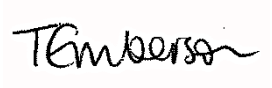
Safer Recruitment Policy

Approval Date: March 2018

Review Date: September 2027

Headteacher: 

Safer Recruitment Model Policy

Aim
To ensure our recruitment practices help deter, reject or identify people who might pose a risk to children. This document must be read alongside 'Guidance on completing pre-employment checks' which is available on WSSfS.

Scope
This policy should be read and understood by all those that are involved in the recruitment of employees and/or volunteers.

Organisations that provide the school with agency workers or provide services on our behalf **must** have practices that are consistent with this Policy.

1.0 Principles

As a school it is essential that we do all that we can to ensure the safety and wellbeing of our pupils. One important aspect of this is the implementation of **Safer Recruitment Practices**.

Our Safer Recruitment Practices will help:

- Deter applicants with inappropriate motivations as they will not see the school as a 'soft target' and they will not see opportunities to abuse.
- Detect inappropriate behaviour at the earliest opportunity and respond decisively by rejecting the applicant.
- Prevent opportunities for abuse by proactively managing the environment, assessing risk and creating clear expectations of standards of behaviour.

2.0 Provisions

This section covers Safer Recruitment provisions that **must** be implemented.

2.1 General

- We will ensure compliance with Keeping Children Safe in Education statutory guidance.

2.2 Training

- A minimum of one person on a recruitment panel **must** have completed Safer Recruitment Training. The training will cover, at a minimum, the content of the statutory guidance 'Keeping Children Safe in Education'.
    - It is best practice to have someone that has received Safer Recruitment training at each stage of the recruitment process e.g. shortlisting.

2.3 Role Profiles/Person Specifications

- Role Profiles/Person Specifications **must** include a statement illustrating that safeguarding and promoting the welfare of children is an essential requirement of the role.

  Example: *You are required:*
  - *To safeguard and promote the welfare of all children.*
  - *To understand and follow our safeguarding policies and procedures.*
  - *To appropriately raise any issues of concern in order to protect children.*

2.4 Job Advertisements

- Job advertisements **must** include a statement illustrating our commitment to safeguarding and promoting the welfare of children.
- Adverts **must** illustrate that the preferred candidate will be subject to a DBS check.

2.5 References (More information in 'Guidance on completing pre-employment checks')

- References **must** be requested for all applicants invited for interview and must be returned and scrutinised prior to interview.
  - Only where an applicant has not given consent for a reference to be obtained from their current employer prior to interview, will a reference be requested after interview for the preferred candidate.
- References for external appointments must:
  - Be a minimum of 2 references;
  - Cover a minimum 5-year period;
  - Include their last employer where they worked in a school.
- References must be independently verified, by:
  - Telephoning the author to confirm they provided the reference; and
  - Checking the existence of the employer/school (phone book or internet search).
- All references received must illustrate reasons for leaving.

2.6 Shortlisted Candidate Information Form

- Applicants invited to interview must complete the Shortlisted Candidate Information Form prior to interview. Where required, content contained on the form will be discussed by the applicant and the chair at interview.

2.7 Interviews

- Recruiters are responsible for carefully scrutinising Application Forms, Shortlisted Candidate Information Forms and References in order to identify any anomalies, employment gaps or safeguarding concern, which will then be discussed and understood at interview.
- The Interview Panel **must** ask questions that cover safeguarding, example questions are available in Appendix A overleaf.

2.8 Pre-Employment Checks (More information in Guidance on completing pre-employment checks')

- The successful candidate **must** not commence employment prior to the completion of satisfactory pre-employment checks. This includes checking:
  - References
  - Shortlisted Candidate Information Form
  - Qualifications and membership to a Professional Body
  - Right to Work in the UK
  - A Medical
  - A DBS
  - Any overseas checks (where applicable) for example a certificate of Good Conduct
  - Prohibited Teacher Status check (where applicable)
  - Qualified Teacher Status Check (where applicable)
  - Section 128 check (where applicable)

2.9 DBS Checks (More information is in the DBS Guidance)

- Where the successful applicant's DBS certificate contains information, the positive disclosure process **must** be followed.

2.10 Overseas Criminal Record Checks (More information is in the DBS Guidance)

- If the successful applicant 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.
- For those that lived or worked overseas more than 5 years ago, the decision is with the school as to whether this is required.
- Where a certificate of good conduct contains information, the positive disclosure process must be followed.

2.11 Overseas teacher (More information is in Guidance on completing pre employment checks')

- Teachers that have taught overseas will be requested to provide a letter of professional standing issued by the professional regulating authority in the country in which they worked.

2.12 Induction

- All new members of staff will be given an induction which will clearly identify our policies and procedures and where to find them. This will include:
  - Safeguarding and welfare e.g. child protection, anti-bullying, anti-discrimination, physical intervention/restraint, intimate care, internet safety
  - Discipline and grievance, capability and Whistleblowing Policy,
  - Raising a concern.

Appendix A on next page.

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)	• 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?	• 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.	• 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)	• 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?	• 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.	• 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	• 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	• 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.	• 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.

people's opinions, ability to contribute towards creating a safe and protective environment).	own? How do you behave in this situation? • 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?	• 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.	• 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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