

# **RUNNYMEDE ST EDWARD'S SCHOOL**



## **SAFER RECRUITMENT POLICY** **(Including Staff Concerns)**

**SPRING 2010**

Review Date: Spring 2012

# **RUNNYMEDE ST EDWARD'S SCHOOL SAFER RECRUITMENT POLICY**

**This policy is produced with due regard to the DCSF Safer Recruitment Guidance and the Independent School Standards Regulations.**

Runnymede St Edward's School is committed to safeguarding and promoting the welfare of children and young people. In order to ensure this our Safer Recruitment policy is in accordance with national guidance and has due regard to the School's Mission Statement.

'Runnymede St Edward's School is a Catholic community which reflects the spirit of Blessed Edmund Rice and aims to inspire, challenge and support all'

The recruitment of all staff and volunteers will be addressed through this policy. The Checklist at the back of the policy gives a detailed list of checks to be carried out at each stage of the process which is listed in brief below.

## **STAGES OF THE RECRUITMENT PROCESS FOR ALL STAFF.**

### **1 Decision to Recruit**

All shortlisting/interview panels will understand their role, and will include at least one member of staff and/or Governor who has been trained in Safer Recruitment Procedures.

The job description will include a reference to the responsibility for safeguarding and promoting the welfare of children, and the person specification will include suitability to work with children.

### **2 Advertising the Post**

The advertisement will include a reference to safeguarding and promoting the welfare of children and young people as well as the requirement for completion of an enhanced Criminal Records Bureau (CRB) check. This will also be reflected in the information pack sent to all applicants.

### **3 Application Process**

Application forms will be used to enable all potential applicants to provide a common set of core data as follows:

- Current and former names, date of birth, current address, NI number and evidence of eligibility to work in the UK
- Full details of qualifications relevant to the position applied for including awarding body and date of award
- Medical information
- Teachers will need to provide DfES number and GTC registration
- Full history(CV) in chronological order showing employment, study, voluntary work, with explanations for any periods not covered, and reasons for leaving employment.
- Declaration of any family or close relationship to existing or potential employees or employers

- Details of at least two referees – one of whom must be current or most recent employer. For an employee not currently working with children, but who has done so in the past it is important that the past employer should also be contacted
- A statement from the applicant of their personal qualities and experience, which they believe, meets the person specification.

There will be a statement explaining that the post is exempt from the Rehabilitation of Offenders Act 1974, requiring a signed statement that the individual is not on List 99, disqualified from work with children or subject to sanctions imposed by a regulatory body, and either has no sanctions, cautions or bind-overs,. There will also be an explanation of the CRB checking requirements.

Applications will be carefully scrutinised upon receipt in order to identify any anomalies or areas of concern, which need to be followed up at interview. This will include any gaps in service or mid career moves from permanent to supply or temporary work.

#### **4 Taking up references for shortlisted candidates**

At least two references will be sought for all shortlisted candidates,. All references received by the school must be checked by the Head Teacher. These will be scrutinised to identify any gaps or contradictions, which will then be explored at interview.

#### **5 The Interview**

These will be on a face to face basis wherever possible, and the same panel will see all the candidates for a post and carry out some straightforward pre employment checks such as verification of the applicant's identity, right to work in this country (a national insurance number does not automatically indicate this right) and relevant academic and vocational qualifications from original documentation. The interview process will explore the applicant's ability to carry out the job description and meet the person specification. It will enable the panel to explore any anomalies or gaps which have been identified so far in order to satisfy themselves that the chosen applicant can meet the safeguarding criteria identified above. Consideration including discussion with the candidate will also need to be given to any information regarding previous records of cautions or convictions. Discussion will also take place regarding any significant periods of sickness absence.

#### **6 Pre Employment**

In addition to the checks already detailed the school will ensure that a pre employment health check is completed, as well as obtaining a CRB Enhanced Disclosure. For teachers the school will verify successful completion of the statutory induction period. These together with the collection of all necessary references will be completed before staff start work, unless there are very exceptional circumstances. Any offer made a candidate will be conditional on all the pre employment checks being completed satisfactorily.

#### **7. Appointment of Volunteers**

Checks are not required of volunteers for a one off occasion. Volunteers assisting the school on a regular basis should be subject to the following checks; enhanced

CRB, reference check, informal interview and no contrary indications from anyone in the school. Volunteers will be included on the schools single Central Record.

## **8. Induction**

All members of staff/volunteers will be given an induction programme which will clearly identify the school policies and procedures, including Safeguarding/child protection, and make clear the expectations and codes of conduct which will govern how staff/volunteers carry out their roles. This will give the opportunity to provide discussion of any relevant issues. The programme will ensure that all new staff/volunteers are aware of the following policies and procedures and how to access them:

- Safeguarding and welfare e.g. child protection, anti bullying, anti discrimination, restraint, behaviour, discipline
- Discipline and grievance, capability
- Health and Safety, Fire Risk Assessment and Staff Handbook

In addition all staff/volunteers will be made aware of the channels for raising any concerns.

### **Staff Concerns (Whistleblowing)**

All staff/volunteers are encouraged to be confident about raising serious concerns and to question and act upon concerns about practices.

We as a school are committed to providing appropriate avenues for staff/volunteers to raise concerns, for these to be treated confidentially, seriously and sensitively and for a response to be given and feedback on any action taken.

We also assure staff/volunteers that there will be support to protect you from possible reprisals.

Our discipline and grievance procedures cover many areas for concerns, but some aspects may fall out of their scope. These include:

- Possible fraud and corruption
- Unauthorised use of funds
- Failure to comply to financial regulations
- Failure to comply with codes of practice/conduct
- Conduct which is an offence
- A criminal offence being committed
- Disclosures
- Health and safety risks
- Damage to the environment
- Sexual or physical abuse
- Other unethical conduct

Concerns may be made verbally or in writing to the Head Teacher. The matter will then be dealt with appropriately and objectively and staff/volunteers will be kept advised. The Head Teacher may seek advice from Governors or from external experts on the way to proceed.

## **9 Ongoing Employment**

Runnymede St Edward's School recognises that safer recruitment and selection is not just about the start of employment, but should be part of a larger policy framework for all staff. We will therefore provide ongoing training and support for all staff, as identified through performance management. We will also provide a range of opportunities where concerns can be raised, in order that staff feel that the school culture embraces safeguarding and communicates a clear framework to employees, parents and pupils. We will monitor issues as they arise, and through the use of a range of strategies will seek to continually improve the school environment, for the benefit of both staff and pupils.

### **Appendix 1 – Safer Recruitment Checklist**

## Appendix 1 Safer Recruitment Checklist

### Safer Recruitment Process Checklist

#### Safer recruitment process checklist

This checklist concentrates on safeguarding issues and is designed to support our recruitment process

<b>Process</b>	✓
<b>Planning</b> <ul style="list-style-type: none"> <li>• We have enough time to proceed properly through the process <span style="float: right;"><input type="checkbox"/></span></li> <li>• Shortlisting and interviewing panel identified <span style="float: right;"><input type="checkbox"/></span></li> <li>• Interview date set in advance and all panel members are available <span style="float: right;"><input type="checkbox"/></span></li> <li>• At least one panel member has safer recruitment training <span style="float: right;"><input type="checkbox"/></span></li> <li>• Administrative support is in place and a file for this recruitment process has been set up <span style="float: right;"><input type="checkbox"/></span></li> <li>• Recruitment/advertising budget is agreed <span style="float: right;"><input type="checkbox"/></span></li> </ul>	
<b>Advertising</b> <ul style="list-style-type: none"> <li>• School's safeguarding statement is in the advertisement <span style="float: right;"><input type="checkbox"/></span></li> <li>• CRB/ISA registration stated in the advertisement <span style="float: right;"><input type="checkbox"/></span></li> </ul>	
<b>Job description and person specification</b> <ul style="list-style-type: none"> <li>• Safeguarding statement <span style="float: right;"><input type="checkbox"/></span></li> <li>• Enhanced CRB/ISA registration requirements <span style="float: right;"><input type="checkbox"/></span></li> <li>• Nature of contact with pupils <span style="float: right;"><input type="checkbox"/></span></li> <li>• Level of responsibility for pupils <span style="float: right;"><input type="checkbox"/></span></li> <li>• Any off-site or out-of-hours duties <span style="float: right;"><input type="checkbox"/></span></li> <li>• Reference made to school's safeguarding portfolio, including child protection procedure and whistle blowing <span style="float: right;"><input type="checkbox"/></span></li> <li>• Required competencies include commitment to safeguard and promote welfare <span style="float: right;"><input type="checkbox"/></span></li> </ul>	
<b>Literature/application pack</b> <ul style="list-style-type: none"> <li>• Application form <span style="float: right;"><input type="checkbox"/></span></li> <li>• Extract from child protection policy, including staff concerns policy <span style="float: right;"><input type="checkbox"/></span></li> <li>• Terms and conditions <span style="float: right;"><input type="checkbox"/></span></li> <li>• Staff and pupil codes of conduct <span style="float: right;"><input type="checkbox"/></span></li> </ul>	
<b>Application form – required information</b> <ul style="list-style-type: none"> <li>• Ensure full name and any previous name given <span style="float: right;"><input type="checkbox"/></span></li> <li>• Full school, employment, voluntary and other history is provided, with no gaps <span style="float: right;"><input type="checkbox"/></span></li> <li>• Reasons for leaving all previous posts, including voluntary ones <span style="float: right;"><input type="checkbox"/></span></li> <li>• Two referees, including current or most recent employer, including voluntary agency/charity and most recent employer where applicant worked with children <span style="float: right;"><input type="checkbox"/></span></li> <li>• Form makes clear that referees will be asked about applicant's suitability to work with children, child protection concerns and disciplinary offences <span style="float: right;"><input type="checkbox"/></span></li> <li>• Implications of providing false information <span style="float: right;"><input type="checkbox"/></span></li> <li>• DCSF reference number/qualified teacher status/General Teaching Council registration <span style="float: right;"><input type="checkbox"/></span></li> <li>• ISA registration <span style="float: right;"><input type="checkbox"/></span></li> <li>• Rehabilitation of offenders form <span style="float: right;"><input type="checkbox"/></span></li> <li>• Declaration that applicant is not on List 99, disqualified from work with children or subject to sanctions (for example, from the GTC) <span style="float: right;"><input type="checkbox"/></span></li> <li>• Supporting statement addressing commitment to safeguarding <span style="float: right;"><input type="checkbox"/></span></li> </ul>	

<p><b>Shortlisting</b></p> <ul style="list-style-type: none"> <li>• Same panel available for shortlisting and interviewing</li> <li>• One member has safer recruitment training</li> <li>• Application forms properly completed</li> <li>• Gaps in history accounted for</li> <li>• Concerns or irregularities noted, for example, gaps in employment, frequent moves of work or address</li> <li>• Given referees comply with requirements – current/most recent employer/most recent work with children</li> <li>• Interview questions, including safeguarding and format agreed</li> <li>• Involvement of pupils in selection procedure agreed</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><b>References/Identity</b></p> <ul style="list-style-type: none"> <li>• Original identity documents match all other information provided</li> <li>• Photographic identity document provided</li> <li>• Referees have received the job description and person specification</li> <li>• References requested and received for shortlisted candidates</li> <li>• Referees have answered specific safeguarding/suitability questions</li> <li>• Any concerns, omissions or ambiguous comments are clarified with the referee</li> <li>• Missing reference followed up</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><b>Interview</b></p> <ul style="list-style-type: none"> <li>• Confirm identity documents and qualifications seen and copies taken</li> <li>• References received</li> <li>• Interview follows agreed format</li> <li>• Commitment to safeguarding and requirement of CRB/ISA registration reiterated at start of interview</li> <li>• Gaps in history, ambiguous statements, irregularities are explored with candidate</li> <li>• Safeguarding questions</li> <li>• Additional safeguarding issues for vulnerable groups explored if relevant, for example, working with disabled/SEN pupils</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><b>Conditional offer of appointment</b></p> <ul style="list-style-type: none"> <li>• Successful candidate's referees telephoned to confirm bona fide</li> <li>• Medical fitness confirmed</li> <li>• Verification of identity/qualifications/registrations/right to work in UK</li> <li>• Offer repeats school's commitment to safeguarding</li> <li>• CRB/ISA registration process explained/repeated</li> <li>• Emphasis offer subject to satisfactory references and CRB/ISA registration if not yet received</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><b>Vetting and barring/CRB</b></p> <ul style="list-style-type: none"> <li>• CRB disclosure form completed</li> <li>• Confidentiality and safe storage requirements met</li> <li>• ISA registration confirmed clear/subject to monitoring</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><b>Adverse CRB/barring result</b></p> <ul style="list-style-type: none"> <li>• Post is regulated activity and bar is automatic without representation – applicant cannot work with children</li> <li>• Post is regulated and bar is automatic with representation – applicant cannot work with children until a decision is reached by ISA</li> <li>• Post is controlled – consider whether appropriate safeguards can be put in place</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><b>Induction arrangements</b></p> <ul style="list-style-type: none"> <li>• Meet with designated person</li> <li>• Sign to confirm child protection policy received and read</li> <li>• Ascertain training requirements</li> <li>• Evidence of previous child protection training seen</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><b>Storage, retention and destruction of paperwork</b></p> <ul style="list-style-type: none"> <li>• All application forms and interview paperwork appropriately stored</li> <li>• CRB/ISA records appropriately stored in line with CRB guidance in single school record</li> <li>• Paperwork not required to be kept is securely destroyed</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>