



Broomwood Primary School

Safer Recruitment and Selection policy and procedures

Broomwood Primary School is committed to the safeguarding of all its learners, staff and visitors. Safeguarding is a priority with arrangements in place to ensure learners feel, and are safe on school premises and during off site activities.

The learner experience and individual achievement are paramount and safeguarding initiatives are developed to impact positively upon this. The school ensures that safeguarding legislation and guidance are adhered to and taken into account when developing and revisiting policies, procedures and associated arrangements.

The school provides a safe physical environment for its learners and staff, ensuring that the premises are of a good standard. Health and Safety arrangements are in place to ensure adherence to current legislation and guidance.

Anyone who applies for a position at Broomwood Primary will be subject to recruitment and selection procedures designed to emphasise the school's commitment to the safeguarding of its learners and staff. The procedures include questioning at the interview stage, verification of appropriate qualification, acquiring references, necessary safety checks and then on-going monitoring procedures.

As a result of this, we implement the following safer recruitment and selection policy.

Introduction to Safer Recruitment

The Recruitment and Selection procedure sets out what should happen throughout the recruitment process, from a vacancy arising to a new person starting in post. The procedure helps to ensure that the best person for the job is appointed and that any potentially discriminatory practices are eliminated. All recruitment decisions should be taken in accordance with this procedure and anyone who is involved in any stage of the recruitment process must have a clear understanding of this process.

The recruitment and selection process for all employees, whether full, part time or casual, should be transparent and reflect the commitment the school/educational establishment has to protecting children and young people.

We ensure that all employees and volunteers are recruited within processes that meet the following regulatory and legal requirements:

- Working Together to Safeguard Children
- The Richard Report
- Safeguarding Children and Safer Recruitment in Education
- School Teachers Pay & Conditions Document
- Burgundy Book

- Support staff conditions of service
- School Model Pay Policy
- Teachers' Standards

Record Keeping & Monitoring Recruitment Activity

Management Information

Broowmood Primary is committed to monitoring recruitment activity, to ensure fairness and transparency in the process.

The Recruitment and Selection Procedure is the subject of an Equality Impact Assessment process and therefore monitoring the progress of applicants at key stages in the recruitment and selection process is mandatory.

Confidentiality

Information obtained during the recruitment process will be treated as confidential and all records will be stored in locked cabinets or securely in an electronic format. If there are any concerns or queries with regard to data protection, advice can be sought from HR. Our HR provider is Heads HR and our link is Sarah Whiting.

3) Before advertisement

3.1) Undertake a Job Analysis

A vacancy presents an opportunity to reassess the requirements of the job or to consider restructuring. This assessment is valid whether it is to fill an existing job or a new one.

Prior to deciding to fill a vacancy we would:

- Consider whether the vacancy should be filled at all
- Consider whether the vacancy should instead be covered on an interim basis to allow more time to consider longer term solutions e.g. a temporary replacement through advertisement/fixed term contract, or using agency staff
- Consider whether the function has changed:
 - have work patterns or new technology altered the job?
 - are there any changes which require different or more flexible skills from the jobholder?
- Create a job description and person specification if a new post, or review existing documentation for existing posts.
- Decide what the school can afford and set the boundary of what the school will pay as part of the advert
- Ensure that a clear job description and person specification is provided.
- Highlight at all points of the process that the position would be subject to an enhanced DBS check and two professional references.

Determine the Selection panel

The selection panel should will consist of a senior leader and will have at least one member who has the safer recruitment certification.

To avoid any possibility of bias, the panel will consist of ideally three, but no less than two, people.

The members of the panel will:

- Have the necessary authority to make decisions about appointment, or in the case of a Head teacher appointment, to make a recommendation about who to appoint, to the full governing body
- Be appropriately trained (ideally all, but as a minimum the Chair of the panel, must have attended Safer Recruitment training)

Review the Job Description

This will detail the purpose, tasks and responsibilities of the job and will:

- Include the main purpose of the job
- Include the main tasks of the job – it is useful to use active verbs, like 'writing', 'directing', 'calculating', instead of vague terms such as 'dealing with', 'in charge of'
- Reflect the responsibility that the school/educational establishment, its' employees and this particular role will have in relation to safeguarding the welfare of children and young people
- Reflect the scope of the job - expanding on the main tasks and the importance of the job. Job importance can be indicated by giving information such as the number of people to be supervised, the degree of precision required and the value of any materials and equipment used. For teaching staff, reference should also be made to the Teachers Standards

It should not contain any potentially discriminatory conditions or barriers e.g. unreasonable qualification criteria, unreasonable period of experience required, etc.

A good job description enables prospective applicants to assess themselves for the job and provides the basis for drawing up a person specification. It provides a benchmark for measuring achievements and can help with induction, appraisal and training.

Review the Person Specification

The person specification is a profile of the skills, knowledge and aptitudes considered essential and desirable in the job-holder, and therefore allows the school to profile the ideal person to fill the role.

Knowledge and aptitudes are included in the specification and are related precisely to the needs of the job. If the requirements are inflated beyond those necessary for effective job performance, the risk is that someone will be employed on the basis of

false hopes and aspirations and this could also lead to discrimination against particular groups of potential applicants.

Factors we consider when drawing up the person specification include:

- Skills, knowledge, aptitudes directly related to the job, and whether these are essential or desirable
- Any specific criteria required to work with children and young people
- The nature and scope of previous experience necessary and whether this is essential or desirable
- The competencies necessary and whether these are essential or desirable
- Education and formal qualifications and relevant training necessary, and whether these are essential or desirable
- Any criteria relating to personal attributes or circumstances must be essential and directly related to the job, and must be applied equally to all groups irrespective of age, gender, disability, ethnicity, sexual orientation or religion and belief, to avoid potential discrimination

The person specification will also include details of how each of the criteria will be assessed e.g. application form, certificate, test, presentation, interview, etc.

Consider any Genuine Occupational Qualifications

Both the Sex Discrimination Act 1975 and Race Relations Act 1976 allow an employer to discriminate in certain circumstances where there is a genuine occupational qualification (GOQ). If a GOQ applies, it is permissible to recruit on the basis of a person's sex or race.

The GOQs most likely to apply in schools/educational establishments are as follows;

- Where the jobholder provides individuals with personal services promoting education or welfare and those services can most effectively be provided by a person of the same racial group or gender
- To preserve decency or privacy because the job is likely to involve physical contact with males (or females) in circumstances where they might reasonably object to it being carried out by a woman (or man), or
- The holder of the job is likely to do his (or her) work in circumstances where males (or females) might reasonably object to the presence of a man (or woman) because they are in a state of undress or are using sanitary facilities

When vacancies arise it is important to review whether or not a GOQ is justifiable.

Advertising

Design and Content

We ensure that adverts are tailored to the level of the target audience, and that they are always clear and easily understood. They are non-discriminatory, and avoid any gender or culturally specific language. To support this, all adverts will include the school's statement of commitment to equality and diversity, underlining that the school welcomes applications from all sections of the community. In addition, adverts for posts working with children will include a safeguarding statement.

Adverts could include the following information:

- Job title;
- Key job details including essential skills and experience (from the person specification);
- Salary level and any benefits
- The school/educational establishment's commitment to safeguarding and promoting the welfare of children and young people;
- The school/educational establishment's commitment to equality & diversity;
- Any relevant quality awards or logo's;
- A statement that posts can be open to job sharing consideration if appropriate;
- Closing date – usually two weeks.
- Details of how to apply;
- A statement that a CV will not normally be accepted, other than from disabled applicants where this is specific to their needs;
- Information about the possibility of offering prospective applicants a visit to School. This opportunity will be of particular importance to candidates unfamiliar with the school, its location and to applicants for leadership roles. Care should be taken to treat all potential applicants in a consistent way in terms of the information shared about the school/role during the visit, as well as who from the school is given responsibility for accompanying candidates during their visit.

Advertising Media

The process of marketing needs to be considered carefully so as to attract a wide selection of good quality candidates. Possible methods of advertising include:

Internet

School/educational establishment vacancies can be advertised on the Internet via:

- www.greater.jobs - Trafford is part of an AGMA consortium which has worked together to develop this collaborative recruitment website in order to attract people into jobs in local government both in the Greater Manchester and

Trafford area. Anyone on visiting the council's jobs pages will be redirected to this website.

- A Recruitment Site – this is a specialist site, usually linked to a job area or sector, e.g. for public sector roles at Jobs Go Public or Public Sector jobs sites. This approach will generally attract more potential job applicants, particularly if the site is well known and focuses on the types of the jobs the school wishes to advertise. However, this approach can be more expensive.
- A Media Site – this is a website which is linked to traditional press advertising. The site may carry full details of the advertisement, or just a copy of the advertisement that appeared in the publication. This may help in attracting a wider number of candidates, but it is also dependent on the publication's promotion of its website and in certain instances jobs have to be advertised in the publication (with its related costs) before being placed on the website.

It is also possible to link between sites. For example, a job could be advertised on a recruitment site and when the job is selected, it links to the school's own website.

Information to Candidates

Applicants will be provided with:

- job description and person specification
- application form (including equal opportunities monitoring form)
- guidance notes on completing the application form
- information for applicants including terms and conditions
- any relevant information about the school/educational establishment, which may include a link to the website

Short Listing

Short listing serves to match the applicants as closely as possible to the job description and person specification and to produce a short list of people to interview.

We implement the following guidelines for short listing:

- Those short listing need to be able to demonstrate fairness in the processes that they have used and ensure that the methods are free from bias and therefore do not discriminate on the grounds of age, gender, disability, ethnicity, sexual orientation or religion and belief.
- At the outset, the Chair of the Panel is responsible for agreeing a scoring system to be used and then complete a short listing assessment form.
- Panels should score each candidates skills and experience against the person specification criteria.
- Applications should be checked to ensure they are fully completed and for any anomalies or gaps in employment (for shortlisted candidates these should be explored further at interview if necessary).

- All disabled applicants who meet the essential requirements of the person specification should be invited to interview. Applicants will indicate if they have a disability on the application form.
- It is important to keep records of what you have done and the decisions that have been made and why, in case there is any challenge to the process and decision making.

Those candidates who best match the requirements of the person specifications, and those disabled candidates who meet the essential requirements of the post, may then be invited to take part in the next phase of the selection process.

Selection Techniques

There are a variety of methods available to help in the selection process. It may be appropriate to use one, or a combination of these as outlined below:

Interviews

The interview has two main purposes:

- to find out if the candidate is suitable for the role,
- to give the candidate information about the job and the organisation and confirm their interest in the role

For posts involving working with children, references should be sought prior to interview.

The guidelines for conducting interviews and selection methods are similar to those for short listing and are as follows:

- Candidates should be measured against the criteria established in the person specification. This re-enforces the importance of the person specification as a key part of the process.
- Demonstrate fairness in the processes and ensure that the methods used are free from bias and therefore do not discriminate on the grounds of age, gender, disability, ethnicity, sexual orientation or religion and belief. Interviews must be carried out consistently to ensure that all applicants are treated fairly.
- Keep records of what has been done and the decisions that have been made in case of any challenge, or request, to justify the process and decision making. A structured scoring system based on the criteria outlined in the person specification should be used for this purpose. Some elements or competencies can be weighted if desired, although care must be taken when considering the results that a high overall score doesn't mask a low score in a crucial area. The panel should record any decisions regarding weighting that is agreed.
- Write up notes immediately after the interview, recording relevant answers and detail. This not only helps the decision-making process but will ensure that feedback is available should the candidate request it. The provisions of the Data Protection Act 1998, enable candidates to ask to see interview notes

where they form part of a 'set' of information about the candidate - for instance, the application form, references received and so on, or the full personnel file if the candidate is already working for the school. Be aware also that your reasons for appointing or not appointing a particular candidate may be challenged under discrimination legislation.

- Before making a decision to appoint, the whole process and paperwork should be reviewed to ensure that the exercise has been handled appropriately.
- Finally, decide whom to offer the role to as soon as possible after the interview/assessment process.

Invitation to Interview

- Written correspondence, initially in the form of an email, will be sent to all candidates invited for interview. Information will include the time and place, directions to venue and composition of the interview panel. Any candidates declaring a disability on their application form should also be asked whether they need any adjustments to be made during the selection process. We will also call each candidate up and give them the opportunity to call school for any further information.
- The invitation will stress that the identity of the successful candidate will need to be checked thoroughly to ensure the person is who he or she claims to be, that they are suitable to work with children and young people (if appropriate) and that they are eligible to work in the UK.
- Consequently, all candidates will be asked to bring with them documentary evidence of their identity that will satisfy identification and DBS requirements, i.e. either a current driving licence or passport including a photograph, a full birth certificate or other document from the list. Full identity is then re-checked when the successful candidate completes their DBS form.
- In line with the new KCSIE 2022 and as part of our due diligence, candidates will be informed that we will carry out online checks. We pay the employment and vetting team with Essex County Council to carry out specific checks. DBS.ServiceCentre@essex.gov.uk
- Candidates will also be asked to bring documents confirming any educational and professional qualifications that are an essential requirement for the post, e.g. the original or a certified copy of a certificate, or diploma, or a letter of confirmation from the awarding body. If the successful candidate cannot produce original documents or certified copies, written confirmation of his/her relevant qualifications must be obtained from the awarding body. If it is an essential requirement of the post to belong to a professional body then evidence of this should also be provided at the interview stage.
- A copy of the documents used to verify the successful candidate's identity and qualifications must be kept for the personnel file.

Preparing for the Interview

The panel will agree a set of questions they will ask all candidates relating to the requirements of the post, and the issues they will explore with each candidate based on the information provided in the candidate's application. A candidate's response to a question about an issue will determine whether and how that is followed up.

Where possible we avoid hypothetical questions because they allow theoretical answers. We try to ask competence based questions that ask a candidate to relate how he/she responded to, or dealt with, an actual situation, or questions that test a candidate's attitudes and understanding of issues.

The panel will;

- read the application form, job and person specifications to identify areas which need further exploration or clarification
- be confident in dealing with any reasonable adjustments required
- plan relevant questions that are directly related to the job description and person specification
- agree;
 - questions for each aspect of the person specification
 - questions to assess the candidates attitude towards, and ability to safeguard and promote the welfare of, children and young people
 - whether there is a need to explore any gaps in a candidates employment history
 - an agreed structure for conducting the interview
 - the role of individual panel members
 - the evidence required for each aspect of the person specification
 - the interview environment to ensure no interruptions etc.

Conducting the Interview

We try to encourage candidates to relax and give their best in what is, after all, a somewhat unnatural setting.

We include the following:

- Introduce yourself and other interviewers; this also gives the candidate time to settle down.
- Give some background information about the School and the role - this helps everyone to focus on the objective.
- Advise candidates that notes will be taken and retained with their application form. The information recorded on the interview record forms is important for assessing candidates and for providing feedback after interview. It is essential they are retained as reference material in response to a potential complaint.
- Structure the questions to cover all the relevant areas, and only ask 'closed' questions where necessary. Open-ended questions (i.e. ones that can't be answered just by a yes or no answer) will encourage the candidate to speak freely - they often begin 'what', 'why', 'when', 'where' or 'how'.
- Avoid leading questions.

- Make sure the candidate is familiar with the terms and conditions of the job, and that the candidate is accepting of them.
- Tell the candidate what will happen next and when to expect the outcome.

Selection Tests

Sometimes certain roles require a selection test. Any tests used will, however, be free of bias, be related to the necessary requirements of the job and be inclusive e.g. a disabled person can complete the test used. Marking criteria must be objective, and the record sheets should be retained in accordance with the Data Protection legislation.

Presentations

Presentations may also be used as a selection tool, and are particularly appropriate when recruiting to senior roles, or where effective communication skills are required. The applicant would be provided with a topic and given a timeframe to deliver a presentation on the topic. The presentation topic can be sent with the interview letter, or given to applicants on the day, where the latter approach is used time to prepare the presentation will need to be factored in to the timetable for assessing candidates.

Teaching observation

Teaching observations are a very useful selection tool to assess the key attributes for a teaching role. Where utilized, all applicants would be observed to ensure consistency and fairness. Consideration would be given to differences across the school relating to pupil groups and this selection tool should be used as part of a wider selection process in conjunction with other selection techniques.

Conditional Offer of Employment

At the end of the selection process, each panel member will have recorded on their assessment sheets, evidence of how each candidate has met each of the selection criteria. Systematic analysis and assessment is important so that fair decisions can be made (and justified) and so that useful feedback can be given to candidates.

The panel would then reach agreement on which candidate is to be offered the appointment. The final panel decision must be recorded summarising to what extent each candidate met the selection criteria. The Chair of the Panel is responsible for this and for ensuring that he / she records the decision and confirms it with a signature and date.

Once a decision to make an offer of appointment has been made and the successful candidate has been conditionally offered the role by the Chair of the panel, subject to the receipt of satisfactory references, medical clearance, Asylum and Immigration checks and (where appropriate) Disclosure and Barring checks, the HR Shared Service should be notified on a New Starter Form (if appropriate). At this point

guidance will be given to the person responsible for the appointment on what clearances are required in order to approve the appointment and the projected timescales which will vary depending on the complexity of the vetting process for the post, or on the candidate's background.

Pre-Employment Checks

We will record all information on the checks carried out in the school's single central record (SCR). 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, as set out below.

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their 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
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have 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

As we have pupils under eight within the school:

- 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.

References

- We will ask for written information about previous employment history and check that information is not contradictory or incomplete.
- We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.
- The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
 - Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
 - Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not
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- For all of our posts, references will be sought prior to interview for all candidates, responsibility for reviewed the contents of the reference rests with the chair of the panel. Where receipt of references on this basis is not possible (e.g. where applicants have not given permission for this) or where the post does not involve working with children, then they should be sought on the appointed candidate once they have verbally accepted the post and confirmed that their referees can be contacted.
 - The purpose of seeking references is to obtain objective and factual information to support recruitment decisions, and to verify information provided from the applicant on their application form. They should always be sought and obtained directly from the referee. Any offer of employment should be made subject to the receipt of satisfactory references.
 - Obtaining references is important as it allows the accuracy of statements made by the applicant, such as dates of employment, position held, salary, attendance, timekeeping, disciplinary record, and reason for leaving to be verified. The previous employer should also be asked to provide an opinion on the employee's suitability for the role in question, their reliability, honesty, potential and whether they would re-employ them.
 - When references are sought, a copy of the job description and person specification should be enclosed together with structured, relevant questions that will enable the school to gain accurate information about the candidate's abilities.
 - The school is committed to safeguarding and promoting the welfare of children and, as such, further questions will be asked about those applicants applying for posts to work with children. Referees for such applicants will be asked about their opinion on the applicant's suitability to work with children.

- If the applicant is currently working with children, on either a paid or voluntary basis, his/her current employer with children should also be asked about disciplinary offences relating to children, including any which the penalty is “time expired” (that is where a warning could no longer be taken into account for any new disciplinary hearing for example) and where the applicant has been subject of any child protection concerns, and if so, the outcome of the enquiry or disciplinary procedure. If the applicant is not currently working with children but has done so in the past, that previous employer should be asked about those issues.

Feedback to Candidates

- Members of the panel will inform all unsuccessful candidates of the outcome of the interview as soon after the interview as reasonably possible.
- We will offer interviewed candidates feedback on either their application or interview performance. If unsuccessful candidates request feedback, objective, honest and thorough feedback about their application and/or interview should be provided as soon as possible. For teaching posts, feedback should be provided by a teaching professional.
- Verbal feedback and discussion is the best way of giving feedback to candidates as the person providing the feedback can better explore issues and provide helpful guidance. Information given as feedback to unsuccessful applicants must be recorded.

Induction

At Broomood Primary, all new staff will undergo some form of induction, whether they are previously experienced or not.

- The process involves familiarising the new employee with school/ educational establishment organisation, welfare and safety matters, general conditions of employment and the work of the team in which he/she is employed.

Complaints

Dealing with Complaints from Applicants

- If at any time during the recruitment process, an applicant complains about the process, the matter would be investigated by an appropriate person within the school as quickly as possible and the outcome communicated to the complainant. If the complainant considers the outcome unsatisfactory they would be referred to the school complaints procedure.

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

Agency and third-party staff

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 for work is the same person on whom the checks have been made.

Contractors

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 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 will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

All governors will also have the following checks:

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK