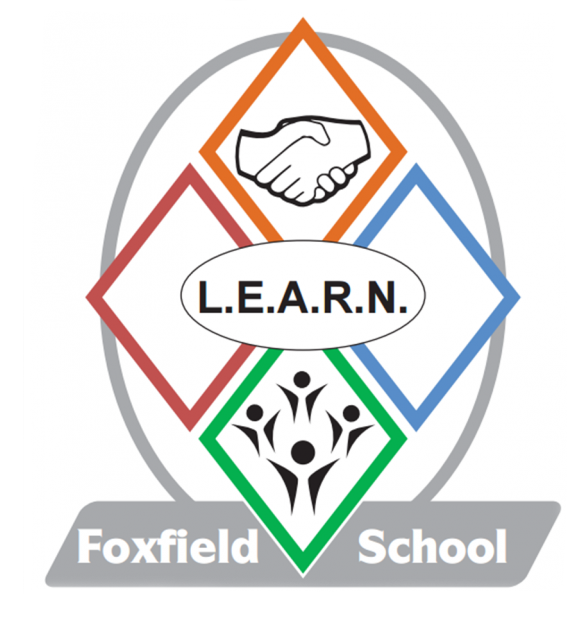
Foxfield School

**Safer Recruitment Policy**

Adopted June 21

This policy is due for review on June 2022



**Overview**

We have a duty to ensure safe recruitment of school personnel and volunteer helpers to this school as we are committed to safeguarding and promoting the welfare of all children. By creating a culture of safe recruitment that involves undertaking criminal record checks (DBS checks), barred list checks and prohibition checks plus obtaining references and other interview information for all prospective employees, we believe that this will help prevent, reject or identify those people who might present a risk to children.

We realise that the majority of school appointments are for personnel who will be responsible for the care and supervision of children on a regular basis known as regulated activity. As part of the process of safe recruitment all prospective employees will need to have an enhanced DBS check with barred list information before undertaking any activity at Foxfield.

Under no circumstances will we allow any individual to carry out any form of regulated activity if it comes to our attention that they have been barred from working with children and young people.

Also, we are aware that we have 'a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.' (Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE))

We have a duty to ensure that all volunteers in regulated activity must have an enhanced DBS certificate with barred list check. We will not allow any volunteer to work unsupervised with children or work in regulated activity without the necessary checks.

We wish to appoint the most suitable person for each vacant position regardless of age or perceived age, marital status, sex, racial or ethnic background, religion or belief, sexual orientation or disability..

We intend to deter prospective applicants and to identify and reject applicants who are unsuitable to work with children.

We believe our recruitment and selection process is systematic, efficient, effective and equal.

We wish to work closely with the School Council and to hear their views and opinions in recruiting staff where relevant, especially when external candidates are concerned as we feel that all pupils should be encouraged to form and express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

**Aims**

* To ensure compliance with all current guidance and legal requirements.
* To ensure the practice of safe recruitment of school personnel and volunteer helpers.
* To ensure that a fair and legal recruitment procedure is in place.

**Responsibility for the Policy and Procedure**

**Role of the Governing Body**

The Governing Body has:

* the responsibility of ensuring that the safe recruitment process complies with all current guidance and legal requirements;
* delegated certain powers and responsibilities to the Headteacher to oversee compliance with current guidance and legal requirements;
* delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
* responsibility for ensuring that the school complies with all equalities legislation;
* responsibility for ensuring this policy and all policies are maintained and updated regularly;
* responsibility for ensuring all policies are made available to parents
* nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
* responsibility for the effective implementation, monitoring and evaluation of this policy

**Role of the Headteacher**

The Headteacher will:

* promote the safeguarding and welfare of children;
* ensure the school operates safe recruitment procedures;
* organise safe recruitment training for school personnel involved in recruitment;
* all appointment panels to include one person who has successfully passed safe recruitment training;
* ensure all appropriate pre-employment checks are completed on school personnel and volunteer helpers;
* ensure contractors and agencies comply with this policy;
* undertake appointments of school personnel and volunteer helpers other than appointments to the leadership group;
* ensure all school personnel, pupils and parents are aware of and comply with this policy;
* provide leadership and vision in respect of equality;
* provide guidance, support and training to all staff;
* monitor the effectiveness of this policy;
* report to the Governing Body on the success and development of this policy

**Safe Recruitment Procedure**

When a post becomes vacant or is created then the following procedure takes place:

**Job and Person Specification**

* For every vacancy a job and person specification will be written.

**Job advertisement**

* Whenever practicable posts will be advertised internally and externally in order to attract as wide a field of candidates as possible.
* The vacancy will be advertised in all or some of the following ways:
* internally
* intranet
* local press
* national press such as TES
* other teacher publications
* All advertisements for posts will state that the school is committed to safeguarding children and young people and all post holders are subject to a satisfactory Disclosure and barring Service (DBS) disclosure (with a Barred List check).
* We welcome any member/s of the present staff to apply.

**School and Job Information Pack**

* All interested applicants will be provided with an application form, job description and person specification.
* All applications will be acknowledged within two weeks of the closing date.

**Short Listing and References**

* Short listing will be undertaken by the appropriate Senior Leaders.
* All applications will be looked at.
* All applicants with disabilities will be interviewed providing they meet all the criteria
* A shortlist of candidates will be drawn up from those who best match the person specifications and submit the strongest applications.
* Immediately after short listing references will be requested for those candidates short listed.
* All referees will be asked if the candidate is suitable to work with children, has any disciplinary procedures relating to the safety and welfare of children, or any details of allegations / concerns / bad behaviour relating to the safety and welfare of children.
* All references and application forms will be checked for consistent information.
* The candidate will be asked to clarify any highlighted discrepancies.
* Shortlisted candidates will be sent:
* documentation of the interview process
* directions to the place of interview
* Shortlisted candidates will be asked if they have a disability within the meaning of the Equality Act 2010 and if
* they require any particular adjustments to accommodate their particular needs.
* Also, they will be informed if they will have to undertake skill tests as part of the interview.
* All unsuccessful applicants will be notified shortly after the short listing has taken place.

**The Interview**

The interview panel will be of mixed

gender wherever possible.

* On the day of the interview all candidates will need to provide proof of identity, proof of their qualifications and

proof of eligibility to live and work in the UK.

* Depending upon the position applied for the interview will consist of all or a combination of the following: an activity,

informal meetings with the Governing Body and representatives from the Local Authority, a meeting with the

School Council, a professional interview, an in – tray exercise, a presentation, teaching observation or a number of other possibilities.

* All candidates will be assessed for their suitability to the post and their capability to safeguard and protect the welfare of children and young people.

**Job Offer**

* An appropriate leadership team will interview those shortlisted and will identify a suitable candidate.
* A job offer will be made subject to the following Pre - Employment Checks for
* the Successful Candidate.

**Pre - Employment Checks for the Successful Candidate**

Before taking up the post the following checks will be undertaken on the successful candidate:

* References (2)
* Proof of identity with current photographic ID and proof of address
* Provision of a Disclosure and Barring Service (DBS) disclosure (with a Barred List check) where the person will be engaging in regulated activity
* Proof that a candidate for a teaching vacancy is not subject to a prohibition order
* A barred list check if a DBS certificate is not available before an individual begins regulated activity
* Mental and physical fitness from Occupational Health
* Proof of qualifications
* Proof of a right to work in the UK
* Employment history references

An appointment will not be confirmed until receipt of all of the above.

**Terms and Conditions of Employment**

The successful candidate will be sent:

* a letter offering them the job
* a statement of the terms and conditions of employment

The successful candidate will sign and return a form accepting the job and its conditions.

**Internal Promotions**

If the successful candidate is a present member of staff then they will be sent:

* a letter confirming the variation to his or her terms and conditions
* the start date
* the name of the designated member of the SMT who will act as a mentor during the probationary period

**Induction**

The induction programme for all newly appointed school personnel will include all school policies dealing with the safeguarding of children and young people plus receive copies of the DfE guidance on Safe Working Practice.

**Probationary Period**

* All new employees will be subject to a satisfactory probationary period during which their progress will be monitored by their mentor.
* Probation interviews will take place in their first term after which a decision will
* be made of whether or not to continue their employment.

**Single Central Record**

We will keep a single central record of recruitment and record checks of:

|  |  |
| --- | --- |
| * all teaching staff * support staff * supply teachers * volunteer parent helpers | * governors who work as volunteers * LA tutors * After school club leaders |

The information recorded will be checks on:

|  |  |
| --- | --- |
| Checks | Date when checked |
| * Identity check |  |
| * Barred list check |  |
| * Enhanced DBS check |  |
| * Prohibition from teaching check |  |
| * Professional qualifications check |  |
| * Right to work in the UK check |  |

**Training**

All school personnel:

* have equal chances of training, career development and promotion
* receive training on this policy on induction
* receive periodic training so that they are kept up to date with new information
* receive equal opportunities training on induction

**Complaints**

Any complaints in relation to the selection and recruitment process will be carried out following the schools complaints policy and procedures and in the first instance will be dealt with by the Head teacher.

**Initial Equality Impact Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Policy Title** | **The aim(s) of this policy** | **Existing policy (✓)** | **New/Proposed Policy (✓)** | **Updated Policy (✓)** |
|  |  |  | **✓** |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **This policy affects or is likely to affect the following members of the school community (✓)** | **Pupils** | **School Personnel** | **Parents/carers** | **Governors** | **School Volunteers** | **School Visitors** | **Wider School Community** |
|  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **Equality Groups** | | | | | | | | | | | | | | | | | | | | | | | | **Conclusion** | |
| **Does or could this policy have a negative impact on any of the following?** | **Age** | | | **Disability** | | | **Gender** | | | **Gender identity** | | | **Pregnancy or maternity** | | | **Race** | | | **Religion or belief** | | | **Sexual orientation** | | | **Undertake a full EIA if the answer is ‘yes’ or ‘not sure’** | |
| **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Yes** | **No** |
|  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |
| **Does or could this policy help promote equality for any of the following?** | **Age** | | | **Disability** | | | **Gender** | | | **Gender identity** | | | **Pregnancy or maternity** | | | **Race** | | | **Religion or belief** | | | **Sexual orientation** | | | **Undertake a full EIA if the answer is ‘no’ or ‘not sure’** | |
| **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Yes** | **No** |
| **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  |  | **✓** |
| **Does data collected from the equality groups have a positive impact on this policy?** | **Age** | | | **Disability** | | | **Gender** | | | **Gender identity** | | | **Pregnancy or maternity** | | | **Race** | | | **Religion or belief** | | | **Sexual orientation** | | | **Undertake a full EIA if the answer is ‘no’ or ‘not sure’** | |
| **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Yes** | **No** |
| **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  |  | **✓** |

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| --- | --- |
| **Conclusion** | **We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.** |