



Vita et Pax Preparatory School

Safer Recruitment Policy

Policy Originator	Head Teacher
Governor Responsible	Chair
Status	Statutory
Last reviewed	01/09/2024
Ratified on	
Review period	Annually

This policy is reviewed annually and ratified by the Governing Body.

Families are encouraged to be familiar with this policy via the school website. Copies of this policy and its associated documents are available from the school office.

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Safer Recruitment and Checks Policy and procedures

Vita et Pax Preparatory is committed to providing the best possible care and education to its pupils and to safeguarding and promoting the welfare of children and young people. To achieve this commitment, Vita et Pax Preparatory recognises that it is of fundamental importance to attract, recruit and retain staff of the highest calibre who share this commitment. Vita et Pax Preparatory School ensures that the best possible staff are equally considered and recruited on the basis of their abilities and suitability for the position with no unfair treatments on any grounds or protected characteristics.

General Recruitment and selection process

For all advertised posts, applicants will have access to the job description and person specification via the school website. All applicants for employment will be required to complete an online application or paper application form containing questions about their academic and employment history and their suitability for the role. The application will be scrutinized to check that information is not incomplete or contradictory. A Curriculum Vitae will not be accepted in place of the completed application form.

The applicant may then be invited to attend a formal interview at which his / her relevant skills and experience will be discussed in more detail. All interviews will include discussion of safeguarding matters. The recruitment panel will always consist of one member who has been trained in Safer Recruitment and will ensure that safer recruitment practices are followed in accordance with the requirements of 'Keeping children safe in education (2023)'.

If it is decided to make an offer of employment following the formal interview, any such offer will be conditional on the following: • the agreement of a mutually acceptable start date; • the signing of a contract of employment;

- verification of the applicant's identity and address (in accordance with DBS identity checking guidelines);
- the receipt of two references (one of which must be from the applicant's most recent employer) which the recruitment panel considers to be satisfactory. Referees are asked explicitly about the candidate's suitability to work with children and young people.
- verification of professional qualifications which the recruitment panel deems a requirement for the post, or which the applicant otherwise cites in support of their application, via original academic certificates;
- for teaching positions, confirmation from the National College for Teaching and Leadership that the applicant is not subject to a prohibition order;
- the receipt of an enhanced disclosure from the DBS which the recruitment panel considers to be satisfactory;
- for 'regulated activity'¹, the applicant is not named on the Children's Barred List administered by the DBS.
 - verification of the applicant's mental and physical fitness for the role
 - verification of the applicant's right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
 - any further checks which are necessary as a result of the applicant having lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent;

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We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will record all information on the checks carried out in the school's single central record (SCR) in line with statutory requirements. This register is regularly monitored by the Headteacher and Designated Person and is externally and reviewed by the Safeguarding Governor. Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks.

Existing staff If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Recruitment via agency and third-party organisations We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves at school is the same person on whom the checks have been made.

Contracted staff including peripatetic teachers

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances. We will check the identity of all contractors and their staff on arrival at the school. For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare

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Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out. Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity

- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Governors

All governors and trustees will have an enhanced DBS check with barred list information. The Chair of the Governors will have their DBS check countersigned by the secretary of state. All proprietors and trustees will also have the following checks:

- A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008). Identity

- Right to work in the UK

- Other checks deemed necessary if they have lived or worked outside the UK.

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Ethos and aims

Vita et Pax Preparatory School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

How the plan is constructed

The School has a disability policy review committee which consists of Mrs Helen Lynch and Mr Pushkar Acharya and may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

1. to review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEN and disability policy
4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

The School's policy review committee have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation

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- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has also conducted an audit of our provision for pupils with special educational needs and/or disabilities. Views of teaching and non-teaching staff and pupils were obtained via means of a questionnaire conducted in September 2023. We have used the results to ascertain understanding in the school community of disability and accessibility, priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents. The School's local authority were also consulted during the audit process.

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

The results of the audit have informed our school accessibility plan for 2023/2024. The plan and targets have been widely circulated to all teaching and support staff, pupils and parents and is available upon request from the school office.

How the plan is reviewed and monitored

The School's disability committee meets biannually to frame recommendations for inclusion in the plan. These recommendations include input from the senior leadership team and the document is then placed on the agenda for the meeting of the governing body at the December and June meetings. There is a formal review of the implementation of the plan at the June meeting of the full governing board. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs and Disability Policy.

Accessibility plan of site: Physical environment

Present situation

- Dropped kerb at main pupil entrance allows for access
- Ground floor disabled toilet
- Provision of medical room for unwell children
- Door access points account for width regulations regarding disabled access.

Accessibility plan focus 2023-24

Physical accessibility

- Layout and location of classrooms must be addressed on a needs basis. Timescale as and when class sizes change.

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- Proposed ramp access to front of the building – Summer 2024 no immediate need

School understanding of accessibility

Visual accessibility

- Manage lighting within classroom to ensure brightness - Completed Auditory Accessibility
- Manage layout of classroom to ensure student is at front of the room - Ongoing
- Teachers to manage noise levels in classroom - Ongoing
- Student to be provided with visual representations as well as repeats of stated information - Ongoing
SEN lead will regularly meet with parents and external professionals to review how child's needs can be further met.

Examples of current school provision

- Accessible storage
- Accessible displays in some areas
- Large computer screens available
- Sloping boards • Colour overlays
- Differentiation: Work is differentiated according to ability & need
- Within class, the class teacher will plan activities to meet the pupil's individual targets • Work is also differentiated by outcome
- Visual Timetable
- Use of staff only staircase to avoid congestion and for child with mobility issues, safer access from lower to middle floor
- Stability cushion
- Inclusive sports opportunity
- Tracking progress, the School has a clear policy about adjustments
- For any residential activities, the Group Leader will advise the centre of any additional needs of their party and ensure that all needs will be met The Governing Body is committed to equal opportunities and will ensure that pupils and staff are treated equitably in respect of any disability.

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