



# Hawkesdown House School

Endeavour • Courage • Truth

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## **RECRUITMENT AND SELECTION POLICY**

### **This is a whole school policy including EYFS.**

The policy is written with due regard to the following:

Keeping Children Safe in Education (KCSIE) (2019)  
Working Together to Safeguard Children (July 2018)  
Independent Schools Standards Regulations (ISSRs) (Dec 2014)  
RBK&C Safeguarding Children's Board Policy and Procedures

See also Safeguarding Policy, Internet Policy, Staff Code of Conduct (Use of Technology) and Whistleblowing Policy and Procedures.

The School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The School pays due regard to Safeguarding and Safer Recruitment and expects all staff to receive safeguarding training in line with government guidelines.

The School's intention is to attract, select and retain employees who will successfully and positively contribute to the School community. A motivated and committed workforce with appropriate knowledge, skills, experience and ability to do the job is critical to the School's performance and fundamental to the delivery of a high quality service.

#### **1. PURPOSE OF THIS POLICY**

To ensure the recruitment of both permanent and fixed-term staff (including volunteers) is conducted in a safe, fair, effective and economic manner, with all the necessary professional checks on staff being carried out and found to be satisfactory before an appointment is confirmed.

To achieve this purpose, those that are responsible for each stage of the recruitment process will demonstrate a professional approach by dealing honestly, efficiently and fairly with all internal and external applicants.

#### **2. RESPONSIBILITY**

The ultimate responsibility for recruitment and selection lies with the School Governance. The school Governors have delegated the responsibility to the Head for appointing all staff. This policy applies to all school employees and adults working with children, including volunteers.

#### **3. AIMS AND OBJECTIVES**

To ensure that the safeguarding and welfare of children and young people takes place at each stage of the process.

To ensure a consistent and equitable approach to the appointment of all school staff.

To ensure all relevant equal opportunities legislation is adhered to and that appointees are not discriminated against on the grounds of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability.

To ensure the most cost effective use is made of resources in the recruitment and selection process.

#### **4. PRINCIPLES**

The following principles are encompassed in this policy:

Safer recruitment guidance will be followed at all stages of the recruitment process.

All applicants will receive fair treatment and a high quality service.

The job description and person specification are essential tools and will be used throughout the process.

Employees will be recruited on the knowledge, experience and skills needed for the job.

Selection will be carried out by a panel with at least two members. At least one panel member will have received appropriate training on safe recruitment.

Selection will be based on a minimum of completed application form, shortlisting, references, interview and satisfactory completion of all mandatory pre-recruitment checks including those to safeguard pupils.

Monitoring and Evaluation are essential for assessing the effectiveness of the process.

All posts will normally be advertised.

The Equality Act (2010) makes it a requirement to make reasonable adjustment to the recruitment process if an applicant makes the employer aware that they have a disability. This applies to the entire recruitment process, from advertisement to appointment.

#### **5. SAFER RECRUITMENT – RECRUITMENT AND SELECTION TRAINING**

It is a requirement of the School that at least one member of the interview panel has completed the Safer Recruitment Training successfully prior to the start of the recruitment process.

The Head, Jenny Mackay, has Safer Recruitment qualifications (February 2017) as does the School Secretary (February 2018) and Head of Early Years (September 2016).

School Governance: Michael Loveridge and Fiona Loveridge have Safer Recruitment qualifications (May 2017) as well as Stephanie Piper (May 2017).

The School is committed to maintaining these levels and all will be updated every five years.

#### **6. PRE-RECRUITMENT PROCESS**

The objective of the recruitment process is to attract, select and retain staff who will successfully and positively contribute to the future development of the School. The first experience an individual has is important; therefore the experience should be positive and all those responsible for recruiting will:

Leave a positive image with unsuccessful applicants.

Give successful applicants a clear understanding of the post and what is expected of them.

Reduce the risk of a bad selection decision that can be expensive and may cause line management problems in the future or may not meet the School's commitment to safeguard children and young people.

The form in Appendix 1: Recruitment and Selection Checklist will be used to track the progress of the recruitment procedure for each appointment.

#### **Job Description and Person Specification**

An accurate job description is required for all posts. A person specification, which is a profile of the necessary requirements for the post, is also required for all posts. It should also include mention of the

individual's responsibility for promoting and safeguarding the welfare of the children he/she is responsible for or comes into contact with.

The person specification should:

- include the qualifications and experience and any other requirements needed to perform the role in relation to working with children;
- describe the competences and qualities that the successful candidate should be able to demonstrate;
- explain how these requirements will be tested and assessed during the selection process.

### **Candidate information pack**

The pack should include a copy of:

- the application form and explanatory notes about completing the form;
- the job description and person specification;
- any relevant information about the School and the recruitment process
- statements of the existence of relevant policies such as equal opportunities, the recruitment of ex-offenders, etc.;
- the School's child protection policy statement i.e. the first paragraph in this policy.
- a statement of the terms and conditions relating to the post.

### **Application Form**

A standard application form will be used to obtain a common set of core data from all applicants.

## **7. INTERVIEWS**

The interview will assess the merits of each candidate against the job requirements, and explore their suitability to work with children and young people. The selection process for people who will work with children and young people will always include a face-to-face interview even if there is only one candidate.

### **Invitation to interview**

In addition to the arrangements for interviews – time and place, directions to the venue, membership of the interview panel, the invitation should remind candidates about how the interview will be conducted and the areas it will explore including suitability to work with children. For relevant candidates it will also inform them about the need to ensure they are not disqualified from childcare, including by association. Enclosing a copy of the person specification can usefully draw attention to the relevant information.

The invitation will also detail any tasks the candidate is required to carry out.

- For teaching staff this will always include teaching an observed lesson.
- For teaching assistants this will be a suitable task such as reading a story.
- For admin staff this will include appropriate clerical tasks.
- For middle and senior managers, tasks will be appropriate to the position, such as preparing and delivering a presentation.

The invitation will also stress that the identity of the successful candidate will need to be checked thoroughly to ensure the person is who he or she claims to be, and that the person will be required to complete an application for an enhanced DBS Disclosure straight away. Consequently, all candidates should be instructed to bring with them documentary evidence of their identity that will satisfy DBS requirements, i.e. either a current driving licence or passport including a photograph, or a full birth certificate, plus a document such as a utility bill or financial statement that shows the candidate's current name and address and, where appropriate, change of name documentation.

Candidates will also be asked to bring documents confirming any educational and professional qualifications that are necessary or relevant for the post, e.g. the original or a certified copy of a certificate, or diploma, or a letter of confirmation from the awarding body. If the successful candidate cannot produce original documents or certified copies, written confirmation of his or her relevant qualifications should be obtained from the awarding body.

## **Interview Panel**

A minimum of two interviewers will form the interviewing panel.

The members of the panel will:

- have the necessary authority to make decisions about appointments;
- be appropriately trained, (one member of the interview panel will have undertaken the training in accordance with the current Safer Recruitment Training).
- meet before the interviews to:
  - reach a consensus about the required standard for the job to which they are appointing;
  - have decided in advance the tasks that each interviewee will be asked to carry out and who observes such tasks
  - consider the issues to be explored with each candidate and who on the panel will ask about each of those;
  - agree their assessment criteria in accordance with the person specification.

Where a candidate is known personally to a member of the selection panel this will be declared before short listing takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

The panel will also 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. Where possible it is best to avoid hypothetical questions because they allow theoretical answers. It is better to ask competence based questions that ask a candidate to relate how s/he has responded to, or dealt with, an actual situation, or questions that test a candidate's attitudes and understanding of issues.

Interview notes will be kept on all candidates and lesson observation notes on teaching applicants. These will be kept for three months after the successful candidate has taken up the post and then will be destroyed.

## **Scope of the Interview**

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

- the candidate's attitude toward children and young people;
- his/her ability to support the School's agenda for safeguarding and promoting the welfare of children;
- gaps in the candidate's employment history;
- concerns or discrepancies arising from the information provided by the candidate and/or a referee; and,
- ask the candidate if they wish 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 will 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. The references are obtained and scrutinised before a person's appointment is confirmed and before he/she starts work.

A copy of the documents used to verify the successful candidate's identity, right to work and required qualifications are kept for the personnel file. Separate copies of documents are not required to be kept in order to meet the requirements of maintaining the single central record.

## 8. PRE APPOINTMENT CHECKS

The decision as to which checks are appropriate are determined with whether the successful applicant will be engaged in regulated activity or not. The following guidelines should be followed (ISI RHB September 2017):

### 1 - ALL REGULAR WORK FOR SCHOOLS WITH OPPORTUNITY FOR CONTACT WITH CHILDREN IS REGULATED ACTIVITY

except

- Work (not entailing personal care, within definition 2) by supervised volunteers
- Work (not entailing care or teaching, within definitions 2 or 3) by occasional/temporary contractors
- Work by pupils for other pupils (excepting for those in early years) (known as “the peer exemption”).

2 – Relevant personal care, or health care is regulated activity.

- Personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;
- Health care in this context means care for children provided by or under the direction or supervision of, a regulated health care professional.

Note that care within this definition is always regulated; considerations of regularity and supervision do not apply.

3 – Regular, unsupervised teaching, training, instructing, caring for or supervising children is regulated activity and so is regularly

- Providing advice or guidance for children on well-being, or
- Driving a vehicle only for children

Although the third definition concerns teaching which is the primary function of schools, this definition rarely needs to be considered by schools as ALL work, including teaching, which is done for a school will usually be considered under the first definition above. The third definition is mainly of relevance to, for example, peripatetic teachers whose work in one school would not be “regular” but whose work across several schools meets the “regular” definition.

### ***Deciding whether a person is engaging in regulated activity***

Key questions:

- Is the activity they will do “work”? (A person, for example, visiting the head or their own child would not be working.)
- Is the work regular? (See definition of “regular”)
- Does it give rise to opportunity for contact with children? (This applies whether or not that contact is required by the work and whether or not it actually takes place. The issue is whether there is “opportunity”.)
- Is the work for the purposes of the School? (This would not include, for example, those working for bodies hiring premises for other purposes out of school hours.)

If the answer to all these questions is “yes”, the person is working in regulated activity unless an exception as below applies:

Is the person a volunteer?

- o If so, does their work involve personal care of pupils? (See definition of personal care, above.)
  - If so, the volunteer is engaged in regulated activity because personal care work is always regulated activity.**
- o If not, are they supervised? (See supervision guidance.)
  - If so, the volunteer is not engaged in regulated activity as a supervised volunteer, not doing personal care work, is not in regulated activity.**

Is the person a contractor?

o If so, are they administering personal care or health care, as defined? [These are always regulated activity.]

o If not, are they teaching pupils? [Regular teaching is always regulated activity.]

o If not teaching work, is the contract for occasional or temporary non-teaching work (such as, a quick plumbing task)? (There is no definition of “occasional or temporary” but see the definition of “regular”.)

**If so, the contractor is not in regulated activity as non-teaching work by occasional or temporary contractors is not regulated activity.**

Staff who are not in regulated activity **do not** require barred list checks. But other checks below must still be undertaken as required by the standard and KCSIE 2018 likewise requires full use of applicable vetting checks including enhanced criminal records checks (without barred list information) if indicated by a risk assessment for new appointments.

(i) Barred list/List 99 check

All candidates who are to be engaged in regulated activity **must** have a satisfactory barred list check **before** they can start work and before the appointment is confirmed. These checks are done as part of the processing for an enhanced DBS certificate with barred list check (this must be requested). Should the DBS certificate be late or should a candidate not require a fresh DBS certificate (see below) then a Barred List check must be carried out by the School in advance of a member of staff starting work in regulated activity.

Should the Barred list check be done more than 3 months in advance of the person starting work then it is good practice to repeat the check shortly before the start date.

Barred list checks will also be carried out where a “portable disclosure” is used.

(ii) Enhanced disclosure

A disclosure is a document containing details of a person’s criminal record, including convictions, cautions, reprimands and warnings held on the Police National Computer. The Disclosure and Barring Service (DBS) acts as a ‘one-stop shop’ for checking the criminal records of teachers and others working with children or vulnerable adults. An enhanced disclosure may also contain details of information held on local police records which the police consider to be relevant to the workforce in which the person is applying to work. (For this purpose the workforce is categorised as “the children’s workforce”, “the vulnerable adult’s workforce” or both.) The Police Act 1997 makes unauthorised disclosure of any information in a ‘disclosure’ a criminal offence and there is no necessity to show these to a third party including school inspectors (who should not ask to read ‘disclosures’).

The table below indicates the various ways in which the requirements for an enhanced criminal records check can be met for a person ‘P’.

Situation	Actions for the school
Within three months of an appointment, P has been working in a school or college and meets the requirements of 18(4) above.	The school may apply for a disclosure but is not required to do so.  A new, separate barred list check must be obtained.
P has a disclosure from a previous employer but does not fall within the three month exception, above, and has not subscribed to the DBS Update service.	The school must apply for a disclosure, including a barred list check.  If the disclosure is delayed, a separate barred list check must be obtained in advance of P starting work.
P has a disclosure from a previous employer at the enhanced level (including children’s barred list) and has subscribed to the Update service	The school should examine the original certificate, check it matches the individual’s identity and run an online Update check, which

(see 214 below) and gives permission to the school to check the status.	will provide information about any changes since the certificate was issued. If the check indicates that there has been a change then the individual should apply for a new certificate.
P has a disclosure from a previous employer at the standard level and has subscribed to the Update service.	The school should apply for a new disclosure, including a new barred list check, because the previous disclosure is not at the correct level.

Some applicants may subscribe to the DBS Update service. The applicant must give consent to the School to check their certificate.

Further guidance from DfE has confirmed that the requirement for applying for a check ‘before or as soon as practicable after appointment’ does not prohibit schools from applying for a check once an appointment is made, even if that is more than three months before starting work. However, it would be seen as best practice to undertake the check closer to appointment.

### (iii) Identity

Identity checks are made against an official document such as a passport, a driving licence, or a birth certificate. Photographic identity should be included, together with evidence of address (for example, a utility bill, bank statement or similar). The disclosure application process will always include an identity check.

### (iv) Medical fitness

The School’s application form asks prospective employees to declare that the applicant knows of no reasons, on grounds of mental or physical health, why they should not be able to discharge the responsibilities required by the post in question.

Under section 60 of the Equality Act, the School may only ask health-related questions of applicants before the appointment is offered if the questions are specifically related to an intrinsic function of the work. This is followed up by a medical questionnaire. The Head may decide to ask necessary health questions after the appointment has been offered, ensuring that health-related questions are necessary and relevant to the post applied for. The DfE advises that this would not include asking for information about previous sickness absences.

The School is committed to make reasonable adjustments for any member of staff with disabilities.

### (v) Previous employment history/CV/References

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They will always be sought and obtained directly from the referee. One reference should be for the candidate’s current employer or, if applicable, the last educational establishment for whom they worked.

References will be sought on all short listed candidates, including internal ones, and will preferably be obtained before the interview so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview. These references will be from a senior person with appropriate authority. They will always ask if there is any reason known why the candidate should not work with children. These checks are required as part of having regard to KCSIE 2018.

If there is no current employer, verification of the most recent period of employment and reasons for leaving should be obtained.

Checks of previous employment history should ascertain satisfactory reasons for any gaps in employment. The information provided by the candidate should be checked against references subsequently received, and any discrepancies taken up with the candidate.

If a reference is taken over the telephone, detailed notes should be taken, dated and signed. References should be checked on receipt to check that all specific questions have been answered satisfactorily, with appropriate follow-up where required. References not received in good time before appointment should be chased by telephone and alternative referees approached if needed. Electronic references will be

checked with the source and signed off as correct. A telephone call will be made to check validity and content.

Extra references will be requested for applicants from countries which do not provide criminal record checks.

(vi) Qualifications, where appropriate.

Where an individual claims qualifications as part of an application for a position, these should be checked in advance of appointment.

(vii) Overseas checks, where appropriate.

If the disclosure is not considered sufficient to establish suitability to work in a school (because it would not cover offences committed abroad, but only those on the Police National Computer), the School will obtain whatever evidence of checking is available from the person's country of origin (or any other countries in which he or she has lived) and do this before the appointment is made. Reference will be made from the Government site:

<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

EEA Check

For staff taking up posts from September 2016 (who will be carrying out "Teaching Work") from countries in the EEA, checks will be conducted using the TRA. The school can then make their decision based on any restriction identified. This will be entered in the SCR.

No period of time is prescribed and the School follows the NSPCC advice that checks should be obtained when a person has lived overseas for three months or more in the last five years. A UK national returning after working in a foreign country should be asked to obtain a certificate of good conduct or equivalent from the country in question.

Where a member of staff has worked in a school in the UK since moving from overseas, the standard checks can be made for subsequent appointments.

(viii) Right to work in the UK

All candidates have their right to work in the UK checked when they arrive for interview. Should the applicant be on a visa, the details and length of the visa will be checked carefully.

(ix) Prohibition from teaching orders

Qualified Teacher Status is not a requirement for teachers in the independent sector, but the School must check that anyone employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State. The check is completed using the free Employer Online service, and is undertaken on individuals who do not have QTS by searching by name. This applies to those appointed to teach on or after 1 April 2012.

Teaching work is defined in The Teachers' Disciplinary (England) Regulations 2012 to encompass:

- Planning and preparing lessons and courses for pupils
- Delivering and preparing lessons to pupils
- Assessing the development, progress and attainment of pupils
- Reporting on the development, progress and attainment of pupils.

"Delivering" includes delivering lessons through distance learning or computer aided techniques. However, none of these activities is "teaching work" 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 Head.

Teaching assistants also have prohibition checks as it is likely that there will be times when they are covering for a colleague and are unsupervised. The School therefore decides on a case by case basis, in the light of their own practice relating to teaching assistants, whether these assistants require prohibition checks. Similar reasoning would also apply to those employed as sports coaches and similar posts.



(x) Prohibition from management of independent schools directions (also known as “section 128 directions”)

From 12th August 2015, staff appointed to management positions must be checked against a s.128 direction. This applies to internal and external candidates.

For staff in regulated activity, the check is done via the DBS (a s128 direction would show on a DBS barred list check) by including on the DBS application form, within box 61, Position Applied for, “Child Workforce Independent School”. This allows the DBS to confirm if a s128 direction has been made.

For other staff / proprietors who are not in regulated activity, the prohibited list can be accessed via the TRA using Secure Access. This can be done whether or not the person is a teacher and without a teacher reference number.

The following staff are considered to be in management positions for the purpose of this check:

- Head teachers
- All staff on the senior leadership team (including non-teaching staff)
- Teaching positions with departmental headship
- Proprietors

Where staff have been recruited for management / proprietorial positions and subject to vetting checks before 12th August 2015, to commence work in September 2015, the school is not required to run the checks again as it is known that no s.128 directions have yet been made.

(xi) Disqualification from childcare – early years and relevant later years provision.

The disqualification from childcare advice applies to employees who work in the EYFS and to those who work in after-hours provision for children who have not attained the age of 8 as well as employees who are directly involved in the management of such provision even though they may not work in the early years or relevant later years provision themselves. The rules and advice apply to volunteers, supply/agency staff, self-employed people, staff or other organisations contracted to provide childcare, Governance and proprietors who volunteer with the School are within this scope of guidance.

The School has asked existing employees to self-declare that neither they nor any person who lives or works in the same household as them are “disqualified”. The grounds for disqualification include, in summary:

- being on the DBS Children’s Barred List;
- being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad;
- being the subject of certain other orders relating to the care of children;
- refusal or cancellation of registration relating to childcare or children’s homes or being prohibited from private fostering.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the Children’s Barred List.

In order to fulfil their duty to have regard to the guidance, the Schools will:

- inform relevant candidates of the legislation, including that they may be disqualified by association;
- take steps to gather sufficient and accurate information about whether any member of staff in a relevant childcare setting is disqualified;
- keep records, either on the Single Central Register (optional) or elsewhere, of staff employed to work in or manage relevant childcare and including the date disqualification checks were completed. Annual updates are recorded in a separate file.

In taking steps to gather information, candidates can be expected to disclose all their convictions and cautions including those which are spent but cannot be required to disclose spent convictions and cautions of those who live and work in their households.

The School will take advice from ISI or other professionals should it be unclear if a candidate is disqualified or not.

The self-declaration will be taken annually by all relevant staff and the return recorded in safeguarding records.

(xii) Transfer of employees under TUPE

If there is a continuous employment under TUPE arrangements (e.g. through a change of cleaning company) there is a requirement for information to be passed on to the new owner. If the details are fully in order, the School as the new employer will then enter them on its own central register, including the number and the date of the DBS checks, and add a note to the register that the details have been accepted under the TUPE arrangements. There must have been no three month break in employment. However if the information is incomplete, it is necessary to undertake a new DBS check and to include all the other necessary checks.

## **9. RECORDING OF CHECKS**

The form in Appendix 2: New Staff Checking of Appointment Form will be used to track the progress of the pre appointment checks for each appointment.

All checks (i) – (xii) above, as required, will be:

- confirmed in writing;
- documented and retained on the personnel file (subject to certain restrictions on the retention of information imposed by DBS regulations);
- recorded on the Single Central Record of Appointments; and,
- followed up where they are unsatisfactory or there are discrepancies in the information provided.

N.B. The facts must be reported to the police and/or the Disclosure and Barring Service) where:

- 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 or her application; or
- there are serious concerns about an applicant's suitability to work with children.

## **10. SINGLE CENTRAL RECORD OF APPOINTMENTS**

The single central register (SCR) must contain an entry for all current members of staff at the school. This must show the date of the following checks and the initials of the checker where applicable:

- Barred list (date of DBS check unless a separate barred list check was undertaken);
- Enhanced disclosure (or DBS Status Check); (number and date seen not date of certificate);
- Identity;
- Professional qualifications;
- Overseas checks, where applicable and EEA check;
- Right to work in the UK;
- Prohibition from teaching check;
- Prohibition from management of independent schools check;
- Checks of CV/application form;
- References;
- Medical fitness declaration;
- Transfer under TUPE will also be recorded on the SCR to enable a note of all checks to be recorded in one place.

With effect from 1st April 2015, there is no longer a general requirement to include volunteers on the SCR unless they are in school on a regular basis.

For School Governance, the SCR will contain the following information:

- Enhanced disclosure;
- Barred list check,
- Identity;

- Right to work in the UK;
- Prohibition from management of independent schools (from August 2015)

(N.B. Neither prohibition from teaching check nor overseas check, for School Governors are currently applicable).

See also Supply Staff and Contractors (below)

Visiting Speakers (below)

The SCR must relate to the relevant persons at any time and be kept up to date. At the end of each academic year, records of supply staff and staff who have left the School will be archived.

For the School Governance, as Chair of Governors, the procedures detailed in the current ISI Handbook, Regulatory Requirements are followed, and the DBS clearance will be countersigned by the Secretary of State.

Should the School renew any checks these must not overwrite the original entry but comment should be entered under notes and copies kept in personnel files. The reason for a new check may be for a member of staff who subscribes to the DBS update service.

#### **11. IN THE EVENT OF DBS CERTIFICATE NOT BEING RECEIVED BEFORE START DATE**

A short period of work is allowed under controlled conditions, at the Head's discretion. However, if an 'enhanced disclosure' is delayed, the Head may allow the member of staff to commence work that will never include unsupervised access to pupils providing the following points are met:

- without confirming the appointment;
- after a satisfactory check of the barred list if the person will be working in regulated activity and all other relevant checks having been completed satisfactorily;
- provided that the DBS application has been made in advance;
- with appropriate safeguards taken (for example, loose supervision);
- safeguards reviewed at least every two weeks;
- the person in question is informed what these safeguards are;
- a note is added to the single central register and evidence kept of the measures put in place.

It may be possible for the School or its umbrella organisation to submit a disclosure application form whilst an applicant is still overseas, depending on the identity documents being provided. The School will need assurances of the applicant's identity from a reputable source overseas, for example the overseas school where the individual is currently employed or studying. Where the disclosure is not received in advance of employment commencing, the process for all staff where this is the situation outlined in the paragraph above must be followed, with supervision arrangements reflecting the greater potential for access to children. The form in Appendix 3 attached to this policy should be used.

#### **12. PRIOR TO START DATE**

The Head will see the new employee's staff file and will check the dates on the Staff Checks Form (Appendix 2) to ensure that all the checks listed above, as required have been received. All such checks except the Enhanced DBS certificate must have been received before any employee can start work. Should the DBS certificate not have been received the Head may allow the employee to start work providing the arrangements in Section 11 above are followed.

The Head will sign off each employee's Staff File to indicate that they may commence employment. For employees of contractors, and visiting speakers see below.

#### **13. POST APPOINTMENT INDUCTION**

There will be an induction programme for all staff and volunteers newly appointed to the School, regardless of previous experience.

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;
- 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.

All staff, including temporary staff and volunteers, will be provided with immediate induction training on safeguarding that includes:

1. The School's safeguarding policy;
2. Prevent training;
3. The staff code of conduct/behaviour policy including the whistleblowing procedure;
4. The identity of the designated person;
5. A copy of Part 1 of KCSIE and Annex A (September 2018).
6. Senior staff will ensure that safeguarding policy and KCSIE Part 1 is fully understood.

The Head or Deputy Head will go through an induction checklist with newly appointed staff. (See Appendix 4)

The School's full 'Induction of New Members of Staff' policy will then be followed. This includes reference to:

- School policies both on safety and welfare (antibullying, behaviour, health and safety, fire procedures) and teaching
- Safe practice and the standards of conduct and behaviour expected of staff and pupils in the School;
- How and with whom any concerns about those issues should be raised; and
- Other relevant personnel procedures e.g. disciplinary and capability.

New staff will have induction meetings every two weeks with either the Head or the Deputy Head and this will take the form of informal meetings, with opportunities to discuss procedures, events and a separate induction checklist will be completed. (See Appendix 5)

#### **14. SUPPLY STAFF**

The School occasionally uses a supply agency to provide teaching and non-teaching staff. The School will only use a reputable supply agency which has rigorous employment procedures. Whenever possible these should be on the list of recognised supply agencies with the REC quality mark: <http://www.rec.uk.com/about-recruitment/standards/safe-recruitment/qm-holders>

The School will check with the relevant supply agency that the required checks have been carried out to the extent relevant to that person: identity, enhanced disclosure, right to work in the UK, barred list, prohibition, qualifications, overseas checks, disqualification under the Childcare Act 2006. Additionally, in having regard to KCSIE, the agency should take up references, obtain a declaration of medical fitness, and check previous employment history.

The SCR must contain the following entries for supply staff to the extent applicable to the individual:

Date of written notification from the supply agency that it has made checks of:

- Identity;
- Barred list
- Qualifications;
- Overseas checks, where applicable;
- Right to work in the UK;
- Prohibition from teaching;
- References
- Medical fitness
- Employment history
- Disqualification from childcare (when applicable)

On arrival at the School, the supply staff member must show a photographic identity document and their DBS certificate, whether or not it discloses any information. These must be checked and the date of the check and the person carrying out the check should be entered on the SCR.

The School is not required to retain a copy of identity documents or DBS on file but should retain the letter from the supply agency. A teacher working for an agency should have a fresh disclosure every three years (or earlier if there are grounds for concern or a break in service of three months or more). Supply agencies must keep 'disclosures' for at least a year and, where an individual remains with an agency for more than 12 months, a disclosure can be kept for up to three years to facilitate portability arrangements.

## 15. CONTRACTORS

### (i) Employees of contractors

Employees of contractors who are working at the School on a long term basis (caterers, cleaners, et al) should be subject to the same checks as school staff with written confirmation supplied by the employing organisation. **The School must check identity on arrival and must carry out a barred list check immediately before the start date.**

Where the employees of contractors such as builders will have access to areas where unsupervised contact with children is possible, the School has arrangements in place to ensure that DBS checks are undertaken by the contractor. Before a new individual starts work, the School should receive confirmation from the company that the required checks have been undertaken. The School will carry out a barred list check and check photographic identification on arrival at the School. The School will keep records of the confirmations from the contractor, to be checked on inspection as part of the School having regard to safeguarding guidance.

### (ii) Self-employed contractors

Self-employed contractors should generally be checked by their professional associations. This is because it is not possible for self-employed people to check themselves but professional associations usually assist to enable their members to access work. If the self-employed person subscribes to the DBS update service, receiving Schools will check identity, view the original certificate and check online for updated information.

### (iii) Occasional/temporary contractors

The Protection of Freedoms Act 2012 carved out an exception to the definition of regulated activity for occasional and temporary contractors who are not involved in teaching/training etc. or personal care. The exception is intended to enable schools to employ emergency workmen but has been used also for professional musicians at Christmas, for example.

KCSIE 2018 advises that in the absence of statutory definitions, it is for the School to determine when contractors are occasional or temporary, and therefore whether or not they are working in regulated activity. Such decisions should always be referred to the Head. If she decides the workers are not in regulated activity they will not be eligible for a barred list check but if their work gives them opportunity for regular contact with children, KCSIE 2018 stipulates that an enhanced DBS check without barred list information will be required. Where workers are not frequent or regular, the School will risk assess whether a DBS check is necessary and proceed accordingly

If it is not possible to find workers at short notice who have already been checked, the discretion permitted in relation to occasional or temporary contractors must be exercised in good faith. This will entail the issue being considered at the time of the work and the School will retain a note of the basis of a decision not to carry out checks, which will form part of the audit-trail for inspectors.

### (iv) Supervision of contractors.

It is recognised that it is not practicable normally for the School to provide supervision of contractors making emergency repairs by a qualified person at the same level as for volunteers. KCSIE 2018 clarifies that while unchecked contractors should under no circumstances be allowed to work unsupervised, schools are responsible for determining the appropriate level of supervision depending on the circumstances. The School will endeavour to find contractors where staff have been checked anyway.

## **16. VISITING PROFESSIONALS**

For visiting professionals such as psychologists, speech therapists or other professionals in private practice, the School will check identity documents when an individual arrives to ensure imposters do not gain access to children and a copy of his/her current DBS certificate before he/she has access to the child in a 1:1 setting will be seen.

For sports instructors, sports referees and equivalent professionals supplied by a central body a full DBS check will be made and recorded on the SCR

## **VOLUNTEERS**

There is no set formula for the vetting of volunteers, unless they are in regulated activity. The arrangements for volunteers will vary by individual and activity. The School must, therefore, assess whether the individual will be in regulated activity.

When volunteers are supervised, they do not fall within the definition of regulated activity and so barred list checks would not be available or required. This is so no matter how frequently or regularly an individual volunteers. The exception would be for volunteers doing personal care; personal care is always regulated activity.

An unsupervised volunteer, whose presence is frequent and regular, is in regulated activity, and the School should obtain an enhanced DBS certificate with barred list information.

If in doubt the current ISI Handbook, Regulatory Requirements should be consulted.

‘One-off’ volunteers, for day outings, school concerts and such would not require vetting checks but they should not be unsupervised or must not undertake any kind of personal care.

Existing volunteers should have been checked as required at the time of appointment. Schools should consider obtaining new checks if there are concerns.

## **17. WORK EXPERIENCE**

Occasionally past pupils come to the School on Work experience. KCSIE advises that barred list checks may be required for people supervising a child under 16 on a work experience placement where the conditions for regulated activity are met, and the duty would be on the School to complete the check rather than the pupil’s current school.

## **18. VISITING SPEAKERS**

The Prevent statutory guidance requires that the School has clear protocols for ensuring that any visiting speakers who might fall within the scope of the Prevent duty, whether invited by staff or pupils, are suitable and appropriately supervised. This means that even in cases where specific vetting checks are not prescribed by Part 4 of the regulatory handbook, for example, if speakers will not be left alone with pupils, the Schools must take action to ensure that they are suitable.

Therefore, for any visiting speaker the following checks as a minimum are made:

- An internet search of their name and any other relevant details.
- ID check on arrival.

Should these checks give rise to any concerns the Head, as DSL, must be informed immediately.

## APPENDIX 1

### Recruitment and selection checklist

<b>Post:</b>		
<b>Pre Interview</b>	<b>Initials</b>	<b>Date</b>
<b>Planning</b> Timetable decided: job specification and description and other documents to be provided to applicants reviewed and updated. Application form seeks all relevant information and includes relevant statements about references etc.		
<b>Vacancy advertised</b> Advertisement includes reference to safeguarding policy, i.e. statement of commitment to safeguarding and promoting welfare of children, and need for successful applicant to be DBS checked		
<b>Application Form</b> Candidates must provide information on employment history and if appropriate adequately explain the reasons for any gaps. The candidates must complete, sign and date the Rehabilitation of Offenders Act Declaration Form and Disqualification from Childcare declaration.		
<b>Shortlist prepared</b> Interview panel members should also shortlist the applications.		
<b>References</b> – References must be requested prior to interview. Chase if not received. Check and scrutinise references on receipt – any discrepancies or concerns should be taken up with applicant at interview or the referee.		
<b>Invitation to interview</b> Includes all relevant information and instructions		
<b>Interview arrangements</b> – The panel should have at least 2 members and should have the authority to appoint. They must meet prior to interview and agree issues, questions, assessments, criteria and standards. At least one member must have completed the safer recruitment training.		
<b>Date of Interview</b>		
<b>Interview</b> Explores applicants' suitability for work with children as well as for the post.		
<b>Conditional Offer of Employment:</b> Offer of employment must be subject to satisfactory completion of the following pre-employment checks:		
<b>Identity:</b> This should be verified on the day of interview and copied.		
<b>Right to work in UK:</b> This again should be verified on the day of interview – original certificates must be submitted and copied.		
<b>References:</b> If not received and scrutinized prior to interview.		
<b>Qualifications Checked:</b> This should be verified on the day of interview – original certificates must be submitted and copied.		
<b>DBS:</b> An enhanced level DBS disclosure will be required.		
<b>Barred List:</b> Although part of the DBS checking, a final check will be made before a candidate starts work.		
<b>Prohibition check:</b> Must be made before the new appointment starts work.		
<b>Prohibition from management check:</b> Must be made before the new appointment (if a manager) starts work (post Aug 2015).		
<b>Medical Clearance:</b> The candidate must be both physically and mentally fit to undertake the post.		
<b>Supply Teachers</b> – All supply teachers must undergo the same checks as above.		

Appendix 2 is then completed for the successful candidate.

**APPENDIX 2**

<b>Name and Former Name</b>	
<b>Position</b>	
<b>Appointment Effective On:</b>	

<b>Application Form, Accompanying Letter and CV</b>		
<b>Interview Notes</b>		
<b>Barred List Check</b>		

<b>Checks at Interview and Pre appointment checks</b>	<b>Initials</b>	<b>Date</b>
<b>Offer of appointment</b> made subject to satisfactory completion of the following pre-appointment checks and a probationary period		
<b>References Requested</b>		
<b>Received:</b>	Disciplinary concerns	Suitable to work with children
<b>Reference 1 Current Employer</b>	<b>Y / N</b>	<b>Y / N</b>
<b>Reference 2</b>	<b>Y / N</b>	<b>Y / N</b>
<b>Reference 3 (if required)</b>	<b>Y / N</b>	<b>Y / N</b>
<b>Identity</b> from appropriate <b>original</b> documents		
<b>Qualifications</b> Copies of documents taken and placed on file		
<b>Prohibition Check</b> Y/N <b>Date:</b>	<b>EEA Sanctions Check</b> Y/N <b>Date:</b>	
<b>NQT? Y / N</b>	<b>QTS? Y / N</b>	<b>EYFS Level:</b>
<b>Enhanced DBS</b> Disclosure application made		
<b>Enhanced DBS received</b> Satisfactory Y / N		
<b>Overseas candidate?</b> Y / N   Nationality		
<b>Visa Details and Expiry</b>		
<b>Permission to work in UK:</b>		
<b>Overseas DBS or equivalent?</b>		
<b>Declaration of Criminal Convictions:</b>		
<b>Disqualification from Childcare</b> – the candidate’s written assurance that this is met		

<b>For School Administration</b>		
Next of Kin Form		
ICT and email agreement		
Bank Details		
Code of Conduct		
KCSIE 2018		
Physical Fitness		
Child Protection Training		

Signed (Head): .....

Date: .....



**APPENDIX 3**

**IN THE EVENT OF AN ENHANCED DBS CERTIFICATE NOT HAVING BEEN RECEIVED BEFORE AN EMPLOYEE IS DUE TO START WORK**

Name of member of staff:.....

Position:.....

Start Date:.....

If an 'enhanced disclosure' is delayed, the Head may allow the member of staff in the School, but not with EYFS pupils to commence work if the following criteria are met:

Condition	Y / N	Date	Initials
The staff member has been told that the appointment is not confirmed			
A satisfactory check of the barred list if the person will be working in regulated activity;			
All other required checks have been made and are satisfactory.			
The DBS application has been made in advance;			
Appropriate safeguards taken (for example, loose supervision)			
The person in question has been informed what these safeguards are;			
Note added to the single central register and evidence kept of the measures put in place			

Safeguards Taken (continue over page if necessary):

Signed Head:.....

Member of staff:.....

Date:..... Subsequent review every two weeks

Head:.....Date:.....

Write here any actions taken to ascertain reason for non-issue of certificate

Head:.....Date:.....

Head:.....Date:.....

Head:.....Date:.....

Head:.....Date:.....

**Appendix 4. Confirmation of receipt of Safeguarding Policies and Training in the Staff Code of Conduct, the School’s Whistleblowing Procedures, DSL details, Part one of KCSIE and What to do if you’re worried a child is being abused**

NEW STAFF

Name: \_\_\_\_\_

Date of joining school: \_\_\_\_/\_\_\_\_/\_\_\_\_ Date of induction: \_\_\_\_/\_\_\_\_/\_\_\_\_

Name and designation of staff member responsible for induction: \_\_\_\_\_

- I confirm that I have received, read and understand the School’s Safeguarding and Child Protection Policy, including the procedure for reporting concerns about a child and the Neutral Notification system.
- I confirm that I have been provided with, have read and understand part one of Keeping Children Safe in Education.
- I confirm that I have read and understand the Staff Code of Conduct, Pupil Behaviour Policies Missing Pupil Procedures and Whistleblowing Code
- I can confirm that I have read and understood What to do if you’re worried a child is being abused (March 2015)
- I confirm that I have been made aware of my duty to safeguard and promote children’s welfare (see below).
- I confirm that I know the identity and the role of the Designated Safeguarding Lead and deputy and how to contact them.
- All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for children. All school staff should:
  - place the safety and welfare of children above all other considerations
  - treat all members of the school community, including children, parents, colleagues and governors with consideration and respect
  - adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
  - treat each child as an individual and make adjustments to meet individual need
  - demonstrate a clear understanding of and commitment to non-discriminatory practice
  - recognise the power imbalances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused
  - understand that school staff are in a position of trust and that sexual relationships with a school pupil constitutes an offence
  - be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of significant harm
  - encourage all children to reach their full potential
  - never condone inappropriate behaviour by children or staff
  - take responsibility for their own continuing professional development
  - refrain from any action that would bring the school into disrepute
  - value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice
- Report, any situation where their behaviour, or the behaviour of another adult towards a pupil, raises concern or has the potential to be misinterpreted so as to raise the concern of others.

**Signature:**

**Date:**

Please sign and return this form to the Designated Safeguarding Lead:

**DSL Signature:**

**Date:**

**THIS FORM MUST BE RETURNED TO THE DSL AND HEADMISTRESS**

## APPENDIX 5

### INDUCTION CHECKLIST FOR NEW STAFF

This checklist covers the key topics which should be covered during the induction process. The Head/Deputy Head are asked to ensure that each new member of staff has been given the relevant information and advised of appropriate departmental practices and procedures **within the first two weeks of employment.**

#### a). Physical Layout of the School

Tour/explanation of rooms and facilities in the School and general tour of school where relevant - who works where and when. Specifically to be covered:

	Tea/refreshment facilities/Staff Room
	Teaching rooms/School Office/Communal areas

#### b). Staff, roles and relationships

Explanation of the staff structure with details of who reports to whom, and who has responsibility for different aspects of work within the School (e.g. teaching, technical and admin staff, etc.)

	Introduction to Headmistress, Deputy Head and School Office
	Introduction to colleagues
	Explanation of roles and responsibilities of members of staff
	General overview of structure of the School

#### c). Rules, Procedures and Practices

Where to find School policies and practices? It would also be useful to cover the following:

	Information on Storebox, including policies and procedures (including Equal Opportunities Policy)
	Sickness and absence reporting
	Finance procedures including expense claims
	How the telephone works
	Requesting annual leave and holiday arrangements
	Times of work and breaks
	Induction on the School's Safeguarding Policy and KCSIE Part 1 – to be carried out by Senior Staff who will ensure this is understood.

**Please return form to School Office when complete**



Hawkesdown House School

Endeavour • Courage • Truth

#### d). Health and Safety

The Head/Deputy Head must familiarise the new employee with the local emergency procedures, equipment, processes and risk assessments and, if practical work is involved, there may need to be a need to demonstrate processes.

	Read the Health and Safety policy and acknowledge this.
	Sound of fire alarm and routine testing; frequency of fire drills (twice termly)
	Location of fire extinguishers
	Location of exits (closest to own work space); evacuation procedure and Assembly point
	Location/list of first aiders and kit
	Detail any job specific H&S training that is required and note date for completion.
	School procedure for off site visits (teachers)

#### e). The Job

A general discussion of the job role should take place to allow for clarification of duties and expectations. The discussion should include:

	Working procedures, software packages, work standards, location of files, relevant documentation
	Who to ask for advice and guidance
	Location and use of photocopiers, printers, etc
	Arrangements for probation and how feedback on performance will be given during first few weeks/months.

#### f). Staff Photo

	Arrange photo to be taken by School Office
--	--------------------------------------------

I confirm that we have worked through the above checklist and completed the School's Induction

Signed.....

New member of staff

Signed.....

Head/Deputy Hea

## Appendix 6

Induction Criteria

Name:

Form:

*We shall be looking at the following criteria in your work in the school. Lesson observations and scrutiny of marking and recording will form the basis for our evidence. We will also gather evidence from other staff as appropriate.*

Criteria	Checked/ Date
• Knowledge and understanding of subject.	
• Lesson planning.	
• Teaching.	
• Setting and marking homework.	
• Classroom management.	
• Organisation.	
• Working effectively as part of a team.	
• Monitoring and assessment in line with School policy.	
• Recording and reporting according to School policy.	
• Effective use of ICT in administration.	
• Effective use of ICT in lessons.	
• Safeguarding	
• Responding to SEND/AGT pupils	
• Pastoral responsibilities (if applicable).	
• Responsibilities of post of responsibility (if applicable).	
• Awareness of School policies and procedures	
• Participation in extra-curricular activities	
• Commitment to professional development: keeping knowledge up-to-date	
• Participation in trips and expeditions	

Signed

Date

**Topics for discussion and information in weekly meetings:**

<b>Topic</b>	<b>Date</b>
Professional values and practice	
School Policies	
Contact with parents	
Parents' Evenings	
Use of ICT	
Duties	
Responsibilities of a Form Tutor (if applicable)	
Safeguarding	
SEND/AGT	
Reports	
Marking and recording	
Work scrutiny	
Samples of reports	
Extra-curricular activities	
Trips and expeditions	
School Examinations	
7+/8+/11+ Examinations	
Evidence from Deputy Head	
Evidence from Headmistress	