



## **Curdridge Primary School Safer Recruitment Procedures**

When considering any area of staff/volunteer recruitment for Curdridge Primary School – the safer recruitment guidance and procedures adopted by Hampshire County Council are followed as outlined in the Manual of Personnel Practice (MOPP)

### **Audience:**

This guidance is strongly recommended to be followed by anyone who is involved with recruitment, selection and induction of staff who work with children.

The measures contained in this toolkit should be applied in relation to everyone who works in an education setting where there are children under 18 years of age who is likely to be perceived by the children as a safe and trustworthy adult. Those are not only people who come into contact with children, or will be responsible for children, as a result of their work. They are also people who regularly work in a setting such as a school when the pupils are present, who may not have direct contact with children as a result of their job, but nevertheless will be seen as safe and trustworthy because of their regular presence in the setting. This includes governors where they have roles that are likely to bring them into direct contact with children (as defined above). This also includes workers not on the payroll, e.g. staff employed by contractors, and unpaid volunteers.

The purpose of this guidance is to refresh understanding of the principles of good recruitment and selection practice and provide guidance on how this best practice incorporates the nationally recommended approaches to safeguarding children.

Related documents are:

The DCSF Safeguarding Children and Safer Recruitment in Education came into force on the 1st January 2007. It replaces:

- Child Protection: Preventing Unsuitable People From Working with Children
- Criminal Records Bureau: Managing the Demands for Disclosures;
- Safeguarding Children in Education;
- Safeguarding Children: Safer Recruitment and Selection in Education Settings;
- Dealing with allegations of abuse against Teachers and Other Staff
- Education Personnel Manual of Personnel Practice Volume One, Section Three and Four.

### **Context:**

The DCSF have produced guidance on Safeguarding Children and Safer Recruitment in Education. This guidance takes the recommendations from the Bichard enquiry which was undertaken following the Soham tragedy and applies them to operational practice.

The information contained within this document is designed to be a Hampshire specific recruitment toolkit. It will ensure that children in Hampshire are

appropriately safeguarded and that recruitment, selection and induction procedures are robust and rigorous.

This guidance sets out procedures and strategies to help those involved in the recruitment process in schools to deter, identify and reject applicants who are unsuitable to work with children.

It is strongly recommended that there is at least one person in every school who has completed the [NCSL Safer Recruitment training](#) (currently the Headteacher and governors). This person should ensure that the messages in such training are shared, along with this guidance, with all school selection panels.

Enquiries about the content of this document should be addressed to;

The Recruitment and Development Team  
Education Personnel Services  
2nd Floor, Hampshire House  
Eastleigh  
Southampton  
SO50 5PA

Email: [eps-recruitment@hants.gov.uk](mailto:eps-recruitment@hants.gov.uk)

### **Introduction:**

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Safer practice in recruitment requires people to consider a range of issues to do with child protection, safeguarding and promoting the welfare of the child at every stage of the process. This process starts at the point of advert and continues through and beyond induction of new staff.

To ensure safe and appropriate appointments are made a consistent and thorough process of obtaining information, collating, analysing and evaluating from all the applicants is essential.

### **Volunteers:**

Schools should adopt the same recruitment measures for volunteers as it would for paid staff, for example, a parent who is well known to the school may be eligible for a streamlined procedure; Seeking references, checking to ensure others in the school community know of no concerns and can make a positive recommendation, conducting an informal interview to gauge the persons aptitude and suitability, and undertaking a List 99 and CRB disclosure

The main elements of this process include;

- Advertising
- Job descriptions/role profiles
- Person specifications
- Application form to obtain and scrutinise comprehensive information about applicants
- References that help assess applicants suitability for the post

- Face to face interviews that ask appropriately robust questions
- Verification of applicants identity
- Verification of qualifications, skills and experience
- Completion of mandatory employment checks, such as List 99 and Enhanced Criminal Records check via the DBS.
- Induction programmes that ensure a 'safeguarding children' culture is adopted and
- embedded into continuing practice
- Performance Management

The following sections in this toolkit will be adopted/followed by Curdridge Primary School to strengthen safeguarding against employing unsuitable people.

### **Planning and Advertising:**

Curdridge Primary School deems it important to plan the whole recruitment process from the outset so that sufficient time is left between each stage to enable a professional and thorough approach to be adopted.

This will require careful considering and planning;

- Person specification
- Job description/role profile
- Advert? Its appearance and where it is placed
- Interview and selection procedures
- Roles and responsibilities, for example who is going to carry out the employment checks.

Curdridge Primary School will comply with Hampshire County Council's recommendations and adopt an explicit recruitment and selection policy which will underpin actions through the whole process from advert to induction.

### **The statement below will be included in candidate information packs for any school post:**

***"Curdridge Primary School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant employment checks."***

This paragraph will be included in:

- Publicity materials
- Recruitment websites
- Advertisements
- Candidate information packs
- Person specifications
- Job descriptions
- Competency frameworks
- Induction training

### **When advertising the school will consider the following:**

- Is the advert clear about the nature, the grade and location of the job?

- Does the advert state what experience, qualifications are essential?
- Is the advert consistent with the role profile and, in particular, the job description and person specification?
- Where can the post best be advertised to ensure a suitable pool of applicants?

Adverts are the first stage of the filtering process. Candidates should be able to make an initial judgment about their own suitability for the post and self select accordingly. Further advice on this can be obtained from EPS or your advertising agency.

### **Candidate Application Packs:**

The application pack will include;

- Application form
- A detailed job description/role profile and person specification
- Details about grade and type of post e.g. Is it fixed term, part time etc?
- Statement about employers commitment to safeguarding children and welfare of children (as detailed in previous section)
- Information about the context of the vacancy. e.g. how the vacancy arose, start date
- School and, where appropriate, local authority information
- Details of key terms and conditions of employment
- Equal opportunities statement
- Information about the recruitment and selection process
- Details about what employment checks will be required

### **Application Forms:**

Applicants must complete a standard application form. The school will not accept a curriculum vitae produced by a potential employee. The relevant application form specific to the category of staff being employed will be used.

Word of mouth recruitment or unsolicited applicants should, generally, be avoided as a means of filling a vacancy. Applicants making speculative contact should be asked to apply for a specific post and complete the relevant application form.

Using application forms ensures a common set of core data from all applicants and will make certain that all the necessary information recommended by the DCSF is collected.

### **Job Descriptions / Role Profiles and Person Specification:**

An outline job description for the post need not be expansive but should give a clear description of the main purpose or function of the job.

For teaching staff, the job description will need to be built around the duties and responsibilities defined in the Teachers Pay and Conditions Document. Generic descriptions can be drawn up with specialist areas of responsibility defined as a supplement to the main job description, e.g. curriculum leader, year leader, SENCO etc. For support staff, schools can use, if necessary adapted to reflect their local needs, the relevant role profile on the EPS website.

All job descriptions where the post holder is in contact with children should detail the individual's responsibility for promoting and safeguarding the welfare of children and young persons and include the following statement:

***"The post holder is responsible for ensuring that all school and county child protection policies are adhered to and concerns are raised in accordance with these policies"***

The person specification (*which can be drawn from the role profile*) should detail the qualities and competencies required based upon information within the job description and the conditions applying to the post. The person specification should include specific reference to suitability to work with children.

The person specification is crucial in that it will help to shape how the recruitment process is conducted. It is usually advisable to separate these features into essential and desirable categories.

Time spent on the production of a full, carefully drawn and objective person specification will invariably avoid later difficulties in interpreting and applying vague and imprecise requirements. The job description and person specification are the documents against which the competence of the applicants is measured.

### **Pre-employment Checks:**

By undertaking the appropriate pre-employment checks on all new employees or volunteers, Headteachers and governing bodies can be certain that they have taken the necessary steps to make an effective, lawful and safe appointment which maintains the integrity of the school and ensures that child protection is a key consideration throughout. Collecting references is a crucial part of this process.

Headteachers and governing bodies have a responsibility to undertake specific pre-employment checks on every person that they intend to engage or employ to work in their school, the nature of which will depend upon the capacity in which that person will be working. Some of these pre-employment checks are strongly recommended as a matter of best practice while others are mandatory by law.

By undertaking the appropriate checks on all new employees or volunteers, headteachers and governing bodies can be certain that they have taken the necessary steps to ensure that they make an effective, lawful and safe appointment which maintains the integrity of the teaching profession and ensures that child protection is a key consideration throughout.

The information below gives complete guidance on the full range of pre-employment checks appropriate to the appointment of school based staff and has been designed to assist those involved in the recruitment and selection process. Further guidance should be sought from Education Personnel Services on any aspect of the pre-employment checking process around which any uncertainty, difficulty or concern arises.

### **General Conditions:**

It is essential that every appointment is made subject to satisfactory completion of all relevant pre-employment checks, unless the full range of checks has been undertaken by the time an offer is made, and candidates should be made aware of this. Headteachers and governing bodies need be no more specific than this and, if candidates are eager to know what conditions their appointment is subject to, a full list of the pre-employment checks to be undertaken for their particular post should be made available to them. Headteachers and governing bodies should reiterate only that the appointment is subject to satisfactory completion of all relevant pre-employment checks and should avoid stating that the appointment is subject to any one particular check.

### **Collating and Retaining Details of Pre-employment Checks:**

Three separate pre-employment checklists have been compiled which outline the appropriate checks that should, and in some cases must, be undertaken on teaching staff, support staff and volunteers. When a new appointment is made, the appropriate checklist should be completed by the appointing officer and should be retained in the new employees personnel file along with their

application form (And Rehabilitation of Offenders Act declaration) and copies of all documentation given as evidence in relation to the pre-employment checks. All paperwork relating to unsuccessful applicants should be retained for an initial six-month period and then confidentially destroyed in accordance with data protection regulations.

### **Documents to be checked:**

#### **Application form:**


A completed application form provides schools with the information that they require in order to shortlist a person for interview and acts as an applicant's signed and dated declaration of the qualifications, skills and experience that they possess. As posts involving regular contact with children or young persons are exempt under The Rehabilitation of Offenders Act 1974, by virtue of The Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975, candidates for such posts are required to declare any criminal convictions, including spent convictions, that they have or any cautions, reprimands or final warnings that they have been subject to in relation to any offences. Use of CVs is not recommended practice but if a school accepts a CV instead of an application form, a signed and dated Rehabilitation of Offenders Act declaration (Appendix 1) must be obtained from the candidate.

#### **Identity:**

It is vital that headteachers and governing bodies are certain that the person they intend to employ is the person that they claim to be and they must see sufficient evidence to satisfy themselves of this. Photographic identification that includes a date of birth (such as a passport or photographic driving licence etc) is the most suitable form of identification. The selection process for people who will work with children should always include a face to face interview even if there is only one candidate.

#### **Right to work in the UK:**

It is a criminal offence to employ a person who does not have the right to work in the UK or to undertake the type of work that they are being offered. The Immigration, Asylum and Nationality Act 2006 sets out the law on the prevention of illegal working and requires that employers make basic document checks on every person that they intend to employ. Schools will have a statutory defence against a conviction for employing an illegal worker if they check and retain copies of acceptable documentation in accordance with The Immigration (Restrictions on Employment) Order 2004 (see Checklists for a list of acceptable documentation). It is important that employers do not directly, indirectly or inadvertently discriminate against people on grounds of their race or ethnic origin by refusing to accept any documents from the list, by failing to carry out checks on every new employee or by making assumptions about a person's nationality or right to work in the UK.

**Does my employee need a work permit?** A flow-chart  41kb is available to help identify whether or not you need to seek a work permit for a potential employee.

#### **List 99 Check:**

Schools have a statutory obligation to ensure that any prospective employee is not included on List 99, the DCSF list of persons whose employment has been barred or restricted by the Secretary of State. Both standard and enhanced level CRB disclosures include a List 99 check, providing the section entitled "the position involves working with children" on the disclosure application is completed, but a separate check of List 99 must be undertaken on all staff who will be required to take up work while their CRB disclosure is pending.

To make a request to check List 99 prior to an employee or volunteer starting work, schools will need to submit requests via an on-line form.

Please log onto our [List 99 Request Form](#)

Please note that this process will change when the new statutory Vetting and Barring procedures come into force in September 2008. (Please refer to section on Single Central Record)

### **GTC / DCSF Referrals Database:**

Following discussions with Headteachers, EPS have established a database of the names of all individuals whose cases we have referred to the DCSF Childrens Safeguarding Unit or the GTCs investigatory process. The database will also include the names of any other individuals who are the subject of serious concerns by schools. Once decisions have been made about the status of those individuals they will be removed from the database.

The exact details of individuals will be stored on the database but will only be accessible to EPS staff . Only EPS staff will be able to add or remove details from the database. This is for reasons of ensuring we meet the requirements of our approvals under the Data Protection Act.

All new prospective employees' names should be checked by schools against the database to ensure the individual is not recorded on this system.

A positive match must be followed up by a call to the EPS cover desk for further information.

The database can be accessed here:

<http://eddie.hants.gov.uk/eps/referrals/index.php>

### **Criminal Record Bureau Disclosure:**

Schools must obtain Criminal Record Bureau (CRB) disclosure on any person who will be employed or engaged to work in school or who may have unsupervised access to children in the course of their employment. Staff should always be subject CRB disclosure at enhanced level and volunteers will normally be checked at either standard or enhanced level, depending on the nature, frequency or duration of the role they are undertaking. Occasionally, volunteers may be engaged to assist with a single event only, where they will be working under the supervision of a qualified member of staff, or may be undertaking a role that will allow them no unsupervised access to children. In such instances, headteachers should use their professional judgement to determine if disclosure is necessary.

CRB disclosure on staff should always be at enhanced level and disclosure on volunteers should be at either enhanced or standard level, depending on the nature, frequency and duration of the role that the volunteer will be undertaking.

Both enhanced and standard level CRB disclosure will provide employers with information held on the police national computer about any criminal convictions, cautions, reprimands or final warnings that a person may have been subject to. Enhanced level disclosure will also provide details of any additional information held on local police records. If the section on the disclosure application entitled 'the position involves working with children' is completed, both enhanced and standard level disclosure will also include a search of information held under section 142 of The Education Act 2002 (List 99) and The Protection of Children Act (POCA) List.

In addition to undertaking CRB disclosure, headteachers and governing bodies should, during the course of interviews, confirm the Rehabilitation of Offenders

Act information given by candidates and ask them if they are subject to any current or ongoing police investigations.

The Criminal Record Bureau has no system in place for notifying registered bodies and/or countersignatories of outstanding applications and it is the responsibility of schools to track their own disclosure applications. If a disclosure certificate has not been received within 6 weeks of being sent, schools should take appropriate action to ascertain the progress the application.

Staff appointed to work in schools can take up employment pending the outcome of enhanced level CRB clearance providing that a List 99 check has been done and that the person will have no unsupervised or one-to-one access to children until clearance is received.

Schools should refer to the [EPS Criminal Record Bureau information pages](#) for schools on Hantsnet for comprehensive and up to date guidance on CRB procedures.

## **Qualifications / Employment History:**

### **Employment History:**

Schools must gain as much information as possible on the employment history of any person that they intend to employ. At interview, reasons for leaving previous posts must be sought and any gaps in employment should be thoroughly explored. If a school has any doubts about the previous employment history of a teacher, the GTCE may be able to provide further information on those teachers registered with them.

### **Academic and Professional Qualifications:**

Schools must verify that a potential employee has indeed achieved the qualifications that they claim in their application by viewing each original qualification certificate or diploma or a properly certified copy of those documents. If an employer is in any doubt about the authenticity of a qualification, they can check with the GTC.

The GTC, as part of their Employee Access Service, can provide schools with confirmation of whether their teachers are registered and therefore hold QTS.

If a candidate achieved their qualifications overseas they will need to contact the National Recognition Information Centre for the United Kingdom (UK NARIC) who will be able to confirm equivalence of qualifications obtained overseas.

### **Qualified Teacher Status:**

Anybody appointed or engaged to teach in a maintained school or non-maintained special school in England must be a qualified teacher, as defined by The Education (School Teachers' Qualifications) (England) regulations 2003, or satisfy the requirements of persons not qualified under schedule 2 of The Education (Specified Work and Registration) (England) Regulations 2003 (see appendix 3). Candidates for headteacher or deputy headteacher posts in maintained school in England must, without exception, hold QTS. Overseas trained teachers can work in a maintained school or non-maintained special school in England for a maximum of four years without qualified teacher status but must obtain QTS after a four year period or before they can be appointed to a permanent role.

### **Induction Standards:**

Anybody appointed or engaged to teach in a maintained school or non-maintained special school in England must have satisfactorily completed the induction period and met the induction standards, in accordance with The Education (Induction



Arrangements for School Teachers) (Consolidation) (England) Regulations 2001, or be subject to the exceptions in Schedule 2 of those regulations (see appendix 3 for a full list of the exemptions).

### **Application form:**

#### **Professional and Character References (as outlined in the MOPP)**

Professional and character references should always be taken prior to a candidate being appointed to a school. It is strongly advisable not to rely on testimonials or open references but, if these are to be used, their authenticity must be verified. It is much safer practice for schools to seek permission to request a reference from a person's current or most recent employer.

Reference requests should contain details of the post on offer and should be structured to ask a referee to comment on specific areas relating to the post. Schools should always ask a referee to comment on the prospective employee's suitability to undertake the post on offer, to work with children and should specifically request any information on criminal convictions or disciplinary offences.

The purpose of collecting references is to obtain objective and factual information to support the appointment decision. The use of a pro forma, tailored to the specific needs of the school, will help achieve this. Open testimonials are not a substitute for reference requests and should not be used in isolation. Job descriptions and persons specifications should always be provided so that the referees can comment on the individual's suitability for the specific post in question.

Ideally all references should be taken up on all shortlisted candidates, including internal ones, before interviewing so that any concerns can be explored further with referees and investigated further at interview.

Every reference request should ask the following;

- Referees relationship with candidate - how they know them how long they have known them
- Whether the referee is satisfied that the person has the ability and is suitable to undertake the job in question, based on the information provided in the job
- description and person specification
- Confirmation of person's current job title and salary
- Specific verifiable comments about applicants performance and conduct
- Details of any disciplinary procedures in which the sanction is current
- Details of any disciplinary procedures the applicant has been subject to involving issues related to safety and welfare of children or young people, including any in which the sanction has expired
- If any concerns about the candidates suitability to work with children have arisen, what these were and how they were dealt with
- Whether there are any previous convictions which may be declared under the Rehabilitation of Offenders Act

See Reference Pro forma in the Toolkit for further guidance on what information should be requested.

On receipt of these references any anomalies or areas that are vague should be thoroughly investigated further. Where necessary, clarification should be sought by telephone and referees asked to confirm in writing any key extra information provided. A written record of any telephone conversation must be kept with the personnel notes.

Any information about past disciplinary action, allegations or concerns (including those with child protection connotations) should be considered in the circumstances of the individual case. Where there is a history of repeated concerns or allegations, it is strongly advised that you contact EPS for more advice.

EPS have developed through consultation with HT and unions code of practice for writing and requesting reference.

<http://www.hants.gov.uk/education/eps/mopp-vol-1/section-3/index.html>

### **Scrutinising and Shortlisting:**

Where possible all employment checks should be completed between short-listing or interview. By doing this, any information about past disciplinary action, allegations or discrepancies can be followed up at interview.

Information from references should be compared with information on the application form to ensure that the information provided is consistent. Any discrepancies should be taken up with the applicant.

All applications should be carefully scrutinised to ensure they are fully and properly completed. Any anomalies or discrepancies or gaps in service employment should be accounted for and checked. Reasons for repeated and regular changes in employment should be explored.

All candidates should be assessed equally against the criteria in the person specification without exception or variation. This should be recorded on a shortlisting proforma (see templates for proforma).

### **Interview and Selection:**

The interviews should assess the merits of each candidate not against each other but against the requirements in the person specification and job description. Interviews must also explore an individual's suitability to work with children.

A robust selection process should not rely solely on the interview.

A range of selection activities should be designed in order to help assess who is the most suitable candidate for the job. For teachers and support roles, it is legitimate to involve pupils in the process. Pupils should not take part in assessing candidate suitability but can contribute to the panel's assessment of the ability to interact with children.

### **Invitations to interview should;**

- Detail all the arrangements such as date time, panel members, length of the selection process, selection activities
- Remind candidates that the interview is assessing their suitability to work with children
- Remind them to bring all relevant documents, such as CRB disclosures where available, proof of qualifications, proof of identity \*

\* NB - Copies of these documents should not be accepted; it is originals only that can be presented. Copies should, however be taken and, for the successful candidate, kept on their personnel file. For unsuccessful candidates copies should be retained along with their interview notes for one year.

### **Selection and Interview panel:**

In accordance with recommendation 16 of the Bichard enquiry at least one panel member should be appropriately trained.

Panels of at least 2 people should be involved in interviews, allowing for one member to observe and assess the candidate and make notes while the other is talking and asking questions.

The panel members should meet beforehand to agree a relevant set of questions that will enable the candidates suitability against the selection criteria to be assessed. They will also need to have identified any issues they want to explore further from the candidates' application form and employment checks.

### **Scope of Interview:**

To further assess the suitability of the candidate for the particular post the interview panel should also examine:

- The candidates' attitude toward children - this may be assessed through their personal statement and through questions that probe their values, belief and ethics
- The candidates' motivation to work with children - questions on their vision for education and learning and development of the child and young person and what their role is in contributing towards achieving this vision can help you assess their motivation
- Their ability to form relationships and respect professional boundaries - this should be assessed through focused questions and complementary activities, such as group exercises or occupational personality questionnaires
- Their emotional resilience in working with challenging behaviours and their attitudes in managing discipline and towards authority - questions asking them to draw on previously difficult situations and how they managed these will help assess this.
- Their ability to support the school's agenda for safeguarding and promoting the welfare of children - clarification of their understanding of the school's approach towards child protection policies and procedures.
- Gaps in the candidates' employment history and explanation of repeated changes in career must be discussed and clarified - concerns or discrepancies arising from the information provided by the candidate and or referees
- If for any reasons references have not been provided before the interview the candidate should be given the opportunity to declare / discuss any thing that may come to light on the collection of references - whether the candidate wishes to declare anything in light of the requirement for CRB checks to be made.

### **Summary of ground rules for interviewing:**

- Be properly prepared.
- Have all relevant paperwork for all interviews.
- Do not veer from the agreed questions unless further exploring a specific and relevant issue
- Avoid telephone interviews; body language speaks volumes
- Make notes on candidates' responses and record judgements and the basis for them.
- Please note that all paperwork relating to unsuccessful applicants should be retained for an initial six-month period and then confidentially destroyed in accordance with data protection regulations
- Use a matrix to standardise this information

- Probe to find out about any issues around attendance, capability and employment history
- Ensure all your questions are relevant to the job and justifiable.
- Avoid any question or statement that may indicate the potential for unlawful discrimination
- Ask questions that are based on actual experiences and behaviour
- Conduct the interview in a relaxed and non-threatening way
- Base final selection decision on criteria previously defined and evidence collated through the recruitment process.

### **Offers of Employment:**

A statement of terms and condition of employment should be sent to the candidate only when satisfactory employment checks have been completed. (along with the medical questionnaire)

### **What is a Single Central Record?**

A Single Central Record is a single spreadsheet-style document that holds records of a number of pre-employment checks of all staff and regular volunteers in schools. The record is required by the DCSF and will be checked by Ofsted in their inspections as part of their checks on safer recruitment in schools.

The pre-employment checks that are required to be recorded are:

- **Identity (including address and date of birth)** of all staff and volunteers,
- irrespective of date of appointment
- **Qualifications** for all teaching staff and, if applicable, support staff
- **CRB** for all staff and volunteers recruited since 01 March 2002
- **List 99** for all staff and volunteers (a separate List 99 check is not required if the individual has a CRB disclosure, where a check of List 99 is already included)'
- **Right to Work in the UK** for all staff

**The Single Central Record for staff/volunteers is located in a secure location in the school office.**

### **Why was the concept of Single Central Records developed?**

Further to the Ofsted report 'Safeguarding Children: An Evaluation of Procedures for Checking Staff Appointed by Schools' in June 2006, schools were sent a letter from the DfES responding to this report. The Ofsted report was positive about the strength of commitment in schools to safeguarding children but it also raised concerns about the lack of record keeping on pre-employment checks.

The expectation is that having a Single Central Record will make it easier for schools to be sure that all staff and volunteers have been subject to the appropriate checks, and that gaps in these checks will be much more apparent.

### **How does the record fit with the EPS Pre-employment Checklists?**

They are different documents, but complement each other. The EPS Pre-employment Checklists are invaluable for recording details of both mandatory and best practice checks, tailored to the type of role (teacher, support, volunteer) so that schools can see at a glance whether all the necessary checks have been completed for an individual.

The Single Central Record is, again, an at-a-glance document but for the whole school. It shows all the mandatory checks and will reveal gaps more easily.

### **How do I store my record so I don't breach Data Protection rules?**

Data Protection regulations allow for the retention of this information in the interests of meeting legal requirements.

The record will contain 'personal data' and as such will need to be stored in such a manner that it will not be accessed by those who have no legitimate requirement for the data. The record should be stored securely on a computer that is not accessible to the whole school staff and the document should be password protected, as should the computer.

### **Who needs to be included in the record?**

#### **Schools must have a record for the following people:**

- All staff who are directly employed to work at the school, including:
  - those engaged by the school to deliver extended services
  - those engaged to work within school-managed Childrens' Centres
  - Students on paid work experience, e.g. GTP students.
- All staff who are employed as supply staff to the school, whether employed directly by the school, local authority or through an agency.
- Governors who volunteer within the school
- Volunteers who volunteer on a regular basis (i.e. not one-off visitors)
- People brought into the school to provide additional teaching or instruction, e.g. sports coach or artist.

**You do not need to include the following categories of people on the record** because the relevant details will be kept by their organisations. You must, however, ensure that you have confirmation from the supplying organisation that the appropriate checks have been carried out on the individual.

- Contractors (building, maintenance, catering staff, etc)
- Students who are not employees (e.g. Trident Work Experience students)
- Local Authority-employed individuals, e.g. Hampshire Music staff, Youth Workers, HC3S staff, Education Psychologists, etc.
- Staff/volunteers working for voluntary, community and not-for-profit organisations.

Please note that you do not need to retain details on the record of those staff or volunteers who have left your school. Once someone leaves, you may remove their details from the record. Their individual pre-employment checklist in their personnel file should contain all the information that was also recorded on the single central record so you should not lose any important information by removing their details from the record.

### **Induction of new staff:**

All new starters, permanent or temporary, should have an induction programme. Equally, volunteers and contract staff should be appropriately introduced to the school.

Clearly the content and nature of the induction will vary according to the role and the previous experience of the new member of staff or volunteer.

The purpose of an induction programme is to:

- Help the new employee to settle quickly in the job

- Demonstrate the importance the school attaches to the individuals development
- Provide training and information about policies and procedures
- Support individuals appropriately
- Confirm code of conduct and expectations and clarify what is bad practice
- Provide opportunities for new member of staff to raise concerns
- Enable the persons line manager or mentor to recognise any concerns or issues about the persons ability or suitability at the outset and address them immediately

In relation to safeguarding and promoting the welfare of children the induction programme should include information about;

- Policies and procedures in relation to safeguarding and promoting welfare of children e.g. anti bullying, racism, internet safety, health and safety etc...
- Safe practice and standards of conduct and behaviour expected of staff and pupils in their establishment
- How and with whom any concerns should be raised
- Other relevant procedures (disciplinary, capability, whistle blowing)
- Appropriate level of child protection training according to role.

The induction process should support new staff by exploring the issues of child protection so that they do not place themselves or children at risk. It will confirm the individual fully understands what the schools expects of them, leaving no room for any claim that they were unsure of the boundaries of acceptable and unacceptable behaviour or were unaware of established procedures.

It is the local Authority's responsibility to make sure that induction training for all new staff in the authority, staff who work with children in maintained schools, and governors of maintained schools, includes training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively, and that suitable refresher training to keep staff knowledge and skills up to date is also available. Staff who do not have designated lead responsibility for child protection should have refresher training every three years, staff with designated lead responsibility for child protection should have refresher training every two years.

### **Schools Code of Conduct:**

All new members of the school should be provided with the guidance in the Manual of Personnel Practice on the avoidance of unnecessary contact and unfounded allegations. They should be given time to read and discuss this so that they are clear on the documents content. This should happen at an initial induction meeting and, once this document is read and understood, the new starter should sign to agree that they will follow this guidance.

It is open to a school to develop its own specific code of conduct. If it chooses to do so, it should be based on the GTC Code of Conduct and practice for registered teachers. It covers all staff who work in the school on a paid or voluntary basis.

Within the Child Protection and managing Allegations guidance there is an appendix that gives further guidance on this.

### **Summary of Elements of Induction with a signed declaration:**

- To confirm new staff have read and understood and will follow the guidance in the Manual of Personnel Practice.
- Mentor - every new member of staff should be assigned a mentor (separate form the person who is supervising/line managing them)

- Safeguarding policies - all new staff/ volunteer/ contractors will be required to familiarise themselves with the safeguarding policies i.e. Child protection, anti bullying, anti-racism, physical intervention, internet safety and local child protection procedures. This should cover the 'what ifs?' so the new person knows what to do in particular eventualities. - i.e. who they should talk to.
- Standards - safe practice and codes of conduct expected by the employer should be emphasised throughout the process
- Training - child protection training appropriate to the role will be required as part of induction
- Support, supervision and performance management - clear arrangements for support and supervision, to include initial meetings and reviews
- Other relevant personnel procedures - all other relevant personnel procedures should be explained in terms of why they are there, how they should be followed. e.g. what to do in the case of a grievance, whistle blowing and the capability and disciplinary procedures.

### **Post Induction:**

Induction should lead into the application of the school's performance management process. Performance objectives should be intrinsically linked with school improvement and school improvement intrinsically linked with safeguarding mechanisms.

Good performance management processes that are consistently applied throughout the year will ensure clarity about boundaries and desired standards of performance.

### **Monitoring and Evaluating:**

Effective and proactive monitoring of the employment cycle from recruitment through to performance management will enable the school to continuously review its practice.

Proactive monitoring procedures can include;

- Examining the cost effectiveness of advertising and recruitment;
- Examining staff turnover and the reasons for leaving; and
- Conducting exit interviews

EPS can assist schools with these processes upon request.

**All employees leaving should complete an exit survey form.**

**Curdrige Primary also utilises the following templates and checklists for safe recruitment as recommended by Hampshire County Council.**

### **Checklists:**

- Checklist for a Safe and Fair Appointment
- Evidence of right to work in the UK
- Pre-employment Health Assessment Procedure
- Exemptions for QTS and Induction
- Who does not need to have NPQH
- Pre-employment checklist for candidates
- Support staff checklist
- Teaching staff checklist
- Volunteers checklist