



**At All Saints' we are 'Children of God'.  
We wear our crowns with pride.  
Together, we are Included, Involved and Inspired.**

- 24 Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize.
- 25 Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever.
- 26 So I run with purpose in every step.

*1 Corinthians 9: 24-26*

**Vision Statement**

*At All Saints' everyone is welcomed and **included**. Each individual is acknowledged and valued as an equal member of our school family and we form a community where we worship God together freely. We celebrate our inclusivity and are respectful of our differences.*

*Our emblem is a crown; we wear it with pride because it reminds us that we are working for a purpose. This means that we are **involved** in our learning and are determined to take whatever action is needed for us to be the best that we can be.*

*We seek a clearer understanding of the world and confidently imagine a better future. With our eyes fixed on this prize, we are **inspired** to be life-long learners and we want to inspire others too to make a difference in this world.*

***Together · Included · Involved · Inspired***



**St Edmundsbury and Ipswich**  
Diocesan Multi Academy Trust

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## 1. Introduction

All Saints' CE Primary School is committed to providing the best possible care and education to its pupils and to safeguarding and promoting the welfare of children and young people. The School is also committed to providing a supportive and flexible working environment to all its members of staff. The School recognises that, in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staff members of the highest calibre who share this commitment. This policy should be read in conjunction with the School's Induction procedures/checklist, the **Child Protection and Safeguarding Policy**; the **Equalities Policy** and the St Edmundsbury and Ipswich Diocesan Multi Academy Trust (MAT) **Pay Policy**.

The aims of the School's **Safer Recruitment Policy and Procedures** are as follows:

- to ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position;
- to ensure that all job applicants are considered equitably and consistently;
- to ensure that no job applicant is treated unfairly on any grounds, with particular regard to the Protected Characteristics under the **Equality Act 2010**, including:
  - Race
  - Sex
  - Sexual Orientation
  - Disability
  - Religion or Beliefs
  - Age
  - Maternity and Pregnancy
  - Gender reassignment
  - Marriage and civil partnership;
- to ensure compliance with all relevant recommendations and guidance including the recommendations of the Department for Education (DfE) in *Keeping Children Safe in Education* and the code of practice published by the Disclosure and Barring Service (DBS);
- to ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks;
- to deter prospective applicants who are unsuitable for work with children or young people;
- to identify and reject applicants who are unsuitable for work with children and young people.

Employees involved in the recruitment and selection of staff are responsible for familiarising themselves with and complying with the provisions of this policy and each recruitment panel will contain at least one person who is Safer Recruitment trained.

## 2. Appointments in (formerly) Voluntary Aided Schools

All Saints' CE Primary School is a convertor academy and formerly a voluntary aided school. The MAT is the employer, although the contracted Human Resources service provider (HR) writes to the successful candidate to confirm the appointment and issues contracts. The procedures below are still applied to All Saints' C E Primary School as a former voluntary aided convertor academy.

Procedures in voluntary aided schools for the appointment of all staff including the Headteacher and Deputy Headteacher are the same as for community schools except that the governing body can:

- choose whether to accord advisory rights to the Director for Children and Young People (or his/her representative). If they decide not to do so, the Secretary of State may, depending on the circumstances, over-ride the governors;
- require a reference relating to religious commitment in addition to the professional references;
- take into account a prospective Headteacher's fitness and ability to preserve and develop the religious character of the School;
- give preference to any candidate whose religious opinions and worship are in accordance with the tenets of the religious denomination of the School or who is willing to give religious education in accordance with those tenets.

In a (formerly) voluntary aided school, which is a Church of England or Roman Catholic Church school, the appropriate Diocesan officer has the same advisory rights as the Director for Children and Young People with respect to teacher appointments.

### **3. Appointment Procedures for Particular Roles**

#### **3.1 Headteacher**

The Headteacher is the key figure in the School and the appointment is one of the most important tasks that a local governing body assists with.

When a headship vacancy occurs the local governing body will:

- consult, and seek support from the MAT, which will lead the local governing body through the recruitment process;
- give due consideration, alongside the MAT, to the need for a permanent, full-time Headteacher;
- review the salary range (individual school range - ISR) of the Headteacher;
- provide a number of governors to join the selection panel, which will act on the LGB's behalf in the appointment process. The panel will be led by representatives from the MAT and will include three governors, with one reserve, in order to ensure a balanced representation of interests and viewpoints without overwhelming the candidate at the interview stage;
- advertise the vacancy at a national level. It is good practice to advertise in print as well as through the TES and Suffolk Jobs Direct (<http://www.suffolkjobsdirect.org/>) websites in order to reach the widest audience. Any decision not to advertise should only be taken in accordance with the School Staffing (England) Regulations 2009 and where the Governing Body can demonstrate there is a good reason not to and that this does not leave them open to challenge. All decisions should be documented fully, as the governing body will need to demonstrate that it has acted reasonably if it is challenged.

The selection panel will follow the statutory guidance of *Safer Recruitment within Keeping Children Safe in Education* to make a decision on appointment and announce this to the LGB, Staff and parents.

N.B. In the event of a split decision, the MAT will have the deciding vote. Reference will be made to the MAT Pay Policy and school Staffing Structure before advertising and making an appointment.

Candidates will always be asked about safeguarding during interviews.

### 3.2 Deputy Headteacher

The governing body must decide how many, if any, Deputy Headteachers the School should have, in consultation with the Headteacher and after taking account of the School development plan and budget. The same procedures as for Headteachers apply to appointments, with the exception that, although the MAT will be consulted, the selection panel will be compiled of LGB governors together with the Headteacher who must be consulted and involved in the appointment procedure. Reference will be made to the **MAT Pay Policy** and school **Staffing Structure** before advertising and making an appointment.

Candidates will always be asked about safeguarding during interviews.

### 3.3 Teaching Staff

The Headteacher will normally take the lead in teacher recruitment and will determine the advertising and recruitment process, as appropriate to the duties and responsibilities of the post. Specialist professional guidance is available from the MAT and the Diocese.

Appointments must be made within the discretions available to individual schools within the School Teachers' Pay and Conditions Document, updated annually. Further advice is available on the pay and grading teaching staff on the DfE website. Reference will be made to the **MAT Pay Policy** and school **Staffing Structure** before advertising and making an appointment.

Candidates will always be asked about safeguarding during interviews.

### 3.4 Support Staff

The Headteacher will take the lead in recruitment and will determine the advertising and recruitment process, as appropriate to the duties and responsibilities of the post. Further information about the pay and grading of support staff is available from HR. Reference will be made to the **MAT Pay Policy** and school **Staffing Structure** before advertising and making an appointment.

Candidates will always be asked about safeguarding during interviews.

## 7. Recruitment & Selection Procedure

### 7.1 Advertising and Application Procedures

Before advertising a post, consideration will be given to the School's **Staffing Structure** and whether the vacancy needs to be filled or whether the post needs to be reviewed and/or changed. The Headteacher will normally take the lead in writing a suitable advert, following guidance provided from the MAT and / or from HR. After an advert has been placed, all applicants will receive a job description and person specification for the role-applied for. Applicants will be required to complete an **application form** containing questions about their academic and employment history and their suitability for the role. Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed. For roles where literacy is not a prerequisite to successful performance, support to complete an application form will be offered to shortlisted candidates. **Curriculum vitae will not be accepted in place of the completed application form.**

The Headteacher reports every term to the local governing body with regard to vacancies, staffing needs, recruitment processes and appointments.

Advertisements will always include a safeguarding statement.

### 7.2 Selection for Interview



Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require an interview of short-listed candidates. Interviews will always be face-to-face. Telephone interviews may be used at the short-listing stage but will not be a substitute for a face-to-face interview (which may be via visual electronic link). In the case of Headteacher appointments, the Governors will follow the guidance of relevant advisors.

The Headteacher and Senior Leadership team will take the lead in selecting candidates. For permanent teaching posts, a panel of Governors may meet the Headteacher to consider applications. These applications will be considered in the light of the skills and the qualifications required. Applicants may then be invited to attend a formal interview at which his/her relevant skills and experience will be discussed in more detail.

Candidates will be asked to bring evidence of identity and professional qualifications, as appropriate, to interview.

**At least one member of every interview panel will be Safer Recruitment trained.**

Practical tests may be included appropriate to the post advertised. Examples of such tests might include teaching a lesson, leading Collective Worship, preparing documents or working in a team. For senior leadership roles, applicants may be required to give a presentation.

**At the interview stage, candidates will be required:**

- to explain satisfactorily any gaps in employment;
- to explain satisfactorily any anomalies or discrepancies in the information available to recruiters;
- to declare any information that is likely to appear on a DBS disclosure.
- to demonstrate their capacity to safeguard and protect the welfare of children and young people.

**Written notes are made of the candidate's answers, including non-verbal responses as well as verbal ones where these are significant and relevant. The notes can be used as a basis for evaluating each of the responses and for making a final assessment of the most suitable candidate for the post. Notes for the candidate who is appointed should be kept securely on the personal file. Notes for candidates who you decide not to appoint should be kept securely and confidentially for six months.**

If it is decided to make an offer of employment following the formal interview, any such offer will be conditional on the following:

- the receipt of satisfactory references (one of which must be from the applicant's most recent employer); and
- the receipt of an enhanced disclosure from the Disclosure and Barring Service and Barred List checked, if required, with which the School is satisfied.

Successful candidates will be issued with a pre-employment pack, which initiates various pre-employment checks and ensures appropriate payroll information is returned to HR. The Health Assessment Questionnaire is issued electronically by the School to the applicant via the contracted health management service provider. The school also will inform HR of the appointment through the completion of an 'e-form', available on the portal.

### **7.3 Employment Checks**

An offer of employment to a successful candidate is conditional on satisfactory completion of pre-employment checks. In accordance with the statutory guidance from the DFE in *Keeping Children Safe in Education*, the School carries out a number of pre-employment checks in respect of all prospective employees.

**All successful applicants are required:**

- to provide proof of identity, using photographic ID and proof of address;
- to complete an Enhanced DBS disclosure application and receive satisfactory clearance;
- to provide actual certificates of professional qualifications, as appropriate (Qualified Teacher Status and completion of induction / probation can be checked on the DfE Secure Access Teacher Services System);
- to complete a confidential health questionnaire to verify that the candidate is mentally and physically fit to carry out the work;
- to provide proof of eligibility to live and work in the UK (wherever possible, this will involve checking original documents in person but may involve a 'right to work' check online in accordance with government guidelines);

In addition to this, the School will check that a candidate to be employed as a teacher or in teaching work as defined in *KCSiE* is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service (which also identifies any existing prohibitions and sanctions made by the General Teaching Council for England before its abolition in March 2012).

British citizens can prove their right to work in the UK by providing: a UK passport; documents issued by a government agency with their name and National Insurance Number; their National Insurance Card; a birth or adoption certificate; or their certificate of registration or naturalisation as a British citizen.

If an individual has lived or worked outside the UK, they will undergo all the usual checks. However, the School will also follow the statutory guidance in *KCSiE* and government guidelines (on GOV.UK) with regard to further appropriate checks. Processes vary from country to country and the School will follow the relevant guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/969123/An\\_employer\\_s\\_guide\\_to\\_right\\_to\\_work\\_checks.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/969123/An_employer_s_guide_to_right_to_work_checks.pdf)

#### **7.4 Employment History and References**

All candidates must complete an application form that includes written details of their employment history. When selecting candidates for interview, the employment history is checked to ensure information is complete and not contradictory. If relevant, this check will inform questions to be asked at interview.

References will be taken up on shortlisted candidates for Headship, Deputy Headship and teaching posts prior to interview. References for support staff will be taken up as soon as possible and preferably prior to interview. All offers of employment will be subject to the receipt of a minimum of two satisfactory references, one of which must be from the applicant's current or most recent employer. If the current/most recent employment does/did not involve work with children, then the second referee should be from the employer with whom the applicant most recently worked with children. Neither referee should be a relative or someone known to the applicant solely as a friend. Referees are sent a standard reference form.

All referees will be asked whether they believe the applicant is suitable for the job for which they have applied and whether they have any reason to believe that the applicant is unsuitable to work with children. All referees will be sent a copy of the job description and person specification for the role which the applicant has applied for. If the referee is a current or previous employer, they will also be asked to confirm the following:-



- the applicant's dates of employment, salary, job title/duties, reason for leaving, performance, sickness and disciplinary record;
- whether the applicant has ever been the subject of disciplinary procedures involving issues related to the safety and welfare of children (including any in which the disciplinary sanction has expired);
- whether any allegations or concerns have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people.

The School will only accept references obtained directly from the referee and it will not rely on references or testimonials provided by the applicant or on open references or testimonials. The School will compare all references with any information given on the application form. Any discrepancies or inconsistencies in the information will be taken up with the applicant before any appointment is confirmed.

### 7.5 Internal Promotion

There may be occasions when the governors wish to consider an internal promotion without first advertising externally. The following practice is recommended in order to ensure fairness and the advice in sections 3 and 4 above should be considered in relation to Headteacher and Deputy Headteacher posts:

- **the Headteacher should ensure that the opportunity is brought to the attention of all appropriate staff and all candidates are asked to complete an application form and prepare a supporting letter if relevant;**
- **the appointment should be made in accordance with the local governing body's agreed procedures;**
- **the Headteacher, or another nominated person, must complete an E-Form form for the HR Processing Team advising the appointment of the preferred candidate.**

### 7.6 Relocation and Interview Expenses

In exceptional circumstances, such as when a post has been advertised nationally and the School wishes to increase the pool of candidates, the Governors may agree to offer reasonable relocation expenses, provided these can be funded from the School's General Annual Grant allocation. Similarly, the School does not usually reimburse candidates for expenses incurred while attending interviews. However, in exceptional circumstances, the Governors may offer to reimburse candidates if it is decided that this is an appropriate way to encourage the largest pool of quality candidates. These decisions will be made by the Finance & Personnel Committee at an early stage in the recruitment process.

## 8. Procedures for Checks

### 8.1 Disclosure and Barring

The overwhelming majority of employees will be engaged in regulated activity with children as defined in *Keeping Children Safe in Education*. Due to the nature of the work, the School requires an enhanced disclosure from the Disclosure and Barring Service (including barred list information for most appointments) in respect of all prospective staff members and governors. Volunteers who meet the frequency and intensity requirements will also need an enhanced DBS disclosure. In practice, all positions at the School require an enhanced disclosure due to the contact with children or vulnerable adults, including regularly caring for, training, teaching, supervising or being in sole charge of such people.

Applicants with recent periods of overseas residence and those with little or no previous UK residence may also be asked to apply for the equivalent of a disclosure and/or a statement

of good conduct from the relevant country, if one is available in the relevant jurisdiction(s). The School expects that supply/temporary worker agencies/contractors that are used by the School to register with the DBS on their own account and to follow their policy or their own comparable policy. Proof of registration will be required before the School will commission services from any such organisation.

Any member of staff employed in a teaching role requires an additional check to ensure they are not prohibited from teaching. This check is undertaken by HR at the same time as the DBS check. Those in management positions are also subject to a Section 128 check (this includes all members of the Senior Leadership Team).

It is school policy that all Staff must undergo an enhanced DBS check, including those employed pre-2002, when Criminal Records Bureau checks were introduced.

Individuals who have registered for the DBS Update Service may not need a new DBS check because the service allows for the portability of a certificate across employers. For this to be accepted, the Headteacher or Deputy Headteacher must see the original certificate to ensure it is for the appropriate workforce (i.e. adult or children) and the level of check. They must also confirm that it matches the candidate's identity. With the individual's consent, the School will then carry out a free online check at <https://secure.crbonline.gov.uk/crsc/check?execution=e1s1>

## **8.2 Childcare Disqualification**

The School will not knowingly allow either paid staff members or volunteers who have been disqualified from childcare to work in regulated activity with children from the Early Years (up to and including Reception) or the later Years (outside the normal school day). The staffing structure at All Saints' is flexible and all staff working directly with children may be covered by the relevant legislation.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/741597/APPENDICES-Disqualification under the childcare act statguidance 4 .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741597/APPENDICES-Disqualification_under_the_childcare_act_statguidance_4.pdf)

The School requires such staff members to complete a self-declaration form, which is kept in their personnel files.

## **8.3 Social Media Checks**

The School may carry out checks to establish the digital footprint of an applicant.

## **8.4 Volunteers**

Volunteers must always have an enhanced DBS check in place before undertaking unsupervised regulated activity with children. It is for the School to determine whether or not a volunteer is considered to be supervised. The Headteacher will use professional judgement to decide whether to obtain an enhanced DBS check for a volunteer not engaged in regulated activity, in accordance with the guidelines in *Keeping Children Safe in Education*. Governors are required to undergo an enhanced DBS check. However, this does not need to include a barred list check unless, in addition to their governance duties, they also engage in regulated activity.

## **8.5 Policy on Recruitment of Ex-Offenders**

The School will not unfairly discriminate against any applicant for employment on the basis of conviction or other details revealed. The School makes appointment decisions on the basis of merit and ability. If an applicant has a criminal record this will not automatically debar them from employment within the School. Instead, each case will be decided on its merits in accordance with the objective assessment criteria set out in paragraph 17.2 below.

In view of the fact that all positions within the School will amount to "regulated positions" within the meaning of the **Protection of Children Act 1999** (as amended by the **Criminal Justice and Courts Services Act 2000**), all applicants for employment must declare all previous convictions (including those which would normally be considered "spent" under the **Rehabilitation of Offenders Act 1974**) prior to the date of any interview. **A failure to disclose a previous conviction may lead to an application being rejected or, if the failure is discovered after employment has started, may lead to summary dismissal on the grounds of gross misconduct. A failure to disclose a previous conviction may also amount to a criminal offence.**

Under the relevant legislation, **it is unlawful for the School to employ anyone who is included on the lists maintained by the DfE and the Department of Health of individuals who are considered unsuitable to work with children.** In addition, it will also be unlawful for the School to employ anyone who is the subject of a disqualifying order made on being convicted or charged with the following offences against children: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence.

**It is a criminal offence for any person who is disqualified from working with children to attempt to apply for a position within the School. If:**

- the School receives an application from a disqualified person;
- is provided with false information in, or in support of an applicant's application; or
- the School has serious concerns about an applicant's suitability to work with children,

it will report the matter to the Police, Ofsted, DBS and/or the DfE.

### **8.6 Assessment Criteria**

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the School will consider the following factors before reaching a recruitment decision:

- whether the conviction or other matter revealed is relevant to the position in question;
- the seriousness of any offence or other matter revealed;
- the length of time since the offence or other matter occurred;
- whether the applicant has a pattern of offending behaviour or other relevant matters;
- whether the applicant's circumstances have changed since the offending behaviour or other relevant matters; and
- the circumstances surrounding the offence and the explanation(s) offered by the convicted person.

If the post involves regular contact with children, it is the School's normal policy to consider it too high a risk to employ anyone who has been convicted at any time of any the following offences:

- against adults: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence;
- against children or adults: serious class A drug related offences, robbery, burglary, theft, deception or fraud.

If the post involves access to money or budget responsibility, it is the School's normal policy to consider it too high a risk to employ anyone who has been convicted at any time of robbery, burglary, theft, deception or fraud.

If the post involves some driving responsibilities, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted of drink driving within the last ten years.

### **8.7 Assessment Procedure**

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the School will carry out a risk assessment by reference to the criteria set out above. The assessment form must be signed by the Deputy Headteacher and the Headteacher of the School before a position is offered.

If an applicant wishes to dispute any information contained in a disclosure, they can do so by contacting the DBS directly. In cases where the applicant would otherwise be offered a position were it not for the disputed information, the School will, where practicable, defer a final decision about the appointment until the applicant has had a reasonable opportunity to challenge the disclosure information.

### **8.8 Retention and Security of Disclosure Information and Records including Low Level Concerns**

The School's policy is to observe the guidance issued or supported by the DBS on the use of disclosure information. In particular, the School will store disclosure information and other confidential documents issued by the DBS in a locked room, in a non-portable filing cabinet, access to which will be restricted to members of the School's senior leadership team. The school does not retain copies of DBS certificates. If an applicant is appointed, the School will retain any relevant information, such as their application form (together with any attachments and interview notes) on their personnel file. Documents used for verification, such as identity, will be kept in an individual's personnel file.

### **8.9 Single Central Record**

In accordance with the statutory guidance from the DFE in *Keeping Children Safe in Education*, the School keeps an up-to-date Single Central Record (SCR). In line with the guidance, the SCR covers all staff and others, such as volunteers, who work regularly with children. The SCR contains information on the checks carried out or certificates obtained and the date on which checks were completed, including checks for identity; barred list (as appropriate); enhanced DBS; qualifications; right to work in the UK; further checks for those who have lived or worked outside the UK; and prohibition from teaching.

## Appendix 1: Safer Recruitment and DBS Checks: Procedures

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.

### A1.1 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. Where available, these will include:
  - for all staff, including teaching positions: [criminal records checks for overseas applicants](#)
  - for teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked
- check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the Secretary of State

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

We will 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.

### A1.2 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
- we will keep a record of any low level concerns for existing staff.

### **A1.3 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.

### **A1.4 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, but 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.

### **A1.5 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**.

### **A1.6 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.

### **A1.7 Governors**

All governors will have an enhanced DBS check without barred list information, but 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).

The chair of the board will have their DBS check countersigned by the Secretary of State.

All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)). [Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.]
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

### **A1.8 Adults who Supervise Pupils on Work Experience**

When organising work experience, we will ensure that policies and procedures are in place to protect our children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

## **Appendix 2: Safer Recruitment Guidance for Interviewing Staff**

### **A2.1 Summary**

Before the interview, time should be taken to plan in detail the content of the questions to be asked. The interview panel should agree a form of questions which focus on the area of safe working and which will elicit responses from each candidate that can then be analysed.

### **A2.2 Open and Closed Questions**

Open and closed questions have an equally important role in the interview process. Closed questions can help to establish facts such as:

- Do you...?
- When were you...?
- Do you think it is acceptable to.....?

By contrast, open questions require a fuller answer and enable the candidate to elaborate. These sorts of questions, sometimes referred to as behavioural questioning, can give you some indication of how a candidate behaves in a particular situation and can also give you some idea of the candidate's beliefs and/or value systems:

- Tell me about..... please describe
- How do you feel when.....
- How have you....?
- What do you think are the qualities....?
- Give some examples which you think reflect these qualities
- What attracted you to youth work/support work/caretaking/admin work in a childcare setting?
- Give examples of situations where you have had to.....
- How did you manage a situation where.....?
- Tell me about a time when....?

This guidance is confidential to managers who have a bona fide role in recruiting staff and should not be shared with other staff who have no clear reason for having sight of it.

### **A2.3 Clarity and Relevance**

It is important that you make your questions clear and relevant, and take time to plan carefully.

The following are examples of bad interview practice:

- making assumptions
- asking convoluted questions
- using complex jargon, unless strictly relevant to the post
- leading the candidate in a particular direction
- talking too much yourself, it is perfectly acceptable to have periods of silence while you wait for the candidate to reflect of their answer
- letting a candidate side-track the process by going off at a tangent; stick to the agreed questions and request an answer
- accepting a short answer that lacks details and then quickly moving on. Remember to probe and ask further questions if required.

### **A2.4 Appropriate Questions**

Appropriate questions during the interview process will encourage unsuitable candidates to display unsuitable behaviour/attitudes. It is not usually a good idea, however, to rely on asking a hypothetical question to uncover an applicant's attitude. It is far better to ask

'behavioural' type questions from which you can infer behaviours and attitudes. Developing good listening skills will help you to take constructive interview notes, which can be invaluable later when you are deciding on which candidate to appoint. It is important to be attentive to what the candidate says and to be alert to any body language that may identify incongruities and areas that require further probing.

### **A2.5 Asking Challenging Questions**

As a recruiter, the most challenging part of the recruitment process is the need to focus on exploring the candidate's attitudes in relation to his/her suitability to work with children. The need to ask probing questions about this sensitive subject and developing a way to do so which does not seem overly intrusive can cause discomfort in some. Nevertheless, as a recruiter of staff, it is important that you develop such a skill since potential child abusers can be devious – they may rehearse model questions about child safeguarding and then put on a highly convincing performance.

Remember, however, that you are conducting an interview and not an interrogation. You may be as concerned about not 'putting off' a promising applicant as you are about deterring an unsuitable one. For this reason, it is important to ask questions and to explore the answers in a non-threatening and matter-of-fact way.

What follows is a set of sample questions to ask at interview – you will need to select the ones that are most relevant to the post you are offering. Following the questions are some guidelines about how to interpret the answers that the candidate gives you. These should help ensure that your decision to appoint/not appoint is based on sound reasoning.

#### **A2.5.1 Questions designed to examine a candidate's attitude towards Safeguarding and promoting the welfare of children and young people**

1. What attracted you to this post/service/type of work?
2. How do you think your own childhood may have influenced your practice with the children/young people you work with?
3. What motivates you to work with children and young people?
4. Say a bit about your interests outside of work.
5. What do you think are the professional challenges that face people who work with children/young people today?
6. Give an example of when you had to deal with bullying behaviour between children/young people? What did you do? What made it successful? With the benefit of hindsight, what might you have done differently?
7. Young people can develop crushes on staff. How would you deal with this?
8. Tell us about a time you took action to challenge a colleague's behaviour or attitude towards children.
9. Give an example of how you have managed poor or inappropriate behaviour in a child or young person.
10. Give an example of how you have had to respond to challenging behaviour. How did it affect you emotionally? How did you cope with the aftermath?
11. Tell us about a time you considered, and subsequently decided to, intervene physically in a situation involving young people. What was the outcome? Would you have done anything differently?
12. What makes a youth club/school/out of school setting safe and caring in your opinion?

13. How would you define a 'vulnerable child'? What sort of support have you offered to children/young people in this position?
14. What policies are important to support a safe environment?
15. Give an example of a time when you were expected to work in a way or under conditions which made you feel uncomfortable. How did you manage the situation? What was the outcome and what might you have done differently?
16. What responsibility do Staff have in protecting children? Can you talk me through the process you would follow? Tell us about a time when you protected a child from harm. Were you satisfied with the outcome? With the benefit of hindsight, what might you have done differently?
17. How do you define an appropriate youth worker/Connexions worker/teacher/secretary/teaching assistant/site manager/child relationship?
18. Give some examples of what you would consider to be appropriate and inappropriate behaviour.

#### **A2.5.2 Positive signs to look for**

- convincing answers based on a balanced understanding of self and others
- a realistic knowledge of their own strengths and weaknesses
- examples of having tried a range of options or alternatives when working with children
- a realistic appreciation of the challenges involved in working with children
- examples when the candidate has evidenced that s/he has appropriate boundaries with children/young people and where they can see limitations to their own influence and ask for help and support when necessary
- aware of appropriate professional conduct in relation to physical intervention with children/managing crushes/whistleblowing, etc
- ability to link thoughts/feelings and actions that allows for building on values and judgements based on new information
- a contemplative approach with an ability to reflect on personal experiences and learn lessons from others rather than an overly impulsive approach to stressful situations
- an awareness of a range of emotions that s/he might feel an understanding of why they might be felt
- shows respect for others feelings, views and circumstances

#### **A2.5.3 Signs which may indicate risk**

Individuals unsuited to working with children may demonstrate one or more characteristics that can be viewed as danger signs:

- the candidate's answers at interview may imply that their view is that children and adults are equal in every sense, thereby ignoring disparities in power and authority
- there may be a tendency to view children and young people in idealised or romanticised terms; there is no clear sense of what working with children is really like
- there may be an inability to recognise that inherent vulnerability of children from troubled or disadvantaged backgrounds
- there may appear to be an over-identification with children or young people and a lack of appropriate intimate or supportive relationships with other adults
- they may demonstrate a lack of self-awareness; they don't see themselves as others see them; not realistic about their own strengths and weaknesses
- they may appear dogmatic, autocratic, arrogant or over-confident
- inappropriate responses under pressure or when in positions of power; conflict is badly handled

- does not seek advice when necessary
- body language may suggest that an applicant is lying
- the tone of the answers may suggest that they have been well rehearsed
- does not show a full or rounded appreciation of the need to safeguard children; underplays the risks and/or consistently puts the responsibility for child protection elsewhere
- the candidate may spend the majority of the time undertaking activities that involve contact with children and young people so that there is little evidence of an established work-life balance or any need for one