

# Garden Suburb Infant and Junior Schools

## Safer Recruitment Policy

Signed by:

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Headteachers

Date:

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Chair of governors

Date:

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## **Statement of intent**

Garden Suburb Infant and Junior Schools have implemented this policy to assist with recruitment and employee selection. It outlines the schools' recruitment procedures and how the schools ensure safer recruitment is considered at all levels of the recruitment process. This policy must be consulted when a vacancy in the schools becomes available.

This policy relates specifically to decisions made by the Staffing Committee of the Governing Body regarding the organisation and management of the recruitment process.

The safety and protection of the schools' pupils is always at the forefront of the schools' concerns, which is why this policy aims to embed a robust safeguarding culture into the recruitment practices of the schools.

### **Recruitment and Selection Policy Statement to be included in recruitment materials:**

**Garden Suburb Schools are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment.**

**We value and celebrate the cultural diversity of our schools' community.**

**We seek to promote equality of opportunity for all applicants.**

## 1. Legal framework

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- The School Staffing (England) Regulations 2009
- Rehabilitation of Offenders Act 1974
- Education and Skills Act 2008
- Data Protection Act 2018
- Education Act 2002
- Equality Act 2010

1.2. This policy has due regard to guidance including, but not limited to, the following:

- DfE (2018) 'Keeping children safe in education'
- DfE (2017) 'Staffing and employment advice for schools'

1.3. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Records Management Policy
- Data Protection Policy
- Equal Opportunities Policy

## 2. Definitions

2.1. **Regulated activity** includes:

- Teaching, training instructing, caring for or supervising children if the person is unsupervised, or providing advice or guidance on physical, emotional or educational wellbeing, or driving a vehicle only for children;
- Working for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers.
- The above definitions are classified as regulated activity if they done regularly. Some activities are always regulated activities, regardless of frequency or whether they are supervised or not. This includes:
  - Relevant personal care, or health care provided by or provided under the supervision of a health care professional. Personal care includes helping a child with eating or drinking for reasons of

illness or disability or in connection with toileting, washing bathing and dressing for reasons of age, illness or disability. Health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

- A supervised volunteer who regularly teaches or looks after children is **not** in regulated activity.
- 2.2. **Teaching role** – refers to a role involving planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are **not teaching work** for the purposes of Keeping Children Safe in Education (KCSIE) 2018 if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.
  - 2.3. **Standard DBS** – this provides information about convictions, cautions, reprimands and warnings held on the Police National Computer, regardless of not of whether they are spent under the Rehabilitations of Offenders Act 1974.
  - 2.4. **Enhanced DBS** – this provides the same information as the standard check, plus any additional information held by the police which a chief officer reasonably believes to be relevant and considers ought to be disclosed.
  - 2.5. **Enhanced with barred list check** – this check is required for when people are working or seeking to work in regulated activity with children. This check allows for additional checks to be made as to whether the person appears on the children’s barred list.
  - 2.6. **Children’s barred list** – the DBS maintains a ‘barred list’ of individuals who are unsuitable to work with children and vulnerable adults. In addition, where an enhanced certificate is obtained, and this includes a barred list check, the certificate will also detail whether the applicant is subject to a direction under section 128 of the Education and Skills Act 2008 or section 167A of the Education Act 2002 prohibiting that individual from taking part in the management of independent educational institutions.
  - 2.7. **Section 128 check** – this provides for the Secretary of State to direct that a person may be prohibited or restricted from participating in the management of an independent school (which includes academies and free schools).
  - 2.8. **Safer recruitment** – this is the safeguarding and protection of pupils during the recruitment and selection process – its overall purpose is to help identify and deter or reject individuals who are deemed to be at risk of abusing children

### 3. Roles and responsibilities

- 3.1. The governing body are responsible for:

- Implementing effective policies to ensure recruitment at the schools is in accordance with the legislation outlined in [section 1](#).
- Ensuring that staff recruitment is as safe as possible, as well as fair and compliant with the relevant legislation.
- Ensuring appropriate checks have been carried out on staff, volunteers, contractors and agency workers working within the school.
- Appointing an appropriate recruitment panel.
- Ensuring that at least one member of the recruitment panel has undergone safer recruitment training.
- Ensuring that all members of the recruitment panel understand their role, i.e. advisory or decision making.
- Monitoring the advertising of vacancies, assessing how they are being advertised and whether the adverts are maximising all of the opportunities to attract the appropriate candidates.
- Benchmarking the success of any advertising methods used, as well as the overall success of the recruitment process.
- Ensuring correct representation on the recruitment panel when the candidate is to become a new headteacher.
- Ensuring that all members of the recruitment panel are familiar with their obligations with regards to safer recruitment, as set out in KCSIE 2018.
- Monitoring the schools' single central records (SCR), to ensure that the necessary vetting checks for potential employees are carried out.
- Ensuring that equal opportunities are established and implemented throughout the recruitment process.
- Ensuring that the salary of the successful candidate is determined.
- Accommodating the needs of new employees and making reasonable adjustments when necessary.
- Ensuring that the schools' data protection officer (DPO) reviews this policy and that any recruitment data that is kept in accordance with the Records Management Policy.

3.2. The recruitment panel is responsible for:

- Shortlisting the potential candidates with the aim of reducing the application field and identifying those with the potential to effectively undertake the role.
- Appropriately delegating responsibility for recruitment to the headteachers.
- Ensuring that the interview addresses leadership ability, team working skills, reasons for interest in joining the school, integrity, understanding of the school's ethos and vision, financial competency (where appropriate) and why the candidate believes they would be a good fit for the school.
- Ensuring that the interview addresses safeguarding practices.
- Appointing an appointing officer who will be responsible for the entire management of the recruitment process.

- Agreeing with the successful candidate when other members of the school community will be informed about their appointment, including staff members and parents.
- 3.3. The headteacher is responsible for:
- Ensuring appropriate checks have been carried out on prospective staff, volunteers, contractors and agency workers working within the school.
  - Ensuring that appropriate supervision of employees/volunteers is organised and for promoting the safety and wellbeing of pupils generally and throughout the recruitment process.
  - Actively and appropriately advertising any vacancies.
  - Leading the interview when the candidate is at a lower level than headteacher.

## **4. Equal opportunities**

- 4.1. When recruiting, the school will adhere to the joint Equal Opportunities Policy.
- 4.2. The school will not discriminate against any protected characteristics, such as disability or gender, and will always promote difference and inclusion throughout the school.
- 4.3. The school will, where necessary, make reasonable adjustments to ensure the interview is accessible to all candidates. Candidates should inform the school of any reasonable adjustments that they need when they receive the invitation for an interview.
- 4.4. The governing body will review recruitment procedures annually to ensure they are accessible and do not directly or indirectly discriminate against candidates.
- 4.5. Candidates will not be asked about their health or any disabilities before a job offer is made, unless one of the following exemptions applies:
- Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments)
  - Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment
  - Positive action to recruit disabled persons
  - Equal opportunities monitoring (which will not form part of the decision-making process)

## **5. Planning, advertising and shortlisting**

- 5.1. Once a vacancy has been identified, the school will allow an appropriate amount of time for planning and structuring the recruitment process.
- 5.2. The governing body and headteacher will:
- Decide on the recruitment timeframe.

- Decide who will be involved in the process and what their roles will be, e.g. recruitment panel and who will lead interviewing.
- Prepare the documents that will be provided to applicants, including the job description, person specification and application form – ensuring that these documents contain a clear message about safeguarding, the checks that will be carried out and that references will be sought.
- Ensure that application packs, where relevant, state that applicants must be willing to sign the staff disqualification declaration.

5.3. Job Descriptions are a good opportunity to reiterate the high standards and expectations of the school.

- Job Descriptions will summarise:
  - The main duties and responsibilities of the post;
  - The individual's responsibility for promoting and safeguarding the welfare of children.
- Job Descriptions for support staff posts will be evaluated by Barnet HR under their job evaluation scheme, if it is a new post or a post that has undergone changes since it was last reviewed.
- Job descriptions should not overstate the requirements of the job that could contribute to the exclusion of people from diverse equality groups.

5.4. Person Specifications describe the skills, knowledge, abilities, qualifications, experience and qualities that are considered necessary or desirable in a candidate, in order to perform all the duties in the Job Description satisfactorily.

- As far as possible, all the criteria must be capable of being assessed objectively by being defined in terms of measurable skills and qualities that contribute to them.
- Person Specifications should accompany the Job Description. Both documents provide the basis for the selection of candidates.
- When the candidate is a NQT, his/her limited experience will be taken into account at the shortlisting and interview stages.
- Person Specifications will make clear that degrees or diplomas obtained abroad are acceptable, if they are of an equivalent standard to UK qualifications. Comparability of qualifications may need to be confirmed with a certificate from NARIC UK (National Academic Recognition Centre for the United Kingdom, [www.naric.org.uk](http://www.naric.org.uk)).
- Person Specifications will not overstate the requirements of the job that could contribute to the exclusion of people from diverse equality groups.
- Members of the Leadership Team and governors will review the Person Specifications they have used over a period of time to make sure the requirements and criteria applied do not contribute to any significant disparities between the success rates of applicants from diverse equality groups.

5.5. The members of each recruitment panel will be set using the following agreed criteria:



- The headteacher will be the appointing officer, unless it is for the recruitment of a new headteacher in which case the chair of governors will take this role. The appointing officer is responsible for the management of the entire recruitment process.
- Any member of the recruitment panel who knows the candidate has to declare a conflict of interest and withdraw from the Panel. This does not apply to Head Teachers and Deputy Head Teachers involved in internal appointments or where a candidate has been a supply teacher at the school.
- The recruitment panel for **Headteacher appointments** will consist of:
  - The Chair of Governors
  - The Teacher governor
  - Two further non-staff governors;
  - A representative from the Local Authority to act as advisor to the panel.
- The recruitment panel for other **leadership scale appointments (DHT/AHT)** will consist of:
  - The Headteacher
  - The Chair of Governors
  - Two further non-staff governors;
  - A representative from the LA to act as advisor to the panel
- The recruitment panel for **teaching appointments, including TLR positions**, will consist of:
  - The Headteacher
  - The Deputy Head of the School or a member of the Senior Leadership Team
  - Two non-staff governors.
- The recruitment panel for **Support Staff appointments** will consist of:
  - The Headteacher
  - The Deputy Head of the School or a member of the Senior Leadership Team
  - One non-staff governor may be involved, ideally from the Staffing Committee. This will depend on the scale of the post. The need for non-staff governor involvement will be discussed with the chair of the staffing committee prior to the recruitment process
- The recruitment panel for **Mealtime Supervisor appointments** will consist of:
  - Two members of school staff
- In the case of internal appointments, it may be deemed inappropriate for a specific governor to form part of the recruitment panel where he/she has prior knowledge of a candidate, i.e. if their child has been in the applicant's class.

- 5.6. At least one member of the recruitment panel will have successfully completed up-to-date safer recruitment training.
- 5.7. The headteacher (usually the appointing officer/chair of the recruitment panel) will create the advertisement, except in the recruitment of a new headteacher where the advertisement will be created by the appointing officer/chair of the recruitment panel.
- 5.8. The recruitment panel will ensure the advertisement includes the following requirements:
  - The advertisement includes information specific to the role on offer
  - The benefits of the role are highlighted
  - The advertisement is relevant to the target audience
  - The advertisement is communicated directly and concisely, is not boastful, and includes a clear call to action (“To apply for this role, please....”)
  - The advertisement will state a clear and reasonable deadline by which candidates must respond
  - Applications can be submitted electronically
  - Requests for further information from applicants are replied to promptly
  - All applications are replied to with a letter notifying candidates whether they have been shortlisted or not
  - Interviews are arranged for the shortlisted candidates
- 5.9. Vacancies will normally be advertised through external media:
  - Advertisements for Posts on the Leadership Scale will be published in the national press and Barnet website.
  - Advertisements for Teaching posts will be published in the national press and/or the Barnet website.
  - Advertisements for Support Staff posts will be published in the local press and in the Barnet website. Occasionally posts will be advertised nationally, depending on the level of appointment and the degree of specialism required (i.e., administrator, technician).
  - Learning Support Assistants are often recruited through an agency initially.
  - Mealtime Supervisor posts will be advertised through the parent newsletter, local press or through the Barnet website.
- 5.10. The decision as to whether to advertise internally only is delegated to the Headteacher and Chair of Governors and Staffing Committee.
- 5.11. Decisions about where to advertise will be made considering the schools’ Equal Opportunities Policy, ensuring that the advertisement reaches a wide range of groups.
- 5.12. Advertisements will have a statement of commitment to ensuring equal rights within them.

- 5.13. Advertisements will include a job description, person specification and detail the closing date by which all applications must be received.
- 5.14. The contact number of the appointing officer (the school number) and details of the application process will be clearly outlined.
- 5.15. Application forms will be accessible on the school's website.
- 5.16. Application packs will accompany each online advertisement or will be sent to interested candidates. The application pack will include the following:
  - The standard application form (including monitoring forms)
  - The job description
  - The person specification
  - Any equal rights material, e.g. an equal opportunities statement
  - A brief outline of the school, its values and aims
  - A location map with information about travelling to the school.
- 5.17. The school will never accept a CV alone, only completed application forms.
- 5.18. During the recruitment process, and especially during the initial stages, the recruitment panel and the headteacher will be watchful of candidates displaying the following characteristics:
  - No understanding or appreciation of children's needs
  - Expressing that they want the role to meet their needs at the expense of children
  - Using inappropriate language in relation to children
  - Expressing extreme views or views that don't support safeguarding practices
  - Displaying unclear boundaries with children
  - Providing vague answers when asked about their experience and being unable to explain gaps in their employment
- 5.19. When shortlisting candidates for an interview, all application forms received before the deadline will be considered.
- 5.20. Diversity monitoring forms will be removed from the application form on receipt, so as not to bias the judgement of the recruiting panel. Monitoring of these forms will be carried out after the recruitment process has been completed.
- 5.21. Self-Disclosure forms will be withheld until interview and not used for short-listing. Any disclosures should be noted for discussion with the candidate at interview.
- 5.22. At least two members of the recruitment panel will be involved in the shortlisting process, one of them will be a non-staff governor.
- 5.23. Candidates who are shortlisted will meet all the essential aspects of the person specification requirements.

- 5.24. The school will ensure that the shortlisting process is as systematic as possible, and that the recruitment panel will read through all applications. Members of the Recruitment Panel will be given sufficient time to give their full attention to the applications. This will be a minimum of two days. The Job Description and Person Specification will be circulated at the same time. Each member of the panel will create their own shortlist which will then be collated and discussed.
- 5.25. Members of the leadership team and governors will periodically review the outcomes of their short-listing processes to make sure that they do not contribute to any significant disparities between the success rates of applicants from diverse equality groups.

## **6. Invitation to interview**

- 6.1. Once a shortlist has been confirmed, the applicants to be invited for interviews will be contacted by the appointing officer and a suitable interview timetable will be decided.
- 6.2. The recruitment panel will ensure that all shortlisted candidates receive information about the interview arrangements, how it will be conducted, the areas that will be explored and what documents they should bring.
- 6.3. Upon inviting candidates to interview, the recruitment panel will state that the successful candidate's identity will be checked and, where appropriate, the necessary pre-appointment checks will be carried out.
- 6.4. Where possible, the recruitment panel will obtain two references before interviews to allow for any concerns to be explored with the referee and discussed with the candidate.
- 6.5. One of the references will be from the candidate's most recent employer.
- 6.6. Where a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving will be obtained from the employer.
- 6.7. References will be from a senior member of staff and not a colleague.
- 6.8. Open testimonials will not be relied upon, nor will information that has been provided by the candidate without verifying the information.
- 6.9. Electronic references will be vetted to ensure they originate from a credible source.
- 6.10. References from internal candidates will also always be scrutinised before interview.
- 6.11. Permission will be sought from the candidates before the recruitment panel contacts referees.

- 6.12. Structured questionnaires will be used to question referees. The recruitment panel may deem it necessary to determine the questions on a case-by-case basis.
- 6.13. Information about past disciplinary action or allegations that are disclosed will be considered carefully when assessing the applicant's suitability for the post.

## **7. Pre-interview checks**

- 7.1. The recruitment panel will ensure the necessary pre-interview checks are completed.
- 7.2. Pre-interview checks will include the following:
  - Requesting two references from each shortlisted candidate directly from the referees (including for internal candidates):
    - Where applicable, one referee should be the current employer
    - where possible, one reference relating to the role in which the candidate worked with children will be obtained
    - references for teaching posts should be obtained prior to interview
    - references for support staff will normally be made after a provisional job offer has been made and for the successful candidate only, depending on the level of responsibility of the job. The decision about when to call up references will be made by the headteacher.
    - When recruiting via an agency, the headteacher will request that the agency provides references from the candidate's current Headteacher and one from his/her last post. In the case of NQTs, the agency should provide a reference from the most recent placement and from his/her place of study.
  - At least one reference will be verified by phoning the referee. In the case of a teaching candidate, this will usually be to their current headteacher.
  - Verifying that the candidate has qualifications or experience relevant to the post
  - Checking references against application forms and noting down discrepancies or concerns and following these concerns up with referees
  - Checking and, where necessary, following up candidates' self-declaration forms.
  - An identity check will be carried out prior to interview. This could be done on the day of the interview.

## **8. Digital footprints**

- 8.1. The school is committed to ensuring that safeguarding is a top priority; therefore, where appropriate, the school may check candidates' social media or other online activity prior to an interview.
- 8.2. This process may include a search for the candidate via:

- Google
- Facebook
- LinkedIn
- Twitter

8.3. Any concerns will be addressed during the interview process.

## 9. The interview

- 9.1. During the interview process candidates will be asked standard questions and their responses will be recorded for ease of comparison. The chair of the panel will draft the questions and they will be agreed in advance by the panel.
- 9.2. Interview questions will seek to address areas of the Job Description / Person Specifications which have not been assessed through observation or the application form. Generally, questions should enable candidates to talk about what they have done or are doing, rather than to answer in hypothetical terms. The recruitment panel will ask open questions to assess the candidate's experience and suitability for the post, and to explore the candidate's motivation towards safeguarding and suitability to work with children.
- 9.3. The following areas should always be addressed through interview questions:
  - The candidate's motivation for applying for the post
  - How they would develop or support parental involvement
  - How they would promote or contribute to Inclusive practice.
  - Their understanding and application of good safeguarding practice.
  - Their approach to behaviour management
  - How they would promote or contribute to good team working
  - Candidates should be questioned on aspects of financial management relevant to the post (appendix 1)
- 9.4. Any concerns raised through contact with referees will be discussed with the candidate at this stage.
- 9.5. The recruitment panel will give the candidate the opportunity to declare anything in light of the requirement for a DBS check.
- 9.6. Where applicable, and where this has not been done prior to the interview, the recruitment panel will follow up concerns regarding the content of a self-declaration form.
- 9.7. The candidate will be given the opportunity to discuss any concerns or ask any questions.
- 9.8. The interview will always comprise of a face-to-face interview; however, the recruitment panel may also request that candidates complete one or more of the following exercises:

- Lesson Observation. This may be carried out prior to the interview day and may be held in the candidates own school. The lesson observation may be used to further shortlist candidates prior to the final interview. Lesson observations will always be carried out by two members of the panel, one of whom will be the headteacher.
- Role play exercises
- Presentations
- Group exercises
- Written exercises
- Aptitude/ability tests
- Personality questionnaires
- Getting the candidate to work in supervised activity with pupils

## **10. After the interview**

10.1. After the interview has been completed, the recruitment panel will:

- Assess all candidates' performance using the same agreed criteria.
- Ask the successful candidate to provide proof of identification and qualifications, and to complete the DBS check as soon as possible.
- Contact and provide feedback to the unsuccessful candidates.

10.2. Interview notes and assessment materials will be held securely for an appropriate amount of time, in line with the Records Management Policy, after the interviews, in case any aspect of the recruitment process is challenged.

10.3. After choosing a successful candidate, the school will:

- Make a conditional offer of employment to the candidate.
- Ask the successful candidate to provide identification and proof of qualifications, if this has not already been done.
- Complete the relevant pre-appointment checks.

## **11. Pre-appointment checks**

11.1. All appointments will be conditional on satisfactory completion of the necessary pre-appointment checks.

11.2. When appointing new staff, the school will complete the following checks:

- Verify the candidate's identity
- Obtain an enhanced DBS certificate (via the applicant) and, for candidates engaging in regulated activity, barred list information
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- Verify a candidate's mental and physical fitness to carry out their role
- Verify the person's right to work in the UK

- Make further checks on any individual who has lived or worked outside the UK
  - Verify professional qualifications, as appropriate
- 11.3. The recruitment panel will ensure any candidate employed to carry out teaching work is not subject to a prohibition order or any sanction, or restriction imposed (that remains current) by the GTCE before its abolition in March 2012.
- 11.4. If the school has reason to believe that an individual is barred, it is an offence, under section 9 of Safeguarding Vulnerable Groups Act 2006, for the school to allow the individual to carry out any form of regulated activity.
- 11.5. Checks for all prohibitions, directions, sanctions and restrictions will be carried out by using the secure access portal on the Teacher Services' [webpage](#).
- 11.6. Since May 2006, there is no requirement to obtain an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, in the three months prior to their appointment, the applicant has worked in a school in England in any post which brought them into regular contact with children or young persons.

### **Volunteers**

- 11.7. For volunteers, if they are not engaging in regulated activity, an enhanced DBS check will be obtained – a barred list check will not be required.
- 11.8. If volunteers are engaging in regulated activity, and are new to the school, an enhanced DBS check with a barred list check will be required.
- 11.9. Existing volunteers in regulated activity do not need to be re-checked if they have already had a DBS check (including barred list information); however, the school may decide to conduct a repeat DBS check.
- 11.10. If a volunteer is not in regulated activity, the school will use their professional judgement, after conducting a risk assessment, to determine whether to carry out any kind of background checks, including DBS, but no barred list check will be required.

### **Candidates who have lived outside the UK**

- 11.11. No exceptions will be made for candidates who have lived outside of the UK, all mandatory checks outlined in this policy will be carried out, along with additional checks where necessary.
- 11.12. The DfE's [guidance on the employment of overseas-trained teachers](#) will be consulted should an overseas candidate apply for a teaching position.

### **Agency and third-party staff**

- 11.13. In the case of any employee working at the school who is sourced from an agency or third-party organisation, confirmation must be obtained from the



organisation, in writing, that all necessary checks have been completed. The schools will require the agency to specify the role of the employee within the agency who is providing this information and on what date the checks were made.

- 11.14. Confirmation will also be obtained that the individual who presents for work is the same person on whom all checks have been completed. A copy of photographic identification will generally be kept, as appropriate.
- 11.15. When a member of staff has been working at the school through an agency but a decision is made to recruit this position to the schools' payroll, the candidate should fill in a Barnet standard application form, go through the same recruitment process and references will be checked by the school.

### **Trainee/student teachers**

- 11.16. The school will ensure that enhanced DBS certificates and barred list checks are obtained on all salaried applicants for initial teacher training who are in regulated activity.
- 11.17. Where trainee teachers are fee-funded it is the responsibility of the initial teacher training provider to carry out the necessary checks.
- 11.18. The school will obtain written confirmation from the agency that the checks have been carried out.

### **Existing staff**

- 11.19. If a member of staff moves from a post that was not regulated activity to one that is, the relevant checks will be carried out.
- 11.20. The recruitment panel will carry out further checks where there is a concern about a member of staff's suitability to work with children.
- 11.21. The school will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:
- The harm test is satisfied in respect of that harm. A person satisfies the harm test if they may harm a child or vulnerable adult or put them at risk of harm;
  - The individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence;
  - The individual has been removed from working in regulated activity, or would have been removed had they not left.

### **Contractors**

- 11.22. The school will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information).

- 11.23. For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be required.
- 11.24. Under no circumstances will a contractor in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity
- 11.25. If a contractor working at a school or college is self-employed, the school or college will consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.
- 11.26. The school will always check the identity of contractors and their staff on arrival at the school or college.

### **Governors**

- 11.27. Governors will have an enhanced criminal records certificate from the DBS. Governance is not a regulated activity and so governors will not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity

## **12. After the pre-appointment checks**

- 12.1. Once the pre-employment checks have been completed, the recruitment panel will:
- Agree a start date with the candidate.
  - Destroy the completed self-declaration forms.
  - Submit contractual paperwork, including the completed DBS check, copies of identification, references, proof of qualifications, pre-employment medical enquiry form, P45, application/equal opportunities and emergency contacts.
  - Add the required details of the checks carried out to the school's SCR.

## **13. Single central record (SCR)**

- 13.1. The school will maintain and regularly update the SCR.
- 13.2. All new employees will be added to the record, which will include:
- All staff (including supply staff) who work at the school.
  - All others who work in regular contact with children in the school or college, including volunteers.
- 13.3. The bullet points below set out the minimum information that must be recorded in respect of staff members (including teacher trainees on salaried routes). The record will indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:
- An identity check

- A barred list check
  - An enhanced DBS check
  - A prohibition from teaching check
  - Further checks on people living or working outside the UK
  - A check of professional qualifications
  - A section 128 check
  - A check to establish the person's right to work in the UK
- 13.4. For supply staff, the school will include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS check certificate has been provided in respect of the member of staff.
- 13.5. If checks are carried out on volunteers, this will be recorded in the SCR.

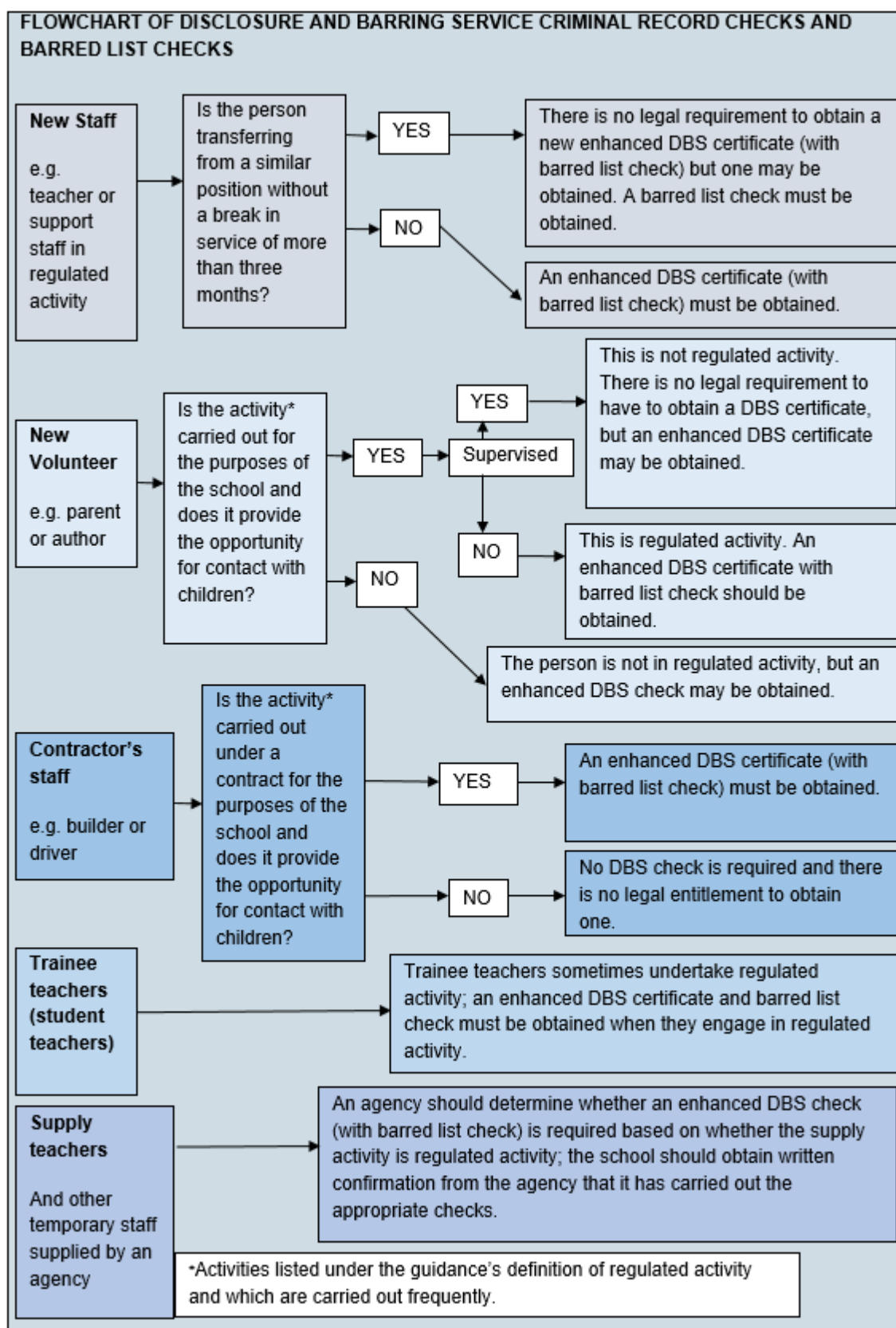
## **14. Safer recruitment training**

- 14.1. At least one member of the recruitment panel will have completed formal safer recruitment training.
- 14.2. As a measure of good practice, the school will ensure that this training is renewed every five years.

## **15. Monitoring and review**

- 15.1. This policy is reviewed annually by the governing body and the headteachers.
- 15.2. Any changes made to this policy by the governing body and headteachers will be communicated to all members of staff.
- 15.3. All members of recruitment panels are required to familiarise themselves with all processes and procedures outlined in this policy prior to involvement in any panel.
- 15.4. The next scheduled review date for this policy is October 2019.

## Appendix a – Flowchart of Disclosure and Barring Service



## **Appendix b - Example questions for recruitment of staff with financial responsibilities.**

### Head Teacher/ Deputy Head

Explain the process that you would go through in order to ensure that the development of the school is planned strategically, and in accordance within sound financial management systems.

### Assistant Head

As Assistant Head you would at time be responsible for organising cover for absent teachers. What factors would you take into consideration to ensure that good value for money was ensured in allocating resources in this area?

### Administrator

Explain a purchasing process that would ensure accurate accounting records and internal controls that deter fraud and safeguard the financial position of the school.

### Welfare Assistant

Why is it important the school procedures are followed when recording the collection of dinner monies?