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Renewal date:	January 2019
Individual(s) responsible:	Hilary Sewell, HR Advisor/ Mark Hudson, Head Teacher

## Safer Recruitment Policy

Action	Who	Details	Checked
Job Description	Department Heads for TA or LSA  Deputy/SMT for Teachers	Amend / write job description appropriate for post	
Advert	MJH specifically for teachers  Department Heads for other	Decide where to advertise, key points of job description	
<p>All recruitment advertising material should contain a policy statement which demonstrates our commitment to safeguarding and protecting children: 'Kew House School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Criminal Records Bureau. Kew House School is an equal opportunities employer'.</p> <p>See Appendix 1</p>			
Responses to Advert	Office	Application pack sent out/available on line	
<p>All information given to the interested applicant should highlight the importance placed by the school on rigorous selection process and an application for a DBS disclosure completed straight away.</p> <p>Ensure job descriptions make reference to the responsibility of safeguarding and promoting the welfare of children.</p>			
	SMT/MJH	Sieve through CVs & letter of application with consultation of appropriate person (e.g. SENCO for LSA, SMT for other)  Share selection with MJH for final agreement for invites to interview	
Short list for interview – selection of candidates – Appendix 2			
Verbal references may be taken from past employees (not those specified as referees) to verify documentation			

Offer Interview	SMT – School office can send out the letter/email/telephone call	SMT member OR Department Head agree date for interview & observation lesson. This person must draw up an interview schedule and work with the Office Manager to confirm with MJH and candidates	
Written References	School Office	SMT request the office follow up references upon invitation to interview	
Be aware of CP written reference – Appendix 3 and copy of standard letter			
Schedule for Interview	SMT	Decide who will be doing the following: Show around, Lesson Observation & Interview	
Interview	SMT/MJH for teachers. Department Heads for LSA / TA AR for ‘other’ staff (Kitchen/Cleaning etc)	Interview Questions must include Child Protection questions	
The Headmaster, JLo, HSe, DSO(LAt)AR and one Board member have undertaken ‘Safer Recruitment’ training – see NCSL/IPS website. Be aware of CP Interview prompts – Appendix 4			
Certificates of Qualification Medical form & Proof of Identity	School Office	Seek proof of identity and have sight of proof of qualifications at interview. Obtain copies of qualifications/ proof of identity whilst the candidate at a later date for DBS checks if under 3 months prior to post commencing.	MJH
Prior to reaching a decision about a New Appointment	SMT	Consult people who showed around, observed & interviewed. Clear/agree appointment with MJH	
References	SMT/MJH	Issue proforma to min 2 references. Good or outstanding sought- check CP questions	

Unsuccessful candidates	SMT School Office	Inform office of the unsuccessful candidates. Office send an email or letter to them.	
Successful Candidate	SMT	MJH discuss with JCh if issues over pay scale/salary and agree any additional responsibility points	
Informal Offer	SMT	Make an offer verbally and seek a response from the candidate. Explain there will be an official written offer to follow. This may be available on the day of interview.	
Official Written Offer	SMT/HSe MUST write officially to prospective candidate. This is the trigger for the rest of the procedure	Written offer should include: Job Title / Start Date / responsibility points and overall Salary as well as notification of obtaining DBS check	
Offer of appointment should be conditional upon pre-employment checks being satisfactorily completed – see Appendix 5			
DBS (CRB)	H Sewell	Request HSe begins procedure. This will be managed through the Update service (if the applicant has subscribed) All applicants will be asked if they consent to this in line with guidance. Note now need EEA if overseas appointment or worked abroad in Europe.  <a href="https://www.gov.uk/government/organisations/disclosure-and-barring-service">https://www.gov.uk/government/organisations/disclosure-and-barring-service</a>	
Contract	HR staff-HSe	Contract with further paper work is sent out. This must be signed and returned. It will include medical form.	
Staff File	School Office	Submit LPS medical form.  SMT to inform office to start staff file for Head’s office- Files located in Bursars office.  References checked and signed by MJH  Medical doc included – MJH to sign.  Checklist up to date	
When all paperwork is in place	SMT/School Office	Ensure that all relevant paperwork is given to Bursars office for staff folder.  Liaise with new staff member re start date/time / induction process / line manager /handover / INSET days etc  Checklist completed to date? HSe to confirm	

Follow CP Induction and supervision of newly appointed staff procedures			
Appendix 6			
Putting new member of staff on 'the system'	School office	Staff lists, internal email, log on Frog and one drive. HBO to organise.  etc	
Update Status	SMT	When a member of staff within the school has their title/status amended a letter should be sent to them with salary details & offer of the change of status  Give letter to school office to go in staff file in Bursar's Office	

### Appendix 1 Advertisements and information for applicants

Organisations should demonstrate their commitment to safeguarding and protecting children by ensuring that all recruitment advertising material contains a policy statement to this effect.

All information given to the interested applicant should highlight the importance placed by the organisation on rigorous selection processes.

The information should stress that the identity of the candidate, if successful, will need to be checked thoroughly, and that where a Disclosure and Barring Service- (formerly Criminal Records Bureau or CRB) check is appropriate the person will be required to complete an application for a DBS disclosure straight away.

The job description should clearly set out the extent of the relationship with, and the degree of responsibility for, children with whom the person will have contact.

The person specification should explain:

- The qualifications and experience needed for the role;
- The competences and qualities that the applicant should be able to demonstrate;
- How these will be tested and assessed during the selection process.

#### The application form will ask for:

- Full personal information, including any former names by which the person has been known in the past; and
- A full history of employment, both paid and voluntary, since leaving school, including any periods of further education or training;
- Details of any relevant academic and / or vocational qualifications;
- A declaration that the person has no convictions, cautions, or bind-overs (Posts involving work with children are exempt from the *Rehabilitation of Offenders Act 1974*), or details in a sealed envelope.

## **Appendix 2 Selection of candidates – short listing**

There are procedures for short listing to ensure that the best candidates are selected fairly. All applicants should be assessed equally against the criteria contained in the person specification without exception.

Safer recruitment means that all applications should additionally be:

- Checked to ensure that they are fully and properly completed. Incomplete applications should not be accepted and should be returned to the candidate for completion.
- Scrutinised for any anomalies or discrepancies in the information provided.
- Considered with regard to any history of gaps, or repeated changes, in employment, or moves to supply work, without clear and verifiable reasons.

All candidates should bring with them to interview documentary evidence of their identity, either a full birth certificate, passport or photocard driving licence and additionally a document such as a utility bill that verifies the candidates name and address. Where appropriate, change of name documentation must also be brought to the interview.

Candidates should also be asked to bring original or certified copies of documents confirming any necessary or relevant educational and professional qualifications. 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.

## **Appendix 3 – Written Reference – proforma provided to referees.**

The application form requests both professional and character references, one of which should be from the applicant's current or most recent employer. Additional references may be asked for where appropriate. For example, where the applicant is not currently working with children, but has done so in the past, a reference from that employer should be asked for in addition to that from the current or most recent employer if this is different.

Wherever possible references should be obtained prior to the interview so that any issues of concern raised by the reference can be explored further with the referee and taken up with the candidate during interview.

References will contain objective verifiable information and in order to achieve this, a reference pro-forma with questions relating to the candidate's suitability to work with children should be provided.

The referee will be asked to confirm whether the applicant has been the subject of any disciplinary sanctions and whether the applicant has had any allegations made against him / her or concerns raised which relate to either the safety or welfare of children and young people or about the applicant's behaviour towards children or young people. Details about the outcome of any concerns or allegations should be sought.

### **Other checks before interview**

If the applicant claims to have specific qualifications or experience relevant to working with children which may not be verified by a reference, the facts should be verified by making contact with the relevant body or previous employer and any discrepancy explored during the interview if this relates directly to their competency to perform the duties prescribed.

### **Best practice for obtaining references:**

1. Approach referees for all short-listed candidates
2. Always seek and obtain references directly from the referee in writing verifying emails
3. Referees will be sent/download the job description and person specification for the post
4. Disciplinary offences relating to children will be requested, including any in which the penalty is "time expired" (that is where a warning could no longer be taken into account in any new disciplinary hearing for example)
5. Whether the applicant has been the subject of any child protection concerns
6. The outcome of any enquiry or disciplinary procedure

### **Pitfalls to avoid:**

#### **We do not:**

1. Rely on references or testimonials provided by the candidate or on open references and testimonials, i.e. "To Whom It May Concern"
2. Accept photocopied references
3. Rely only on oral references
4. Let a 'glowing reference' go unchallenged
5. Ignore gaps in the points covered in the reference

### **Appendix 5 Interview Prompts**

#### **Ground Rules for Safer Interviewing:**

1. Be properly prepared. The interview panel should review all the information about each candidate and meet in advance of the interview to agree appropriate areas for questions.
2. Have all relevant paperwork to hand (references, prepared questions etc) so that it can be easily referred to.
3. Apply the same practices for all interviewees, including internal and external candidates.
4. Don't veer from the agreed questions unless requesting conformation or further detail.
5. Ensure our questions are relevant and justifiable.
6. Make notes on the candidate's responses and record our impressions.
7. We do not use telephone/Skype interviews. Ever.

#### **Ground Rules for Safer Questioning:**

Appropriate questioning during the interview process will encourage unsuitable applicants to display unsuitable behaviour/attitudes.

As a rule, the candidate should be asked to relate their actual experiences, attitudes and abilities. Hypothetical questions should be avoided where possible. However, they may be necessary with an inexperienced candidate, or someone who has not worked with children before.

Make sure your questions are clear and relevant. Avoid the following examples of bad interview practice:

1. making assumptions
2. asking convoluted questions
3. using complex jargon
4. leading the candidate in a particular direction
5. talking too much yourself
6. letting the individual side-track the process
7. accepting a short and un-detailed answer and moving on

**These questions have been designed to examine an interviewee's attitude towards child safeguarding:**

1. What attracted you to teaching/ this post/ at this school?
2. How do you think your own childhood may have influenced your practice with students?
3. What motivates you to work with young people?
4. Tell us about your interests outside work.
5. What do you think are the professional challenges facing teachers today?
6. Give an example of where you have had to deal with bullying behaviour between pupils. What did you do? What made it successful? How could you have done better?
7. What would you do if you were concerned about a colleague's behaviour towards children?
8. Give an example of how you have managed poor pupil behaviour.
9. Give an example of when you have had to respond to challenging behaviour. How did it affect you emotionally? How did you cope with the aftermath?
10. When do you think it appropriate to physically intervene in a situation involving young people?
11. What makes a school safe and caring?

**Possible 'danger signs' of individuals unsuited to working with children:**

1. The candidate may imply that adults and children are equal in every sense, ignoring disparities of power and authority.
2. There may be an inability to recognise the inherent vulnerability of children from troubled or disadvantaged backgrounds.
3. There is a tendency to view children and young people in idealised or romanticised terms.
4. They may appear dogmatic, autocratic, arrogant or over confident.
5. There appears to be an over-identification with young people and a lack of appropriate intimate or supportive relationships with them.

## Appendix 6 Offer of appointment to successful candidate

- A DBS (CRB) check appropriate to the role;
  - from Autumn 2008 the Vetting and Barring Scheme, under the [Safeguarding Vulnerable Groups Act 2006](#), will commence;
- Verification of the candidate's medical fitness; See proforma
  - Verification of any prohibition from teaching via DFE Secure access website
- EEA check for overseas workers or those with CV indicating working in EEA.
- That candidates from overseas are legally able to work in the UK, and equivalent checks are sought from their country of origin.

All checks should be confirmed in writing and retained on the candidate's personnel file, together with photocopies of and documents used to verify his / her identity and qualifications. Under DBS regulations, DBS disclosures can usually only be kept for 6 months, but a record should be kept of the date the disclosure was obtained and who by, the level of the disclosure and the unique reference number.

A record should be kept of evidence to show that such checks have been carried out in respect of supply staff and volunteers whether recruited directly or through an agency.

Satisfactory references must be kept on the candidates personnel file or, in the case of supply staff or volunteers not recruited through an agency, on a central record within the organisation.

Where information gained by the employer from either references or other checks calls into question the candidate's suitability to work with children, or where the candidate has provided false information in support of the application the facts should be reported to the police and/or the relevant department within the DCSF.

For information on Vetting & Barring Scheme Remodelling Review – Report and Recommendations February 2011 refer to:

[www.homeoffice.gov.uk/publications/crime/vbs-report?view=Binary](http://www.homeoffice.gov.uk/publications/crime/vbs-report?view=Binary)

## Appendix 7 – Induction and supervision of new staff

The induction of all newly appointed staff will include an introduction to the organisation's child protection policies and procedures. This should include being made aware of the identity and specific responsibilities of those staff with designated safeguarding responsibilities. **Induction checklist will be issued to all new staff and returned in a reasonable time signed appropriately.**

New staff members must be provided with information about safe practice and given a full explanation of their role and responsibilities and the standard of conduct and behaviour expected.

They should also be made aware of the organisation's personnel procedures relating to disciplinary issues and the relevant whistle blowing policy.

The programme of induction should also include attendance at child protection training at a level appropriate to the member of staff's work with children.

Senior managers should ensure that their staff are adequately and appropriately supervised and that they have ready access to advice, expertise and management support in all matters relating to safeguarding and child protection. A risk assessment is needed for any staff joining without DBS clearance in place. A template is available for this task.

### Volunteers

- It is essential that the safer recruitment procedure must be applied to volunteers in the same way as recruitment of employees as indicated in Safeguarding Children & Safer Recruitment 2007
- Regular volunteers (more than 4 hours a term) will complete an application form with regards to basic information.
- A job description and person specification will be issued to the volunteers.
- There will be group face to face interviews to cover the school welfare & safeguarding policies, procedures for volunteering in school. This will also be an opportunity to have question & answers

A volunteer is a person who performs an activity which involves spending time, unpaid, supporting staff or students in school which aims to benefit the children. Clarity around the job description/task is to be determined by the staff supervising or organising the event along with any **other** checks deemed necessary to determine whether the prospective volunteer is suitable to work with children or to lead or manage students in our care. Always seek advice from the DSO if unsure.

### Relevant Contact Details:

<https://crbdirect.org.uk/>

DBS Customer Services team 0870 90 90 811

<https://www.gov.uk/dbs-update-service>

Independent Safeguarding Authority (ISA)

[www.isa.homeoffice.gov.uk](http://www.isa.homeoffice.gov.uk)

[HOPSPPUEnquiries@homeoffice.gsi.gov.uk](mailto:HOPSPPUEnquiries@homeoffice.gsi.gov.uk)

Keeping Children Safe in Education- DFE - see appendix in Policy folder.

