

West Wittering Parochial C.E. Primary School

Enjoy, Achieve, Aspire



Safer Recruitment Policy

Date created: February 2022

To be reviewed: February 2023

Chair of Governors Signature: Lalcy Handford

We are a community committed to providing learning opportunities for all within a framework of Christian values and practice. We achieve this through providing a broad, rich and engaging curriculum that has our school values of 'enjoy, achieve and aspire' deeply rooted within them.

West Wittering Parochial C.E. Primary School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment in every aspect of their work.

It is vital that there is a culture of safe recruitment and West Wittering Parochial C.E. Primary School has adopted recruitment procedures that will deter, reject and identify people who might be unsuitable to work with children and young people.

All elements of this Safer Recruitment Policy ensure that the recruitment and selection processes outlined:

- meet the requirements of Keeping Children Safe in Education (KCSiE) September 2019
- are robust
- have relevant vetting and checking procedures
- include a robust induction
- provide an on-going training infrastructure

This policy outlines the steps this school will take to ensure those employed in this school are safe to work with children and young people and its main purpose is:

- to prevent unsuitable people working within our school
- to attract the best possible candidates to work in our school
- to create and maintain a safe workforce

The recruitment and selection process should ensure the identification of the person(s) best suited to the job at the school based on the applicant's abilities, qualifications, experience and attitude as measured against the job description and person specification.

All those involved in the recruitment and selection of staff will ensure all processes are conducted in a professional, timely and responsive manner and in compliance with current employment legislation.

The KCSiE framework includes the following policies and guidance:

- Safer Recruitment Policy
- DBS Guidance
- Suitability Disqualification Guidance
- Single Central Record Guidance
- Whistleblowing Policy
- Managing Allegations against Staff in School

Roles and Responsibilities

The Governing Board of the school will:

- ensure the school has effective policies and procedures in place for the safe and fair recruitment and selection of staff and volunteers in accordance with Department for Education guidance and legal requirements
- monitor the school's compliance with them
- ensure that appropriate staff and governors have completed safer recruitment training

The Headteacher will:

- ensure that the school operates safe and fair recruitment and selection procedures which are regularly reviewed and up-dated to reflect any changes to legislation and statutory guidance
- ensure that all appropriate checks have been carried out on staff and volunteers in the school
- monitor any contractors' and agencies' compliance with this document
- promote the safety and well-being of children and young people at every stage of this process.

Delegation of Appointments and Constitution of Selection Panel

The Governing Board delegates the power to offer employment for all posts to the Headteacher. The Headteacher may not delegate the power to offer employment to any other senior manager or governor. The Headteacher will aim to involve at least one governor in the appointment of all teaching staff and also in the appointment of other posts, where possible. Headteacher appointments will be undertaken by the Governing Body. Selection panels will comprise a minimum of two people (normally three). In accordance with the statutory requirement, every selection panel will have at least one member who has undertaken Safer Recruitment Training.

Equalities Legislation

The Governing Body will comply with relevant equalities legislation, specifically:

- Equality Act 2010
- Employment Relations Act 1999
- Employment Rights Act 1996
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- The Agency Workers Regulations 2010

The Governing Body will promote equality in all aspects of school life, particularly with regards to all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development. It will ensure that its processes are open, transparent and fair and all decisions will be objectively justified.

The Vacancy

When a vacancy arises the Headteacher, in conjunction with the Governing Body if appropriate, will review the needs of the school and ensure the post to be advertised meets its needs effectively.

The Headteacher will assess and analyse the vacant post taking into account the schools' current and future staffing structure and budget, which is determined by the Governing Body.

The Headteacher will consider what type of appointment should be made and will ensure the implications of the different types of contracts are considered prior to advertising.

Advertising

All vacant posts will be advertised to ensure equality of opportunity and encourage as wide a field of candidates as possible. This will normally mean placing an advertisement externally. However, where there is a reasonable expectation that there are sufficient, suitably qualified internal candidates, or staff are at risk of redundancy, vacancies may be advertised internally before an external advertisement is placed. Any internal recruitment process will follow the procedures set out in this policy.

All advertisements for posts, paid or unpaid, will include the following statements:

“West Wittering Parochial CofE Primary School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment”

“The successful candidate will have to meet the requirements of the person specification and will be subject to pre-employment checks including a health check, an enhanced DBS check and satisfactory references.”

Personal Specifications

Personal specifications must include a statement illustrating that safeguarding and promoting the welfare of children is an essential requirement of the role.

Information for Applicants

All applicants will be provided with:

- A Job Description, outlining the duties of the post, and a Person Specification
- An Application Form (CVs will not be accepted)
- A description of the school, relevant to the vacant post
- Reference to the Child Protection Policy, Safeguarding Policy, Safer Recruitment and Selection Policy, DBS and other pre-employment requirements
- An outline of terms of employment including salary
- The closing date for the receipt of applications

Prospective applicants must complete, in full, and return a signed application form. Incomplete application forms will be returned to the applicant where the deadline for completed forms has not passed.

Candidates submitting an application form completed on line will be asked to sign the form if invited to interview.

A CV will not be accepted in place of a completed application form.

Short Listing and Reference Requests

The selection panel will shortlist applicants against the Person Specification for the post. The criteria for selection will be consistently applied to all applicants. The selection panel will agree the applicants to be invited to interview.

Two references will be taken up before the selection stage so that any discrepancies may be probed during this stage of the selection process. Should these references cover a period of less than 5 years, another reference may be requested. For teaching staff, one of these must be from your previous Chair of Governors/Headteacher/University. For non-teaching posts it should be from your most recent employer/college or other professional reference. Candidates are entitled to see and receive copies of their employment references and should request these from their referees.

References will be sought directly from the referee and, where necessary, s/he will be contacted to clarify any anomalies or discrepancies. Detailed written records will be kept of such exchanges.

Where necessary, previous employers who have not been named as referees may be contacted in order to clarify any such anomalies or discrepancies. Detailed written records will be kept of such exchanges.

All appointments are subject to satisfactory references, vetting procedures and DBS clearance.

References are the "property" of the selection panel and strict confidentiality will be observed. Employer testimonials i.e. those provided by the candidate and/or marked 'to whom it may concern' will not be accepted. References must be in writing and be specific to the job for which the candidate has applied. The selection panel will not accept references from relatives or people writing solely in the capacity as a friend of the candidate, for any post. References will be verified and any discrepancies or areas of potential concern will be discussed with the candidate at interview.

If the field of applicants is felt to be weak, the post may be re-advertised.

Interviews

Before the interviews, the selection panel will agree on the interview format.

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.

Candidates invited to interview will receive:

- A letter confirming the interview and any other selection techniques
- Details of the interview day including details of the panel members
- Details of any tasks to be undertaken as part of the interview process
- The opportunity to discuss the process prior to the interview

The questions asked will be aimed at obtaining evidence of how each candidate meets the requirement of the Job Description and the Person Specification and each candidate will be assessed against all of the criteria for the post.

The same areas of questioning will be covered for each applicant and no questions which would discriminate directly or indirectly on protected characteristics under the Equality Act will be asked.

The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues. The interview panel will ask questions that cover safeguarding, example questions Appendix A.

Candidates will always be required:

- To explain satisfactorily any gaps in employment
- To explain satisfactorily any anomalies or discrepancies in the information available to the selection panel
- 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

The interview will also include a discussion of any convictions, cautions or pending prosecutions, other than those protected, that the candidate has declared and are relevant to the prospective employment.

The recruitment documentation will be retained. In line with GDPR legislation, applicants have the right to request access to notes written about them. After 6 months, all information about unsuccessful candidates will be securely destroyed.

Pre-appointment checks

An offer of appointment to a successful candidate, including one who has lived or worked abroad, will be conditional upon satisfactory completion of pre-employment checks.

When appointing new staff, we will:

- Ask for references
- Verify a candidate's identity from current photo ID (originals) and proof of address (originals) except where, for exceptional reasons, none is available; the advice of HR will be sought if this is the case
- Obtain a certificate for an enhanced DBS check with a barred list information where the candidate will be engaging in regulated activity
- Obtain a separate barred list check if, after carrying out a risk assessment, an individual will be judged as suitable to start work in regulated activity before the DBS enhanced disclosure is available
- Check that a candidate to be employed as a teacher is not subject to a Prohibition Order issued by the Secretary of State, using the Employer Access Online Service, which is administered by HR
- Use the Employer Access Online Service to check information about any teacher qualifications held and whether induction has been passed, which is administered by HR
- Verify the candidate's mental and physical fitness to carry out their work responsibilities (a job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role)

- Verify the candidate's right to work in the UK (if there is uncertainty about whether an individual needs permission to work in the UK, then we will follow advice given by HR)
- Make any further checks that we consider appropriate if the candidate has lived or worked outside the UK including information on sanctions or restrictions imposed by EEA professional regulating authorities.
- Verify professional qualifications (original certificates), as appropriate
- Require the candidate to complete the school's Childcare Disqualification Declaration form where applicable to the role in school i.e. in a 'relevant childcare' role
- Section 128 check
- If the candidate has lived or worked overseas in the last 5 years, they must obtain a certificate of good conduct or appropriate criminal records information for their time that has been spent overseas, where possible

All checks will be:

- Documented and retained on the personnel file
- Recorded on the school's Single Central Record
- Followed up if they are unsatisfactory or if there are any discrepancies in the information received.

Recording the decision

The results of shortlisting will be recorded with clear reasons given for shortlisting or rejecting each applicant, and marks allocated against the criteria on the person specification.

Information obtained during the shortlisting process will be treated as confidential. Comments recorded as to why applicants were or were not included will not be disclosed outside of the selection panel, or only to an applicant who requests feedback on why they were not shortlisted for the vacancy.

Offer of Employment by the Selection Panel

The offer of employment by the selection panel and acceptance by the candidate is binding on both parties, subject to satisfactory completion of the pre-employment checks and satisfactory references. The successful candidate will be informed, normally by offer letter, that the appointment is subject to satisfactory completion of these checks.

Personnel file and Single Central Record

Recruitment and selection information for the successful candidate will be retained securely and confidentially for the duration of his/her employment with the school including:

- Application form – signed by the applicant
- Interview notes – including explanation of any gaps in the employment history
- references – minimum of two
- Proof of identity
- Proof of right to work in the UK
- Proof of relevant academic qualifications
- Evidence of medical clearance from the Occupational Health service (if required)
- Evidence of DBS clearance, Barred List (where applicable) and Teacher Prohibition checks

- Offer of employment letter and signed contract of employment.

The school will maintain a Single Central Record of employment checks in accordance with DfE guidance.

Start of Employment and Induction

The pre-employment checks listed above must be completed before the employee starts work. Exceptions will only be made in circumstances where a risk assessment has been undertaken. Exceptions will never be made in the case of the Barred List and Teacher Prohibition checks.

All new employees will be provided with an induction programme which will cover all relevant matters of school policy including safeguarding but not limited to, and promoting the welfare of children, child protection procedures, whistle blowing and guidance on safe working practices.

Adults working with children who are not employed directly by the school

Supply Staff

We will only use those agencies which operate a Safer Recruitment Policy and supply written confirmation that all relevant checks have been satisfactorily completed. We will carry out identity checks when the supply staff member arrives at school.

Peripatetic staff

We use staff employed by West Sussex Local Authority who ensure and confirm that necessary checks and DBS requirements have been satisfactorily completed for peripatetic staff.

Volunteers

We carry out DBS and pre-start vetting checks appropriate to the post (as above) and require regular volunteers to provide details of two referees. References are taken up, as detailed in this policy. Volunteers who help on an occasional basis (e.g. trips/PTA events) are supervised, in accordance with legislation.

Students on placement

When volunteers are working in school as part of a recognised training course (such as PGCE, NVQ etc.), references and completion of an application form will not be required. However, we will require proof of DBS enhanced clearance with barred list check and will carry out identity checks when the student arrives at school. We will also require students to complete the Childcare Disqualification Declaration form if they are working within the EYFS.

Students on work experience

Students on work experience will always be supervised.

Contractors

We ensure that contractors, or any employee of the contractor, working at the school have been subject to the appropriate level of DBS check, if any such check is required.

Contractors and contractors' employees for whom an appropriate DBS check has not been undertaken will be supervised if they will have contact with children.

If a contractor working at school is self-employed and will be in regulated activity, we 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.

We will check the identity of contractors and their staff on arrival at the school.

Appendix A – Example Questions

Area	Example Questions	Positive Indicators	Negative Indicators
Motivations for working with children (Self-awareness/ knowledge and understanding of self, interconnection between self and professional role)	<ul style="list-style-type: none"> • What do you feel are the main drivers that led you to want to work with children? • How do you motivate young people? • What has working with young people, to date, taught you about yourself? 	<ul style="list-style-type: none"> • Convincing responses based on balanced understanding of self and circumstance. • Has a realistic knowledge of personal strengths and weaknesses. • Examples of having considered/tried other options and alternatives. • A realistic appreciation of the challenges involved in working with children. • Evidence of others having supported and encouraged based on observation of personal talent. 	<ul style="list-style-type: none"> • Unconvincing responses based on whimsical examples. Not self-aware, don't see themselves as others do. • Driven by personal needs not needs of others. • Not realistic about personal strengths and weaknesses. • Unrealistic impression of what working with children is really like. • Failure to consider other alternatives. • Pushed by others, or forced by circumstance, to do something they don't appear to have personally thought through.
Emotional maturity and resilience (Consistency under pressure, ability to use authority and respond appropriately, ability to seek assistance/support where necessary)	<ul style="list-style-type: none"> • Tell me about a time when you have been working with children and your authority was seriously challenged. How did you react? What strategies did you employ to bring things back on course? How did you manage the situation? • Tell me about a child you have had particular difficulty dealing with. What made it difficult? How did you manage the situation? 	<ul style="list-style-type: none"> • Behaves consistently and appropriately under pressure or in a position of authority. • Has control over emotions with children. • Understands power position and how to seek help in difficult circumstances. 	<ul style="list-style-type: none"> • Inappropriate responses when under pressure or when in a position of power. • Inconsistent responses. • Handles conflict badly. • Fails to control temper/emotions with children. • Doesn't seek help when needed. • Fails to go to others for advice.
Values and ethics (Ability to build and sustain professional standards and relationships, ability to understand and respect other	<ul style="list-style-type: none"> • What are your attitudes to child protection? How have these developed over time? • What are your feelings about children who make allegations against staff? • How do you feel when someone holds an opinion that differs from your 	<ul style="list-style-type: none"> • Demonstrates a balanced understanding of rights and wrongs. • Puts the child first. Alive to the realities of abuse. • Prepared to believe. • Shows a contemplative approach, drawing on personal experiences and lessons from others. 	<ul style="list-style-type: none"> • Extreme opinions that don't account for the views/feelings of others. • Doesn't show balance in opinion. • Doesn't build on new information or understanding. • Opinions harden/become dogged. • Doesn't show a full or rounded appreciation of safeguarding issues.

<p>people's opinions, ability to contribute towards creating a safe and protective environment).</p>	<p>own? How do you behave in this situation?</p> <ul style="list-style-type: none"> • Have you ever had concerns about a colleague? How did you deal with this? • What does 'promoting fundamental British values' mean to you? • Tell us about what you have done in the last 12 months to actually improve child protection in the workplace. How did this action arise? Follow up with: Who did you talk to? What were the results? • What is the safeguarding policy in your workplace? Follow up with: How is it monitored? What steps have you taken to improve things? • Give me an example of when you have had safeguarding concerns about a child. Follow up with: How did it arise? Who did you speak to? What actions did you take? • Tell us about a situation where you felt you fell short of safeguarding standards. Follow up with: How did it arise? Who did you speak to? What actions did you take? • Have you ever had to challenge the views of someone more senior than yourself in relation to safeguarding concerns? Follow up with: What were the circumstances? How did you go about it? What was the outcome? 	<ul style="list-style-type: none"> • Builds values and judgments based on new information. • Shows an appreciation of safeguarding issues and an ability to contribute towards a protective environment. • Shows respect for others' feelings, views and circumstances • Demonstrates a commitment to fundamental British values. • Proactive and has personally taken actions to improve safeguarding culture. • Has personal experience of having appropriately dealt with a challenging safeguarding issue. • Personally, committed towards making improvements. Sees it as part of their job. • Prepared to challenge others in the workplace to make tangible improvements to safeguarding. • Prepared to tackle difficult issues and confront individuals if necessary, in order to promote best practice. • Shows a good understanding of the issues. Up to date with events and legislation. Knows about test cases. 	<ul style="list-style-type: none"> • Dismissive of, or underplays, the risks. • Consistently puts the blame and responsibility for child/ adult protection elsewhere. • Fails to believe in suspicions/reports of abuse • Dismissive of Fundamental British Values or expresses views that undermine these • No evidence of having taken steps in own right to make improvements. • Passive approach to safeguarding issues. • Reluctance to challenge people / systems / processes to make things better. • No real experience of handling safeguarding issues. Naïve approach. • Sees it as someone else's job and/or responsibility. • Not well versed or clear in understanding of the issues/sensitivities. • Intolerant of the bureaucracy around safeguarding. • Shows a tendency to take inappropriate chances/risks in area of safeguarding.
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