



# St George's College

Founded 1898

## **SAFEGUARDING AND SAFER RECRUITMENT POLICY & PROCEDURES**

*Reviewed and approved March 2022*

*Next review Jan 2024*

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# **ST GEORGE'S VISION MISSION AND VALUES**

## **VISION STATEMENT**

St George's College is a private, non-profit, bilingual, co-educational, learning institution with a long tradition in providing a well-rounded and demanding education. It delivers an international curriculum of high standards, which seeks to develop strong ethical values and character integrity, in order to allow its students to become useful and successful citizens.

## **MISSION STATEMENT**

Our mission is to provide students, between the ages of 3 and 18, with a bilingual education that integrates the Argentine and international curricula. We strive for the continual improvement in the quality of the teaching and learning, management and school resources in order that the students may develop their potential to the full. Our environment nurtures individual development, independent thinking, sportsmanship and an extensive and close interaction with the community.

## **STATEMENT OF VALUES**

Since its foundation in 1898, St George's College has been based on values adopted by its Christian founders, drawn from the best ones stemming from British tradition. These values are centred upon the following:

- Uphold honesty, integrity and truth.
- Demonstrate fortitude in terms of energy, initiative, courage and responsibility.
- Exercise good manners and respect towards people, rules, institutions, and the environment.
- Commitment and loyalty to the College, its people and society at large.
- Actively develop the concept of duty, caring and leadership through example.
- Apply perseverance and fair play in behaviour, work and play.

The College strives to uphold these values through its Governors, Staff, Parents and Students, adding to the best traditions established by its Founders.

## **1. COMMITMENT TO SAFEGUARDING**

St George's College Quilmes is committed to safeguarding the students from physical, sexual or emotional harm, neglect or bullying, to provide safe and effective care. Fundamental to this is protecting children from maltreatment to ensure that they grow in circumstances consistent with the provision of safe and effective care.

Staff should be aware that many of the concerns and issues addressed in these documents are also safeguarding concerns.

This policy should be read in conjunction with the following:

- Behaviour policy & procedures
- Anti bullying policy & procedures
- Digital acceptable use policy & procedures
- Whistleblower policy and procedures

## **2. AIMS**

### **COMPLIANCE**

- To ensure the school is compliant with all national laws and guidelines as outlined in: [\*Guía de orientación para la intervención en situaciones conflictivas y de vulneración de derechos en el escenario escolar\*](#), Buenos Aires Educación and UNICEF (2014)
- To ensure best practice from around the world as outlined in:

Statutory advice in the UK Government's Department for Education (DofE) document, [\*Keeping Children Safe in Education \(2019\)\*](#).

### **ONE SCHOOL**

- To establish principles efficiently across all sections and highlight procedural differences.
- To ensure where possible that resources, contracted services and support materials are implemented efficiently and wherever possible replicated.

### **FRAMEWORK**

- To provide the school's leadership a framework within which to work.
- To communicate clearly with the community what our policies and procedures are.

### **POLICY SPECIFIC**

- To provide an ethos within school where children feel secure, valued, respected and encouraged to talk and are listened to.
- To provide support and counselling for staff whenever the need arises.

### **3. DEFINITIONS**

For the purposes of this document the following definitions apply:

#### **Safeguarding**

Safeguarding relates to anything that negatively impacts a pupil's ability to develop and flourish to the best of their abilities, safely and effectively. This includes environmental and behavioural concerns both of the child in question and those around them. This includes bullying which must always be considered a safeguarding concern.

#### **Child protection**

Child protection relates to any act, by the person in question or those around them, that directly or indirectly harms the child's emotional or physical wellbeing. Including abuse or neglect as outlined in section 3.

#### **Child**

For the purposes of this document a child is defined as anyone under the age of 18. The contents of this document apply to all pupils, although those over the age of 18 will be considered as adults.

#### **4. SAFEGUARDING TEAM**

Safeguarding and promoting the welfare of children is the responsibility of the whole school community.

All adults working in school (including visiting staff, volunteers and students on placement) are required to report instances of safeguarding to the safeguarding team who are as follows

**Designated Safeguarding Coordinators (DSC)**, members of the school's leadership team.

College: Mariana Martinez

Prep: Mabel Podmokly

Kindergarten: Leda Spadaro

**Deputy Designated Safeguarding Coordinators (DDSC):**

College: Julia Tollo

Prep: Sandra Guerrero

Kindergarten: Maria Paz Molachino

#### **The Headmaster**

James Diver

The responsibility to report safeguarding concern to outside authorities rests with the Head of HR as the legal representative of the school.

Where there is any doubt as to the seriousness of this concern, or disagreement between the DDSC and the member of staff reporting the concern, advice will be sought from the DSC.

### **The Board**

The Headmaster is responsible for reporting issues related to this policy to the Board of Governors. Board members will not normally be given specific details relating to child protection situations.

The school has representation for safeguarding on the Board of Governors providing a link between the safeguarding provided by the head and the safeguarding coordinators and the board.

This role covers the following responsibilities:

- Ensuring that the safeguarding policy is reviewed regularly and kept up to date.
- Having oversight of the procedures for training and recruitment of staff with respect to safeguarding.
- Ensuring the status and importance of safeguarding within the Board.

## **5. TYPES OF CHILD ABUSE OR NEGLECT**

Abuse is any form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused by an adult or adults or another child or children. Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one label. In most cases multiple issues will overlap.

### **Physical**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Possible signs of physical abuse:

- Unexplained injuries or burns, particularly if recurrent
- Refusal or unwillingness to discuss injuries
- Improbable explanation of injuries
- Untreated injuries or unattended lingering illness
- Shrinking from physical contact
- Fear of returning home or parents being contacted
- Unexplained pattern of absence
- Fear of undressing
- Fear of medical attention
- Aggressive or bullying attitude
- Over compliant behaviour
- Significant inexplicable changes in behaviour
- Deterioration in quality of work

### **Emotional**

The persistent, emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These



may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Possible signs of emotional abuse:

- Withdrawal and depression
- Low self esteem
- Changes in behaviour
- Social isolation
- Mistrust of adults
- Self-inflicted injuries
- Frequent stomach and other pains
- High level of attention-seeking behaviour
- Over compliance

### **Sexual abuse and exploitation**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Possible signs of sexual abuse:

- Bruises, scratches or bite marks on the body
- Sexual awareness inappropriate to the child's age
- Attempts to teach other children about sexual activity
- Refusal to stay with certain people or go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends

Other issues are:

(i) Exploitation, a type of abuse in which children are sexually exploited for money, power or status. Children may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online.

(ii) Sexual violence and sexual harassment between children which can occur between children of any age and sex, online and offline, physically and verbally.

### **Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs of Neglect:

- Excessive hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance
- Low self esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Untreated illness or injury
- Constant tiredness

## **6. WIDER SAFEGUARDING CONCERNS**

In addition to the types of abuse and neglect outlined above, members of staff will also be alert to following specific safeguarding issues:

### **Sexting**

Creating and sharing sexual photos and videos of under-18s.

### **Peer abuse**

Children are capable of abusing their peers. This can take any of the above forms. Although it is more likely that girls will be victims and boys perpetrators, all peer on peer abuse is unacceptable and will be taken seriously.

### **Bullying**

The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and peer on peer abuse within a Child Protection context. We recognise that students will sometimes negatively affect the learning and wellbeing of other students and their behaviour will be dealt with under the school's behaviour policy. As a school, we minimise the risk of bullying by providing a curriculum which develops students' understanding of acceptable behaviour and how to keep themselves safe.

The St George's College Quilmes Anti-Bullying Policy can be found on the school's website.

### **World issues**

#### **'Honour-based' violence**

This includes incidents or crimes which have been committed to protect or defend the honour of the family and/or the community.

#### **Radicalisation**

Although these issues are rare in the St George's College Quilmes environment the school does help to protect children from extremist and violent views in the same ways that we help to safeguard children from drugs, gang violence or alcohol.

## 7. PROCEDURES (PUPILS)

When a member of staff is made aware of a safeguarding concern, either through observation or a disclosure, they should follow the 4Rs:

### THE 4 Rs

**RECOGNISE:** Staff must be able to recognise signs of children in need of help and/or at risk, including signs of possible abuse.

**RESPOND:** Staff must be able to respond appropriately if a child makes a disclosure to them about a safeguarding need or possible abuse or if they suspect a child is suffering from possible abuse.

**REPORT:** Staff must report the concerns/disclosure to the appropriate person(s)

**RECORD:** The school must record all information (details of observations, disclosures, concerns and actions taken) relating to the safeguarding issue, see below.

Where staff recognise signs that give cause for concern they should make this known to the relevant DDSC **immediately**. For the sake of the children, all cases must be treated with confidentiality by all of the people involved. Staff should note that it is **not** their responsibility to diagnose abuse, but just to be aware of the different signs and indicators which may alert them to the possibility that a child may be being harmed, and to take those concerns to the appropriate DDSC.

Throughout this process, staff should always act in the best interests of the child.

### RECOGNISE

#### ***Observation***

Staff must be constantly vigilant to recognise the signs of abuse as outlined in sections 5 & 6. Staff may see or hear something; either a mark or injury on a child, or a comment made. Staff may note a change in a child's behaviour which they feel warrants further action. Such observations should be acted on and raised with the relevant person(s).

Staff should also raise concerns about behaviours or the environment that may put the child at risk unintentionally. A safeguarding concern does not have to be the result of a deliberate act on the behalf of a second person.

### ***Disclosure***

A concern may be raised by someone else or a child may tell you something indirectly. When this happens it is called a *disclosure*.

A disclosure is when a child says anything which makes you feel that they may have been abused/are being abused/or are at risk of abuse. The disclosure may be full or partial; a child may blurt something out and then stop before giving full details. In such instances staff should respond in the following way.

### **RESPOND**

Staff recognising/observing a safeguarding concern, or subject to a disclosure, should make sure they respond appropriately. In the case of a disclosure it is very important that the member of staff receiving the disclosure stays calm, listens extremely carefully to all details. In the case of a child making the disclosure, the adult should confirm to the child that they have their wellbeing at heart but **not promise** to keep the disclosure a secret. The member of staff should also reassure the child and tell them what will happen next i.e. that they will inform the DDSC who will do what is necessary.

### **Responding to a disclosure**

- Be calm and receptive.
- Listen carefully without interrupting.
- Repeat back what was said for clarification.
- Keep responses neutral and be aware of your body language.
- Take the child seriously.
- Acknowledge the child's courage and let them know you will help them.

### **REPORT**

Reporting means passing on the information to the relevant DDSC. You are responsible for passing on what has been disclosed or anything you are concerned about. It is not a member of staff's responsibility to decide whether or not a child or family is in need of

support or if a child is at risk of abuse.

### **When to report**

Your report should be made as soon as possible and within 24 hours at most.

Decisions about with whom to share information must be made in the best interests of the child and led by the DDSC.

### **RECORD**

Well-kept records are essential to good child protection practice. The school is clear about the need to record any concerns held about the child or children within our school, the status of such records and when these records should be passed to other agencies.

Once you have reported your concern The DDSC will ask you to make a record of what you have seen/heard and what you have done with your concerns. No matter what happens, your concerns must be recorded. You should do this using the Google environment.

The record of the concern should include:

- Name and information about the child.
- Nature of your concern/the disclosure/injuries noted/behaviour changes observed.
- Your name and role.
- When and where the disclosure happened or details observed.
- Who else was present if relevant.
- What the child said or what was observed by you.
- What was said to the child about confidentiality.
- Name of the alleged abuser.
- Your response to the child and what you said.
- You must define what is fact and what is opinion.
- Who you told (if not the child) and any advice received or action taken.
- Any notes taken, should include the date, time and emotional condition of the child during any conversations held with the child. Where possible the exact words used by the pupil should be recorded.

Your DDSC will guide each member of staff regarding what is required in each particular case.

Following initial discussions it may be decided that other reasons are responsible for the concern and the possibility of child abuse can be ruled out. If this is so, then the matter can be resolved, but all notes of the case, including those related to the decision to resolve the case must be kept by the DSC

When an individual concern/incident is brought to the notice of the DDSC, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue.

## **8. PROCEDURES (STAFF)**

St George's College Quilmes takes all complaints made against members of staff seriously. All such complaints will be brought immediately to the attention of the Headmaster. The Headmaster will then enact the following procedures:

### **Stage I**

The Headmaster will review the allegation and decide if an investigation is necessary. Using the following criteria :

- The member of staff has behaved in a way that has harmed a child, or may have harmed a child
- The member of staff possibly committed a criminal offence against or related to a child
- The member of staff behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

The initial evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, in which case this decision, and a justification for it, should be recorded by the Headmaster.

### **Stage II**

The appropriate Educational Inspector will be informed of all allegations that come to a school's attention and appear to meet the above criteria..

Some rare allegations will be so serious they will require immediate intervention by the Inspector and/or police.

In cases that do not meet the criteria set out above the school will resolve the case.

### **Stage III**

The Headmaster will decide if the member of staff needs to be suspended pending an investigation or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension will be considered.

The Headmaster will appoint an investigating officer, most commonly one of the safeguarding team or an impartial member of the leadership team.



The investigation will focus on information gathering only, recording as much information about the situation as possible

Once the investigation is complete a report will be presented to the Headmaster

The headmaster will then make a judgement and decide on a course of action. This decision will be made in conjunction with the Chairman of the Board.

In most incidents the case will be formally judged to be:

- **Substantiated:** There is sufficient evidence to prove the allegation.
- **Unfounded.** There is no evidence or proper basis which supports the allegation being made.
- **Unsubstantiated:** There is insufficient evidence to either prove or disprove the allegation.
- **False:** There is sufficient evidence to disprove the allegation.
- **Malicious:** There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

As a result of this judgement formal action will be taken where necessary

For members of staff from the UK in order to comply with British Standards Overseas the Head (or the Chair of Governors) will inform the Disclosure and Barring Service (DBS) and Teachers' Referral Agency (TRA) in the UK of any situation where a member of staff leaves because of a child safeguarding issue, or resigns or is dismissed pending an investigation.

**Concerns regarding the Headmaster**

In cases where the Headmaster is the subject of the allegation or concern, they will be reported to the Chair of the Board of Governors who will follow the above procedures where necessary.

## **9. INVESTIGATION PROCEDURES**

When a credible allegation needs to be investigated, the following procedures must be followed:

The Headmaster should discuss the allegation immediately with the DSC to consider the nature, content and context of the allegation and agree a course of action.

If the Headmaster is the subject of an allegation then the Chair of Board will do the same with the member of the Board responsible for oversight of safeguarding .

The DSC should inform the accused person about the allegation as soon as possible after consulting the Headmaster and give an explanation of the likely course of action.

If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion will be convened.

Parents or carers of the child or children involved will be told about the allegation as soon as possible if they do not already know of it. Parents or carers will also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed but the parents or carers of the child will be told the outcome in confidence.

Parents and carers will also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing.

When an allegation is made the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.) The Headmaster, in conjunction with the DCO and Chair of the Board of Governors, will decide:

- Who needs to know and, importantly, exactly what information can be shared;
- How to manage speculation, leaks and gossip;
- What, if any, information can be reasonably given to the wider community to reduce speculation;
- How to manage press interest if, and when, it should arise.
- Every effort will be made to reach a conclusion in all cases of allegations.

## **10. TRAINING AND SUPPORT**

The school will ensure that the DDSCs attend relevant training every two years. All staff employed by the school, volunteers and those running school activities will receive annual training on safeguarding policies and procedures, and any necessary updates. This includes members of The Board.

### **Professional confidentiality**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The purpose of confidentiality in this respect is to benefit the child.

- Confidentiality is explained to all staff and Board members as part of the schools' induction procedures.
- On no account is a child guaranteed confidentiality.
- Information relating to child protection issues should only be shared with members of the safeguarding team and/or the Headmaster. They will then decide if information needs to be disseminated to other personnel, based on the best interests of the child.

### **Supporting pupils in need or at risk**

The school will endeavour to support pupils through:

- A curriculum that encourages high levels of self-esteem and self-motivation.
- An ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of school behaviour management policies.
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays.
- Regular liaison with other professionals and agencies who support the pupils and their families.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the interests of the child to do so.
- The development and support of a responsive and knowledgeable staff group trained to react appropriately in child protection situations.

## **11. SAFER RECRUITMENT OF STAFF**

St George's College Quilmes is committed to ensuring that those who take up appointments or who work in and with the school do not pose a risk to the children in its care.

### **General principles**

This policy applies to all adults who are applying for posts that bring them into regular contact with the children.

### **Disclosure information (police checks)**

Following the Argentine legal requirements the school will carry out police background checks.

These checks are carried out by the Human Resources department and maybe outsourced to the school's legal advisors.

### **Advertising**

Adverts for each role in the school should include:

- Desired skills, abilities, experience
- The extent the role will involve contact with children and the required regulations that this will require.
- A statement on the school's commitment to safeguarding and the checks that will be conducted.
- Any safeguarding responsibilities the role may require.
- Which prior convictions or restrictions on employment that need to be disclosed.

### **Application form**

Applications from candidates will only be considered when they have completed an official school application form.

A copy of this policy should be made available to all applicants and the point of application. Either sent after an application has been received or through a link with the application form.

The application form should have a tick box where the applicant can indicate that they have read the Safeguarding policy.

The application form should require the following:

- Personal details
- Current and former names
- Current address
- Relevant national identification number
- Details of present (1st ) employer and reason for leaving
- Full employment history
- Qualifications, the awarding body and the date of the award
- Details of two referees
- A statement of suitability for the post.

St George's College Quilmes will not accept copies of a CV in place of the application form

### **Shortlisted candidates**

Shortlisted candidates will be required to make a **self declaration** that includes the following and a signed declaration confirming the information is true (hard copy to be signed in person at some point before the post can be offered).<sup>1</sup>

- Any criminal history
- Whether they have been barred from teaching or working with children, nationally or internationally.
- If they have been disqualified from providing child care nationally or internationally
- Whether they have been barred from taking part in the management of a school.
- If they have been reported to the police of child service nationally or internationally.

The school guarantees that this information will only be seen by those who need to see it as part of the recruitment process including a member of the Board of Governors where appropriate. Maintaining a record of all those to whom disclosures or disclosure information has been revealed.

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

In the event of any dispute with the subject of the disclosure over the content of the disclosure information, the documents may need to be retained for longer periods, but not

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<sup>1</sup> This allows any relevant information to be considered before any police checks are received

longer than six months after resolution of a dispute.

The school will also conduct an internet search to help identify any incidents or issues that are publicly available online, which the school may want to explore with the applicant at interview.

At least two people should be involved in the shortlisting process.

Any gaps in employment history must be explored and accounted for.

Any concerns must be formally raised, logged and accounted for.

### **References**

At least two references will be sought for each applicant.

St George's will:

- Not accept open references e.g. To whom it may concern
- Not rely on applicants to obtain their own reference
- Ensure at least one reference is from their current employer (for teachers this must be the headteacher)
- Ensure at least one reference is from the last time the applicant worked with children

Any discrepancies between the information supplied by the candidate and the referee must be followed up and accounted for.

Applicants will be asked to provide information regarding any periods of overseas residence so that a decision can be made as to whether any overseas police checks or additional references are required.

### **Selection process**

During the interview process the following areas should be explored:

- What attracted the candidate to the post
- Any skills or experiences that support their ability to work with children
- Any discrepancies or gaps in their application form or self declaration

Interviews should always explore the candidate's suitability to work with children. Areas that might cause a concern and should be explored include:

- The implication that adults and children are equal.
- Lack of recognition and/or understanding of the vulnerability of children.
- Inappropriate idealisation of children.
- A lack of understanding of the boundaries between adults and children
- Any indicators of negative safeguarding behaviours.

## **Vetting checks**

All offer of appointment will be conditional on the following

- Confirmation of the candidates identity
- Relevant police and prohibition checks
- Verification of the candidate's mental and physical fitness to work with children
- Verification of all relevant qualifications

The school will usually undertake an overseas criminal records check/request a certificate of good conduct if a candidate has resided overseas for a period of 3 months, or longer, in the 5 years prior to applying for a position at the school

## **For applicants who have lived or worked in the UK**

The school will use the service provided by COBIS to carry out Prohibition checks, which covers the following five areas.

1. Prohibition from teaching: this list contains the details of all teachers who have failed their statutory induction or probation periods.
2. Section 128: this list contains the names of individuals who have been barred from taking part in the management of any independent school (including academies and free schools).
3. EEA online check: this list contains those people who have been identified to the Teaching Regulation Agency (TRA) as having a current EEA member state restriction/sanction imposed on them.
4. GTCE sanctions: this list contains the details of teachers who are still subject to disciplinary sanctions from the GTCE.



5. Failed induction or probation period: this list contains all people who have a disciplinary sanction prohibiting them from working in the teaching profession.

Teachers will be asked for their permission when requesting the check as well as the necessity to provide the staff member's Teacher Reference Number and date of birth.

In addition, anyone applying from overseas will be asked to also obtain an International Child Protection Certificate (ICPC).

St. George's College Quilmes will consider applications from ex-offenders for certain positions. Having a criminal record will not necessarily bar an individual from working with the school. This will depend on the nature of the position and the circumstances and background of the offences.

### **Record keeping**

The school will not keep any photocopy or other image of the disclosure or any copy or representation of the contents of a disclosure. However, notwithstanding the above, we will keep a record of the date of issue of a disclosure; the name of the subject; the type of disclosure requested; the position for which the disclosure was requested; the unique reference number of the disclosure; the details of the recruitment decision taken; and a record of all those to whom the disclosure has been revealed.

Once a recruitment (or other relevant) decision has been made, the school will not keep disclosure information for any longer than is necessary.

For all successful candidates, all originals to prove identity, home address, right to work in Argentina and qualifications are kept on file and recorded in the **school's central register**.

### **Single Central Register**

The school will maintain a single central register of staff past and present which is a record for all the checks required by the safer recruitment procedures outlined above. This will be compiled and maintained by the Human Resources department.

## **POLICY REVIEW**

This policy is to be reviewed by SLT and presented to the Board of Governors for final consideration and approval.

Approved by the Board of Governors, signed:

Dr Francisco Follett, Chairman

James Belmonte Diver, Headmaster

**Date:**