



# SUSI EARNSHAW

*School of Academics & Performing Arts*

## SAFER RECRUITMENT POLICY

**Reviewed by:** Proprietor and Headteacher

**Frequency of Review:** Yearly

**Date Revised and Reviewed:** July 2019

**Next Review Due:** July 2020

Everyone working at the Susi Earnshaw Theatre School shares an objective to help keep children safe by:

- Providing a safe environment for children to learn; and
- Identifying children who are suffering or likely to suffer significant harm and taking appropriate action to make sure they are kept safe both at home and in school.

To achieve this objective, we have put systems in place that are designed to:

- Prevent unsuitable people working with children;
- Promote safe practice and challenge poor and unsafe practice;
- Identify instances in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe; and
- Contribute to effective partnership working between all those involved with providing services for children.

We recognise that its staff are its greatest facility and as such endeavours to recruit high standard individuals who are able to work closely as a team for the benefit of our pupils and our staff as a whole.

We are committed to ensuring that the recruitment and selection of staff is conducted in a manner that is systematic, efficient, effective and promotes the equality of opportunity.

Offers of employment are conditional upon receipt of enhanced disclosure, satisfactory references and medical check.

## SUSI EARNSHAW'S VETTING PROCEDURES

Safeguarding children is everybody's responsibility. Good safeguarding practice therefore has to be built into routine procedures and practice. Nowhere is this more important than in the recruitment and vetting of people who have contact with children. To this end, Susi Earnshaw's will adopt robust recruitment and vetting procedures that minimise the risk of employing people who might abuse children or are otherwise unsuited to work with them.

The following checks are carried out on all staff, including teachers, administrative staff and outreach workers who are representing the school.

### **In-depth interview**

All interviews are face to face. The initial interview lasts for approximately an hour and is conducted in a private room by either the headteacher or the Proprietor.

The second interview may be longer and is with both the Headteacher and the Principal. As part of the recruitment process, any teaching applicant will be observed covering a class.

### **Safeguarding Checks include:**

- **Identification check** – against a passport or driving license.
- **Date of birth check** – against a passport or birth certificate.
- **Address check** – against any utility bill
- **Qualification Checks** – we require sight of originals. Where these are not available, we verify the award with the issuing body.
- **Work History Check** – we require a full CV with a continuous work history. Any gaps must be accounted for and verified.
- **References** – we request two references and one must be from the most recent employer. These are checked and followed up.
- **DBS Check** – we require an enhanced DBS check, before start of employment. We also apply for an up to date DBS check for all new members of staff. We have an arrangement with an outside body (Medicare) to carry these checks out for us.
- **Barred list is included in the DBS check but is checked if DBS is late.**

- **Prohibition Order Check and enhanced check for Management Staff**
- **Right to work in the UK** – checked against passport
- **Staff Disqualification Declaration**
- **Pre-employment Medical Check** – all candidates must complete a medical questionnaire.

Confidential material is kept in a sealed envelope in each member's file in line with Data Protection guidelines. For further information on Data Protection, please see our Data Protection Policy which is also available on our website.

**All vetting checks gathered on staff are kept on our secure, confidential Single Central Register.**

*Child protection and safeguarding and promoting the welfare of children is embedded into every stage of the recruitment process and continues throughout the time staff remain working in the school.*

For further information, please refer to Safeguarding Children and Safer Recruitment in Education (a copy of this is in the staff room and also in the staff shared folder).

## **MAINTAINING A SAFER CULTURE**

### **SAFER RECRUITMENT PROCEDURE**

#### **DO NOT RUSH THE PROCESS!**

The time and effort spent in this stage of the process should help minimise the risk of making an unsuitable appointment.

Set aside sufficient time for the work needed at each stage to be completed so that safeguards are not skimmed or overlooked. Allow time for references to be obtained on shortlisted candidates before interview.

The following statement is to be included in:

- Publicity materials
- Advertisements
- Recruitment websites
- Candidate information packs
- Person specifications Job descriptions
- Competency frameworks
- Induction training Safeguarding children and safer recruitment in education

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**Information Pack** to be sent out to all applicants must include our safer recruitment statement and the following:

**The job description** This should clearly state:

- The main duties and responsibilities of the post; and
- The individual's responsibility for promoting and safeguarding the welfare of children he or she is responsible for or comes into contact with.

**The person specification** This should:

- Include the qualifications and experience and any other requirements needed to perform the role in relation to working with children;
- Describe the competences and qualities that the successful candidate should be able to demonstrate;
- Explain how these requirements will be tested and assessed during the selection process.

For example: “ In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including: – motivation to work with children; – ability to form and maintain appropriate relationships and personal boundaries with children; – emotional resilience in working with challenging behaviours”; and – explain that if the applicant is short-listed any relevant issues arising from his/her references will be taken up at interview. All candidates should be assessed equally against the criteria contained in the person specification without exception or variation and without unlawful discrimination.

**The standard application form** – *Explanatory notes and/or instructions for completing the form should be included in the candidate's information pack.*

The standard form must include full identifying details of the applicant including:

- Current and former names,
- Date of birth,
- Current address and
- National Insurance number;
- A statement of any academic and/or vocational qualifications the applicant has obtained that are relevant to the position for which s/he is applying with details of the awarding body and date of award.
- A statement of the personal qualities and experience that the applicant believes are relevant to his/her suitability for the post advertised and how s/he meets the person specification.

- An explanation that the post is exempt from the Rehabilitation of Offenders Act 1974 and therefore that all convictions, cautions and bind-overs, including those regarded as 'spent', should be declared.
- It should also require a signed statement that the person is not disqualified from work with children, or subject to sanctions imposed by a regulatory body, e.g. the General Teaching Council (GTC) and either has no convictions, cautions, or bind-overs, or has attached details of their record in a sealed envelope marked confidential.

Also information or guidance clearly setting out the extent of the relationships and contact with children and the degree of responsibility for children that the person will have in the position to be filled.

A declaration of any family or close relationship to existing employees or employers (including proprietors);

### **Details of referees.**

Where an applicant who is not currently working with children has done so in the past it is important that a reference is also obtained from the employer by whom the person was most recently employed in work with children. The form should make it clear that references will not be accepted from relatives or from people writing solely in the capacity of friends.

Application form must also ask for:

- Their DCSF reference number;
- whether s/he has qualified teacher status (QTS); and
- whether s/he is registered with the GTC for England.

The CV must include a full history in chronological order since leaving secondary education, including periods of any post-secondary education/training and part-time and voluntary work as well as full time employment, with start and end dates, explanations for periods not in employment, education or training and reasons for leaving employment.

### **CHECKS BEFORE INTERVIEW**

If a short-listed applicant claims to have some specific qualification or previous experience that is particularly relevant to the post for which s/he is applying that will not be verified by a reference, it is good practice to verify the facts before interview so that any discrepancy can be explored at interview. The qualification or experience can usually be verified quickly by telephoning the relevant previous employer and asking for written confirmation of the facts.

## **INTERVIEWING**

Shortlisted candidates might be:

- Asked to teach a lesson
- Be shown around the school or college by a pupil and a member of staff
- Meet with pupils or students and staff

All candidates should be instructed to bring with them documentary evidence of their identity that will satisfy DBS requirements. Separate copies of documents are not required to be kept in order to meet the requirements of maintaining the single central record.

Compile competence based questions that ask a candidate to relate how s/he has responded to, or dealt with, an actual situation, or questions that test a candidate's attitudes and understanding of issues.

Explore:

- the candidate's attitude toward children;
- his or her ability to support the authority or establishment's agenda for safeguarding and promoting the welfare of children;
- gaps in the candidate's employment history;
- concerns or discrepancies arising from the information provided by the candidate and/or a reference; and
- the panel should also ask the candidate if they wish to declare anything in light of the requirement for DBS Disclosure.

If, for whatever reason, references are not obtained before the interview, the candidate should also be asked at interview if there is anything s/he wishes to declare or discuss in light of the questions that have been (or will be) put to his/her referees. It is vital that the references are obtained and scrutinised before a person's appointment is confirmed and before s/he starts work.

## **INDUCTION**

Induction is for all staff. The purpose of induction is to:

- provide training and information about the establishment's policies and procedures; • support individuals in a way that is appropriate for the role for which they have been engaged;
- confirm the conduct expected of staff within the school;
- provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities; and
- enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately.

The induction programme should include information about, and written statements of:

- policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti-bullying and harassment, anti-discrimination on all grounds including race, gender, disability, sexual orientation, religion or belief, age and transgender, physical intervention/restraint, intimate care, internet safety and any local health and safety, child protection and safeguarding procedures;
- safe practice and the standards of conduct and behaviour expected of staff and pupils in the establishment;
- how and with whom any concerns about those issues should be raised; and
- other relevant personnel procedures e.g. disciplinary, capability and whistle-blowing.

Induction should also include attendance at child protection training appropriate to the person's role.

### **Maintaining a safer culture**

Regular on-going child protection and safeguarding training is given at Susi Earnshaw's in order to maintain confidence and vigilance so all staff understand their roles and responsibilities and know how they should carry them out.

Pupils and parents also need to feel confident that they can raise issues or concerns about the safety or welfare of children and that they will be listened to and taken seriously. This is achieved by maintaining an ethos of safeguarding and promoting the welfare of children and protecting staff which is supported by:

- A clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils, that is understood and endorsed by all;
- Appropriate induction and training;
- Regular briefing and discussion of relevant issues;



