agencies who provide outside contracted staff, providing services such as music tuition, specialist sports coaching, supply teaching or specific courses that require staff to work on school premises whilst children are in school, will be required to provide evidence to the school that they have carried out the full pre employment checks required of all staff who work in the school. The Headteacher and Governors are responsible to ensure that appropriate checks have been completed and therefore if evidence is not provided then the school will not allow the supply tutors or agency staff to have unsupervised access to children.

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

iii) Emergency Call-Out Contractors (Not Previously Checked by The School)

Contractors that are called out in an emergency may not be a contractor that is checked and known to the school prior to the 'call-out'. It is not necessary to obtain a DBS Disclosure for such staff, as they will only have contact with children on an ad hoc or irregular basis and are unlikely to be left unsupervised with children. These staff will be required to sign in or out in a visitor log and to have them escorted by a DBS cleared member of staff at all times.

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

iv) Volunteers

Often have the same unsupervised access to children as employees. A child will not consider a distinction between a volunteer and a member of staff, when seeking help or support. This means that volunteers will have certain checks completed as they are in a position of trust.

An identity check, and a DBS Disclosure will be carried out prior to the volunteer starting their duties within the school.

If a Volunteer becomes a paid employee, then their right to work in the UK will be assessed. They will also be asked to apply for a new Enhanced DBS Disclosure as well to reflect their change to an employee.

11. Unsuccessful candidates

Unsuccessful candidates will be contacted as soon as possible providing them with feedback where required.

12. Statutory Induction/Probation

There is an induction programme for all staff, governors and other volunteers newly appointed in the school, including teaching staff, regardless of previous experience. The purpose of induction is to:

- provide training and information about the school's policies and procedures;

- support individuals in a way that is appropriate for the role for which they have been engaged;
- confirm the conduct expected of staff within the school;
- provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities; and,
- enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately.

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

- policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti bullying, anti racism, physical intervention / restraint, intimate care, internet safety and any local child protection / safeguarding procedures;
- safe practice and the standards of conduct and behaviour expected of staff and pupils in the establishment;
- how and with whom any concerns about those issues should be raised; and,
- other relevant personnel procedures e.g. disciplinary, capability and whistle-blowing.
- The programme will also include attendance at child protection training appropriate to the person's role.

13. Safer Recruitment Training

The school will ensure that all staff and Governors involved in recruitment will complete training.

14. The Governing Body approved this policy on date:

Signed: _____ Chair of Governors

Signed: _____ Headteacher