

**Safeguarding & Child Protection Policy**

This policy has been agreed and developed by children, staff, parents and governors of the school.

**Signed on behalf of governors**: …………………….………………………………………

**Date Agreed:** …………………………………..……………………………………………………

**Headteacher:** …………………………………………..…………………………………………..

**Review Due:** Spring 19

**Policy Author:** NRCS Headteacher & Safeguarding Lead

**Rationale**

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| **Review No:** | **Date** | **Summary of Changes** | **Reviewer** |
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**Identifying, Engaging & Locating Children Missing from Education Policy**

1. **Introduction**
   1. Children Missing Education are defined as children of compulsory school age who are not on a school roll, and who are not receiving a suitable education elsewhere: for example, at home, privately, Or in alternative provision. (Education and Inspections Act 2006).
   2. Doncaster Council has developed and implemented a robust, effective and sustainable system for monitoring and preventing Children being missing from education. This was commended in the 2012 Ofsted Report of Doncaster Children's Services.
   3. Children Missing Education are amongst the most vulnerable in our communities. They may be from disadvantaged families, travelling communities, immigrant families, be unaccompanied asylum seeking or trafficked children, or be at risk of neglect or abuse and it is vital that all practitioners work together to identify and re-engage these children back into appropriate education provision as quickly as possible.
   4. Any child who is identified as not being on roll at a school and not receiving any appropriate education MUST be placed on the Children Missing Education Register. This includes children who have applied for a school place but not yet admitted to a school and children who have been removed from a school register before being placed on another school roll.
2. **Aims & Scope of Policy**

2.1 This document describes the procedures that are to be employed in Doncaster to identify, locate and engage children who are missing from education. These procedures have been written for the guidance of all professionals who work with children and families. Following these procedures will also ensure Doncaster Local Authority meets its statutory duties relating to the provision of education and safeguarding the welfare of children missing education (Section 14 (1), S7, S437 (1), S19(1), S19(4a) of the 1996 Education Act, S175 of 2002 Education Act, Circular 11/99 Social Inclusion: the Local Education Authority role in pupil support, Children's Act 2004).

2.2 These procedures which are endorsed by Doncaster schools, Children and Young People's Service and partner agencies will help to ensure that all children in Doncaster achieve the five core outcomes under the Children's Act (2004): Being Healthy; Staying Safe; Enjoying and Achieving; Making a Positive Contribution; Achieving Economic well-being.

1. **Why Children go missing from Education**
   1. **Children go missing from the education system for various reasons. They:**

* Fail to start school at Reception, never entering the authority's system
* Fail to complete transition between Key Stage 1 and 2 or Key Stage 2 and 3
* Are excluded from school and further provision is not immediately put in place
* Are withdrawn by parent/carer
* Parents/Carers chose Elective Home Education, but following advice and support the education provided is unsuitable to the child's, age aptitude and ability and any special needs they may have
* Move to a different Local Authority and no school place identified.
* Arrive in the country via asylum, refugee status or as EL) nationals
* Leave the country

1. **Identifying and Engaging Stakeholders**
   1. In the Victoria Climbie Inquiry Report Lord Laming recommends front line staff in each agency that regularly comes into contact with families with children must ensure that in each new contact, basic information about the child is recorded. This must include the child's name, address, age, primary carer, GP and the child's school.
   2. Often it is the case that another agency, e.g. health, housing, are aware of the existence of a child living in the area but not in education before the Local Authority is. It is necessary to raise awareness amongst stakeholders about how to inform the Local Authority about children suspected as missing from education.
   3. Children not engaged in education provision can be exposed to greater risks including sexual exploitation, involvement in criminal activity and/or anti-social behaviour. These children need to be re-engaged back into education quickly in order to achieve their full potential and reduce the risk of harm.
   4. It is the responsibility of all professionals who work with children to ensure the following procedures are implemented.
   5. **Key Stakeholders in Doncaster are:** Doncaster Schools, School Admissions, Ethnic Minority Traveller Achievement Service (EMTAS), Early Years providers, Special Educational Needs, The Offsite Provision Service, Children & Young People in Care Education Service, Engagement & Behaviour Service, Independent Schools, Social Care, Youth Offending Service, Local Authority and Private Housing providers, Homeless Hostels, Domestic Violence Refuges, Health Services; Benefits Agency, Police, and Voluntary Organisations. Links are made with all relevant Stakeholders in order to raise awareness of Children Missing from Education and the procedures to notify the Local Authority.

1. **Identifying and Tracking Children Missing Education**
   1. The Attendance and Pupil Welfare Service is part of the Learner Engagement Service. The Attendance & Pupil Welfare Service is responsible for tracking, monitoring and CME casework.
   2. In Doncaster the Service Manager of Attendance and Pupil Welfare is the named contact to receive details about children not receiving an education. Details of any of these children can be passed to the Service Manager of Attendance and Pupil Welfare by completing the 'Pupil moved out of Doncaster (or whereabouts unknown) Form' (see Appendix A). Or Pupil Not on Roll Form (see Appendix C) whichever is appropriate. Forms can be sent by the following methods:

**E-mail:** ‘Children Missing Education’ mailbox (DMBC staff only)

[childrenmissingeducation@doncaster.gcsx.gov.uk](mailto:childrenmissingeducation@doncaster.gcsx.gov.uk) (external agencies)

**Fax:** 01302 737342

**Post:** Children Missing Education

Attendance and Pupil Welfare Service

Doncaster Council

Floor 3, The Civic Building

Waterdale

Doncaster

DN1 3BU

**Tel:** 01302 737233

5.3 Once a child has been identified as not receiving any education provision, the process of engagement can begin.

1. **Information Sharing**
   1. It is necessary to have a network of agencies with which information can be shared in order to locate children and young people who are believed to be resident in Doncaster. In order that all agencies can fulfil their responsibilities it is in the interest of all agencies to work together to ensure children are enrolled in education and attending regularly. Any cases that cause concern will be escalated to Service Managers. If information is obtained for any known recorded child missing education on details given previously then the Update/Outcome Form (see Appendix 9) should be completed and sent to the Service Manager of Attendance & Pupil Welfare Service.
   2. **Pupils who have gone missing from a Doncaster School** (see Appendix B) It is important to note that any child protection concerns regarding the immediate safety or well-being of a child need to be referred **immediately** to the Children's MARAS and the police if appropriate.
   3. Where school suspect they have a missing pupil the following procedures need to take place. If parents/carers advise school they are leaving, school should obtain any forwarding address and details of any prospective school from parents/carers before the pupil leaves. Missing pupils must remain on the school register until all reasonable enquiries have been made. Education Providers must begin their enquiries within 10 school days or sooner if the whereabouts of a pupil is not known (Education (Pupil Registration) (England) Regulations 1995). If school are not able to locate the pupil after their enquiries a referral must be made to the Attendance and Pupil Welfare Service. The pupil's name will remain on the school register until a new education place is secured and/or the Attendance and Pupil Welfare Service confirms the pupil is located in another Local Authority. The pupil's name can be removed from the school register from the date of confirmation.
   4. If the pupil is not found, after 20 school days, the Attendance and Pupil Welfare Service will advise school the pupil's name can be removed from the school register. School will send the Common Transfer File to the School 2 School website and the Attendance and Pupil Welfare Service will complete the Pupil Moved Out of Doncaster (or whereabouts unknown) Form. (See Appendix A) Pupils with statements of special educational needs and are on roll at a special school establishment should **not** be deleted from the register until a review of the statement has taken place and the authority has agreed to change the name of the school in part IV of the statement.
2. **Pupils who are believed to have left the country**

7.1 If a school is advised by parents/carers their intention to leave the country and take up residence in another country then schools should complete the 'Emigration/Returning to Home Country' Form (Appendix 8). On the date parents/carers have advised they will be leaving the country, school must refer to the Attendance and Pupil Welfare Service who will confirm if school can remove the pupil from their school roll from that date. The Attendance and Pupil Welfare Service will make a referral to Children Missing Education on 'Moved Out of Doncaster (or Whereabouts Unknown)' Form (Appendix A).

1. **Pupils who have failed to arrive at an Allocated School - During Normal Transition phase 6**

8.1 During a normal transition phase (e.g. Reception, Year 2 - Year 3, Year 6 - Year 7, a child becomes the responsibility of the new school once a place has been allocated. All schools must adopt this policy in order to prevent children becoming missing/lost. All pupils who are allocated a place through the normal transition phase **MUST** be put on the allocated school's register. If a pupil then fails to attend the allocated school, the school will make all necessary enquiries. If the pupil is located out of Doncaster, the school will refer to the Attendance and Pupil Welfare Service who will make the necessary checks and will advise school when the pupil can be removed from the school register. If another Local Authority has confirmed the pupil is now residing in their authority, or the pupil is on another school register, the pupil can be removed from the school register in Doncaster, otherwise, the pupil must remain on the school register for 20 school days. If a pupil is refusing to attend then the Local Authority's School Attendance Enforcement Procedures should be initiated.

1. **Pupils who have failed to arrive at an Allocated School – Mid-Term Transfer 7**
   1. When a child is allocated a place mid-term, if a start date has been agreed with the parent/carer the school must put the pupil on the school register from the agreed start date, even if the pupil then fails to attend. If there has been no contact with parent/carer and no start date has been agreed the school will not enter the pupils name on to the register.
   2. When a child does not arrive at their allocated school, school must make all reasonable enquiries. School need to contact the family by phone and/or letter. Enquiries should be made with School Admissions to check whether another school has been allocated. If school are unable to locate the child or are unable to establish whether the child is attending another school then a referral must be made to the Attendance and Pupil Welfare Service. Attendance and Pupil Welfare Service will undertake investigations to include a home visit. If the pupil is unable to be located then the Attendance and Pupil Welfare Service will complete a Pupil Moved out of Doncaster (or whereabouts unknown) Form.
2. **Pupils not registered at a school through exclusion**

10.1 In Doncaster there is a robust system to provide education for pupils who have been permanently excluded from school. However these pupils will be tracked by being placed on the Children Missing Education register until their future education provision is confirmed.

1. **Missing EU Nationals, Refugees, Asylum Seekers**

11.1 In Doncaster there is an increasing number of EU Nationals, Refugees and Asylum Seekers that enter the education system and then fail to attend school, or attend a school and then go missing/return to their home country. The following procedures are designed to help reduce the number of children who may go on to become Children Missing from Education. To help the Local Authority track missing children it would be helpful if schools, when admitting a pupil, obtain the name and address of any school the pupil previously attended outside of Great Britain.

1. **Pupil attending school and school are advised returning to their home country**
   1. If a parent/carer advises school that the family are returning to their home country but intend to return, then school should complete the 'Extended Leave/Out of Country form (see Appendix 5). If the pupil then fails to return to the school on the agreed date school will make the necessary enquiries to establish the family's current location.
   2. If the pupil is not located, or if the pupil is located but will not be returning to their registered school and not registered at another school then school will make a referral to the Attendance and Pupil Welfare Service. The Attendance and Pupil Welfare Service will make the necessary checks and complete the 'Pupil Moved Out of Doncaster' (or whereabouts unknown) Form. A pupil may be removed from the school register after 10 school days immediately following the expiry of the period for which such leave was requested providing there are no reasonable grounds to believe the pupil is unable to attend the school due to sickness or other unavoidable cause and both the school and the Local Authority have failed to ascertain where the pupil is.
2. **Elective Home Education**
   1. The Education Act 1996 Section 7 states "the parent of every child of compulsory school age shall cause him/her to receive efficient full-time education suitable to age, ability and aptitude and to any special educational needs he/she may have, either by regular attendance at school or otherwise". Parents/carers may remove their child from school and provide them with an education at home.
   2. If concerns are raised to the Local Authority that the education a pupil is receiving at home is not appropriate, the parent/carer will be given the opportunity, support and advice to enable them to demonstrate that a suitable education is being provided. However, if the parent/carer is not able to, the child will be placed on the Children Missing Education register until this concern has been investigated.
   3. Under Section 437(1) of the Education Act 1996 the Local Authority may issue a School Attendance Order. The Local Authority can also apply for a child assessment order under Section 43 of the Children Act 1989 if it believes there is reasonable cause to do so where there is a risk of significant harm to the child.
   4. The Local Authority does not support schools advising parents to opt for Elective Home Education and recommend school make a referral to the Inclusion Panels in order for the pupil's needs to be assessed.
3. **Children in Care**
   1. Children in care have a right to expect the outcomes we want for every child. As corporate parents, Doncaster Local Authority will demonstrate the strongest commitment to helping every child they look after to achieve the highest educational standards he or she possibly can. Doncaster Local Authority will give children in care the highest priority in their admission arrangements. If allocating a place for a child in care will take the school over their numbers, the pupil admissions will refer to the Virtual School Head of the Children in Care Education Services who has responsibility for ensuring that admissions powers to admit children in care to the most appropriate school are used wherever necessary.
   2. Where it is not possible to maintain an existing educational placement, the Local Authority, through the child's social worker and accountable team manager, should ensure that a suitable new education placement is secured within 20 school days. In all other cases suitable education should be arranged before a Child is placed. (Care Planning, Placement and Case Review (England) Regulations 2010- regulation 10, avoidance of disruption in education).
   3. Where it has been confirmed by the social worker a looked after chid has moved to another authority and will no longer be attending the school in Doncaster, the name can be deleted from the register. If the child is not yet accessing education then the Pupil Moved Out of Doncaster (or Whereabouts unknown) Form must be completed by the social worker and sent to the Attendance and Pupil Welfare Service.
4. **Gypsy, Roma and Traveller Pupils**

15.1 Doncaster has a high proportion of Gypsy, Roma and Traveller Pupils and some of these pupils may go on to become Children Missing Education. It is important for schools and the Local Authority to understand the culture of these groups as this reduces the risk of underachievement The following guidelines apply only if the parent/carer is engaged in a trade or business of such a nature that requires them to travel from place to place and does not mean travelling as part of a holiday or extended holiday. Schools are advised, when admitting a Gypsy, Roma or Traveller Pupil, to advise parents/carers that their child could be deleted from the school register if school are not informed the pupil is travelling and school are not able to confirm the whereabouts/reason for absence. If it is not known if the pupil is absent for travelling reasons then school should record as unauthorised absence and school and the Local Authority has to take all reasonable steps to find out what has happened to the pupil as with all pupils. Procedures for 'Pupils who have gone missing from a Doncaster School5 (Appendix 2) must be followed. A pupil from a Gypsy, Roma or Traveller family is sometimes registered at more than one school. The 'base school' is the school the pupil attends when the family is not travelling. The pupil cannot be removed from the base school register just because they have registered at another school.

1. **Pupils believed to have arrived In Doncaster**
   1. If another authority contact Doncaster to inform a pupil from their authority may have moved in to Doncaster, this pupil will be recorded on the CME Register as Other Authority Enquiry and the 'Checklist to locate children who may have arrived in Doncaster' form completed (see Appendix 6). The Attendance and Pupil Welfare Service will then make the necessary checks to locate the pupil and ensure they are admitted to a school, if the pupil is not located immediately the Attendance and Pupil Welfare Service will continue to make checks over the following 6 weeks. If the pupil is not located after 6 weeks, the referring Authority will be advised the pupil has not been located in Doncaster and will be removed from the Doncaster Children Missing Education register.
   2. When an application has been submitted for a child who is resident / or will be resident in the Doncaster area from another Local authority. The Admissions team will send the application form to CME mailbox. System Support Team will then log this as a Moved In pupil and check the outcome of the application and track until on roll in a School.
2. **Pupils resident in Doncaster who are on roll at a school in a different Local Authority**
   1. There are pupils resident in Doncaster who are registered at a school in a different Local Authority. If Doncaster receives information from another Local Authority that a pupil resident in Doncaster has stopped attending this school then Doncaster will record the pupil as CME. The Attendance and Pupil Welfare Service will contact the family to ensure arrangements are made in order for the pupil to continue with their education.
   2. If a pupil resident in Doncaster and attending a school in a different Local Authority, expresses a preference to attend a school in Doncaster and this application is declined, the System Support Team will make enquiries to ensure the pupil is still attending the school they are on roll at. If it is found the pupil is not attending the school they are on roll at the pupil remain on the Children Missing Education List in Doncaster and the Children Missing Education Welfare Officer will engage with the family to ensure the pupil is receiving a suitable education.
3. **Registration, Tracking, Monitoring**
   1. The Systems Support Team (SST) will be responsible for receiving all new referrals. The SST will instigate search procedures and refer as necessary to the Children Missing Education, Education Welfare Officer (CME EWO). Weekly meetings will be held between the SST and the CME EWO to discuss new cases and update on existing cases. Referrals can be received from any agency or service.
   2. Any referrals received by a member of the public about potential children not receiving an education will be passed to the Attendance and Pupil Welfare Service to make enquiries. The Attendance and Pupil Welfare Service will be responsible for completing a Referral form if appropriate.

**All referrals will be recorded on ONE under one of the following four categories:**

* **Missing** In - Children who are reported to have arrived in Doncaster from another authority and an address in Doncaster is given. Once it has been confirmed they live at an address in Doncaster they will be recorded under the Off Roll category.
* **Missing Out** - Children who were previously resident in Doncaster and have become missing/lost, and a forwarding address or school cannot be confirmed.
* **Off Roll** - Children living in Doncaster who are not on a school register
* **Local Authority Enquiry** - General enquiries received from another authority.

1. **Missing In Education**

19.1 When a referral is received from another authority who believe one of their pupils may have moved in to Doncaster, SST will ensure the referral is logged on ONE within twenty four hours of receiving the referral. SST will refer to the CME EWO for a home visit or contact to be made. The SST will check Liquid Logic, ONE and Pupil Admissions. If the pupil is not recorded the SST will send out local search letters to the St Leger Homes, Benefits, NHS and Child Hearth. If an address is confirmed the pupil will then be recorded under the 'Off Roll' category and the referral passed to the CME EWO for an assessment. Where an address is identified but not confirmed the referral will be passed to the CME EWO who will ensure the Attendance and Pupil Welfare Service undertake checks through home visits and further enquiries. If the Attendance and Pupil Welfare Service is able to confirm the pupil is resident in Doncaster, the pupil will be placed on the 'Off Roil' category. After 4 weeks the case will be reviewed and a decision will be made whether to pursue a School attendance Order. If the decision is 'yes' the CME Education Welfare Officer will start the School Attendance Order Process. If the decision is 'no' the case will be tracked until the pupil is on roll at a school. If, despite enquiries, the pupil is not located within four weeks of the referral, the referrer will be notified and will be removed from Doncaster's CME register. The Pupils details will also be sent to South Yorkshire Police to be logged as a missing child.

1. **Missing Out**

20.1 If a pupil on a Doncaster school register becomes missing/lost a referral will be received by the SST who will record the pupil on ONE under the category 'Missing Ouf within twenty four hours of receiving the referral. The SST will check the social work database, the EMS ONE system and Pupil Admissions. If the pupil is not recorded the SST will ensure all relevant checks have been made, and will instigate any checks not yet undertaken. Local search letters will be sent and Pupil Admissions database monitored. It remains the responsibility of the referrer to ensure any further information obtained is passed to the Attendance and Pupil Welfare Service who will complete an update and outcome form and will email this information to the Children Missing Education mailbox.

1. **Off Roll** 
   1. If a pupil is known to be resident in Doncaster and is not on a school roll a referral must be made to the Attendance and Pupil Welfare Service. The SST will record the pupil on ONE under the category 'Off Roll' and will check the social work database, the EMS ONE system and Pupil Admissions. The SST will ensure all relevant checks have been made, and will instigate any checks not yet undertaken. The referral will be passed to the CME EWO for an assessment of educational need to be made. From the assessment the CME EWO will refer to the appropriate Local Authority Officer in order to support the pupil back in to education.
   2. All school applications for pupils living in Doncaster but not on a school roll in Doncaster will be passed to SST who will record the pupil on CME. SST will track the application for up to 2 weeks after allocation of a school place. If the pupil remains off roll, SST will refer this to the Attendance & Pupil Welfare Service Managers who will allocate to an Education Welfare Officer for intervention.
2. **Local Authority Enquiry**

22.1 Occasionally Doncaster may receive an enquiry from another Local Authority asking if a pupil has turned up in Doncaster. This is a general enquiry and will not have any specific information to say this pupil has arrived in Doncaster. In this instance the enquiry will only be logged as a 'Local Authority Enquiry'. The pupil's details will not be entered onto Doncaster's database and will not be recorded as CME in Doncaster. The SST will make investigations by checking all relevant database's available in Doncaster and by checking with Pupil Admissions for any applications for a school place in Doncaster. If the pupil is not known in Doncaster, SST will advise the enquiring Local Authority.

**Anti-Bullying & Racism Policy**

1. **Introduction**

1.1 Bullying/Racism may be defined as “behaviour by one or more people who produce damaging or hurtful effects, physically or emotionally to an individual”.

1. **Aims & Scope of Policy**

2.1 The aims of North Ridge Community School in formulating this statement are:

* To reduce and eradicate while at school instances in which anyone is subjected to Bullying/Racism in any form
* To establish appropriate means of providing after-care should an incident of Bullying/Racism occur
* To ensure that all pupils and staff are aware of this policy and fulfil their obligations to it
* To meet any legal obligations which rest with the school

1. **Setting Standards**

3.1 The values and beliefs underlying this policy may be considered in the context of the following statements:

* All Bullying/Racism is unacceptable, regardless of how it is delivered or what excuses are given to justify it
* The school recognises the detrimental effect on people who may be subjected to Bullying/Racism and will work actively to minimise the risks
* Victims of Bullying/Racism will be treated in a supportive manner, rather than being regarded as a burden to staff and peer groups
* The harmful effect on performance which can be occasioned by Bullying/Racism is recognised and the school is committed to combating all Bullying/Racism behaviour

1. **Persons Covered By This Policy**

4.1 Everyone, whether permanently or temporarily on the school roll, will be covered by this policy.

1. **Action to Combat Bullying/Racism**

5.1 Among the activities which the school will establish and maintain in an effort to combat Bullying/Racism behaviour are:

* Sanctions against perpetrators (refer to behaviour policy).
* Allocation of specific roles and responsibilities in order that incidents may be detected, behaviour monitored, and appropriate after-care delivered.
* Communication of the policy and periodic update, in order to ensure that staff and pupils are continuously aware of the policy and also of their individual responsibilities.
* Examination of preventative measures such as alteration to the school environment, procedures and practices, in an effort to reduce the risks of Bullying/Racism behaviour occurring.
* Staff training to ensure that all responsibilities in respect of this policy can be delivered in a competent, caring and efficient manner.
* Establishing an appropriate forum in order that current issues with regard to Bullying/Racism can be discussed on a regular basis.

1. **Individual Responsibilities**

6.1 It is important that we recognise the difficulties which we may encounter in ensuring that the purpose and intent of the anti-Bullying/Racism policy can be effectively introduced and enforced. In this regard, we are all expected to:

* Report all incidents of Bullying/Racism using the procedures in place
* Act in a respectful and supportive manner, reporting any suspected incidents which the victim may be afraid to report
* Adhere to and promote the aims and objectives of this statement
* Refrain at all times from any behaviour which would constitute Bullying/Racism of fellow pupils
* Pastoral Manager to fulfil statutory duty to report on Bullying/Racism and racist incidents through SIMS system to LA. (Including NIL returns on monthly basis if applicable).
* Pastoral Manager to generate termly report for governing body.

6.2 In respect of the above, staff must take cognisance of the level of pupils’ cognitive development in their communication and language skills.

**Parents too can play a vital role by:**

* Stressing to pupils the importance of sociable behaviour
* Reporting any misgivings they have concerning either victims or perpetrators of Bullying/Racism
* Actively endorsing and supporting the Bullying/Racism policy

**Arrangements for Educational Visits Policy**

1. **Introduction**

1.1 The school is committed to educational visits and incorporating educational visits into its departmental schemes of work, providing that they will enhance students’ relevant understanding and experiences, and that their inclusion is practicable, considering the constraints of staffing, cost and time. Visits help to develop a student's investigative skills and longer visits in particular encourage greater independence. All staff in the school has the option to take part in visits. Educational visits should be available to all students, and should be organised accordingly.

1. **Aims/Scope of Policy**
   1. It is important that educational visits have clear, relevant and achievable aims and objectives.
   2. A major consideration in the organisation of any visit must be the safety of the participants, and in this, as in all other respects, both the LA guidelines and the School policy must be complied with. The minimum adult-to-student ratio is dependent on the nature of the visit and the age of the students - staff must therefore check that they comply with all school and LA requirements and regulations (see DMBC’s adult/student ratio). The organiser must be satisfied that the venue is a suitable one, with all that this entails, and, where applicable, that any officials from the venue who will be involved in the visit, are qualified and dependable.
2. **Before the Visit**

3.1 Staff are advised to ensure that they are fully conversant with DMBC’s Guidelines for Visits Policy which is available from the School Visit Co-ordinator. This policy includes information on:

* Section 1 – Duty of Care
* Section 2 – General Guidance
* Section 3 – Categories for Visits
* Section 4 – Safety Management
* Section 5 – Generic Guidelines
* Section 6 – General Information
* Section 7 – Emergency procedures
* Section 8 – Transport Guidance
* Section 9 – QES24 Website Guidance
* Section 10 - Forms

1. **Exploratory/preliminary visits**
   1. All visits will benefit from an exploratory/preliminary visit if the visit is not a regular event. For outdoor activities the exploratory visit is absolutely necessary for safety reasons but also for reasons of sound educational planning.
   2. Exploratory visits contribute to overall planning by ensuring that the venue:

* can be assessed with regard to its ability to meet the aims and objectives of the visit;
* can be effectively assessed for risk;
* can cater for the individual needs of the group;
* can direct the visit's itinerary to make the best use of the venue's educational potential.

4.3 Exploratory visits contribute to overall planning by ensuring that the Group Leader:

* is familiar with the geographical, logistical and social aspects of the venue;
* has obtained names and addresses of other schools who have used the venue;
* has met staff at the venue and has obtained advice from them.

4.4If the venue for the visit is not familiar to a prospective group leader then an exploratory visit must be undertaken if:

* the visit involves a residential element or;
* the visit involves outdoor activities, e.g. caving, climbing, hill walking, trekking or water sports.
* the visit is abroad

4.5 Many visits are straight forward repeats of a previously successful visit but with a different group of students. However many factors at the venue can alter during the course of the year, e.g. museum displays may change, pollution may appear on a shoreline and the weather is likely to be totally different from a previous year. For these reasons it is still good practice to conduct an exploratory visit in order that planning and risk assessments are effective. If an exploratory visit really is not possible then the Group Leader should obtain written information from the venue, from other schools who have recently visited it, and from local organisations such as tourist boards in order to complete a risk assessment - good practice would suggest that the visit should not take place if this information has not been obtained.

4.6 Group Leaders must ensure the venue has completed a Service Provider Enquiry Form (PE1) to comply with Health & safety Legislation.

Other factors to be considered during the initial planning include:

* the facilities/equipment/clothing to be provided by parents for the visit;
* the facilities/equipment/clothing to be provided by the School for the visit;
* the facilities/equipment/clothing to be provided by the venue for the visit;
* identification the need for and provide relevant staff training;
* the designation of someone to record the details of the visit and to carry accident forms etc.;
* transport arrangements;
* insurance arrangements;
* information to the provider, e.g. names, ages, genders, special dietary requirements, etc.;
* arrangements for communication between the group and the school;
* supervision ratios; contingency measures for enforced change of plan, late return, sending students home early or other emergency arrangements;
* measures to keep parents fully informed;
* the preparation of students - to include knowledge and learning skills, safety awareness, code of behaviour, etc.;
* the preparation of a plan using an alternative venue (which has also been risk assessed).

1. **Staffing the Visit**

5.1 The Headteacher and/or Governors must be satisfied that the Group Leader planning the visit is qualified to do so and has the necessary experience (please refer to DMBC Guidelines for Visits Section 2 General Guidance, points 1-20).

1. **DBS Checks**

6.1 It is not necessary for Volunteers on Day Visits to complete a CRB check. However, prior to a volunteer accompanying a Group Leader on a Residential (overnight visit) the Headteacher should ensure that the CRB checks are completed. The school should be aware that Coach Drivers may not be CRB checked. Prior to the parents/volunteers accompanying a Group Leader on a day visit, the Headteacher should ensure that the following criteria are met:

1. **Parents**

7.1 Parents on school visits must:

* Have been known to the school for at least 12 months
* Have worked regularly alongside several members of staff during that time
* Are able to work on their own initiative as well as under the guidance of members of staff
* Are under the direct Line Management of a member of staff or Group Leader
* Have clearly defined roles of responsibility regarding the young people
* Should never be left on their own with a group of young people in view of the possibility of allegations being made

7.2 Response to these criteria should be documented.

1. **Financial planning**
   1. The group leader should ensure that parents are notified as early as possible as to:

* the total cost of the visit;
* how much of the cost will come from school or LA funds (as in the case of field trips);
* how much each parent will need to pay or be asked to contribute towards the cost of the visit;
* how much spending/pocket money students will reasonably need (especially important for trips which involve a residential element);
* use of any surplus funds, i.e. will they be returned to parents or retained for future visits?

8.2 Early notification of the above is important as this allows parents to make financial preparations. Many parents find it helpful to gauge the value of the visit if they have information relating to the costs of the visit, i.e. transport, accommodation, food, etc. A separate account heading should be opened within the School Fund and a ‘School Visit/Activities’ form must be completed to first obtain the Headteacher’s permission. The information required includes student numbers, costs etc., so that suitable banking arrangements are in place. This is the responsibility of the Group Leader. After the visit has taken place a balance sheet will be sent out to the group leader.

1. **Charges**
   1. In all schools, except Independent Schools, visits which occur during school hours and are curriculum based must be provided free of charge. However, parents can be asked to make a voluntary contribution towards the cost of the trip. In reality the value of the requested contributions equates to the total cost of the visit and therefore if insufficient voluntary contributions are forthcoming the visit may have to be cancelled - parents must be notified of this contingency. Students whose parents/guardians do not contribute cannot be discriminated against. See Parental Letter (Appendix).
   2. The Headteacher can charge parents for board and lodging on residential visits as well as the full cost when a visit is deemed to be an 'optional extra'.

**An optional extra:**

* falls wholly or mainly outside school hours, i.e. a skiing holiday during the school holidays is an optional extra.
* does not form part of the National Curriculum or the statutory requirements for religious education;
* is not part of a syllabus towards a Prescribed Public Examination - if a syllabus mentions fieldwork as a requirement then this in itself does not necessitate a residential fieldtrip to another part of the country as local facilities may suffice? However, if the syllabus mentions that students need to know about the ecology of rocky shores and they live in a city a long way from the coast then the fieldtrip would not be classed as an 'optional extra';

9.3 Parents who are in receipt of Income Support, Income-Based Jobseekers' Allowance, Family Credit or Disability Working Allowance may have board and lodging costs remitted for residential visits which:

* take place during school hours or;
* are not optional extras.
  1. These Remission of Charges claim forms are available from the Finance Office and are also included in the school Visit Pack.
  2. The parents' agreement to meet the costs of an optional extra visit, before the visit is planned in detail, must always be obtained in writing. The stated cost of an extra visit must not include an element of subsidy for those students whose families do not meet the full charge.
  3. The school must conform to current statutory requirements as regards charging for School Activities.

1. **First aid**

10.1 First aid considerations must form part of the risk assessment - these considerations should include:

* the numbers in the group and the nature of the activity;
* existing known medical conditions of all group members including staff;
* the nature of any likely injuries and how effective first aid would be;
* the distance to the nearest hospital and availability of transport. N.B. All adults in the group should know how to contact the emergency services.

10.2 In all cases a nominated person should be in charge of the first-aid arrangements. For all category B, C and D visits a recognised, qualified first aider will be a statutory requirement for taking young people away. A minimum first aid requirement is that the appointed person should have attended an Emergency Aid in Schools course and holds a current end valid certificate. When young people are involved in activities of a more hazardous nature or in isolated or remote locations a higher level of first aid provision will be required such as Rescue and Emergency Care.

10.3 If a First Aider is attending to one member of the group, there should be adequate first aid cover for the other young people.

10.4 The minimum contents for a travelling first-aid box where no special risk has been identified are:

* a leaflet giving general advice on first aid;
* six individually wrapped sterile adhesive dressings;
* one large sterile non medicated wound dressing approximately 18 cm x 18 cm;
* two triangular bandages;
* two safety pins;
* individually wrapped moist cleansing wipes;
* one pair of disposable gloves;
* a resuscitate (for mouth to mouth resuscitation) is recommended but not compulsory.

10.5 All minibuses must carry a first-aid kit.

1. **Approval for visits**

**11.1 Approval – ‘Provisional’**

The group leader should obtain initial approval from the Headteacher as to the general suitability of arranging the proposed visit (Provisional Visit Application Form). This approval is only 'in principle' but must be obtained before any substantial arrangements are made.

**11.2 Approval - 'Formal'**

To gain ‘formal’ approval the group leader will need to complete

* Visit Checklist pro-forma (includes Point 2 – 12 below)
* Provisional Visit Application Form – As above.
* Application for the Approval of Visit / Budget Planning Sheet
* School Emergency Contact Information
* Either Parental Consent Form Category AB or CD
* Parental Consent Form for Swimming Activities (if required)
* Service Provider Enquiry Form (PE1)
* Coach and Minibus Hire Company Enquiry Form (CE1)
* Application for the Remission of Board and Lodging Costs (SJ2)
* Claim for the Remission of Board and Lodging Costs (SJ1)
* Minibus Requisition and Trip Evaluation Form
* Risk Assessment QES24-Online Application
* All the above forms can be found on teacher common teacher common\ Administration\ School Visits & Trips). Please refer to DMBC’s Guidance for Visits, Section 10-Forms.

11.3 When the visit has been approved by the Headteacher / SLT the group leader will be contacted the Visit Administrator to confirm that the visit can go ahead. Before this information is submitted to DMBC, a short presentation must be made to the Governors Teaching & Learning Committee for their approval. This approval will need to be minuted.

11.4 This information must be completed and submitted at least 56 days before the trip date if Residential / Abroad (C and D visits) or 7 days for other trips (A and B visits). Please refer to DMBC’s Guidelines for Visits Policy, Section 3 – Categories for Visits and Section 6 – General Information.

11.5 It is the Group Leader's responsibility to inform the Headteacher of any changes to the information contained in the formal approval form; e.g. insurance, itinerary, staffing.

N.B. If the visit is non-routine, unusual or involves an overnight stay, potentially hazardous activities or travel outside the UK then the Governors should also be informed.

1. **Parental Consent**

12.1 The parents or guardians must be fully informed about the visit in a letter from the organising teacher (named), which should explain:

* its nature and purpose (to include aims and objectives);
* outline the programme/itinerary making reference to issues such as working near rivers or roads;
* how and when students will be supervised - making special reference to any work not directly supervised.

12.2 In accordance with current legislation, the letter to parents should also contain a section on meeting the costs of the visit, the essence of which is contained in the following example:

* All students will need to take a packed lunch with them.
* Students who receive Free School Meals will be provided with a packed lunch.
* As we are travelling by coach, a small cost will be incurred. Current legislation permits us to ask only for voluntary contributions towards the costs involved.
* No student will be discriminated against on the grounds of inability to pay, but if sufficient money is not raised by voluntary contributions, then the visit will have to be cancelled.
* A contribution of £2.00 should be sufficient to ensure that the trip can proceed.

12.3 When the organisational details of the visit have been confirmed, all relevant forms - most importantly those concerned with insurance - must be completed, and all other requirements detailed in the School’s policy document must be observed. Pertinent details of the visit will need to be given to all of those involved; to the participating students, to any accompanying teachers and any non-teacher supervisors, and, where applicable, to any officials who will receive and perhaps work with the School party. In addition to everyone being acquainted with the date, time, venue, programme details, nature and purpose(s) regarding the visit in question;

* the students will need to be made aware of its relation to and implications for their recent, current or impending learning, and will need to know what will be expected of them at the venue in terms of their work and behaviour;
* any accompanying teachers and any non-teacher supervisors will need to be carefully advised about their roles and responsibilities;
* any participating officials will need to know how their contributions are intended to enhance or to complement the students' work in School.

12.4 The organising teacher must also ensure that everyone involved is aware of any contingency plans for inclement weather or unforeseen circumstances, aware of the first-aid facilities, and aware of any emergency telephone numbers.

12.5 If transport by coach or minibus is to be involved, the organiser must be satisfied that the vehicle(s) and the operators comply with the statutory requirements, and with any other requirements laid down by the LA or the School – see form CE1. Please refer to DMBC’s Guidance for Visits Policy Section 8 – Transport Guidance.

12.6 In case of visit cancellation no alternate venue will be visited or other outside school activity offered.

12.7 On any occasion when students who will be away from the School the Catering Manager should also be notified, preferably at least one week prior to the visit.

1. **Parental Consent Forms**

13.1 The Group Leader will also have to ensure that Parental Consent Forms Category AB visits or Category CD visits are completed. A separate Parental Consent Form will also have to be completed for Swimming Activities if required. If a Risk Assessment is required this is generated on the EXEANT Website which includes a Parental Consent Form. Please refer to DMBC’s Guidance for Visits Policy, Section 9 – EXEANT Website Guidance.

13.2 The Group Leader will also have to ensure that the School Emergency Contact Information is completed giving contact details for all students taking part in the visit – please refer to visit pack.

1. **During the Visit – Safety & Equipment**
   1. Staff should make frequent references to the rules and procedures applicable to the visit or particular activity. Please refer to DMBC’s Guidelines for Visits Policy, Section 4 – Safety Management and Section 5 – Generic Guidelines.
   2. Staff should insist that students are inducted into a real sense of safety awareness and good practice; e.g. students must work with a 'good body posture'. Students are also expected to use the correct names of equipment/hardware when talking to staff and peers and they should be aware of the storage location of common equipment/hardware.
   3. Students should be encouraged to develop a strong sense of 'Health & Safety' for themselves and others, and to become familiar with the general and visit specific rules and procedures. Students must heed the staff's advice on how to avoid any potential risks when using particular equipment/hardware. They are required to behave sensibly at all times.
   4. Doors to sleeping accommodation must be locked at night. Students are not allowed to enter or work in the laboratories, workshops or with specialist equipment unless actively supervised.
   5. Tidying/clearing up at the end of a day or the visit should be an accepted part of the visit and time always needs to be allowed for this to take place safely and effectively. Various factors will dictate the time that is needed, but clearing up should never be left until the very last minute. The major safety consideration is that equipment is stored in its designated locations so that the next session is not compromised, and equipment will not be found by subsequent groups in an unsafe condition, or in locations which might cause injury.
2. **Dealing with accidents and emergencies**

Please refer to DMBC’s Guidelines for Visits, Section 7 – Emergency Procedures

**15.1 Accidents**

In the event of a student injuring themselves, dealing with that incident must take priority. **All participation in such activities must stop** and students must be instructed to rest quietly and not to make any further use any equipment/hardware associated with the accident, until the incident has been dealt with and the welfare of the injured party has been organised. Students must be made aware of the circumstances leading up to the accident and an appropriate short discussion about the incident should serve as an example to others. Small cuts and abrasions can be dealt with using the first aid box but more serious incidents should receive the attention and evaluation of a qualified 'first aider'.

All accidents however minor should be reported in the **SCHOOL ACCIDENT BOOK** by the end of the day on which they occur - if the visit is abroad then the incident should be written up as soon as possible on return to the School. The accident form must then be countersigned by the Headteacher.

Students should be encouraged to report all injuries however minor and should be reassured that no punishment or sanctions will be taken against them. Students should also be reminded at regular intervals about the course of action that they should take immediately following a personal injury. Any cuts and abrasions should be dealt with in accordance with the 'HIV preventative protocol'.

**15.2** **Illness and Sickness During the Visit**

Students must be encouraged to report that they are feeling unwell during a visit - otherwise it is possible that their condition could cause them to loose concentration or become faint. They should have confidence in knowing that such matters are regarded seriously from a Health and Safety point of view, e.g. the unwell student may have an increased chance of an accident. Opportunities must be afforded in such circumstances for the student to leave the activity to visit the cloakroom, get some fresh air, have a drink of water, rest, etc. and the advice of a first aider should be sought if there is cause for concern, or if it is thought that the incident is not genuine. However, students must not leave the activity without first informing a member of staff of the situation.

**15.3** **Emergency Procedures**

In the event of accidents or faults with electrical equipment/hardware - it is important that the equipment/hardware be disconnected from the power supply and an '**EQUIPMENT/HARDWARE OUT OF USE'** signsecured to the equipment. Portable electrical equipment/hardware should be removed from the area and locked away until such time that the equipment has been inspected and/or repaired. Students must be made aware of all incidents where damage occurs to equipment so that they are not tempted to use such items, and they should always be encouraged to report any situation or equipment which appears to present a hazard.

**15.4 Jewellery**

Jewellery should not be worn in school or during school visits. N.B. If jewellery is worn for cultural reasons, religious observance or as a means of ethnic identity then every endeavour will be made to reach a safe compromise, e.g. adhesive tape may be wrapped around the finger or wrist in order that the risk of that item 'catching' or being damaged is minimised. When such instances occur the advice of the Senior Leadership Team must be sought and parents must be informed in writing of any remaining risk.

**16. After the Visit**

16.1 In general, work completed by students either during or subsequent to an educational visit, should be displayed as and when appropriate, in a public area of the School.

16.2 The Group Leader should ensure that senior management are informed of the conduct of the students so that appropriate comments/praise can be made in assemblies and that a report (including evaluation) is presented to the Governing Body - perhaps for inclusion in the next Headteacher's report to the Governors.

16.3 Another copy/version of the report should be included by the Headteacher in the next newsletter to parents.

16.4 The Group Leader should also ensure that staff who have covered lessons because of the visit are thanked in an appropriate way.

16.5 A post-visit evaluation in terms of Health and Safety should be undertaken if there have been any ‘near miss’ circumstances that would be prudent to inform future visits. There is a facility on QES24.com to record the instances.

16.6 There is a requirement to evaluate the visit in terms of effectiveness in addressing ECM outcomes and there are appropriate forms at the office on which to record this. Group Leaders to complete the Minibus Requisition / Trip Evaluation Form.

**Hidden Harm Policy**

1. **Introduction**

1.1 It is recognised that Schools are often best placed to pick up on the fact that a child is being affected by problem drug/alcohol use by their parent(s)/carers. NRCS therefore feel it is important for all staff to be aware of and recognise early indicators including:

* pupils presenting at school unkempt, tired and hungry
* pupils getting themselves ready for school at an age/ability that is inappropriate
* parents not presenting on time to meet pupils from transport or
* parents presenting as under the influence of drugs/alcohol
* parents allowing inappropriate people to meet pupils up from school transport
* pupils not attending school
* pupils becoming very secretive about family and home
* pupils acting out behaviour that they have witnessed at home
* isolated pupils who have difficulty making and maintaining friendships
* pupils who are having to take care of parents, carers or siblings
* pupils who disclose their concerns and worries about a parent’s drinking
* pupils whose attainment is falling below what could be expected of them
* parents who do not attend any meetings with school, showing no interest in their child's progress/achievement.

1. **Aims & Scope of Policy**
   1. The Hidden harm report found that pupils could develop resilience if they had an adult outside the family who could offer unconditional support. NRCS provides such support in the form of a Pastoral Team
   2. Pupils of problem drug users may be very wary of anyone outside the family finding out about their parent's drug/alcohol use; they may feel blamed and judged making it difficult to trust people and to make and sustain friendships. The pastoral support in school is to recognise the child's difficulties and to build trust with the child
   3. For some pupils building trust can take a long time, and they may well test out the relationship with the mentor before deciding to commit. NRCS recognises that Short-term mentoring for these pupils is not helpful that the pupil may need support for a considerable length of time.
2. **Working with other agencies**
   1. NRCS recognises that schools cannot and should not work in isolation with pupils of problem drug/alcohol users, and need to make contact with local drug and alcohol support teams.
   2. As some pupils will be caring for either their parents, siblings or both, young carers projects are another source of support. NRCS recognises that any pupils affected by this develop mental health issues, and may suffer from depression and anxiety; NRCS therefore has links with the local Child and Adolescent Mental Health Service, Education welfare and educational psychology for advice and support.
3. **Child protection issues**

**4.1 NRCS Designated Safeguarding Leads recognise problematic drug/alcohol use as a child protection issue, and will follow the local authority procedure in making a child protection referral.**

4.2 It may be suggested by Pupils’ Social Care that the DSL should carry out an Early Help Assessment, and this is fine where the parent is willing to participate. If they are not, the DSL will pursue the issue through the child protection route

4.3 The DLS leads at NRCS recognise that problem drug use has long been recognised as a fairly regular factor where pupils are subjected to abuse and neglect. This is not to say that all drug users abuse or neglect their children, but it is clear from the *Hidden harm* report that where drug use is problematic, pupils are affected. We recognise that serious drug/alcohol addiction affects parenting capacity and that the addiction takes priority over pupils’ needs. The parent who has had a heavy session the night before may not get their pupils up for school, may not cook meals and may rely on other people to care for the pupils. Where the parent is relying on others to 'babysit' the pupils they may not be to mindful about the suitability of the person, who may also be a problem drug user.

4.4 NRCS feel it is important for the Designated Safeguarding Leads to attend regular updates and training in line with Local Authority recommendations.

**Home Visits Policy**

* 1. **Introduction**

1.1 This policy is designed to protect the safety of all school staff carrying out home visits. Where home visits take place, a risk assessment should be completed in advance. This will identify any concerns about potential risks and appropriate measures to be taken. If specific information is known about families, this should be added to the risk assessment.

* 1. **Aims & Scope of Policy**

2.1 There is a unanimous feeling in our school that the home visits which staff undertake have huge benefits. The insights that staff have gained into each child’s home and background greatly helps them to assess their level of need in school and prepare for the child’s entry into the setting. Another major benefit is that the home visits are the start or the continued building of the relationship with parents which is vital if we are to be successful in providing for the needs of the child. It also shows parents that the school respects them and wants to share their knowledge, which puts the relationship on a more equal footing.

2.1 Meeting each child in his or her home environment has proved invaluable in:

* gathering information that will enable the children to settle into NRCS
* establishing positive links with families, especially those more vulnerable pupils.

2.2 For parents and children, a visit gives them the opportunity to meet the teacher and staff in a safe environment, where they feel confident and at ease.

2.3 For teachers and support staff, a visit provides the opportunity to:

* establish positive contact;
* see children in their own familiar settings;
* meet other family members, people and pets who are important to the children;
* understand the problems that children might encounter at school, and also to appreciate the wealth of learning that goes on in the home.

2.4 This all helps to get a fuller picture of the children. Professionals can gain much from observing a child where he or she feels settled and in control.

* 1. **Working in Partnership with Parents/Carers**
* Show respect for parents/carers/families as equal partners in the relationship
* Make appointments in advance and offer a choice
* Accept families’ right not to want a home visit
* Confirm parents/carers actual name and title and keep on record. Do not presume that there are two parents with the same surname as the child
* Do not assume that all parents are literate. Other issues may prompt the SEN Officer/Pastoral Manager to contact bilingual support services for the family
* Consider issues of social, cultural and religious differences
  1. **Working in Partnership with Other Agencies**
* Communicate with other agencies already involved with the family
* There is a need to clarify the role of other professionals involved to avoid duplication and so that staff member is not working at cross purposes with other agencies
* Evidence of good practice is where the two services liaise and support each other with a clear common aim of assisting the pupil/family to overcome barriers to learning, especially where this involves attendance, well-being and punctuality.
  1. **Health & Safety**
* Let both the Head teacher/Deputy know where you are visiting and leave details of the address, your mobile phone/pager number and expected time of return. Agree a time that you will contact the school to inform them that you have concluded the visit
* Demonstrate normal courtesy – wait to be invited into the home
* It is important that all contacts with children and families are recorded
* A note should be made of all people present at the meeting, dates and times etc.
* Use common sense, trust your instincts and if a situation feels threatening – leave saying for example, that you are going back to get something from your car
  1. **Risk Assessment**

6.1 Where home visits take place it is useful that a risk assessment is taken into account. This will identify any concerns about potential violence or risk and appropriate measures to be taken.

* Check records as to what is known and information available
* Talk to other professionals who may have already had contact or involvement with the family
* Discuss with the Line Manager what strategies to adopt when working with a potentially difficult parent, carer or family
* Where there are deemed to be potential risks – contact the family by phone and invite them to come into school instead of an home visit
* Meet them in another public place
* Do joint visits where possible (NRCS pastoral staff, SEN Officer, SaLT and other agencies).
  1. **Guidance for Home Visits**

7.1 Staff should make two people aware of any home visit, preferably the Head teacher or Deputy and Administration Officer. Were possible the staff member should be accompanied by another member of staff when making home visits. An estimated time of leaving and returning should be provided. A mobile phone should be made available to the staff member. The school should be aware of the mobile phone number. The phone number of the home being visited should also be readily available should difficulties be encountered. Staff should appraise themselves of any previous visits by other staff and acquire background information from Social Services, Educational Welfare Officers or Educational Psychologists if this is available.

7.2 Staff should be fully acquainted with the location of the pupil’s home and how to get there to avoid having to stop and ask for directions. Staff should have the appropriate insurance cover, as such visits are regarded as ‘Business’ by insurance companies.

7.3 If staff are anxious on arriving at a location and feel their safety could be jeopardised, they should not take the risk of proceeding further. They should telephone the home and advise that they are unable to attend. Alternative arrangements should then be made.

7.4 All home visits should be recorded with the reason for the visit, points discussed, agreements reached and any concerns that the teacher may have from the meeting however trivial these may appear at the time. Clear and detailed record keeping may well prevent problems in the future.

7.5 Travel plans should only be changed if relevant staff have been alerted.

7.6 Staff may consider the carrying of a personal alarm.

7.7 Public transport must not be used.

7.8 Confrontation should always be avoided. At the first sign of potential danger a teacher should make a speedy exit from a home. Staff should never assume that violence won’t happen to them. While there are hundreds of home visits made safely every day, personal safety is paramount. Any incident should be reported to the Line Manager or Head Teacher immediately.

* 1. **Protocol for Home Visits North Ridge Community School**

**8.1 Working in Partnership with Parents/Carers**

* Show respect for parents/carers/families as equal partners in the relationship.
* Make appointments in advance and offer a choice.
* Accept families' rights not to want a home visit.
* Confirm parents/carers actual name and title and keep on record. Do not presume that there are two parents with the same surname as the child.
* Do not assume that all parents are literate. Other issues may prompt the Learning Mentor to contact bilingual support services for the family.
* Consider issues of Social, Cultural and Religious differences.

**8.2 Working in Partnership with other Agencies**

* Communicate with other agencies already involved with the family.
* There is a need to clarify the role of other professionals involved to avoid duplication and so that teacher is not working at cross-purposes with other agencies.
* Evidence of good practice is where the two services liaise and support each other with a clear common aim of assisting the pupil/family to overcome barriers to learning, where this involves attendance and punctuality etc.

**8.3 Health and Safety**

* Let both the Head/Deputy know where you are visiting and leave details of the address, your mobile phone/Pager and expected time of return with them. Agree a time that you will one them to inform them you have concluded the visit.
* Demonstrate normal courtesy - wait to be invited into the home.
* It is important that all contacts with children and families are recorded.
* A note should be made of all people present at the meeting, dates and times etc.
* Use common sense, trust your instincts and if a situation feels threatening- leave, saying for example, that you are going back to get something from your car.

**8.4 Risk Assessment**

* Check records as to what is known and information available.
* Talks to other professionals who may have already have had contact or involvement with the family.
* Discuss with the Line Manager what strategies to adopt when working with a potentially difficult parent/carer/family.
* Where there are deemed to be potential risks - Contact by phone/post and invite them into school.
* Meet them in another public place.
* Do a joint visit with the School SEN officer, Education Welfare Officer (EWO), Teacher or HLTA.

**8.5 Guidance for Home Visits**

* Teachers should make two people aware of any home visit, preferably the Head teacher or Deputy and administration officer. As far as possible, the teacher should if possible be accompanied by another member of staff when make home visits. An estimated time of leaving and returning should be provided. A mobile phone should be made available to the Learning Mentor. The school should be aware of the mobile phone number. The phone number of the home being visited should also be readily available should difficulties be encountered. Staff should apprise themselves of any previous visits by other staff and acquire background information from social services, Educational Welfare Officers or Educational Psychologists if this is available.
* Staff should be fully acquainted with the location of a pupil’s home and how to get there to avoid having to stop and ask for directions. Staff should have the appropriate insurance cover as such visits are regarded as ‘business’ by insurance companies.
* If staff are anxious on arriving at a location and feel their safety could be jeopardised, they should not take the risk of proceeding further. They should telephone the home and advise that they are unable to attend. Alternative arrangements should be made.
* All home visits should be recorded with the reason of the visit, points discussed, agreements reached and any concerns that the mentor may have from the meeting however trivial these may appear at the time. Clear and detailed record keeping may well prevent problems in the future.
* Travel plans should only be changed if relevant staff have been alerted.
* Staff may consider the carrying of a personal alarm.
* Public transport must not be used
* Confrontation should always be avoided. At the first sign of potential danger a mentor should make a speedy exit from a home. Mentors should never assume that violence wouldn’t happen to them. While there are hundreds of home visits made safely every day, personal safety is paramount. Any incident should be reported to the line manager or Headteacher immediately.

**Intimate & Personal Care Policy**

1. **Introduction**
   1. NRCS is committed to providing the highest quality care which meets the individual needs of children/young people and promotes their dignity, privacy and independence. No child or young person should be discriminated against or treated differently because of medical or continence needs.
   2. This document applies to all staff who undertake intimate and personal care tasks with children and young people.
   3. Responsible bodies including the Local Safeguarding Children’s Board must work within national and locally agreed and published Safeguarding Protocols. These include procedures for the Referral of allegations, concern about the quality of care or practice or a complaint against those who work with Children. Schools and colleges must also have regard to statutory guidance *Keeping Children Safe in Education (2015)*, which provides further guidance as to how they should fulfil their duties in respect of safeguarding and promoting the welfare of children in their care. Further information including a Code of Conduct can be found at <http://www.doncastersafeguardingchildren.co.uk/education/education.asp>.
2. **Aims& Scope of Policy**

* To safeguard the rights of children and young people and staff who are involved in providing intimate and personal care;
* To ensure inclusion for all children and young people in an appropriate education setting and ensure that no child is discriminated against because of their specific needs;
* To maintain an effective and consistent approach for intimate and personal care between parents/carers and practitioners involved; and
* To ensure all staff involved in intimate and personal care have access to appropriate training and supervision.

1. **Definitions**

* **Personal care** is defined as those tasks which involve touching, which is more socially acceptable, and is non-personal and intimate, and usually has the function of helping with personal hygiene and enhancing social functioning. This includes skin care, applying sun cream, external medication, feeding, administering oral medication, hair care, brushing teeth, applying deodorant, dressing and undressing, washing non-personal body parts, and prompting to go to the toilet.
* **Intimate care** is defined as those care tasks associated with bodily functions, body products, and personal hygiene which demand direct or indirect contact with or exposure to the genitals, including such tasks as for example dressing and undressing (underwear), helping with the use of the toilet, changing continence pads/nappies (faeces and/or urine), bathing/ showering, washing intimate and personal parts of the body, changing sanitary towels or tampons and administering some medications or first aid.

1. **Guiding principles**
   1. This policy is underpinned by the following guiding principles:

* Assistance with intimate and personal care must be provided in a manner which is respectful of the child’s/young person’s rights to feel safe and secure, to remain healthy, and to be treated as an individual;
* Children/young people have a right to information, in a format which is understandable, about how to ask a question or make a complaint about intimate and personal care;
* Children/ young people should be consulted as far as possible and encouraged to participate in planning and decision-making about their intimate and personal care. Particular attention must be given to those children and young people who have disabilities/conditions which mean they require additional support to do this;
  + - Decisions and plans about intimate and personal care are made in partnership with parents/carers;
    - Intimate and personal care plans should include opportunities to promote independence skills;
    - Where staff carry out medical or nursing procedures relating to intimate or personal care for a child/young person (e.g. catheter care, administration of oxygen, administration of rectal diazepam, a variety of gastrostomy feeds), these are only carried out on the individual concerned. Staff carrying out these procedures should be authorised and trained to do so and their training should be kept up to date as advised and agreed Records should be kept of all relevant procedures in line with the child/ young person’s individual plan.
    - Intimate care tasks will be planned and carried out as part of an individual care plan for children/young people.

4.2 The Manual Handling Operations Regulations 1992, amended in 2002, will also need to be adhered to for example there may be a need to provide specialist equipment (e.g. hoist, sling, changing bed etc.) for a larger child/young person, information, instruction, training and supervision as is required following any risk assessments undertaken.

1. **Links with other policies/Guidance**

5.1 This policy will be considered in conjunction with other relevant legislation, policies, risk assessments and/or other guidance, related to the following aspects:

* Supporting pupils with medical conditions
* Moving and Handling
* Health and Safety
* Cleaning of Bodily Fluid Spillages
* Disposal of offensive/hygiene waste
* School Emergency Plan Template
* SEND Code of Practice 2015
* Children and Families Act 2014
* Equality Act 2010
* Childcare Act 2006
* Complaints Procedure
* Anti-bullying and tackling discrimination
* Safeguarding/ child protection policy and procedures
* Statement of procedures for dealing with allegations of abuse against staff
* Whistleblowing Policy and Procedures for Schools

1. **Ensuring staff competency**

* Staff at NRCS will be given information during the recruitment process about the types of intimate, personal and medical care they may be required to carry out, and this should be included in any job description/role profile.
* All staff working with children and young people will have been through appropriate police and security checks (DBS).
* Staff will be given appropriate initial and on-going instruction/training in how to carry out intimate and personal care activities. This may include both generic training for example safeguarding, and specific instruction in how to assist particular children according to their individual care plan. For any specific procedure, e.g. moving and handling or the administration of rectal medication, individual training will be provided in order to ensure that staff have a full and competent knowledge of the procedure
* Staff will have access to a set of procedures which give detailed guidance on how to carry out specific activities related to intimate and personal care and any individual care plan which is in place for a child/young person.
* NRCS will make contingency provision for short and longer term emergencies such as a member of staff being absent due to illness.
* In the event of an allegation against a member of staff the procedures highlighted in the setting/ LA’s Safeguarding Policy will be followed and appropriate action taken.

1. **Safeguarding the dignity of children when providing intimate and personal care**

* The number of carers involved with giving intimate and personal care will be indicated in the child’s individual care plan (see below), and will be based on individual need. Under normal circumstances, the child’s need for privacy would indicate that one carer is sufficient. However, two or more carers may be required on occasion, for example where this is necessary to support children with behavioural needs, or where more than one carer is needed to assist with moving and handling.
* The child/young person’s preferences about gender or maturity of their carer(s) should be respected wherever possible.

1. **Developing, documenting, and communicating intimate and personal care plans**

* Children/young people will be included as far as possible in developing intimate and personal care plans
* Parents/carers will be expected as part of the plan to supply the setting with a sufficient supply of clean clothing, nappies/pads/pull ups, and any other medical equipment etc. relevant to their child/young person’s needs as identified in the plan.
* Relevant members of the multi-disciplinary team may be consulted and involved as plans are developed; this may include nursing practitioners, therapists and Heatherwood Outreach workers.
* All individual care plans will detail not only how to carry out the intimate or personal care activities, but should include reference to the cleaning bodily fluids guidance and detail the precautions to be applied to the particular tasks in terms of infection control and protection of staff from contamination. They should also detail how to dispose of any bodily fluids and contaminated items and the safe storage of contaminated clothing.
* Where an intimate and/or personal care plan exists, this information will be shared with all relevant services on request in line with current Data Protection guidelines.
* Individual Care Plans will be regularly reviewed and amended in the light of changes in the child/young person’s needs.
* Planning for outings and education visits will take into account how the child/young person’s intimate and personal care needs will be met when away from the setting and included in the curriculum/ wider activities.

1. **Monitoring and reviewing**

9.1 Intimate and personal care plans will be reviewed as a minimum annually or when there are any significant changes in a child or young person’s needs. However, if this information is part of a Moving & Handling Care Plan- the Moving & Handling part of the Care Plan needs to be reviewed every 6 months or when there are any significant changes in a child or young person’s needs.

1. **Checklist for intimate and personal care procedures**

* Opportunities to develop and use social skills will be integrated within intimate and personal care routines.
* Children/young people will be enabled to communicate their needs and preferences during intimate and personal care activities.
* When referring to care routines or body parts care will be taken to use appropriate and agreed language.
* Intimate and personal care procedures will only be carried out in line with the guidance/information and training given for the procedures to be carried out.
* Where staff are uncertain how to carry out an activity, they will seek guidance from their manager.
* Staff will familiarise themselves with the child/ young person’s individual intimate and personal care plan before assistance is given.
* Care will be taken to communicate with the child/young person throughout the activity.
* Children/young people will be encouraged to do as much as they can for themselves. For example, when supporting toileting needs best practice is:
  + - Staff hands will be washed thoroughly before and after the change and the child/ young person should be encouraged and supported to wash their own hands wherever possible
    - Assist with cleaning if necessary: the child should only return to learning if they are clean and comfortable
    - Wear disposable gloves and aprons to reduce the risk of infection
    - All soiled waste and protective equipment used will be bagged as offensive/hygiene waste and disposed of appropriately
    - The changing area will be wiped with antibacterial cleaner between changes
    - Bag up soiled clothes to be sent home with the child and alert the parents/ carers through established home/ setting communication channels
    - Explain to parents/ carers that spare clothes provided by the setting need to be cleaned and returned as soon as possible
* The utmost care will be taken to ensure dignity, privacy and respect. This includes ensuring that doors are closed, or screens are used if 2 children/young people are sharing the use of a bathroom/medical area. Carers should also keep the body and genital area covered as much as possible.
* The Personal Care Plan will be referred to for information about transfer methods to be used during care routines, for those children/young people who require assistance with moving and handling.
* For children and young people who present with challenging behaviour who require intimate and/or personal care, this should be included within their behaviour plan and individual risk assessment.
* Accurate records will also be kept when a child requires assistance with intimate care; these can be brief but should, as a minimum, include full date, times and any comments such as changes in the child’s behaviour. It should be clear who was present in every case.
* Staff who provide intimate care will speak to the pupil personally by name, explain what they are doing and communicate with all children in a way that reflects their ages.
* The religious views, beliefs and cultural values of children and their families will be taken into account, particularly as they might affect certain practices or determine the gender of the carer.

1. **Massage/Tacpac**

* Massage is used with pupils who have complex needs and/or medical needs in order to develop sensory awareness, tolerance to touch and as a means of relaxation.
* Massage will be undertaken by school staff in accordance with safeguarding guidelines.
* Any adult undertaking massage for pupils will be suitably qualified and/or demonstrate an appropriate level of competence.

**Photo & Images Policy**

1. **Introduction**

1.1 The school has adopted the guidance given by BECTA.

1. **Aims & Scope of Policy**

2.1 The school welcomes positive publicity, as this can increase pupil motivation and staff morale. However, the school wants to safeguard the identity of children and uses photographs in a responsible way. We balance the potential risks against the advantages of promoting the school.

1. **Child Protection Issues**
   1. Risks occur when individual children can be identified in photographs/videos.   
      Wherever the school finds images being used inappropriately, the matter will be reported to the LA in the same way as any other child protection issue.
2. **Data Protection Act**
   1. Photographs and video images of pupils and staff are classed as personal data under the terms of the Data Protection Act 1998. Therefore, using such images requires the consent of either the individual concerned, or in the case of children, their parent or guardian. The school will not display images of pupils or staff on websites, in publications or in a public place, without such consent and the reason for using a person’s image and how it will be used must be made clear.
   2. However, if images are taken at an event attended by large crowds, this is regarded as a public area, so permission is not required of everyone in a crowd shot. Individuals in the foreground are also considered to be in a public area, but if any individuals are identifiable in the photograph, consent is needed.
3. **Appropriate Use of Images**
   1. The problem of identification can be avoided by only using group or whole class shots, or by ensuring faces are out of focus or partly or wholly turned away from the camera. However, this will produce very dull photographs.

**The following rules will apply:-**

* If the child is named, avoid using their photograph.
* If a photograph is used, avoid naming the child.
* Only use photographs of children in suitable dress. Children in swimming costumes are not to be photographed. Where children are photographed in P.E. kit, the content of the photograph should focus on the activity and avoid full face or full body shots.
* Children subject to a court order should not be used in a photograph.
* Images must be stored securely and only used by those authorised to do so. The Headteacher should consider whether to destroy images after use.
* Photographs of children should not be used after they have left the school.
* Parental consent for the use of full face or full body shots should be sought.

5.2 For the purpose of assessment school relies on digital images to evidence pupils achievements. These images must be stored in the Childs personal working folder or work book. The images will not be removed from school without the head teacher’s permission.

1. **Websites**
   1. There is greater risk of misuse of images on the Internet because of the lack of control over who might see the image. Although the rules are the same as for any other type of image, it is essential that parental consent has been gained for any image of a child that is put on websites. Similarly the consent of any adult must be gained prior to putting their image on the website.
   2. All consents must be in writing on the agreed consent form.
2. **Newspapers**
   1. Newspapers tend to want to put the names of pupils in photographs. As long as parental consent is gained and it is made clear that the photograph will be published in a newspaper, this is not a cause for concern.
   2. There are already strict guidelines for newspapers through the Press Complaints Commissions’ Code of Practice. Specifically, no child under 16 may be interviewed about his/her welfare and no child may be interviewed while at school without permission.
   3. There is no breach of the Data Protection Act by simply passing on a child’s name as long as parental consent has been given. These consent forms will be retained in the school office and, where practical, any photographs that are taken and used will be stored with these consent forms. Staff will also be asked to give general written consent.
   4. In general, the key to the appropriate use of photographs is parental consent. Appendix A contains the letter of consent that we use.
   5. In general, we set out the following information within the consent form:-  
      The purpose(s) for which the photographs will be used

* The period of consent
* The storage and destruction of photographs

7.6 The school will do all in its power to take note of any changed circumstances, but it will be up to parents/guardians to alter their consent form.

1. **Filming School Events**

8.1 Parents and spectators may want to photograph or video an event at school, such as a sports day or an arts performance. This does not cause us any problems as long as parents are fully aware of our expectations. The process is as follows:-

* We do not seek the permission of parents for images to be taken at any specific event.
* Any parent wanting to photograph or film an event must tell the Headteacher. Common practice will be that permission will be given to parents and relatives known to the school and that there is an implicit understanding that any image created will be solely for the use of parent or relative taking the image.
* In certain circumstances a designated area for photographing will be made so that there is strict control as to who is taking photographs.
* Any parent who has a concern regarding the taking of images at an event should contact the Headteacher immediately.

1. **The LA**
   1. The LA will only take and use photographs organised at schools after securing parental consent. Such images are not available for anything else than educational use and will not identify the name of any individual child. All such images are stored in a secure place. The LA has its own set of consent forms.

**Positive Handling & Restraint Policy**

1. **Introduction**

1.1 At North Ridge Community School, we are committed to a Positive Behaviour Policy which encourages children to make positive behaviour choices. On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff.

1. **Aims & Scope of Policy**
   1. Our policy for physical intervention is based upon the following principles:-

* Physical intervention should be used only as a last resort when other appropriate strategies have failed.
* Any physical contact should be only the minimum required.
* Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
* Incidents must be recorded and reported to the Head Teacher as soon as possible.
* Parents will be informed of each incident

1. **The Legal Framework**

3.1 Section 93 of the Education & Inspections Act 2006 allows teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force, as is reasonable in all circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

* causing injury to his/herself or others
* committing an offence
* damaging property
* prejudicing the maintenance of good order & discipline

1. **Our approach**
   1. At North Ridge Community School we aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy.
   2. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School’s policy on behaviour and discipline, particularly in dealing with disruptive behaviour.
   3. Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a ‘Duty of Care’ to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils’ safety and wellbeing.
   4. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.
2. **Use of physical restraint**
   1. Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as punishment.
   2. Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. Teachers should apply the training they received in Managing Challenging Behaviour to de-escalate where possible then as a last resort use the appropriate holds as practised in the training. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.
   3. In all circumstances alternative methods should be used, as appropriate, with physical intervention or restraint as a last resort. When physical restraint becomes necessary:

**DO**

* Tell the pupil what you are doing and why
* Use the minimum force necessary
* Involve another member of staff if possible
* Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
* Use simple and clear language
* Hold limbs above a major joint if possible e.g. above the elbow
* Relax your restraint in response to the pupil’s compliance

**DON’T**

* Act in temper (involve another staff member if you fear loss of control)
* Involve yourself in a prolonged verbal exchange with the pupil
* Involve other pupils in the restraint
* Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
* Twist or force limbs back against a joint
* Bend fingers or pull hair
* Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
* Slap, punch, kick or trip up the pupil
* Use physical restraint or intervention as a punishment

1. **Actions after an incident**
   1. Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The head teacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.
   2. If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural IEP, which should include strategies to deal with behaviour This may also require additional support from, other services, for example CAMhs/Educational Psychologist
   3. In some circumstances a CAF may be appropriate to help identify an additional need for a particular child.
   4. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.
   5. All incidents should be recorded immediately on the Pupil Restraint Report Form (attached on teacher common). All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.
   6. In the event of any future complaint or allegation this record will provide essential and accurate information.
   7. A copy should be filed in the child’s appropriate file and in a central school file in order to inform individual and school risk assessments.
   8. A member of the leadership/behaviour team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.
2. **Risk Assessments**

7.1 If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

* Strategies to be used prior to intervention
* Ways of avoiding ‘triggers’ if these are known
* Involvement of parents to ensure that they are clear about the specific action the school might need to take
* Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
* Identification of additional support that can be summoned if appropriate
* The school’s duty of care to all pupils and staff

1. **Complaints and Allegations**
   1. A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.
   2. We will review this policy on a yearly basis.

**Recruitment & Selection Policy**

**1. Introduction**

1.1 Effective recruitment and selection is of paramount importance in order to recruit staff with the necessary skills and attributes to enable the school to fulfil its corporate priorities.

1.2 At all times recruitment and selection must be fair, effective, robust and safe for the purpose of building and maintaining an effective workforce, ensuring individuals with the right skills are in the right post at the right time and that the vulnerable people we serve have their needs securely met.

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf>

* 1. The purpose of the Recruitment and Selection Policy is to:
* Ensure legislative and equality duties are met
* Ensure a transparent, fair and objective recruitment process
* Select appropriate and cost effective attraction methods
* Minimise time and cost to hire in support of effective delivery of services, especially front line
* Recruit staff with the appropriate skills, competencies and experience in order to meet the schools current and future needs.
* Ensure that staff appointed to posts are appropriately qualified to carry out the duties and responsibilities of the post
* Develop and enhance the public image and reputation of the school, both as an employer and as a provider of high quality services
* Promote & Safeguard the welfare of children

**2. Aims & Scope of Policy**

2.1 The Recruitment and Selection Policy will apply to the appointment of all roles within the school including internal appointments and acting-up/interim arrangements across all areas of the school.

2.2 There are times when it is necessary for short term acting up or interim appointments to be put in place where it would be to the schools’ detriment or that of its pupils if such arrangements were not actioned immediately. This will usually apply only where an employee is absent from work on a short-term basis lasting no more than 3 months. Where a head teacher post is vacant, someone must be appointed as acting head teacher pending a substantive appointment. (In these circumstances, the only time limit is that the school must seek to make a substantive appointment as soon as possible.)

**3. Key Principles**

3.1 North Ridge School aims to select and appoint the best people for the job and develop them to perform to the highest professional standards. The following principles will be adhered to at all times:

* + Appointments will be made in accordance with the school pay policy. Unless determined otherwise by the governing body, grades for support staff posts will be as evaluated through job evaluation.
  + The criteria for selection must be based on the relevant knowledge, skills and experience required in order to carry out the role as described in an up-to-date job description and person specification.
  + All appointments must be made on the basis of merit and be consistent with this policy, safeguarding principles and requirements, current employment legislation, equality objectives and, for maintained schools, the School Staffing Regulations.
  + Recruitment decisions must not be taken by one individual. The process must involve a panel of at least two.
  + If there is cause for anyone involved in the recruitment and selection process to be potentially impaired in their ability to be objective in regard to a particular candidate (such as a personal relationship), or if their participation could reasonably be thought to give rise to such a perception, this must be declared to the rest of the panel at the outset (i.e. before applicants are shortlisted). A decision will then be made and documented as to whether or not it is appropriate for that individual to be involved thereafter.
  + Training is provided for those involved in recruitment and selection decisions. Anyone who may be required to act as chair of a recruitment panel must undertake appropriate safer recruitment training to ensure that in the event of chairing a panel, they are able to do so having undertaken the training. All others involved in recruiting are strongly advised to undertake appropriate training. In all cases, where undertaken the training should be completed (refreshed) every three years.
  + Candidates should be evaluated against their ability to perform the functions of the specific job, as set out in the job description and person specification.
  + Interviews must be conducted in a fair and consistent manner. They should be structured and systematic to ensure that questions asked relate to the experience, skills and qualifications outlined in the person specification.
  + Candidates’ reasonable expenses for participating in the process will be paid at the school’s discretion from the school’s budget.
  + All information on application forms must be treated as confidential, in accordance with the Data Protection Act 1998, and restricted to those involved directly in the recruitment process and its administration.
  + Offers of appointment may be made subject to the receipt of appropriate references and clearances, but must not be unconditionally confirmed to the individual until this has been completed (with references and clearances having been secured) to the satisfaction of the recruitment panel.
  + The recruitment process and decisions arising from it must be documented. All recruiting managers and panel members must therefore ensure that they retain, and maintain, adequate and appropriate records. Whether hand-written or electronic records are kept, any contemporaneous notes made during the process (including hand-written annotations) must be retained. Documentation must include dates of relevant actions together with names and signatures of those responsible for the process. Once the process has been completed, documentation for all candidates other than the successful candidate must be retained for a period of at least twelve months before being discarded. For the successful candidate, documentation is to be placed on their personnel file as set out at appendix 2. The information retained must be comprehensive, and consistent with the single central record (SCR) held in school. Any alterations to the SCR must be counter-signed, with notification given to the governor with safeguarding responsibilities or the chair of governors. (In line with Keeping Children Safe in Education, the SCR may contain a column to evidence termly reviews of the SCR by the designated governor.)

**4. Recruitment & Selection Procedure**

4.1 The procedure that enables this policy to be enacted is split into four stages: Analysis, Attraction, Assessment and Appointment.

4.2 **Analysis of vacancies**

4.2.1 When an employee leaves there is often pressure to fill the vacancy without delay. However, it presents an ideal opportunity to review existing staffing arrangements and take stock of present or future demands on the service. Therefore, before the recruitment process begins, the following points should be considered:

* Is it necessary to fill the vacancy?
* Does the job role require any changes in duties or responsibilities?
* Are there other ways that the role can be delivered?
* Is there adequate budget available to fund the post?
* What is the potential impact of not filling the post?

4.2.2 If, following these considerations, it is felt there is sufficient justification to fill the post, then the recruitment process can commence.

4.2.3 The job description and person specification must be reviewed and revised accordingly.

4.2.4 The job description will set out the key duties and responsibilities of the post

4.2.5 The person specification will reflect a profile of the ideal candidate in terms of their education, knowledge, experience, skills and other attributes needed to do the job. The head teacher/manager of the job is responsible for ensuring that the job description and person specification are up to date and relevant for the post.

4.2.6 If a new support staff post is being established, or the duties and responsibilities of a vacant support staff post have changed since the post was last filled, then for community schools the recruiting manager/supervisor must send the job description and person specification to the HR Strategy team at the local authority so that the job can be evaluated in order to determine the appropriate grade.

4.3 **Attracting candidates**

4.3.1 **Systematic advertising**

Vacancies should not be advertised by ‘word of mouth’ alone. Not only is this poor and unsystematic practice, but it would also restrict the field of potential applicants – both limiting the quality available and, because individuals from under-represented groups might not hear about them, potentially leading to claims of unlawful discrimination.

4.3.1.1 Other than head or deputy head teachers **-** The school should seek appropriate advice about how the requirement to bring a vacancy ‘to the attention of suitable candidates’ or ‘to the attention of persons qualified to fill it’ can best be met *(School Staffing Regulations guidance: applicable to maintained schools)*. Whether advertising internally within school (in a staffing reorganisation, for example, or as a short-term contingency, or for reasons of succession planning and staff development), or advertising externally, the school will have the same regard for ensuring a fair, thorough and equitable process, and for ensuring all safeguarding principles and obligations are met.

4.3.1.2 Head and deputy head teachers

The school should seek appropriate advice from the local authority

(or, if appropriate, diocesan authority) about how best to advertise the post.

4.3.2 **Genuine occupational requirements**

In exceptional circumstances it may be necessary – and it is permissible under the Equality Act 2010 – to seek to appoint a person *because they have a protected characteristic (namely: age; gender; race; disability; gender reassignment; marriage and civil partnership; sexual orientation; pregnancy and maternity; or religion or belief)*. The circumstances in which this may be permissible are very limited and usually apply where it can be justified that for a particular role to be fulfilled, the postholder must have the characteristic in question. (Where this applies, there is said to be an ‘Occupational Requirement’ or 'Genuine Occupational Requirement’ to have that characteristic.) Recruiters must seek advice in order to determine whether there is a Genuine Occupational Requirement and must not make the decision in isolation.

4.3.3 **Religious tenets**

Voluntary aided schools, and academies and free schools with a religious character, are entitled to apply religious criteria when recruiting any member of their teaching staff (but *only* teaching staff), giving preference to applicants

* + whose religious opinions are in accordance with the tenets of the religion in

question;

* who attend religious worship in accordance with those tenets; or
* who give, or are willing to give, religious education in accordance with those

tenets.

It is recommended that any school considering this should first take advice from their HR provider and/or diocesan authority.

4.3.4 **Information for applicants**

The school will provide prospective applicants with appropriate information, to include

* application form
* DBS enhanced disclosure requirement
* school information
* recruitment timeline
* job description
* safeguarding policy

**4.4 Assessing candidates**

4.4.1 In order to avoid any accusation or perception of bias, no one should be involved in a recruitment process where they are either related to an applicant or have a close personal relationship with an applicant outside of work.

4.4.2 All application details must be treated with the utmost confidentiality. Information obtained in the course of the recruitment and selection process which may include information of a sensitive or personal nature must be kept secure and retention periods should be adhered to.

4.4.3 Shortlisting should be carried out by at least two people and selection must be based only on the criteria identified in the person specification. Shortlisting should not take account of the protected characteristics of a candidate – ie age, gender, race, disability, gender reassignment, marital or civil partnership status, sexual orientation, maternity or pregnancy, religion or belief – except where there is a Genuine Occupational Requirement (see 4.3.2 above) which can be lawfully justified.

4.4.4 Employers should always ask for written information about previous employment history and check that information is not contradictory or incomplete. **References should be sought on all short-listed candidates, including internal ones, before interview**, so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview. The purpose of seeking references is to obtain objective and factual information to support appointment decisions. References should always be obtained, scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed. They should always be requested directly from the referee and employers should not rely on open references, for example in the form of ‘to whom it may concern’ testimonials. If a candidate for a post is not currently employed, you must check with the school, college, local authority or other employer at which they were most recently employed, to confirm details of their employment and the reasons for them leaving. If a candidate is not currently working with children but previously did so, you should check with the employer at which they were most recently employed to work with children, to confirm details of that employment and the reasons for them leaving. On receipt, references should be checked to ensure that all specific questions have been answered satisfactorily. The referee should be contacted to provide further clarification as appropriate: for example if the answers are vague. They should also be compared for consistency with the information provided by the candidate on their application form. Any discrepancies should be taken up with the candidate.

4.4.5 The school participates in the ‘Positive about Disabled People’ Scheme, commonly known as the ‘Two Ticks’ Scheme. It is essential therefore that recruiting managers and panel members check when shortlisting to see if anyone has applied under the scheme and if so, whether their application indicates that they meet the essential criteria for the post. If so, the applicant should be invited for interview.

4.4.6 Interviews must be conducted by a panel of at least two interviewers, one of whom must have undertaken appropriate recruitment and selection training. Wherever possible the interview panel should comprise both male and female members. Interviews being held must be conducted by the same panel to ensure consistency of approach and provide a fair process.

4.4.7 In advance of the interview the panel should draw up a series of questions based solely on the skills, competencies and experience required for the role and these questions should be put to all candidates. This allows the panel to consider applicants on the same basis and avoids any irrelevant or potentially discriminatory questions being asked. Candidates must not be asked questions related to their protected characteristics or trade union activities, as they have no bearing on a person’s suitability for the job and could be unfairly discriminatory.

4.4.8 Once the formal assessment process is completed all members of the selection panel will need to reconvene to reach a final decision, and ensure they have all the information needed in respect of each candidate to enable a decision to be made. The selection should be made on the basis of which individual best fits the criteria set at the start of the recruitment process, using the scores and results of any assessments. Operating a robust and consistent scoring procedure will achieve this.

4.4.9 It is essential that only objective information is used in the decision-making process and those decisions are justified, fair and evidence-based. The panel should be able to demonstrate that they have acted proportionately. Should there be any subsequent challenges, it would be the responsibility of the interview panel to demonstrate that discrimination had not occurred, rather than for the applicant to prove that it had.

4.4.10 Applications must be carefully scrutinised to identify any apparent gaps in the chronologies of a candidate’s employment or education. Any such gaps must be noted and explored with the candidate at interview, with notes of explanations recorded, retained and, if explanations are satisfactory and the candidate is appointed, retained on their personnel file, indicating why the explanation(s) is or are satisfactory. There must be a clearly recorded cross-referencing that relates the explanation(s) with the corresponding gap(s) in question on the application. **No appointment must be confirmed without satisfactory explanations for gaps having been given and recorded, with an accompanying note made on behalf of the interview panel and retained on the personnel file, describing the steps taken to verify the explanation(s) and why the explanation(s) is or are satisfactory.**

4.4.11 It is entirely acceptable to shortlist only one candidate or not to appoint at all. Selecting the best candidate for the role is essential and managers should not feel compelled to appoint a less-than-satisfactory candidate regardless of the demands of the service. Appointing the wrong candidate, or a hasty or ill-considered decision, may be extremely costly, may have an adverse effect on performance and delivery and, most seriously, may be unsafe.

**4.5 Appointing candidates**

4.5.1The choice of candidate will be determined by the interview panel on reaching a consensus about each candidate. All appointments should be based on merit in accordance with the provisions contained within the Local Government and Housing Act 1989. It is unlawful for any employer to make an appointment based on anything other than the ability of the candidate to undertake the duties of the post. An assessment of each candidate should be made, whether written or in electronic format, with all notes retained.

* + 1. In reaching a decision the panel should take into account information from all elements of the process, including:
       - Application form
       - Interview
       - Occupational tests/presentations
    2. Two written references are required, one of which should be from the candidate’s present or most recent employer (where applicable).
    3. All successful candidates will be required to have a disclosure and barring check to establish their eligibility to be employed in school. (See also 4.5.9 below.) It is both unsafe and illegal to employ someone in school where they are barred by law from working with children. Candidates who are to work with early years or breakfast and after-school clubs and who are covered by the Childcare (Disqualification) Regulations 2009 will be required to complete a disclosure document.

4.5.5 Except for limited and specific reasons, the Equality Act 2010 prohibits the asking of health-related questions before offering a candidate a post. The exceptions are that (a) it is permissible to determine the need for making reasonable adjustments in the selection process, for example, to mitigate the impact of any disability the candidate has; and that (b) it would be permissible to ask about a candidate’s health where the purpose is to establish their physical or mental capacity to carry out a specific task or function which is essential, fundamental and intrinsic to the job (physical ability to lift or carry heavy items, for example). Otherwise, questions about health must not be asked prior to a job offer being made.

4.5.6 All shortlisted candidates should be informed of the outcome of their application and offered the opportunity for feedback.

4.5.7 References must be scrutinised prior to confirmation of any offer of employment. This includes taking all necessary steps to validate the source of the reference and, where the reference is provided on behalf of an employer, to verify that the individual providing the reference has the authority to represent the views of that employer. A careful comparison must be made (and notes must be taken) of any discrepancies between the contents of each reference and (a) information on the candidate’s application form, (b) information provided by the candidate during their interview and (c) information contained in the other reference. Any such discrepancies must not be overlooked; they may either warrant further enquiry, or justify not confirming the appointment. Comprehensive notes must be taken and retained in regard to apparent reference discrepancies, along the lines indicated at 4.4.10 in regard to apparent gaps in a candidate’s application. If, notwithstanding such apparent discrepancies, the candidate is appointed, there must be a clearly recorded cross-referencing annotated on the personnel file, relating the explanations provided for the seemingly conflicting information to the discrepancies in question, describing why the explanation(s) is or are satisfactory. **No appointment must be confirmed without satisfactory explanations having been given for discrepancies between references and other information. Any such explanation must be recorded, with a note of the explanation(s) retained on the personnel file if the candidate is appointed, together with an accompanying note made on behalf of the interview panel and retained on the personnel file describing the steps taken to verify the explanation(s) and the reasons why the explanation(s) is or are satisfactory.**

4.5.8 All offers of employment must be made by the chair of the recruiting panel. A verbal offer is legally binding – as binding as one made in writing – and this means care must be taken to ensure offers of appointment are made **only conditionally**, subject to any checks or clearances still required.

4.5.9 **Statutory and safeguarding checks**

These are checks which are legally required before employment commences:

* Identity checks (ID must be brought to the interview, including photographic proof of identity, and checked and retained – and placed on the personnel file of the successful candidate)
* Eligibility to work in the UK
* Checks against the relevant barred list\*
* Medical clearance (if a statutory requirement of the job)
* Qualifications, registration and status (e.g. QTS) check (certificates must be brought to the interview, with copies retained on the personal file of the successful candidate)
* Disclosure of convictions
* Disqualification by association (in regard to applicable posts)
* Enhanced DBS check\*
* Prohibition from teaching check

\* Where the postholder will be engaged in regulated activity (which includes teaching, and undertaking paid or unsupervised unpaid work regularly where there is an opportunity for contact with children), an enhanced DBS check to include barred list information will usually\*\* be required. The enhanced DBS certificate must be obtained before or as soon as practicable after the person’s appointment. A barred list check may be obtained separately if the person appointed is due to start work in regulated activity before the DBS certificate is available. (\*\*There is no statutory requirement to obtain an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, in the 3 months prior to appointment, the candidate has worked either in a school in England in a post which brought them into regular contact with children or young persons in any post in a school since 12 May 2006, or in an institution within the FE sector in England or in a 16-19 Academy, in a post which involves the provision of education which brought them regularly into contact with children or young persons. Schools may nevertheless request an enhanced DBS certificate, to include (if the postholder will be engaged in regulated activity) barred list information.)

Where it is decided that information about convictions on a candidate’s disclosure form and/or as provided by the DBS is not a reason not to appoint, and as a consequence that candidate is appointed, the chair of the recruitment panel must record the reason(s) for not treating the conviction information as a reason not to appoint and retain a note of the reason(s), including details of any advice sought and obtained, on the successful candidate’s personnel file. **No appointment must be confirmed without appropriate recording to this effect, the note made on behalf of the interview panel to be retained on the personnel file and to state what consideration had been given to the implications of the convictions information for the safety of the recruitment decision, what advice (if any) had been sought and obtained, and why the information was not considered to be a reason not to appoint the candidate.**

No appointment must be confirmed until the clearances listed above, and those identified below as ‘best practice checks’, have been obtained:

* Declaration of interests
* References
* Medical clearance
* Any other clearances appropriate to the specific post.

All documents on which verification relies must be originals and not photocopies. **Copies (or originals, where available) must be placed in the personnel file of the successful candidate.** Schools are not required to retain copies of DBS certificates for the purpose of the SCR, and it is recommended that to ensure compliance with the Data Protection Act, copies are retained for no longer than 6 months.

4.5.10 Teachers will be paid a grade and salary in accordance with the School Pay Policy. For support staff it is usual for newly appointed employees to be placed on the minimum point of advantage on the salary scale or the nearest point within the grade that reflects their current salary, also in line with the Schools Pay Policy. Exceptions are permitted where this can be justified.

4.5.11 There are times when candidates complain about the decision that has been made or some part of the recruitment and selection process. Where the complainant is an employee, they should contact the chair of the panel in the first instance to resolve the matter informally. If this does not resolve matters, the employee should raise the complaint under the school’s Grievance Policy and Procedure. Candidates who are not school employees should raise any complaint under the school’s Complaints Procedure.

4.5.12The majority of successful candidates will have to give notice to their existing employer. This means there is likely to be some delay between the candidate being appointed and them starting in post. It is important that regular contact is maintained with the new employee, and that they are provided with any information they need about the school and about their new role. Their career with the school starts at this point, so any development areas identified during the selection process should be used to inform their [probationary and induction](http://intranet.northyorks.gov.uk/directorate/hr/recruitment/induction_and_probation/RelatedDocuments/Probationary%20Procedure%20-%20Final%20-%20Sept%202010.doc) period.

4.5.13 If the person being appointed has separate employment contracts, there is a need to be aware of the implications of the Working Time Regulations. Any other, separate, employer needs to be made aware of the new contract to ensure that across all employments, the employee is not contracted to work in excess of the lawful limits allowable. If you are unclear about this, you should contact your HR provider*.*

**Appendix A**

**Pupils Moved Out of Doncaster (or Whereabouts unknown)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date:** |  | **Name of Referrer:** |  |
| **Organisation & Address** |  | | |
| **Contact Tel. No:** |  | | |

**(One Form to be completed per child)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date:** |  | **DOB:** |  | **Gender:** |  |
| **UPN No:** |  | | | **Statement of SEN (Y/N)** |  |
| **Ethnic Origin:** |  | | | | |
| **Last Known Address:** |  | | | | |
| **Post Code:** |  | | | | |
| **Name of Address of GP:** |  | | | **Tel No:** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Primary Carer(s):** |  | | |
| **Relationship:** |  | | |
| **Contact No 1:** |  | **Contact No 2:** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **School History:** |  | | |
| **Last Known School:** |  | | |
| **Length of Time on Roll:** |  | **Date of Leaving:** |  |

**Checklist of actions taken to locate pupil**

|  |  |  |  |
| --- | --- | --- | --- |
| **School Action** | **Action Taken** | **Date and Who** | **Outcome / Details** |
| Made telephone calls to any numbers held/identified or sent any letters to the family? |  |  |
| Checked with members of staff who the child may have had contact with e.g. SENCO, Nurse, Learning Mentor |  |  |
| Checked with the pupils friends, siblings, and known relatives at this school and other schools |  |  |
| Other e.g. agencies with known involvement |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **EWO Action** | **Action Taken** | **Date and Who** | **Outcome / Details** |
| Made home visits and enquired with neighbours (at least 2 non-contact visits to be made) |  |  |
| Checked Social Work database |  |  |
| Checked with admissions re: change of school |  |  |

**Any other relevant info:**

**Any factors to be considered when visiting the family:**

**Completed forms to be e-mailed to:** [admin@northridge.doncaster.sch.uk](mailto:admin@northridge.doncaster.sch.uk)

**Internal to:** Children Missing Education

**External E-mail to:** ChildrenMissingEducation.gcsx

Contact Details: Children Missing Education

Attendance & Pupil Welfare Service

Floor 3, The Civic Building

Waterdale, Doncaster

DN1 3SU

**Telephone:** 01302 737233

**Fax:** 01302 737342

**Appendix B**

**Attendance & Pupil Welfare Service**

**Children Missing Education Process and Timeline**

**All CME cases should have completed timeline of 6 weeks**

**CME Process**

**Missing Out**

**The time line between receiving referral and completion of checks should be 1 weeks**

**After six weeks case closed when sent to**

**All outside agency letters sent**

**Case Closed**

**Confirmation from New Local Authority**

**All internal avenues checked**

**Child Found**

**YES**

**Child Found**

**NO**

**Casework Review**

**2 Weeks Response Time**

**Send out local search letter**

**SST Checks**

**Completed**

**Referral Received**

**Appendix C**

**Pupil Resident in Doncaster Not on Roll Form**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date:** |  | **Name of Referrer:** |  |
| **Organisation & Address** |  | | |
| **Contact Tel. No:** |  | **Type of Referral Off Roll:** |  |

**(One form to be completed per child)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date:** |  | **DOB:** |  | **Gender:** |  |
| **UPN No:** |  | | | **Statement of SEN (Y/N)** |  |
| **Ethnic Origin:** |  | | | | |
| **Last Known Address:** |  | | | | |
| **Post Code:** |  | | | | |
| **Name of Address of GP:** |  | | | **Tel No:** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Primary Carer(s):** |  | | |
| **Relationship:** |  | | |
| **Contact No 1:** |  | **Contact No 2:** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **School History:** |  | | |
| **Previous School:** |  | **Town/City/Country:** |  |
| **Length of Time on Roll:** |  | **Date of Leaving:** |  |

**Any other relevant info:**

**Any safety factors to be considered when visiting the family:**

**Completed forms to be sent to:**  Children Missing Education

Attendance & Pupil Welfare Service

Floor 3, The Civic Building

Waterdale, Doncaster, DN1 3SU

**Telephone:** 01302 737233 **Internal:**  ChildrenMissingEducation

**Fax:** 01302 737342 **External:** ChildrenMissingEducation.gcsx

**Appendix D**

**CME Process**

**Moved In / Off Roll**

**Referral Received**

**The time line between receiving referral and allocation to EWO for CME should be 1 week**

**The time line between receiving the referral and SAO decision should be 4 weeks**

**SST Checks**

**Completed**

**Return to original referrer – case closed not in Doncaster**

**Send out local search letter**

**Allocate to EWO for CME**

**Confirmed residency in Doncaster**

**Unconfirmed residency in Doncaster**

**Casework Review & SAO Decision**

**Children who are off roll in Doncaster**

**Parent Failing to Engage**

**School refusing to admit**

**School Transfer Forms**

**SAO Decision**

**YES**

**SAO Decision**

**NO**

**Pass to Service Managers**

**Track if NOT on Roll**

**SAO Letter 1**

**15 Days**

**Application made to School**

**Facilitate Admission to School**

**Pass to Service Managers**

**SAO Letter 2**

**15 Days**

**Admissions**

**Meeting**

**Allocated to CME / EWO**

**SAO Issued**

**15 Days Later**

**Child put on Roll**

**Proceed to Court**

**Case Closed**

**Appendix E**

**Extended Leave / Out of Country Form**

This form is to be completed when an EU National, Refugee, Asylum Seeker informs school of intention to return to their country for extended leave.

|  |  |  |  |
| --- | --- | --- | --- |
| **Pupil Name:** |  | **DOB:** |  |
| **Address:** |  | | |
| **Post Code:** |  | **UPN No:** |  |
| **Registered School:** |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Parent/Carer Name:** |  | **DOB:** |  |
| **Address:** |  | | |
| **Post Code:** |  | **Contact Tel No:** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Date of Travel:** |  | **Expected Date of Return:** |  |
| **Photocopy of Flight Tickets Obtained:** | **YES / NO** | | |
| **Name of Adult Accompanying Child:** |  | **Relationship:** |  |
| **Name Adult Accompanying Child:** |  | **Relationship:** |  |
| **Address Travelling to:** |  | | |
| **Please state if Child will be Attending School Outside England:** | **YES / NO** | | |
| **Name & Address of the School Child will be Attending** |  | | |
| **Signed (Parent):** |  | **Date:** |  |

**Parents / Carers need to be aware pupils can be deleted from the school register if they fail to return without reasonable cause after 10 school days from the expected date of return.**

Guidance on the Education (Pupil Registration) (England) Regulations 2006)

**Appendix F**

**Checklist to Locate Children who may have arrived in Doncaster**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Referrer:** |  | | |
| **Referral Date:** |  | **Contact No:** |  |
| **Name of Pupil:** |  | **DOB:** |  |
| **Previous Address:** |  | | |
| **Name of Parent:** |  | **Name of Parent:** |  |
| **DOB:** |  | **DOB:** |  |

**Action to Locate the Pupil(s)**

|  |  |  |
| --- | --- | --- |
| **Action Taken** | **Who & When** | **Outcome / Details** |
| **Checked with pupil Admissions for any current applications / appeals pending** |  |  |
| **Checked ONE Database** |  |  |
| **Checked Liquid Logic** |  |  |
| **Home Visit to addresses identified** |  |  |
| **Other** |  |  |

If the child remains missing / lost once all enquiries have been made, the referrer must be informed.

**Appendix G**

**Attendance & Pupil Welfare Service**

**Flowchart: Non Appearance at Allocated School**

**(Transition Phase)**

Note: During a normal transition phase a child becomes the responsibility of the new school when the child has been allocated a place (e.g. Reception, Year 6 – Year 7)

**Child has not arrived at allocated school**

**Pupil arrives at school**

**School to:**

1. **Contact family by phone and/or letter**
2. **Check with Pupil Admissions 737204**

**Pupil attending another school**

**No Contact:**

1. **School refers to the Attendance & Pupil Welfare Services**

**Inform Pupil Admissions**

**Pupil attending another school**

**Education Welfare Officer undertakes investigative home visits**

**Pupil arrives at school**

**Child located but refusing to attend school**

**Missing Child**

**Education Welfare Officer to instigate Enforcement Procedures**

**CME referral form to be completed – SST to track and monitor**

**Reception Non Compulsory school age – parent/carer to be contacted term before 5th Birthday – EWO to complete CME Referral**

**Appendix H**

**Emigration / Returning to Home Country Form**

**Form to be completed when school advised pupil intends to be resident outside the United Kingdom.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Pupil Name:** |  | **DOB:** |  |
| **Address:** |  | | |
| **Post Code:** |  | **Nationality:** |  |
| **Registered School:** |  | **UPN:** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Parent/Carer Name:** |  | | |
| **DOB:** |  | **Nationality:** |  |
| **Parent/Carer Name:** |  | | |
| **DOB:** |  | **Nationality:** |  |
| **Address:** |  | | |
| **Post Code:** |  | **Telephone No:** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Adult Accompanying the Child:** |  | **Relationship to Child:** |  |
| **Name of Adult Accompanying the Child:** |  | **Relationship to Child:** |  |
| **Address Moving to:** |  | | |
| **Post Code:** |  | **Date Leaving the Country:** |  |

|  |  |
| --- | --- |
| **Forwarding School details of School applied to / intend to apply to (if known)** | |
| **School Name:** |  |
| **Address:** |  |
| **Contact No:** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Signed (Parent):** |  | **Date:** |  |

**Appendix I**

**Children Missing Education – Update / Outcome Form**

**Complete with any information received in relation to an open referral on CME Database.**

**To include:**

* Changes to information already submitted
* Outcomes from any further investigations
* Details of visits including dates
* Outcome details of Located Pupil - (including school name and start date)

**Please return to CME Mailbox upon completion**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** |  | **Organisation:** |  |
| **Contact No:** |  | **Date:** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Pupil(s):** |  | | |
| **DOB(s):** |  | **Year Group(s):** |  |
| **Last Known Address:** |  | | |
| **Last Known School:** |  | | |

|  |
| --- |
| **Information / Outcome** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Signed:** |  | **Date:** |  |

**Appendix J**

**Is it Any Wonder?**

If you leave the door open when you’re changing me

Or bring Sonia in and ‘do her at the same time’….

If you talk to your friend Hilary

And do me at the same time……

If you look through me like I’m not there

And chat to your mate about last night’s telly and expose my private hair

And leave me uncovered from me toe to me belly

And you cough and splutter and ’phwor’ that’s smelly…

Is it any wonder that I believe myself to have no worth?

Is this what you believe and aren’t grown-ups always right and can be trusted?

Is it any wonder that I don’t understand words like ’dignity’ and ‘privacy’

When I’ve not been shown or given any?

Is it any wonder…. That I don’t scream or cry, or moan or complain

When the new worker does things to me and I don’t know their name

And when he says, “It will be OK and if it’s not then you’ll be blamed!

You know he’s right – ‘cos grown ups are always right and can be trusted’

Is it any wonder…… I won’t eat my food?

When someone says -‘she won’t even touch her apple crumble’…

And I bang my head against the wall instead –

So hard, the plaster crumbles.

John Drury 1995

**Appendix K**

**Intimate Personal Care Plan**

Child’s Name: ………………………………………..Date of birth:……………………

Year Group: ……………………… Class: ……………………………………………..

Class teacher responsible: ……………………………………………………………..

Date of record:…………………………Review date: …………………………………

|  |  |
| --- | --- |
| **Area of need for the Care Plan (note any additional communication needs)** |  |
| **Equipment required/ by whom** |  |
| **Environmental considerations** |  |
| **Support required**  **(who and frequency)** |  |

|  |
| --- |
| **Outcome(s)/ Independence working towards:** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Setting will** | **Parents will support by** | **Child will try to** | **Target achieved date** |
|  |  |  |  |
| Signed: | Signed: | Signed (if appropriate) |  |

*Intimate Personal Care Plans can be used for a range of needs and activities including Toileting, Feeding, Medication and Dressing.*

**Appendix L**

**Sample Individual Manual Handling Care Plan**

**Pupils Name: Joe Bloggs**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** |  |  |  |  |  |  |  |
| **Height** |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** |  |  |  |  |  |  |  |
| **Weight** |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Level of Independence**  □ **Totally dependent**  **✓ Needs assistance to transfer**  **□ Some sitting balance**  **□ Unable to weight bear**  □ **Minimal Active participation**  **✓ Needs assistance in some situations**  **✓ Full sitting balance** | **Relevant information**  □ **Epilepsy**  **□ Fatigue**  **□ Fear**  **□ Fragility**  **□ History of falls**  **✓ Muscle spasm**  **□ Pain**  **✓ Sensory loss *(hearing)***  **□ Skin Condition** |

### Othis relevant information

**Joe has a weakness on his left side.**

## Compliance

* **Co-operative**
* **Un co- operative**

**✓ Unpredictable**

**(if muscle tone is high)**

### Understanding

**✓ Good**

* **Fair**
* **Limited**

**DETAILS OF ASSISTANCE TO BE GIVEN**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assistance to be given** | **Wheelchair to work chair** | | | |
| **No of carers needed** | **1** |  |  |  |
| **Equipment needed** | **Firm table for support**  **Jenx Zeta chair** | | | |
| **Method to be used** | * **Move wheelchair up to the table.** * **Encourage Joe to undo all of his straps.** * **Flip back wheelchair footplates.** * **Encourage Joe to shuffle to the end of his chair.** * **Joe will hold onto the table and go to standing.** * **Joe can manoeuvre himself and get into the work chair himself.**   **Joe will get back into his wheelchair the same way.** | | | |
| **Assistance to be given** | **Wheelchair to floor** | | | |
| **No of carers needed** | **1** |  |  |  |
| **Equipment needed** | **Firm table for support** | | | |
| **Method to be used** | * **Place wheelchair close to a table or other firm support.** * **Encourage Joe to undo all of his straps.** * **Ask Joe to shuffle forwards and climb out of the chair and lower himself to the floor using the table for support.**   **To move from floor to wheelchair:**   * **Joe will climb back into his wheelchair independently.** | | | |
| **Assistance to be given** | **PE** | | | |
| **No of carers needed** | **1** |  |  |  |
| **Equipment needed** | **Wall bars** | | | |
| **Method to be used** | * **Joe can change his T Shirt in his wheelchair (needs help with buttons)** * **Starting with his good side, encourage Joe to help as much as possible** * **Joe will stand to allow LSA to lower his trousers** * **Joe can now sit down to change his trouser into his PE kit** * **Joe can now stand again to allow LSA to pull up his trouser** * **Joe will use his walking frame to go to PE** * **Once in the hall he will sit onto an ordinary classroom chair** * **Joe will climb back into his wheelchair independently and go back to the classroom to get changed** | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assistance to be given** | **Putting on coat** | | | |
| **No of carers needed** | **1** |  |  |  |
| **Equipment needed** |  | | | |
| **Method to be used** | * **Joe’s left arm needs to be fed into the coat sleeve first.** * **Joe can push his right arm through the coat sleeve himself.** * **Joe will need a lot of help putting on his left glove.** * **Joe can put his right hand into his right glove himself.**   **To remove coat:**   * **Take right arm out of sleeve first.** * **Take left arm out of sleeve** | | | |
| **Assistance to be given** | **Toilet from walking frame** | | | |
| **No of carers needed** | **1** |  |  |  |
| **Equipment needed** |  | | | |
| **Method to be used** | **Toilet door must be shut but never locked.**  **Ensure there is clear indication to show that the toilet is in use.**   * **Joe is to walk into the toilet using his walking frame and position himself to the front of the toilet** * **Pull down grab rails** * **Joe will hold onto one of the grab rails** * **LSA to assist with removing clothing but encourage independence** * **Joe will shuffle back onto the toilet seat** * **LSA to stay in the toilet all of the time** * **If needed when Joe has finished LSA will assist with personal care**   **Reverse procedure once finished.**  **Joe can wash his own hands.** | | | |
| **Assistance to be given** | **Toilet from wheelchair** | | | |
| **No of carers needed** | **1** |  |  |  |
| **Equipment needed** |  | | | |
| **Method to be used** | **Toilet door must be shut but never locked.**  **Ensure there is clear indication to show that the toilet is in use.**   * **Joe will wheel himself into the toilet and position his wheelchair to the front of the toilet** * **Flip back the foot rests on the wheelchair (Joe can assist with this)** * **Pull down grab rails** * **Joe will shuffle forwards and pull himself out of the wheelchair holding onto the pull down grab rail** * **Move the wheelchair to the side** * **LSA to assist with removing clothing but encourage independence** * **Joe will shuffle back onto the toilet seat** * **LSA to stay in the toilet all of the time** * **If needed when Joe has finished LSA will assist with personal care**   **Reverse procedure once finished.**  **Joe can wash his own hands.** | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assistance to be given** | **Wheelchair to Walking frame** | | | |
| **No of carers needed** | **1** |  |  |  |
| **Equipment needed** |  | | | |
| **Method to be used** | * **Remind Joe to put the brakes on his wheelchair** * **Flip back the foot plates on the wheelchair (Joe can assist with this)** * **Place walking frame in front of the wheelchair** * **Joe will shuffle forwards, take hold of the walking frame and step into it**   **Joe must be supported at all times when walking around school in his walking frame** | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assistance to be given** | **Lunchtime – risk of choking** | | | |
| **No of carers needed** | **1** |  |  |  |
| **Equipment needed** |  | | | |
| **Method to be used** | * **Joe needs to go to dinner first as he takes a long time to eat.** * **Joe needs to be reminded that he must chew his food slowly.** * **Mum will notify school if Joe is taking any medication which may increase likelihood of choking.** * **Joe has good table manners.** | | | |

**Date of first assessment:**

***(This should be reviewed every 6 months unless there is a change of circumstances)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Review dates:** |  |  |  |  |
| **Initials** |  |  |  |  |

**Assessor’s Name:**

**Assessor’s Signature…………………………………………………………….**

**Designation:**

**Child’s Signature (***Where appropriate***)………………………………………..**

**Parent/Carers Signature ………………………………………………….**

**Teacher’s Signature ……………………………………………………………**

**LSA Signatures ………………………………………………………………**

**………………………………………………………………**

**………………………………………………………………**

**Appendix M**

**Blank Individual Manual Handling Care Plan**

**Child’s Name: DOB:**

**School:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** |  |  |  |  |  |  |  |
| **Height** |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** |  |  |  |  |  |  |  |
| **Weight** |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Level of Independence**   * **Totally dependent** * **Needs assistance to transfer** * **Some sitting balance** * **Unable to weight bear** * **Minimal Active participation** * **Needs assistance in some situations** * **Full sitting balance** | **Relevant information**   * **Epilepsy** * **Fatigue** * **Fear** * **Fragility** * **History of falls** * **Muscle spasm** * **Pain** * **Sensory loss** * **Skin Condition** |

### Other relevant information

## Compliance

* **Co-operative**
* **Un co- operative**
* **Unpredictable**

### Understanding

* **Good**
* **Fair**
* **Limited**

**DETAILS OF ASSISTANCE TO BE GIVEN**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assistance to be given** |  | | | |
| **No of carers needed** |  |  |  |  |
| **Equipment needed** |  | | | |
| **Method to be used** |  | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assistance to be given** |  | | | |
| **No of carers needed** |  |  |  |  |
| **Equipment needed** |  | | | |
| **Method to be used** |  | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assistance to be given** |  | | | |
| **No of carers needed** |  |  |  |  |
| **Equipment needed** |  | | | |
| **Method to be used** |  | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assistance to be given** |  | | | |
| **No of carers needed** |  |  |  |  |
| **Equipment needed** |  | | | |
| **Method to be used** |  | | | |

**HOIST DETAILS**

|  |  |  |
| --- | --- | --- |
| **A hoist is to be used for:** | |  |
| **Make and model of hoist:** | |  |
| **Type of sling:** | |  |
| **Size of sling** | |  |
| **Method of fitting** | |  |
| **Loop**  **Fitting** | **Shoulder**  **Waist**  **Leg** |  |

**Date of initial assessment: ………………………………………….**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Review dates:** |  |  |  |  |  |
| **Initials** |  |  |  |  |  |

**Assessor’s Name:**

**Assessor’s Signature…………………………………………………………….**

**Designation:**

**Parent/Carer Signature………………………………………………………..**

**Manager’s Signature …………………………………………………………..**

**Child’s Signature (***Where appropriate***)………………………………………..**

**Teacher’s Signature ……………………………………………………………**

**LSA Signatures ………………………………………………………………**

**………………………………………………………………**

**Appendix N**

**DONCASTER COUNCIL**

**HEALTH AND WELL-BEING**

**MANUAL HANDLING RISK ASSESSMENT**

**SERVICE USER’S details**

|  |  |
| --- | --- |
| **Name** | **Approximate height:** |
| **Address** | |
| **Number:** | **Approximate weight:** |

**ASSESSOR’S DETAILS**

|  |  |
| --- | --- |
| **Name:** | **Designation:** |
| **Base/Team:** | **Telephone number:** |
| **Assessment date:** | **Date of last assessment:** |
| **Location of Assessment:** |  |

**DESCRIPTION OF THE TASK(S)**

|  |  |
| --- | --- |
| **Description to include the purpose, frequency and duration of the task:** | |
| **Location of the task:** | **Personnel involved:** |

**RISKS IDENTIFIED**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
| **Is there a risk of injury to the:**  Service User? YES/NO  Carer? YES/NO  Staff member? YES/NO  **tick**  **If a risk is identified to any person, the assessment must continue** 🞎 continue assessment  **If no risk is identified, the assessment need go no further** 🞎 end assessment | | | |
| **Assessment outcome (overall assessment of the risk of injury**) **tick**  No or negligible risk (no action required) 🞎  Risk identified (action must be taken) 🞎 | | | |
| **Action to be taken (in priority order)** | **Date by which action should be taken** | **By whom** | **Date completed** |
| 1  2  3  4 |  |  |  |

**ANALYSIS OF RISK**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| The following section uses an **ergonomic approach** to analysing the manual handling task, hence the terminology: **Load** (service user), the **Environment** (the place the task is carried out), the **Task** (the procedure or movement being carried out), and the **Individual** (the person carrying out the task) | | | | Does this present a risk/hazard requiring action? | | Problems arising from the task and possible remedial action (possible changes to the system/task/load/ workplace/equipment/environment |
| **THE LOAD**: is the service user | **Y** | | **No** | **Y** | **No** |  |
| Heavy? |  | |  |  |  |  |
| Able to weight bear |  | |  |  |  |  |
| Fully? |  | |  |  |  |  |
| Partially? |  | |  |  |  |  |
| Unable? |  | |  |  |  |  |
| Co-operative? |  | |  |  |  |  |
| Unpredictable |  | |  |  |  |  |
| Able to follow instructions? |  | |  |  |  |  |
| Does the service user have attachments, e.g. catheters, drips, dressings, prostheses? |  | |  |  |  |  |
| Able to assist with the transfer? |  | |  |  |  |  |
| **THE ENVIRONMENT** | | | | | | |
| Are there constraints on posture? |  | |  |  |  |  |
| Poor or uneven floors? |  | |  |  |  |  |
| Different levels to traverse? e.g. steps or stairs |  | |  |  |  |  |
| Low level chairs? |  | |  |  |  |  |
| Low level beds? |  | |  |  |  |  |
| Low level wc? |  | |  |  |  |  |
| Loose rugs/carpets? |  | |  |  |  |  |
| Hot, cold or humid conditions? |  | |  |  |  |  |
| Strong drafts? |  | |  |  |  |  |
| Work near open fires or hot surfaces, e.g. radiators? |  | |  |  |  |  |
| Poor lighting? |  | |  |  |  |  |
| Poor/cluttered circulation space? |  | |  |  |  |  |
| Are there children or pets? |  | |  |  |  |  |
| Narrow doorways? |  | |  |  |  |  |
| **HE TASKS**: do they involve: | | | | | | |
| Holding the service user away from your trunk? | |  |  |  |  |  |
| Twisting or turning? | |  |  |  |  |  |
| Stooping? | |  |  |  |  |  |
| Reaching upwards? | |  |  |  |  |  |
| Large vertical movements? | |  |  |  |  |  |
| Long carrying distances? | |  |  |  |  |  |
| Strenuous pushing or pulling? | |  |  |  |  |  |
| Repetitive tasks? | |  |  |  |  |  |
| Insufficient rest/recovery periods within the task? | |  |  |  |  |  |
| Handling above shoulder height? | |  |  |  |  |  |
| Handling below knee height? | |  |  |  |  |  |
| Side stepping? | |  |  |  |  |  |
| A change of handhold? | |  |  |  |  |  |
| Use of equipment? | |  |  |  |  |  |
| **THE INDIVIDUAL**: does the job: | | | | | | |
| Require special capabilities, e.g. height, strength, fitness? | |  |  |  |  |  |
| Create hazards for those with health problems? | |  |  |  |  |  |
| Present a risk to those who are pregnant? | |  |  |  |  |  |
| Require training in techniques/equipment use? | |  |  |  |  |  |
| **OTHER FACTORS** | | | | | | |
| Movement/posture limited by clothing? | |  |  |  |  |  |
| Movement or posture limited by personal protective equipment? | |  |  |  |  |  |
| Is specialist knowledge required? | |  |  |  |  |  |
| Has the employee been trained? | |  |  |  |  |  |
| Is further or retraining required? | |  |  |  |  |  |

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Print Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Designation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Designation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix O**

**RECORD OF PHYSICAL INTERVENTION OR RESTRAINT**

|  |  |
| --- | --- |
| Date of incident | Time of incident |
| Pupils name | D.O.B |
| Members of staff involved | |
| Adult witness to restraint | |
| Pupil witness to restraint | |
| Outline of event leading to restraint | |
| Outline of incident of restraint (including restraint method used) | |
| Outcome of restraint | |
| Description of any injury(ies) sustained by injured pupil and any subsequent treatment | |
| Date parent/carer informed of incident | Time |
| By whom informed |  |
| Outline of parent/carer response |  |
| Signature of staff completing report | Date |
| Signature of Teacher in Charge | Date: |
| Signature of SLT | Date: |
| Brief description of any subsequent inquiry/complaint or action: | |

**Appendix P**

**Protocol for Recruitment Media Advertising**

The purpose of this protocol is to set out when it is appropriate to use external media in recruitment advertising and to clarify accountabilities for reducing advertising costs whilst optimising recruitment opportunities.

The protocol for the involvement of media in external recruitment advertising is dependent on agreement by the Leadership Team regarding:

* A pre-defined list of posts, based on the level and type of post (i.e. senior grade or professional etc.) where media can be employed to support recruitment, for example:
  + Head Teachers
  + Senior Leaders
  + Teachers
* A prescribed list of media (including on-line and print options):
  + Times Educational Supplement
  + The Guardian
  + LinkedIn
* All advertising being placed with the agreed advertising partner (currently TMP) and notified to them via the Doncaster Resourcing Team. TMP will then work directly with the recruiting manager and ensure adherence to the protocols on media advertising.
* Identification of one-off exceptions (e.g. for difficult-to-fill posts) in order to determine appropriate strategies.
* Additional web-based media (e.g. TESGlobal) to be agreed annually.
* Annual review of all elements of this protocol.
* Where there is an intention to place media advertising outside of these parameters, a business case should be considered by the Leadership Team to consider deviating from this protocol.
* Annual review of all elements of the protocol and dependent policies

**Appendix Q**

**Protocol for file maintenance**

The purpose of this protocol is to ensure effective recording of all new appointments and verification of required checks and related information.

The information listed in the protocol below should be placed on the personnel file of the successful candidate as a comprehensive reflection of the safety and propriety of the decision to appoint them, and to correlate with information recorded on the single central record. This template document itself should also be placed on the personnel file, together with the documentation it verifies, as a checklist. It should be suitably ticked/annotated and signed, to provide verification of information having been placed on the file: if the information referred to is not applicable (e.g. disqualification by association or prohibition from teaching), please state “n/a”. Please also use the 2nd column to add comments as appropriate or as prompted.

Where the individual in question is not an employee but has been engaged through a supply agency, schools should record and retain all relevant information provided by the agency, to include at minimum a written assurance from the agency that all checks and clearances the school would have carried out if directly employing the individual as an employee have been undertaken. The written verification should specify each check and clearance, and not simply indicate ‘all necessary checks and clearances have been undertaken’. The school must be satisfied that the individual attending work is the person to whom the checks and clearances undertaken by the agency apply, before permitting them to work in school and have contact with children.

|  |  |  |  |
| --- | --- | --- | --- |
| **INFORMATION** | **TICK TO CONFIRM ON FILE\***  \*If the individual is engaged as an agency/supply worker, you are confirming that the agency/supplier has confirmed in writing that it has, at minimum, verified the information in the first column. | **DATE WHEN COMPLETED/**  **PUT ON FILE** | **SIGNATURE & NAME OF VERIFIER** |
| **Post title** |  |  |  |
| **Confirmation of identity:**   * Full name (including any previous names) * D.O.B. * Address * Photograph signed & dated as true likeness |  |  |  |
| **Confirmation eligible to be employed:**   * Completed disclosure of convictions form\*\* * Documents proving eligible to work in UK * Verification that * DBS cleared\*\* * Not barred from working with children * Not prohibited from teaching * Not disqualified by association under childcare disqualification regs   \*\*Please indicate in next column whether any information describing convictions has been considered and if so   * by whom, and * why the information is not a reason not to appoint, and * what advice has been sought and obtained to this effect |  |  |  |
| **Confirmation of qualifications, registration & status:**   * Copies of certificates/proof of qualifications * Evidence of professional body membership/registration |  |  |  |
| **References:**   * First reference * Second reference   Please indicate in next column   * whether either is unambiguously an employer reference * what has been done to verify the authority of that referee to comment on behalf of the employer * whether any discrepancy between information in either reference and information in the application form or given at interview or provided in the other reference has been explored, and why explanation is satisfactory |  |  |  |
| **Other clearances:**   * Completed declaration of interests form * Completed pre-employment health questionnaire |  |  |  |
| **Job description & person specification** |  |  |  |
| **Application form of appointee**  *Please indicate in next column whether*   * *there are any gaps in employment or education history* * *any gaps have been explored and why explanation is satisfactory* |  |  |  |
| **Information recorded at shortlisting stage** |  |  |  |
| **Interview notes and details from interview assessment form** |  |  |  |

**Appendix R**

**Keeping Children Safe in Education Recruitment Flowchart**

