

Staff / Safer Recruitment Policy

CN4C do not follow all of the Safer Recruitment processes as they are not an educational establishment (Stacey Bonner; 10/11/2021), however, these are excerpts from their Safeguarding Policy and Safer Recruitment Guide which Mike Carnall has reviewed and authorised as being acceptable.

Safeguarding Policy Excerpt

6. Safer Recruitment and Selection

6.1 CN4C pays full regard to the guidance set out in Chapter 3 of '*Keeping children safe in education: information for all school and College staff*' (Department for Education, April 2014) which details guidance around Safer Recruitment.

6.2 CN4C's recruitment policy and procedures ensure that all appropriate measures are applied in relation to everyone who works in CN4C, staff and volunteers, and staff employed by external partners / contractors, including:

- Verifying identity and academic or vocational qualifications.
- Obtaining professional and character references and checking previous employment history, specifically focussing on gaps in employment history.
- Obtaining an enhanced DBS disclosure for all new appointments to CN4C's workforce, who will be involved in working with young people and vulnerable adults or who will work on sites where these groups study.
- Applying additional checks to all new employees who are non- European Economic Area (E.E.A.) nationals.
- Keeping a single central record detailing the range of pre-employment checks carried out on staff.
- Ensuring that managers leading recruitment panels are trained in Safer Recruitment practice and kept up to date with any changes in guidance related to this.

Safer Recruitment Guide Excerpt

192. Schools and colleges should think about including the following information when defining the role (through the job or role description and person specification): • the skills, abilities, experience, attitude, and behaviours required for the post

193. The advert should include: • the school's or college's commitment to safeguarding and promoting the welfare of children and make clear that safeguarding checks will be undertaken

202. Schools and colleges should: • ensure that at least two people carry out the shortlisting exercise (it is recommended that those who shortlist carry out the interview for a consistent approach); • consider any inconsistencies and look for gaps in employment and reasons given for them; and, • explore all potential concerns

204. Schools and colleges should: • not rely on applicants to obtain their reference; • ensure any references are from the candidate's current employer and have been completed by a senior person with appropriate authority (if the referee is school or college based, the reference should be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations); • secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children), if the applicant has never worked with children, then ensure a reference from their current employer; • always verify any information with the person who provided the reference; • ensure electronic references originate from a legitimate source; • contact referees to clarify content where information is vague or insufficient information is provided; • compare the information on the application form with that in the reference and take up any discrepancies with the candidate; • ensure any concerns are resolved satisfactorily before appointment is confirmed.

205. When asked to provide references schools and colleges should ensure the information confirms whether they are satisfied with the applicant's suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding allegations but should not include information about allegations which are unsubstantiated, unfounded, false, or malicious. References are an important part of the recruitment process and should be provided in a timely manner and not hold up proceedings

206. Schools and colleges should use a range of selection techniques to identify the most suitable person for the post. Those interviewing should agree structured questions. These should include: • finding out what attracted the candidate to the post being applied for and their motivation for working with children; • exploring their skills and asking for examples of experience of working with children which are relevant to the role; and • probing any gaps in employment or where the candidate has changed employment or location frequently, asking about the reasons for this.

207. The interviews should be used to explore potential areas of concern to determine the applicant's suitability to work with children. Areas that may be concerning and lead to

further probing include: • implication that adults and children are equal; • lack of recognition and/or understanding of the vulnerability of children; • inappropriate idealisation of children; • inadequate understanding of appropriate boundaries between adults and children; and, • indicators of negative safeguarding behaviours

208. Any information about past disciplinary action or allegations should be considered in the circumstances of the individual case

209. Pupils/students should be involved in the recruitment process in a meaningful way. Observing short listed candidates and appropriately supervised interaction with pupils/students is common and recognised as good practice

210. All information considered in decision making should be clearly recorded along with decisions made

213. All offers of appointment should be conditional until satisfactory completion of the mandatory pre-employment checks. All Schools and colleges must: • verify a candidate's identity, it is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name. Best practice is checking the name on their birth certificate, where this is available. Further identification checking guidelines can be found on the GOV.UK website.

Obtain (via the applicant) an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children). 55 Note that when using the DBS update service you still need to obtain the original physical certificate

Verify the person's right to work in the UK, including EU nationals. If there is uncertainty about whether an individual needs permission to work in the UK, then schools and colleges should follow advice on the GOV.UK website;

If the person has lived or worked outside the UK, make any further checks the school or college consider appropriate (see 262-267); and, • verify professional qualifications, as appropriate. The Teaching Regulation Agency's (TRA) Employer Access Service should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation.