

## **MODEL RECRUITMENT AND SELECTION POLICY TO ENSURE ACCORDANCE WITH DFE SAFER RECRUITING GUIDANCE**

\$ School is committed to safeguarding and promoting the welfare of children and young people. In order to ensure this our recruitment and selection policy is in accordance with both local and national guidance.

### STAGES OF THE RECRUITMENT PROCESS

#### 1 Decision to Recruit

All interview panels will understand their role, and will include staff who have been trained.

The job description will include a reference to the responsibility for safeguarding and promoting the welfare of children, and the person specification will include suitability to work with children.

#### 2 Advertising the Post

The advertisement will include a reference to safeguarding and promoting the welfare of children and young people as well as the requirement for completion of an enhanced Disclosure and Barring Service (DBS) check (formerly known as a Criminal Records Bureau or CRB check). This will also be reflected in the information pack sent to all applicants.

#### 3 Application Process

Application forms (including the Safer Recruiting Additional Information Sheet – for shortlisted candidates only) will be used to enable all potential applicants to provide a common set of core data as follows:

- Current and former names, date of birth, current address, NI number and evidence of eligibility to work in the UK
- Full details of qualifications relevant to the position applied for including awarding body and date of award
- Teachers will need to provide proof of Qualified Teacher Status (QTS)
- Full history in chronological order showing employment, study, voluntary work, with explanations for any periods not covered, and reasons for leaving employment.
- Declaration of any family or close relationship to existing or potential employees or employers
- Details of referees – one of whom must be current or most recent employer. For an employee not currently working with children, but who has done so in the past it is important that the past employer should also be contacted
- A statement from the applicant of their personal qualities and experience, which they believe, meets the person specification.

There will be a statement explaining that the post is exempt from the Rehabilitation of Offenders Act 1974, requiring a signed statement that the individual is not disqualified from work with children or subject to sanctions imposed by a regulatory body, and either has no sanctions, cautions or bind-overs, or has attached details of their record in a sealed envelope marked confidential. There will also be an explanation of the DBS checking requirements.

Applications will be carefully scrutinised upon receipt in order to identify any anomalies or areas of concern, which need to be followed up at interview. This will include any gaps in service or mid career moves from permanent to supply or temporary work.

#### 4 Taking up references for shortlisted candidates

References will be sought for all shortlisted candidates, including the most recent, using the proforma reference request forms. All references received by the school must be signed or countersigned by the headteacher if the last employment was in a school. These will be scrutinised to identify any gaps or contradictions, which will then be explored at interview.

#### 5 The Interview

These will be on a face to face basis wherever possible, and the same panel will see all the candidates for a post and carry out some straightforward pre employment checks such as verification of the applicant's identity, right to work in this country (a national insurance number does not automatically indicate this right) and relevant academic and vocational qualifications from original documentation. The interview process will explore the applicant's ability to carry out the job description and meet the person specification. It will enable the panel to explore any anomalies or gaps which have been identified so far in order to satisfy themselves that the chosen applicant can meet the safeguarding criteria identified above. Consideration including discussion with the candidate will also need to be given to any information regarding previous records of cautions or convictions including information provided in a sealed envelope. Discussion will also take place regarding any significant periods of sickness absence.

#### 6 Pre Employment

In addition to the checks already detailed the school will ensure that a pre employment health check is completed, as well as obtaining a DBS Enhanced Disclosure. For teachers the school will verify successful completion of the statutory induction period. These, together with the collection of all necessary references, will be completed before staff start work, unless there are very exceptional circumstances. Any offer made to a candidate will be conditional on all the pre employment checks being completed satisfactorily.

## 7 Induction

All members of staff will be given an induction programme which will clearly identify the school policies and procedures, including child protection, and make clear the expectations and codes of conduct which will govern how staff carry out their roles. This will give the opportunity to provide discussion of any relevant issues. The programme will ensure that all new staff are aware of the following policies and procedures and how to access them:

- Safeguarding and welfare e.g. child protection, anti bullying, anti discrimination, physical intervention/restraint, intimate care, internet safety
- Discipline and grievance, capability and whistle-blowing. NB the Confidential Reporting Policy should be on display on staff notice boards.

In addition all staff will be made aware of the channels for raising any concerns.

## 8 Ongoing Employment

\$ School recognises that safer recruitment and selection is not just about the start of employment, but should be part of a larger policy framework for all staff. We will therefore provide ongoing training and support for all staff, as identified through performance management. We will also provide a range of opportunities where concerns can be raised, in order that staff feel that the school culture embraces safeguarding and communicates a clear framework to employees, parents and pupils. We will monitor issues as they arise, and through the use of such strategies as exit interviews will seek to continually improve the school environment, for the benefit of both staff and pupils. To support this we will use the Safer Schools Checklist (attached) to monitor our progress, and will report to the governing body/board of trustees once a year.

Policy written September 2006 (Hilary Riddell)  
Updated November 2008  
Revised May 2013 (to include Academies)

## Safer Schools Checklist

Use the following check list to evaluate the safety of your school

Policy or procedure	In place	Not in place	In progress	Notes
Recruitment and selection issues				
Same standards applied to all categories of employment				
Use of application form				
Job description/person specification sent to referees				
Referees asked to specifically comment on suitability for the post				
Applicants aware that previous employers may be contacted				
Written references taken up				
References obtained prior to interview				
One member of panel to examine these prior to interview				
References to be obtained for internal candidates, supply/agency staff or previous volunteers				
Questions asked on candidate's child protection awareness				
Explanation of gaps in employment required				
Proof of identity required – originals not photocopies				
Academic qualifications checked - originals not photocopies				
Medical clearance prior to employment				
No employment until appropriate level of <b>DBS</b> check has been done				
Above checks applied as appropriate to				
<ul style="list-style-type: none"> <li>• Overseas staff</li> </ul>				
<ul style="list-style-type: none"> <li>• Supply or agency staff</li> </ul>				
<ul style="list-style-type: none"> <li>• Gap year/ Work experience students</li> </ul>				
<ul style="list-style-type: none"> <li>• Volunteers</li> </ul>				

<ul style="list-style-type: none"> <li>Governors/trustees</li> <li>Contractors</li> </ul>				
<b>Policy or procedure</b>	<b>In place</b>	<b>Not in place</b>	<b>In progress</b>	<b>Notes</b>
<b>School communication and relationships</b>				
Pupils and parents/carers/staff confirm they can voice concerns				
These concerns taken seriously/viewpoints valued				
Staff awareness of vulnerable children and any communication difficulties				
Staff encouraged to comment on each others' practice				
School seeks external advice to gain additional perspectives				
Schools works with parents in the interest of protecting children				
<b>Policies</b>				
Staff code of conduct to give clear expectations and boundaries				
Child protection policy and procedures including allegations made against staff				
Whistle blowing policy – clear mechanisms on how to report concerns				
Physical intervention policy and training				
Intimate care policy				
Bullying policy				
<b>Physical environment</b>				
Security system for visitors				
Windows in doors				
No hidey holes/work in cupboards/storerooms				
Open plan classrooms where possible				
Open door policy for staff				
Half doors on toilets for nursery children				
Clearly bounded areas re playgrounds etc				
<b>The curriculum</b>				
Personal safety skills taught				
Internet safety taught				
Teaching of sex education				

<b>Policy or procedure</b>	<b>In place</b>	<b>Not in place</b>	<b>In progress</b>	<b>Notes</b>
<b>Staff training and supervision</b>				
Formal child protection training every 4 years				
Child protection updates				
Whole staff clarity re child protection procedures				
Awareness of indicators of children at risk and how to pass this on				
Regular supervision/ support re child protection matters				
Performance management process to target CP management issues				
<b>Records</b>				
Records of concerns or incidents made promptly and accurately				
Records kept securely and information shared appropriately				