



## **Safer Recruitment and Selection Policy**

## INTRODUCTION

Luton is a diverse, multi-cultural community, and Ashcroft High School is committed to promoting equalities and celebrating diversity and inclusion.

No person seeking employment within Ashcroft High School will be treated less favourably than any other person or group because of their:

- Age
- Disability
- Ethnicity
- Gender
- Gender reassignment
- HIV Status
- Marital status
- Sexuality
- Religious belief

Ashcroft High School is committed to appointing the best person for the job. Employing the right person for the job is critical to the success of delivering the best education to the children of Luton. However, it is essential that the right person is recruited following safer recruitment practices and procedures.

The measures described in this policy should be applied in relation to everyone who works in the school. Those are not only people who regularly come into contact with children, or who will be responsible for children, as a result of their work. They are also people who regularly work in a school when the students are present, who may not have direct contact with children as a result of their job, but nevertheless will be seen as safe and trustworthy because of their regular presence in the setting. This includes workers not on the payroll, e.g. staff employed by contractors, and unpaid volunteers.

The success of a safer recruitment process is dependent on the school's recognition and consequent rejection of potentially unsuitable applicants before or at the interview. Any approach that undermines this process (either by failing to focus on behaviour and attitudes or by failing to reject applicants who are unsuitable) is potentially supporting abuse.

The purpose of this document is to describe the recruitment and selection process and to provide a set of operating guidelines for hiring employee's in Ashcroft High School. This policy sets out the minimum requirements of the recruitment process that aims to:-

- attract the best possible applicants to vacancies;
- deter prospective applicants who are unsuitable for work with children and young people;
- identify and reject applicants who are unsuitable for work with children and young people

The safeguarding statement that is relevant to all posts within Schools is:

“the School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.

## **START OF RECRUITMENT PROCESS AND PREPARATION**

The recruitment process is usually initiated by a resignation - but not always. A vacancy can be created by additional source of funding becoming available attached to a specified role, or can become necessary due to increased workload requiring additional resources.

Opportunity should be taken to review

- the necessity for the post;
- relevance and appropriateness of the job role;
- whether certain aspects can be used to enrich the role of existing post holders;
- whether the role could be performed in another way - e.g. through enhancing IT, or by job sharing, part-time working etc.

This review will take into account the developments within the School Development Plan, the known and anticipated challenges for the school and financial projections.

## **PLANNING AND PREPARATION**

A well planned and structured recruitment process ensures the best chance of recruiting the best person for the role, and ensures that any information that could be important in determining whether someone is safe to work with children is not missed.

It is important to be clear about what mix of qualities, qualifications and experience a successful candidate will need to demonstrate, and whether there are any particular matters that need to be mentioned in the advertisement for the post.

It is important to note that the recruitment process from advertising a post to a new recruit starting work, can take at least 12 weeks.

Every post must have an up to date job description, which clearly defines the responsibilities of the job.

## **FORMING A SELECTION PANEL**

The school's governing body will determine the delegation of roles and responsibilities for recruitment. In normal circumstances the governing body should delegate the responsibility for all staff appointments, other than the Leadership Group, to the head teacher (School Staffing (England) Regulations 2003). Governors may support the head teacher in the process. The selection panel should comprise a minimum of preferably three individuals (except in the case of a head teacher for whom there is a separate process).

Staff involved in the selection of adults who work with children should undertake safer recruitment training and have regard to the publication 'Safeguarding Children and Safer Recruitment in Education' which came into force 1<sup>st</sup> January 2007. The School Staffing Regulations (2009) makes Safer Recruitment training a mandatory requirement for governing bodies in that from January 2010, no recruitment panel is able to recruit staff in school unless a member of that panel has successfully completed Safer Recruitment Training. An appointment made by a panel that does not meet this mandatory requirement would be unlawful.

The panel should be agreed in advance of short listing and should be involved at both short listing and interview stages. Panel members should be aware of the need for confidentiality throughout the process.

The panel should agree a set of questions they will ask all candidates relating to the requirements of the post, and the issues they will explore with each candidate based on the information provided in the candidate's application and references (if available). A candidate's response to a question about an issue will determine whether and how that is followed up. The panel cannot therefore, agree in advance an exhaustive list of questions for each candidate from which they will not deviate from.

## **JOB DESCRIPTIONS**

When the decision has been taken to fill a vacancy, writing or reviewing a job description is the first task. It will give a clear and precise definition of the post, its main responsibilities (which have a clear result or outcome and which the job holder is responsible for achieving) and the context in which it operates.

### **Safeguarding Children Statement**

This statement clearly sets out the extent of the relationships/contact with children and the degree of responsibility for children that the person will have in the position to be filled. (N.B. all work in a school or similar setting involves some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post.) Research confirms that unsuitable applicants will be deterred if they believe an organisation is alert to safeguarding issues and has appropriate policies in place.

This will also include the school safeguarding children policy statement, which incorporates a DBS statement.

## **PERSON SPECIFICATIONS**

Deriving a person specification is a critical part of the process of recruitment and selection as it provides the basis for the advertisement, short listing, interview questions and the use of other selection methods and the final decision between candidates. It can also be used for the purpose of performance appraisal and determining training and development needs. It is therefore essential that the person specification is accurate and reflects what is actually needed to perform effectively the role as described in the job description. It is also critical that the person specification is not discriminatory. Specifically, care must be taken to avoid unintentional contravention of laws concerning Human Rights, Equality Act 2010.

The job description forms the basis of the person specification. There should not be any criteria contained within the person specification that are not clearly required to meet the accountabilities in the job description. Having produced an accurate job description, the next step is to identify the knowledge, skills, experience and abilities needed to fulfil each of the principal responsibilities and then to summarise these into the headings within the person specification.

### **Equality Issues**

At least one criteria within the person specification is expected that at least one criteria is included for every post.

## **Measuring and Testing Against Criteria**

In order to give complete clarity and transparency to the process it is good practice to include against each of the criteria at the application stage how the assessment will be made. Some criteria may be tested by a combination of two or more methods, for example:

- Interview
- Tests or practical exercises
- Presentation
- Technical Tests
- In-Tray exercise
- Group exercise
- Personal interviews for posts with access to children
- Lesson observations

Candidates should be told in advance of the type of test they are expected to take.

## **POSITIVE ACTION**

Positive Action describes action which can be taken legally which aims to produce a workforce that is balanced in all respects, i.e. at all levels of an organisation both men and women, people with minority ethnic backgrounds and the disabled are represented consistent with their proportions within the local community. Positive action is not positive discrimination which is illegal - positive discrimination would be appointing to a post because the candidate was, say from a minority ethnic community and not because that person was best for the job.

The relationship between positive action and operational need in schools is very close. One form that positive action takes is including the requirement for oral and/or written competency in a specific language.

## **THE ADVERTISEMENT**

The aim of the advertising process is to attract the maximum number of applicants who have the necessary skills and experience to be able to perform the role effectively, but to help deter unsuitable people from applying for the job from the outset.

The School Standards and Framework Act requires all teaching posts to be advertised if the duration of the post exceeds four months and all Head teacher and Deputy Head teacher posts must be advertised nationally.

### **Writing the Advert**

An advert must:

- present a positive image of the school, selling both the job and the school.
- portray a clear and accurate description of the post
- be clearly written
- be drawn directly from the job description and person specification
- be free of bias and discrimination
- Job title
- Location
- Salary and hours (include pro rata salary)
- How to apply

The advertisement must include a statement in bold about the employer's commitment to safeguarding and promoting the welfare of children, and reference to the need for the successful applicant to undertake a criminal record check via the DBS, and that all relevant checks will be undertaken to ensure suitability of employment. In this way, a school can present an unequivocal message leaving no room for misinterpretation. In emphasising the school's commitment to safe guarding children, these statements should serve as a deterrent to abusers.

## **THE SAFER RECRUITMENT PACK**

This represents a further opportunity to promote a positive image of the school and the post to potential applicants and highlights the school's commitment to safeguarding children. All applicants should receive identical packs which should include as a minimum:

- application pack cover letter
- job description
- person specification
- application form and explanatory notes about completing the form
- a description of the recruitment and selection process, (including the interview procedure and dates)
- the school's Child Protection Policy Statement;
- a statement of the terms and conditions relating to the post;

In addition the following should be considered as inclusions:

- relevant background information.
- the quality of School Structure
- School Plan
- School Brochure

## **Application Form**

An application form must be submitted by all applicants prior to short listing. A statement confirming that the application form must be completed in full before it can be considered should also be included which states that an incomplete application form or a form containing gaps in the information provided may be returned for completion before it can be considered.

Identical procedures should be followed for internal and external applicants

You must not accept any other form of application e.g. CV's.

## **REFERENCES AND REFEREES**

The purpose of seeking references is to obtain objective and factual information to support appointment decisions and the use of a reference pro forma can help to achieve this. Two references should be taken up before interview for the short listed candidates including internal ones. This will ensure that any issues of concern the references raise can be explored further with the referee, and/or taken up with the candidate at interview.

Referees should be supplied with a copy of the job description and person specification for the vacancy and asked to comment on the applicant's suitability in relation to it. Referees may be contacted by telephone and invited to submit written references.

Requests for references should seek to obtain objective verifiable information and not subjective opinion. The use of reference proformas can help achieve this. **The proforma reference does not ask any questions related to sickness absence as a result of the Equality Act 2010.** However, once the successful candidate has been offered the post a further reference request seeking sickness absence information only can be sent to the referees.

References must be from the current or most recent employer. However, if the applicant is not currently working with children but has done so in the past, an additional reference should be obtained from the employer by whom the person was most recently employed in work with children.

## **SCRUTINISING AND SHORT LISTING**

Scrutinising and short listing should be carried out by all members of the selection panel and is one of the most vital stages of the safer recruitment process. It can be particularly susceptible to poor judgement. Poor decisions made at this stage may be detrimental both to the school and to applicants therefore sufficient time will need to be given to conduct this part of the process thoroughly.

The panel should be supplied with all applications up to and including the closing date. It will be at the panel's discretion as to whether late applications are accepted. The panel should not receive any equality data relating to applicants.

All applications should be scrutinised to ensure that they are fully and properly completed; that the information provided is consistent and does not contain any discrepancies, and to identify any gaps in employment. Incomplete applications should not be accepted and should be returned for completion.

To ensure a fair and equitable procedure, and to ensure that the appointed candidate is suitable to carry out the duties and responsibilities of the post, all candidates should be assessed equally against the criteria contained in the person specification, without exception or variation.

Once received, information provided on references should be crosschecked with information provided on the application form to ensure that it is consistent. Any discrepancy in the information should be taken up with the applicant. References should also be checked to ensure that all specific questions have been answered satisfactorily. If all questions have not been answered or the reference is vague or unspecific, the referee should be telephoned and asked to provide written answers or amplification as appropriate. Any discrepancy in the information should be taken up with the applicant.

Open references e.g. that begin with 'To whom it may concern' or are provided as part of the application should be queried with the applicant and subsequently rejected.

Any information about past disciplinary action or allegations should be considered in the circumstances of the individual case. Cases in which an issue was satisfactorily resolved some time ago, or an allegation was determined to be unfounded or did not require formal disciplinary sanctions, and in which no further issues have been raised are less likely to cause concern than more serious or recent concerns, or issues that were not resolved satisfactorily. A history of repeated concerns or allegations over time is also likely to give cause for concern.

In exceptional circumstances it might not be possible to obtain references prior to interview, either because of delay on the part of the referee, or because a candidate strongly objects to

their current employer being approached at that stage, but that should be the aim in all cases. It is up to the person conducting the recruitment to decide whether to accede to a candidate's request to approach his/her current employer only if s/he is the preferred candidate after the interview, but it is not recommended as good practice.

Where a reference has not been obtained on a preferred candidate before interview, it must be ensured that the reference is received and scrutinised, and any concerns are resolved satisfactorily, before the person's appointment is confirmed.

Assessment of the applicant's suitability to work with children can only be done by considering a person's attitudes and motivation, as far as this can be assessed from the information supplied by the applicant at this stage. Any concerns should be explored and clarified at interview and cross-referenced with other checks.

Each candidate will be assessed against each essential criteria in the person specification on the following basis.

- 0 - Does not meet the criteria
- 1 - Insufficient information on application to rate
- 2 - Appears to meet requirement
- 3 - Definitely meets requirement.

Candidates who scores 0 against an essential criteria cannot be short-listed.

In some instances, individual criteria may be deemed by the panel to be of sufficient importance that they should be weighted against other criteria for example to score twice the points of other criteria. This must be agreed prior to short listing and continued into the interview stage.

At the end of the short-listing process, the product will be a list of applicants who meet or appear to meet all essential criteria. It will not be possible to interview all applicants, therefore, the panel should interview the highest scoring applicants only.

### **Other Checks Before Interview**

If a short listed applicant claims to have some specific qualification or previous experience that is essential to the post. The qualification or experience can usually be verified quickly by telephoning the relevant previous employer or by requesting evidence of the qualification.

### **SELECTION METHODS**

At the time of short listing, the panel must decide upon the components of the selection process. This will always include an interview and may include other job related tasks and tests. All these components must produce information which will enable panel members to make an assessment of candidates against the person specification. It is common and good practice for candidates to be invited to visit schools prior to the selection process or receive a tour on the day.

### **Preparing Questions**

Questions must relate to the person specification, and elicit information that is relevant and measurable. You are more likely to get meaningful information from candidates if the questions are grouped in an organised way.



Competency based interviewing is the recommended approach to asking interview questions which should maximise the amount of information available to the panel about each candidate. It is essential that factual notes of responses given are made by each panel member.

Some example questions around Child Protection are:

### **Motivation for working with children**

This should cover:

- Self-awareness /knowledge and understanding of self
- Interconnection between self and professional role

Questions could be:

What do you feel are the main drivers, which led you to want to work with children?

### **Emotional resilience in working with challenging behaviours**

This should cover:

- Consistency under pressure
- Ability to use authority and respond appropriately
- Ability to seek assistance/support where necessary

Question could be:

Tell me about a time when you have been working with children when your authority has been seriously challenged. Follow up with how did you react? What strategies did you employ to bring things back in course? How comfortable were you with the situation?

### **Values and ethics**

This should cover:

- The ability to build and sustain professional standards and relationships
- Ability to understand and respond to other people's opinions
- Ability to contribute towards creating a safe and protective environment

Questions could be:

What are your attitudes to child protection? How have these developed over time? What are your feelings about children who make allegations against teachers and staff?

### **Safeguarding Knowledge and Understanding**

Questions could be:

What is the safeguarding policy in your workforce?

Follow up with – How is it monitored? What steps have you taken to improve things? Give me an example of when you had safeguarding concerns about a child?

Follow up with – What did you do? Who did you involve? What was the outcome?

### **Invitation to Interview**

A copy of the documents used to verify the successful candidate's identity and qualifications must be checked, endorsed and kept on the personnel file. Any foreign language documents must be accompanied by an authorised translation. If these documents are not produced at the interview, it is the school's discretion whether the interview is suspended until these documents can be produced. If the interview is not suspended, the school must ensure that these documents are produced and scrutinised before a firm offer of employment is made.

The original documents should be photocopied on the day of the interview so that candidates can take them home with them. These photocopies should then be endorsed and retained on the individuals personnel file and a further copy sent to the HR Team.

All relevant paperwork should be to hand (application form, references, prepared questions, interview grid etc..) in a form that can be easily referred to.

In addition to assessing and evaluating the applicant's suitability for the particular post, the interview panel should also explore:

- the candidate's attitude toward children and young people through careful questioning.
- his/her ability to support the authority/establishment's agenda for safeguarding and promoting the welfare of children;
- gaps in the candidate's employment history.
- whether the candidate wishes to declare anything in light of the requirement for a DBS check.

If, for whatever reason, references are not obtained before the interview, the candidate should also be asked at interview if there is anything s/he wishes to declare/discuss in light of the questions that have been (or will be) put to his/her referees. (It is vital that the references are obtained and scrutinised before a person's appointment is confirmed and before s/he starts work).

## **Danger Signs**

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

- The candidate may imply that adults and children are equal in every sense, ignoring disparities of power and authority.
- There may be an inability to recognise the inherent vulnerability of children from troubled or disadvantaged backgrounds.
- There is a tendency to view children and young people in idealised or romanticised terms.
- They may appear dogmatic, autocratic, arrogant or over-confident.
- There appears to be an over-identification with young people, and a lack of appropriate intimate or supportive relationships with other adults.

The following scoring system is used

- 1 poor
- 2 fair
- 3 average
- 4 good
- 5 excellent

These assessments are to be made relative to each criteria as it applies to the post.

Where an interviewee has a disability it may have direct relevance as to their ability to do the job or parts of the job. Under such circumstances, it would not be unlawful to explore whether that individual's disability would have a substantial impact on their ability to do the job and to

establish the need for any adjustments. The candidate should be assured that this discussion will not preclude them from full consideration for the job.

After all information has been gathered through the selection process, panel members will, through the sharing of their scores and by discussion, arrive at a view as to who is the best candidate, noting reasons for rejection of other candidates. Comprehensive sets of notes are critical because they may be required for inspection or for evidence at an Employment Tribunal. The notes should demonstrate whether a criterion was or was not met by each candidate and why. The panel will agree a composite score as a record of their decision and the successful candidate will be that which scores highest against the essential criteria. The desirable criteria will be called in to play where there is a dead heat score on two (or more) applicants on essential criteria.

### **Student Panel**

Involving students in the recruitment and selection process in some way, or observing short listed candidates' interaction with students is common, and recognised as good practice. There are different ways of doing that. For example, candidates for teaching posts might be asked to teach a lesson; short listed candidates might be shown round the school by students and a governor or senior member of staff, and/or meet with students and staff. A school adult should be present at all times. Care should be taken to ensure that each candidate enjoys conditions which are as similar as possible, e.g. in terms of age, range of abilities and behavioural standards of students

### **Post Interview**

Once the decision is made, in order to inform the preferred candidate of the status of their application, a letter may be sent out stating that subject to outstanding checks, the post may be offered to them and that the school will contact them when the checks have come through.

The following **copies** of the successful candidate's documentation should be retained:

- candidate's proof of identity document
- candidate's proof of eligibility to work in the UK document
- qualifications
- application form
- signed contract (once returned by the candidate)

### **Conditional Offer of Appointment: Pre Appointment Checks**

A firm offer of employment should only be made when all checks have been satisfactorily completed and no offer letter should be sent which does not specify these terms, should there be any checks outstanding.

Issuing an offer of appointment to the successful candidate before the contract is sent out is a good practice measure as it ensures the preferred candidate is informed in writing in the interim, thereby promoting a positive, professional image of the school and ensures the candidate is kept up to date.

An offer of appointment to the successful candidate should be conditional upon:

- the receipt of at least two satisfactory references (if those have not already been received)
- verification of the candidate's identity and proof of eligibility to work in the UK (if that could not be verified at the interview) by original documentary evidence, preferably including a photograph.
- a check of Children's Barred List and, a satisfactory DBS Disclosure. (N. B. It may not be possible or productive to undertake these checks in respect of people who are resident overseas, and have not previously lived in the UK. A letter of good conduct from their country of origin should be supplied).
- verification of the candidate's medical fitness
- verification of qualifications from documentation brought to interview (if not verified after the interview);
- verification of professional status where required e.g. Teaching Agency registration, QTS status (unless properly exempted), NPQH;
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999); unless they are an NQT and,
- (for non-teaching posts) satisfactory completion of the probationary period.

If two satisfactory references are not received and the individual has started work the offer cannot be withdrawn even if the contract stipulates that the offer is 'conditional'. In this case, a dismissal procedure would need to be invoked. This is another good reason why it is important to obtain satisfactory checks before the successful candidate starts their employment.

Where:

- the candidate is found to be on Children's Barred List, or the DBS Disclosure shows s/he has been disqualified from working with children by a court; or,
- an applicant has provided false information in, or in support of, his/her application; or,
- there are serious concerns about an applicant's suitability to work with children,

The facts should be reported to the police and/or the DBS.

### **DBS's**

The safeguarding of children and young people is paramount, and the school is fully committed to the rigorous implementation of the DBS requirements. It is a statutory requirement that all new appointments to the school's workforce must have an enhanced DBS Disclosure under the School Staffing (England) (Amendment) Regulations 2006. This includes those recruited to the school from overseas, where additional checks will also be made. There is also a requirement under the regulations for schools to keep a single, central record detailing a range of checks carried out on their staff.

All staff employed at the school and all regular parent and governor helpers that are unsupervised should have an up-to-date DBS Enhanced Disclosure prior to taking up their post or role. Enhanced Disclosures show spent and unspent convictions and cautions. The police may also provide details of acquittals or other non-conviction information held on local police records which are relevant to the job or role being sought. The DBS states that a criminal record can start as early as the age of 10 years.

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

### **Current Employees in post pre May 2002**

Employees appointed prior to May 2002, when CRB (now DBS) was first introduced, will not have a Disclosure. A disclosure will not be sought unless there is a concern about the individual, or they commence a new role which requires a DBS, or a DBS at a different level.

### **School Governors**

School governors are not required to have an Enhanced DBS, unless they are engaged in school activities which mean that they have regular, unsupervised access to children (e.g. school trips, classroom support).

### **Portability of Disclosures**

From the 15<sup>th</sup> June 2013, applicants can now register new disclosure certificates for the update service. This means that a check can be carried out on the disclosure to ensure that it still up to date and valid. The disclosure could be from another registered body.

### **Decisions on DBS Disclosures for Prospective Employees**

When a disclosure report reveals information, the DBS Team will confidentially discuss this with the Headteacher.

In all cases a meeting must be held between the Headteacher and the applicant, and the positive risk assessment completed.

A brief note of the discussion must be completed, by the Headteacher, during the meeting.

#### **Suggested questions:**

- 1) Do you dispute the accuracy of the information disclosed? *If yes they need to be advised to contact the DBS*
- 2) Can you tell me about your offence(s)
- 3) How did you feel about them at the time?
- 4) How do you feel about them now?
- 5) How can I be sure that you are no longer a risk?
- 6) How is your life different now?

Both the applicant and the Headteacher must sign the declaration.

**Headteacher must record the remainder of the information after the meeting.**

#### **Points to Consider:**

##### **Relevance**

Whether the conviction or other matter revealed is relevant to the position for which they are being considered

##### **Seriousness**

The seriousness of any offence or other matter revealed

**Age of offences**

The length of time since the offence or other matter.

**Pattern of offending**

Whether the applicant has a pattern of offending behaviour or other relevant matters

**Changed circumstances**

Whether the applicant's circumstance have changed since the offending behaviour, the circumstances surrounding the offence and the explanation(s) offered by applicant

The Headteacher must make a decision on whether to clear the DBS based on the meeting, risk assessment, and the outcome recorded.

**If the decision is not to clear the DBS please speak to an HR Advisor before any further action is taken.**

Authorisation of the outcome decision must be signed by Headteacher. An email needs to be sent to the DBS team to notify them of the decision, and a copy of this assessment sent which will be stored securely on the applicants HR file.

**Offences ruling out appointment**

Some offences will preclude appointment. Each case will be considered on its own merits, taking into account the nature of the offence and the vacancy for which the person has applied.

The final decision falls to the Headteacher.

Further guidance on DBS Disclosures which reveal convictions, cautions, bind-overs and reprimands can be obtained from the DBS Team.

**Contractors & Agencies**

The School will ensure adherence to this policy in the selection of contractors. In addition the School will ensure that other agencies employed to provide services to and on behalf of the School, have in place a similar policy/guidelines that complies with ISA, the DBS Code of Practice, CSCI and Safer Recruitment Practices.

Supply agencies are required to guarantee that candidates put forward have been properly and fully vetted in line with DCSF safer recruitment guidelines, and other relevant and regulatory guidance.

Where necessary the School will require evidence that contractors and other agencies meet the requirements of this Policy.

**Data Protection**

The School and its employees comply fully with its obligations under the Data Protection Act, DBS Code of Practice and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of Disclosure information.

**Storing Disclosure Information**

DBS Disclosures are always kept separate from an individual's personal file and in lockable storage containers. Confirmation of the outcome of a DBS Disclosure (Satisfactory) is retained

on the personal file and recorded on the Council's computerised personnel information system.

The DBS guidance states that Disclosure certificates are destroyed as soon as possible with a maximum retention period of 6 months from receipt of Disclosure. This applies to Satisfactory or Unsatisfactory Disclosures.

In exceptional circumstances it may be necessary to keep disclosure information for longer than this, in these cases the DBS Supervisor will ask the DBS for permission to do so.

### **Access To Disclosure Information**

In accordance with Section 124 of the Police Act 1997, Disclosure information is strictly controlled and passed only to those who are authorised to receive it in the course of their duties. Access to computerised DBS records is strictly controlled.

Ashcroft High School recognises that it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Ashcroft High School will ensure that all disclosure information is destroyed as confidential waste.

### **Checks on Overseas Applicants**

Children's Barred List, and where appropriate DBS checks should be completed on employees from overseas unless it is verified that the applicant has not previously lived in the UK. If that is the case, the checks will serve no purpose because the individual will not have a criminal record in this country and will not appear on Children's Barred List or the Children's Barred List. Therefore, we advise that you check overseas applicants once they have completed 6 months in post.

In all cases where an applicant has worked or been resident overseas in the previous five years, a check should, where possible, be obtained of the applicant's criminal record from the relevant authority in that country. These are known as letters of good conduct. Not all countries provide that service, but the DBS provides an Overseas Information Service. Details of this service can be obtained from the DBS Team.

### **Checks on Volunteers**

Volunteers are seen by children as safe and trustworthy adults. The same recruitment measures should be adopted as for paid staff if the school is actively seeking volunteers and is considering candidates about whom the school has little or no recent knowledge.

Where volunteers are recruited by another organisation to work in a school e.g. sports coaches from a local club, supply teacher from a recruitment agency, the school should obtain assurance from that organisation that the person has been properly vetted.

### **Checks on Contractors/Agencies**

Schools should ensure that external contractors and employment agencies are aware of their roles, responsibilities and boundaries.

## **Medical Clearance**

All new employees to the council need to obtain medical clearance before their employment is confirmed. The questionnaire should be sent to the selected candidate with the offer of employment. The contents of the questionnaire are confidential and the Occupational Health Nurse will only discuss its contents with the manager if the information is relevant to the safe and effective performance of the job or the post holders' well-being.

If the Occupational Health Nurse advises that the candidate requires an adjustment as a result of a disability, they will contact the school directly.

## **INDUCTION**

In addition to the statutory induction period for newly qualified teachers, comprehensive induction is the key to ensuring that a new employee or newly promoted employee integrates well into the working environment and/or performs to the best of her/his ability in the shortest possible time. This can be achieved by timely planning and good organisation.

An induction programme for all staff and volunteers newly appointed in a school, including teaching staff, regardless of previous experience should be applied.

The purpose of induction is to:

- provide training and information about the school's policies and procedures;
- support individuals in a way that is appropriate for the role for which they have been engaged;
- confirm the conduct expected of staff within the school; and,
- provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities; and,
- enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately.

As far as safeguarding and promoting the welfare of children is concerned the induction programme should include information about, and written statements of:

- policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti-bullying, anti-racism, physical intervention/restraint, intimate care, internet safety and any local child protection/safeguarding procedures;
- safe practice and the standards of conduct and behaviour expected of staff and students in the establishment;
- how and with whom any concerns about those issues should be raised; and,
- other relevant personnel procedures e.g. disciplinary, capability and whistle-blowing.

The programme should also include attendance at child protection training appropriate to the person's role. Safeguarding children should be a prominent feature in all cases.

Induction is a valuable process because it:

- supports new members of staff
- gives every opportunity for them to understand the ethos and expectations of the school



- identifies potential concerns at the earliest time in order to offer training and advice
- ensures that new staff fully understand the expectations of the post and of the school as well as their own responsibilities
- clarifies what is considered bad practice
- highlights appropriate conduct
- provides plenty of opportunity to discuss child safeguarding issues

The new member of staff should sign that they have read and understood the school's Code of Conduct and all other key employment policies, such as Behaviour Management Procedures, Internet User Policy, and Social Networking Policy etc. at the beginning of the Induction. It is advisable that the Headteacher or Line manager and discuss with the new staff member the aim of the Code of Conduct and how it is applied in the school before signing.

Every new staff member should be assigned a mentor (separate from the senior teacher/manager who will be supervising). There should be clear arrangements for support and supervision, to include fortnightly reporting to a senior teacher or line manager for the first three months.

Safe practice standards and codes of conduct expected by the employer will be re-emphasised throughout the process.

Overall, the induction process supports new employees by exploring the issues of child protection so that they do not place themselves at risk.

It will confirm that the individual fully understands what the school expects of them, leaving no room for any claim that they were unsure of the boundaries of acceptable and unacceptable behaviour or were unaware of established procedures.

### **PROCEDURE FOR COMPLETING THE SINGLE CENTRAL RECORD**

All School's must hold a single central record for all new employees, contractors and volunteers.

A central school record must include the following:

- Identity – name address and date of birth
- Qualifications – where the qualification is a requirement of the job, egg those posts where a person must have QTS
- Evidence of permission to work for those who are not nationals of a European Economic Area (EEA) country
- Children's Barred List check
- DBS – for all those who require a check under the guidance and regulation applying at the time they were recruited.
- Date that the check was evidenced.
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Governors' Committee	Full Governing Body
SLT staff responsible	Mrs J Ellins
Statutory Policy: Yes / No	Yes