



## Safer Recruitment Policy

This policy applies to the whole school, including the EYFS

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**Definitions:**

“DBS/CDNS”	Disclosure and Barring Service/ Certificado de delitos de naturaleza sexual
“DfE”	Department for Education/Ministerio de Educación
“EEA”	European Economic Area
“KCSIE”	Keeping Children Safe in Education
“ISI”	Independent Schools Inspectorate
“ID”	Identity
“NI”	National Insurance / Número de Seguridad Social
“SMT”	Senior Management Team
“WTSC”	Working Together to Safeguard Children



## 1. Introduction

- 1.1. Alegra school is committed to safeguarding and promoting the welfare of all children and young people in our care, and we expect all members of staff and volunteers to share this commitment. We ensure that our recruitment and selection practices and policies contain the necessary measures to enable us to employ a workforce that fulfils its roles and responsibilities with full regard to this commitment.
- 1.2. This policy aims to ensure compliance with legislation, and encompass best practice to ensure that we are effective in **attracting, recruiting and retaining an appropriately skilled and talented workforce**. The process for checking and vetting potential employees is a critical part of this process. Rigorous recruitment and selection practices help deter or reject unsuitable applicants from gaining positions within our school and help to ensure that our workforce is fully committed to contributing towards a safe and secure school environment.
- 1.3. This policy is based on various guidance documents provided by the Department for Education and other bodies, including Keeping Children Safe in Education (KCSIE) September 2019, Working Together to Safeguard Children (WTSC) July 2018, 'Disqualification under the Childcare Act 2006' updated August 2018, 'The Protection of Freedoms Act 2012' and guidance from the Disclosure and Barring Service (DBS) 2013. It is also linked to our Child Protection & Safeguarding Policy. La [Ley Orgánica 1/1996](#), de Protección Jurídica del Menor, modificada por la [Ley 26/2015](#) y la [Ley 45/2015](#), de voluntariado establishes the obligation of providing the school with negative certificates of the Registro Central de Delinquentes Sexuales for all professionals and volunteers that work in contact with minors. We aim to meet all regulatory requirements in order to fully safeguard pupils.

## 2. Roles and Responsibilities

- 2.1. Our Head is responsible for the internal organisation, management and control of our school. However all members of staff and volunteers have an integral responsibility in ensuring that our school environment is safe and secure for children and that appropriate procedures are followed.
- 2.2. At least one person who sits on staff recruitment panels has completed some form of safer recruitment training within the last 5 years.

## 3. Equal Opportunities

- 3.1. Alegra school is committed to securing genuine equality of opportunity. Our staff are encouraged to demonstrate their commitment to equality by taking action which eliminates discrimination and promotes equality of opportunity.



- 3.2. Our recruitment and selection processes are applied fairly and consistently to all persons applying for positions within our school.

#### 4. The Recruitment Process

4.1. The main elements of the process are:

- A Candidate Information Pack is sent to all interested applicants and this will contain the following: An Alegra job description (usually including a person specification which describes the necessary qualifications, skills, experience and knowledge which a candidate should possess to perform the job duties)
- Ensuring job descriptions/role profiles are up to date and make reference to the responsibility for safeguarding and promoting the welfare of children
- Ensuring that the person specification includes specific reference to suitability to work with children and includes both essential & desired criteria
- Advertising (to include what qualifications, experience and qualities are required and that, if successful, they will need to obtain an enhanced certificate through the DBS/CDNS. Mention will also be made of our school's commitment to safeguarding & promoting the welfare of children)
- Ensuring that two references are obtained to help assess applicant's suitability for the post through specific focused questions
- Conducting face to face interviews, in person or online, that asks appropriately robust questions (with written notes kept & details out outcome, as per the attached examples)
- Verification of identity
- Verification of qualifications and skills (if relevant)
- Verification of an applicant's previous employment history and experience
- Completion of mandatory employment checks, such as an Enhanced Certificate via the DBS and a Barred List check or CDNS
- Verification of the applicant's state of health and capacity for the job
- Induction programmes to ensure that a 'safeguarding children' culture is adopted and embedded into continuing practice (including regular formal safeguarding training)

4.2. Information packs sent out to candidates contain the following:

- "Plantilla de contratación"
- Job Description (including main duties of the post, person specification and individual's responsibility for promoting and safeguarding the welfare of children)

#### 5. Vetting checks

- 5.1. The definition of staff is: *'Any person working at the school whether under a contract of employment (ie. all employees, no matter what sort of work they do), under a contract for services (ie. self-employed people arranged and/or paid direct by the school) or otherwise than under a contract (ie. self-employed people who*



are arranged by the school for the purposes of the school but for example paid directly by parents such as some peripatetic teachers), but does not include supply staff or a volunteer'. The following are therefore included in 'staff': teachers, peripatetic teachers and coaches, part-time staff, students, administrative staff, caretakers and other ancillary staff, staff appointed from overseas, pupils paid to work at the school (for example as after-school carers). In line with the Protection of Freedoms Act 2012, this definition is restricted to only include those individuals who meet the requirements for regulated activity.

- 5.2. The minimum age at which a person is required to have a DBS check when engaged in a regulated activity is 16.
- 5.3. The school will accept prior checks made on behalf of other organisations (unless there is a gap in employment of three months or more). However this will only be a temporary measure and a new disclosure will be applied for and a Barred List check obtained. New DBS/CDNS certificates are no longer automatically sent to the school, therefore this should be brought in by the member of staff once received. A copy will then be made and kept on file, and the new information added to the employee's file. Staff will be encouraged to subscribe to the DBS/CDNS Update service for future checks within 19 calendar days of their certificate date (this is mostly beneficial for peripatetic staff who may work in a number of different organisations). The school will then be able to carry out free online status checks periodically, providing that permission has been obtained.
- 5.4. If a new employee has not yet received their DBS/CDNS certificate prior to their starting date and they do not have one from another setting, a short period of work is allowed under controlled conditions, at our Head's discretion. As long as a Barred List check has been carried out if the person will be working in regulated activity, the DBS/CDNS application has been made in advance, their identity has been checked and all other relevant checks have been completed satisfactorily, the employee will be able to take up their post. However a risk assessment (see attached) will be completed prior to their commencement, which will include details of appropriate safeguards to be taken (eg. loose supervision). For staff working in the Early Years, a risk assessment is not sufficient and they may not begin work until their DBS has been received. Any risk assessments in place are reviewed every two weeks and the person in question is made aware of the safeguards in place.
- 5.5. If a new employee has not previously lived in the UK, they will need to bring a document from their country of origin issued by the local police, confirming that they do not have a criminal record.
- 5.6. Alegra Prep school will not knowingly employ anyone to work in the Early Years or in childcare of those under the age of eight, or allow them to be directly concerned in its management, if they or others who live or work in their households are 'disqualified'. Grounds for disqualification include, in summary:



- being on the DBS/CDNS 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;

5.7. For Early Years, an enhanced DBS/CDNS is required for every person over 16 who:

- works directly with the children;
- lives in the premises in which the childcare is provided;
- works in the premises in which the childcare is provided (unless the work is not in the part of the premises where the childcare takes place, or is not at times when the children are present).

## 6. Regulated activity

6.1. For most appointments, an enhanced DBS/CDNS check with barred list information will be appropriate as the majority of school staff engage in regulated activity.

6.2. Regulated activity can be defined as follows:

- All regular work for schools with opportunity for contact with children. For the purpose of assessing whether a person is working in regulated activity, 'regular' includes 'frequently' (once a week or more often), or on 4 or more days in a 30-day period, or overnight (between 2am & 6am).
- Regular, unsupervised activities such as teaching, training, instructing, caring for or supervising children, providing advice/guidance on well-being or driving a vehicle only for children if done regularly).
- Relevant personal care (ie. helping children with washing or dressing; or health care by or supervised by a professional).

6.3. When deciding whether a person is engaging in regulated activity, the following key questions will be asked:

- Is the activity they will do 'work'?
- Is the work 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)
- 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 the above questions is 'yes', then the person is working in regulated activity unless an exception as below applies:
- Is the person a volunteer?



- If so, does their work involve personal care of pupils? If so, they are engaged in regulated activity.
- If not, are they supervised? If so, they are not engaged in regulated activity.
- Is the person a contractor?
- If so, are they administering personal care or health care as defined? If so, these are always regulated activities.
- If not, are they teaching pupils? If so, this is always regulated activity.
- If not teaching work, is the contract for occasional or temporary non-teaching work (eg. a quick plumbing task?). If so, they are not in regulated activity.

**6.4.** A **supervised** volunteer who regularly teaches or looks after children is not in regulated activity. However for this to apply there must be supervision by a person who is in regulated activity themselves; the supervision must be regular and day to day, and the supervision must be ‘reasonable in all the circumstances to ensure the protection of children’. In these cases, the school has no entitlement to do a barred list check.

## **7. Pre-appointment checks**

**7.1.** For all new appointments to regulated activity, an offer of appointment to a successful candidate, including one who has lived or worked abroad, is conditional upon satisfactory completion of pre-employment checks. This includes the following:

- Verification of a candidate’s identity preferably from current photographic ID (ie. official documents such as a passport or driver’s licence) and proof of address (copy of utility bill, bank statement or similar dated within the last 3 months);
- Enhanced DBS/CDNS check with barred list information;
- Separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- Check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the DfE online services system;
- Check that a candidate taking up a management position is not subject to a section 128 direction made by the Secretary of State, using the DfE online services system;
- Verification of any award of qualified teacher status (QTS), if applicable, including the completion of teacher induction or probation periods, using the DfE online services system;
- Verification of the candidate’s medical fitness to carry out their work responsibilities;
- Verification of the candidate’s right to work in the UK;
- Verification of any professional qualifications, as appropriate.



- 7.2. A DBS/CDNS certificate is obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the school undertakes an online update check through the DBS/CDNS Update Service. DBS checks are renewed approx. every 3 years.
- 7.3. There is no requirement to obtain an enhanced DBS/CDNS check if, in the three months prior to beginning work in their new appointment, the applicant has worked in a school in England in a post which brought them into regular contact with children or in any post in a school since May 2006.
- 7.4. The school will ask for written information about previous employment history and check that information is not contradictory or incomplete. The purpose of seeking references is to obtain objective and factual information to support appointment decisions. References will always be obtained, scrutinised and any concerns resolved satisfactorily, preferably before the appointment is confirmed. They will be requested directly from the referee and we will not rely on open references, for example in the form of 'to whom it may concern' testimonials.
- 7.5. As soon as an offer has been made to a candidate, the following should be in place prior to their starting date:
- Two satisfactory references;
  - A check on Barred List; and
  - Verification of the candidate's identity, medical fitness, qualifications and professional status.
- 7.6. As many checks as possible should be made in writing, with copies or notes placed on the individual's personnel file.
- 7.7. If the candidate is found to be on the Barred List, the DBS Disclosure shows that they have been disqualified from working with children, the applicant has provided false information or there are concerns about their suitability to work with children, this will be reported to the police. **If a school knows or has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity.**





## 8. Monitoring and review

- 8.1. Our SMT acknowledge their responsibility to ensure that this policy is effectively implemented and meets all current regulatory requirements.
- 8.2. This policy is reviewed annually, however it may be amended earlier if legislation or our school procedures change. In order to assess the effective implementation of this policy and to ensure compliance with all relevant legislation, the Governor in charge of safeguarding reviews staff appointments made each term.
- 8.3. This policy is monitored by our Head, including staff turnover and reasons for staff leaving.

**Signed:** V Muller/M Kemp

<b>This policy is reviewed annually</b>	
Title	Safer Recruitment
Version	1
Review Date	January 2021
Author	MKemp Head of Prep
Approved by SMT	Yes
Next Review Date	January 2022



## ALEGRA SCHOOL STAFF CHECKLIST

Name .....

Position ..... Start date .....

	Date	Checker's initials
Application form / CV		
Offer letter / Contract		
ID check		
Proof of address		
Reference 1		
Reference 2		
Right to work in Spain		
Overseas check (if relevant)		
Prohibition order checks (if relevant) Teaching / Management / EEA		
Disqualification self-declaration (if role within EYs)		
Qualifications (list all below)		
Barred List check		
DBS check		
Statement of Medical Fitness		



**GENERAL:**

**List of possible questions to ask during interview, prompts & notes:**

**INTERVIEWER TO MAKE NOTES USING SPACE PROVIDED OR ON A SEPARATE PAGE IF NECESSARY. RECORD OUTCOME OF THE INTERVIEW.**

**GENERAL:**

1. Refer to the application form and discuss relevant aspects of employment/studies. Make an assessment of the candidate's suitability for the role and their ability to meet the job description & person specification.
2. How do you feel your experience and training qualify you for this role?
3. Tell us about yourself. What sort of person do you perceive yourself to be? How do others see you? What are your particular strengths?
4. Tell us something about how you manage and organise your time.
5. What are the areas you feel you need to develop in? How are you planning to go about improving these areas? What would you like to do to improve your skills?
6. What is the most important virtue for young children to develop?
7. At the end of an academic year, how would you measure your success, ie. what goals do you hope to have achieved?

**TEACHERS:**

1. Why did you choose a career in teaching?
2. What qualities do you admire most in good teachers?
3. What are the most important skills in classroom organisation and delivery of the curriculum?
4. How would you cope with differentiation, including provision for children with learning difficulties and those who are gifted & talented?
5. If you were offered a curriculum responsibility, what would it be and how would you raise standards in that subject throughout our school?
6. Which areas of the curriculum would you require more training in?
7. What do you feel are the most important principles in managing children's behaviour?
8. Have you had an experience of dealing with difficult behaviour and how did you handle it? If not, how would you manage this type of situation?
9. How would you describe your ideal relationship between parents & teachers?

**ETHOS:**

1. Outline the ethos of the school.
2. What do you understand by 'parents as first educators' of their children? (teachers only)
3. In your view, how would our particular ethos impact on the academic curriculum? (teachers only)
4. In what way do you feel that you could contribute to the Catholic ethos of the school?



**SAFEGUARDING (ask a selection):**

1. What attracted you to this post / our school?
2. What motivates you to work with young people?
3. How in your work or life so far have you tried to ensure that children are protected?
4. What procedures do you think need to be in place to safeguard children? If appointed how do you see your role in ensuring the safety of all children?
5. Do you think your childhood may have influenced your practice with children and, if so, how?
6. What safeguarding training have you received in the past 12 months?
7. Have you had 'Prevent' training, and what are your views regarding extremism and the promotion of British values? (rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs)

**PROMPTS:**

1. Explore any gaps or frequent changes in employment.
2. Discuss reasons for leaving previous employment.
3. Investigate discrepancies.
4. Raise any queries from any references already received.
5. Ask 'closed' questions to establish facts (eg. do you... ?), and 'open' questions to establish opinions (eg. what do you feel about... ?)

**NEXT STEPS:**

Any offers made will be subject to satisfactory DBS & reference checks. For all teaching posts, successful applicants will also undergo a lesson observation. Prior to their start date, candidates are required to attend an induction and bring original documentation so that copies can be made (eg. qualifications, photographic identity, proof of address etc.)

**Outcome of interview:**



**RISK ASSESSMENT - CONSIDERATION OF COMMENCEMENT OF EMPLOYMENT PRIOR TO DBS CLEARANCE**

**NB Not for use if Early Years children are involved**

<b>Name of prospective employee:</b>		<b>Name of Head:</b>	
<b>Proposed Post Title:</b>		<b>Name of person carrying out the RA:</b>	

**RECORD OF FINDINGS – Should be completed in conjunction with any relevant key questions contained within the Safer Recruitment Policy**

<u>Reasons for considering commencement of employment prior to receiving clearance:</u>	<u>Consequences to service delivery of waiting for clearance:</u>	<u>Level of access during “waiting period”:</u>
<u>Supervision arrangements during “waiting period” and any other control measures:</u>	<u>Pre-employment checklist:</u>  Has the employee left employment? Y / N Medical clearance received? Y / N Qualifications verified? Y / N Barred list check completed? Y / N References? Y / N Satisfied with general background & employment history checks? Y / N	<u>Previous disclosures:</u>  Is a previous disclosure available? Y / N Has it been seen by you? Y / N  What is its date?  Does the person subscribe to the update service? Y / N



**Assessment of Risk following control measures:**

HIGH                      MEDIUM                      LOW

**Options:**

- 1) This prospective employee will not commence work prior to satisfactory clearances.
- 2) Following risk assessment, I have determined that the above named may commence employment with the identified control measures. They are aware of the safeguarding measures in place. I undertake to personally review this situation at intervals of no less than every two weeks.

Further information :

\_\_\_\_\_  
Signed (risk assessor/supervisor):

\_\_\_\_\_  
Signed

(employee):

Date:

\_\_\_\_\_  
Signed (Head)

**RISK ASSESSMENT FOR VOLUNTEERS**

<b>Name of volunteer:</b>		<b>Name of Head:</b>	
<b>Proposed role:</b>		<b>Name of person carrying out the RA:</b>	

**RECORD OF FINDINGS – Should be completed in conjunction with any relevant key questions contained within the Safer Recruitment Policy**

<p><u>Will the person be unsupervised, have contact with children or be involved in regulated activity?</u></p> <p>Y / N</p>	<p><u>Does the activity meet the definition of regular (ie. once a week or more often, on 4 or more days in a 30 day period or overnight, except if providing personal care which is then regulated)?:</u></p> <p>Y / N</p>	<p><u>Consider reasons for offer of volunteer help, is the person known to someone in the school community or do they come recommended?</u></p>
<p><u>Induction &amp; supervision arrangements, including any other control measures:</u></p>	<p><u>Consider the following prior to commencement:</u></p>	<p><u>Previous disclosures:</u></p>



<p>Induction carried out or arranged? Y / N Barred list check completed? (if unsupervised or in regulated activity) Y / N Supervision in place (if applicable)? Y / N or N/A</p>	<p>Reference/background checks? Y / N          Informal interview? Y / N          Any contrary indications from school community? Y / N          Satisfied with general background &amp; identity checks? Y / N</p>	<p>Is a previous disclosure available? Y / N If yes has it been seen by you? Y / N          What is its date?          If no has a new disclosure been applied Y / N for? Will be supervised until received.</p>
<p><b>Assessment of Risk following above considerations &amp; control measures:</b> HIGH</p> <p>MEDIUM                      LOW</p> <p>I undertake to personally review this situation at intervals of no less than every two weeks (if applicable).</p> <p>Further information :          Signed (risk          assessor/supervisor):          Signed (volunteer):                      Date:          Signed (Head)</p>		