

Haberdashers' Castle House School is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.



## Haberdashers' Castle House School

### A6viii – RECRUITMENT, SELECTION AND DISCLOSURE POLICY AND PROCEDURE

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*This policy applies to the whole School including the Early Years Foundation Stage (EYFS)*

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## Monitoring and review:

This policy is subject to continuous monitoring, refinement and audit by the Headteacher and Governors. This includes undertaking a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

This policy was last reviewed in August 2025 and will next be reviewed no later than August 2026 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements, or best practice guidelines so require. All staff will be informed of the updated/reviewed policy and it is made available to them in either a hard copy or electronic format.

## Introduction:

Castle House School committed to providing the best possible care and education to its pupils and to safeguarding and promoting the welfare of children and young people. The School is also committed to providing a supportive and flexible working environment to all its members of staff. The School recognises that, in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staff of the highest calibre who share this commitment. The aims of the School's recruitment policy are as follows:

- to ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position;
- to ensure that all job applicants are considered equally and consistently;
- to ensure that no job applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age;
- to ensure compliance with all relevant legislation, recommendations and guidance including the statutory guidance published by the Department for Education (**DfE**), *Keeping children safe in education (KCSIE)*, *Disqualification under the Childcare Act 2006 (DUCA)*, the Prevent Duty Guidance for England and Wales 2015 (the **Prevent Duty Guidance**) and any guidance or code of practice published by the Disclosure and Barring Service (**DBS**); Part 4 of the Education (Independent School Standards) (England) (Amendment) Regulations, with reference to the appointment of the Proprietor, all staff, external providers and volunteers inclusive of completion of the Single Central Record (otherwise referred to as the Centralised Register) and
- to ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.
- For positions where a member of staff is appointed to a management role additional checks will apply including S128 Checks

Employees involved in the recruitment and selection of staff are responsible for familiarising themselves with and complying with the provisions of this policy.

All Aspects of the selection and recruitment procedures take into account the guidance and recommendations from 'Working Together to Safeguard Children' which can be found at

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard-Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)

## Recruitment and selection procedure

All applicants for employment will be required to complete an **application form** containing questions about their academic and employment history and their suitability for the role. Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed. Should there be any gaps in academic or employment history, a satisfactory explanation must be provided. A curriculum vitae will not be accepted in place of the completed application form.

Applicants will receive a job description and person specification for the role applied for. When there is a vacancy application forms, job descriptions and person specifications are available to download from the School's website and can be printed and forwarded to applicants on request. The safeguarding child protection policy is on the School website.

The applicant may then be invited to attend a **formal interview** at which his / her relevant skills and experience will be discussed in more detail. **REFERENCES MUST BE TAKEN BEFORE A CANDIDATE ATTENDS THIS FORMAL INTERVIEW.** If it is decided to make an offer of employment following the **formal interview**, any such offer will be conditional on the following:

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | the receipt of <b>two references</b> (one of which must be from the applicant's most recent employer) which the School considers to be satisfactory;                                                                                                                                                                                                                                                                                                                                    |
| 2  | verification of the applicant's <b>identity</b> Though not mandatory, applicants will be asked to produce a copy of an original birth certificate and agree to a copy being placed in file.                                                                                                                                                                                                                                                                                             |
| 3  | where the position amounts to "regulated activity" confirmation that the applicant is not named on the <b>Children's Barred List</b> *;                                                                                                                                                                                                                                                                                                                                                 |
| 4  | where the position amounts to "regulated activity" the receipt of an enhanced disclosure from the <b>DBS</b> which the School considers to be satisfactory                                                                                                                                                                                                                                                                                                                              |
| 5  | any further checks which the School decides are necessary because of the applicant having lived or <b>worked outside of the UK</b> which may include an overseas criminal records check, certificate of good conduct or professional references                                                                                                                                                                                                                                         |
| 6  | verification of the applicant's <b>right to work in the UK</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 7  | Verification of the candidate's <b>previous employment history</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 8  | verification of <b>professional qualifications</b> which the School deems a requirement for the post, or which the applicant otherwise cites in support of their application                                                                                                                                                                                                                                                                                                            |
| 9  | verification of the applicant's <b>medical fitness</b> for the role                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 10 | for positions which involve "teaching work", information about whether the applicant has ever been referred to, or is the subject of a sanction, <b>restriction or prohibition</b> issued by the Teaching Regulatory Agency (TRA) which renders them unable or unsuitable to work at the School; information about whether the applicant has ever been subject to a direction under section 142 of the Education Act 2002 which renders them unable or unsuitable to work at the School |
| 11 | confirmation that the applicant is not <b>disqualified from working</b> with early or later years provision (if applicable)                                                                                                                                                                                                                                                                                                                                                             |
| 12 | for <b>management positions</b> , information about whether the applicant has ever been referred to the Department for Education, or is the subject of a direction under section                                                                                                                                                                                                                                                                                                        |

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|    |  |                                                                                                                                                               |
|----|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |  | 128 of the Education and Skills Act 2008 which renders them unable or unsuitable to work at the School                                                        |
| 13 |  | the agreement of a mutually acceptable <b>start date</b> and the signing of a contract incorporating the School's standard terms and conditions of employment |

The School is not permitted to check the Children's Barred List unless an individual will be engaging in "regulated activity". The School is required to carry out an enhanced DBS check for all staff, supply staff and governors who will be engaging in regulated activity. However, the School can also carry out an enhanced DBS check on a person who would be carrying out regulated activity but for the fact that they do not carry out their duties frequently enough i.e. roles which would amount to regulated activity if carried out more frequently. Whether a position amounts to "regulated activity" must therefore be considered by the School to decide which checks are appropriate. It is however likely that in nearly all cases the School will be able to carry out an enhanced DBS check and a Children's Barred List check.

## References (1)

References will be taken up on short listed candidates prior to interview. Please note that no questions will be asked about health or medical fitness prior to any offer of employment being made.

All offers of employment will be subject to the receipt of a minimum of two references which are considered satisfactory by the School. One of the references must be from the applicant's current or most recent employer. If the current / most recent employment does / did not involve work with children, then the second reference should be from the employer with whom the applicant most recently worked with children. Neither referee should be a relative or someone known to the applicant solely as a friend.

All referees will be asked whether they believe the applicant is suitable for the job for which they have applied and whether they have any reason to believe that the applicant is unsuitable to work with children. Referees will also be asked to confirm that the applicant has not been radicalised so that they do not support terrorism or any form of "extremism" (see the definition of "extremism" at section 0 below). All referees will be sent a copy of the job description and person specification for the role for which the applicant has applied. If the referee is a current or previous employer, they will also be asked to confirm the following:

- the applicant's dates of employment, salary, job title / duties, reason for leaving, performance, sickness\* and disciplinary record;
  - whether the applicant has ever been the subject of disciplinary procedures involving issues related to the safety and welfare of children (including any in which the disciplinary sanction has expired), except where the issues were deemed to have resulted from allegations which were found to be false, unsubstantiated or malicious;
  - whether any allegations or concerns have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people, except where the allegation or concerns were found to be false, unsubstantiated or malicious;
  - whether the applicant could be involved in "extremism" (see the definition of "extremism" at section 0 below).
- (\*questions about health or sickness records will only be included in reference requests sent out after the offer of employment has been made.)

The School will only accept references obtained directly from the referee and it will not rely on references or testimonials provided by the applicant or on open references or testimonials. The School will compare all references with any information given on the application form. Any discrepancies or inconsistencies in the information will be taken up with the applicant and the relevant referee before any appointment is

confirmed. The School may at its discretion make telephone contact with any referee to verify the details of the written reference provided.

## **Verification of identity and address (2)**

All applicants who are invited to an interview will be required to bring with them evidence of identity, right to work in the UK, address and qualifications as set out below and in the list of valid identity documents in appendix 2 of this policy:

- one document from Group 1;
- two further documents from either of Group 1, Group 2a or Group 2b, one of which must verify the applicant's current address and
- original documents confirming any educational and professional qualifications referred to in their application form.
- In line with the latest ISI review, candidates will be asked to bring with them an original copy of their birth certificate which will be copied and placed on file with their agreement.

Where an applicant claims to have changed their name by deed poll or any other means (e.g. marriage, adoption, statutory declaration) they will be required to provide documentary evidence of the change. The School asks for the date of birth of all applicants (and proof of this) in accordance with KCSIE. Proof of date of birth is necessary so that the School may verify the identity of, and check for any unexplained discrepancies in the employment and education history of all applicants. The School does not discriminate on the grounds of age.

## **Pre-employment checks (3,5,6,7,8)**

In accordance with the recommendations set out in KCSIE Sept 2018, DUCA and the requirements of the Education (Independent School Standards) Regulations 2014 the School carries out several pre-employment checks in respect of all prospective employees. In addition to the checks set out below, the School reserves the right to obtain such formal or informal background information about an applicant as is reasonable in the circumstances to determine whether they are suitable to work at the School. This may include internet and social media searches. In fulfilling its obligations, the School does not discriminate on the grounds of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age.

## **Criminal records check (4)**

Prior to 29 May 2013 an enhanced disclosure contained details of all convictions on record (including those which are defined as "spent" under the Rehabilitation of Offenders Act 1974) together with details of any cautions, reprimands or warnings held on the Police National Computer. It could also contain non-conviction information from local police records which a chief police officer considered relevant to the role applied for at the School.

Since 29 May 2013 the DBS commenced the filtering and removal of certain specified information relating to old and minor criminal offences from all criminal records disclosures. The DBS and the Home Office have developed a set of filtering rules relating to spent convictions which work as follows:

### **For those aged 18 or over at the time of an offence**

An adult conviction for an offence committed in the United Kingdom will be removed from a DBS disclosure if:

- eleven years have elapsed since the date of conviction;
- it is the person's only offence; and
- it did not result in a custodial sentence.

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It will not be removed under any circumstances if it appears on a list of "**specified offences**" which must always be disclosed. If a person has more than one offence on their criminal record, then details of all their convictions will always be included. A caution received when a person was aged 18 or over for an offence committed in the United Kingdom will not be disclosed if six years have elapsed since the date it was issued, and if it does not appear on the list of "specified offences".

#### **For those aged under 18 at the time of an offence**

A conviction for an offence committed in the United Kingdom will be removed from a DBS disclosure if:

- five and a half years have elapsed since the date of conviction;
- it is the person's only offence and
- it did not result in a custodial sentence.

Again, the conviction will not be removed under any circumstances if it appears on the list of "specified offences", or if a person has more than one offence on their criminal record. A caution received when a person was aged under 18 for an offence committed in the United Kingdom will not be disclosed if two years have elapsed since the date it was issued and if it does not appear on the list of "specified offences".

#### **The list of "specified offences" which must always be disclosed**

This contains many offences, which includes certain sexual, violent and other offences that are considered so serious they will always be disclosed, regardless of when they took place or of the person's previous or subsequent criminal record. The list of "specified offences" can be found at:

<https://www.gov.uk/government/publications/dbs-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check>

The School applies for an enhanced disclosure from the DBS and a check of the Children's Barred List (now known as an Enhanced Check for Regulated Activity) in respect of all positions at the School which amount to "regulated activity" as defined in the Safeguarding Vulnerable Groups Act 2006 (as amended). The purpose of carrying out an Enhanced Check for Regulated Activity is to identify whether an applicant is barred from working with children by inclusion on the Children's Barred List and to obtain other relevant suitability information. Any position undertaken at, or on behalf of the School will amount to "regulated activity" if it is carried out:

- frequently, meaning once a week or more; or
- overnight, meaning between 2.00 am and 6.00 am; or
- satisfies the "period condition", meaning four times or more in a 30-day period; and
- provides the opportunity for contact with children.

Roles which are carried out on an unpaid / voluntary basis will only amount to regulated activity if, in addition to the above, they are carried out on an unsupervised basis. It is for the School to decide whether a role amounts to "regulated activity" taking into account all the relevant circumstances. However, nearly all posts at the School amount to regulated activity. Limited exceptions could include an administrative post undertaken on a temporary basis in the School office outside of term time or voluntary posts which are supervised.

The DBS now issues a DBS disclosure certificate to the subject of the check only, rather than to the School. It is a condition of employment with the School that the **original** disclosure certificate is provided to the School within 5 days of it being received by the applicant. Original certificates should not be sent by post and should be brought into School by the Applicant. A convenient time and date for doing so should be arranged with [the Headteacher] as soon as the certificate has been received. Applicants who are unable to attend at the School to provide the certificate are required to send in a certified

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copy, signed by a solicitor, by post or email within five days of the original disclosure certificate being received, being sent to: Mr I Sterling, Headteacher. Where a certified copy is sent, the original disclosure certificate must still be provided prior to the first day of work. Employment will remain conditional upon the original certificate being provided and it being considered satisfactory by the School.

If there is a delay in receiving a DBS disclosure the Principal has discretion to allow an individual to begin work pending receipt of the disclosure certificate. This will only be allowed if all other checks, including a clear check of the Children's Barred List (where the position amounts to regulated activity), have been completed and once appropriate supervision has been put in place.

DBS checks will still be requested for applicants with recent periods of overseas residence and those with little or no previous UK residence. These applicants may also be asked to provide further information, including a criminal record check from the relevant jurisdiction(s), a certificate of good conduct and / or references from any employment held. Work can only commence once the overseas information has been received and only if the School has considered that information and confirmed that the applicant is suitable to commence work at the School.

### **Medical fitness (9):**

The School is legally required to verify the medical fitness of anyone to be appointed to a post at the School, **after** an offer of employment has been made but **before** the appointment can be confirmed. It is the School's practice that all applicants to whom an offer of employment is made must complete a Health Questionnaire. The School will arrange for the information contained in the Health Questionnaire to be reviewed by the School's medical advisor. This information will be reviewed against the Job Description and the Person Specification for the role, together with details of any other physical or mental requirements of the role i.e. proposed timetable, extra-curricular activities, and layout of the School etc. If the School has any doubts about an applicant's fitness the School will consider reasonable adjustments in consultation with the applicant. The School may seek a medical opinion from a specialist or request that the applicant undertakes a full medical assessment.

Successful applicants will be required to sign a declaration of medical fitness confirming that there are no reasons, on grounds of mental or physical health, why they should not be able to discharge the responsibilities required by the role. If an applicant prefers to discuss this with the School instead, or to attend an occupational health assessment to consider their fitness for the role, they should contact the School Business Manager so that appropriate arrangements can be made.

The School is aware of its duties under the Equality Act 2010. No job offer will be withdrawn without first consulting with the applicant, obtaining medical evidence, considering reasonable adjustments and suitable alternative employment.

### **Prohibition from teaching check (10)**

The School is required to check whether staff who carry out "teaching work" are prohibited from doing so. In addition, the School asks all applicants for roles which involve "teaching work" (and their referees) to declare in the application form whether they have ever been referred to, or are the subject of a sanction, restriction or prohibition issued by, the TRA or other equivalent body in the UK.

It is the School's position that this information must be provided to fully assess the suitability of an applicant for a role which involves "teaching work". Where an applicant is not currently prohibited from teaching but has been the subject of a referral to, or hearing before, the TRA (or other equivalent body) whether or not that resulted in the imposition of a sanction, or where a sanction has lapsed or been lifted,

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the School will consider whether the facts of the case render the applicant unsuitable to work at the School.

The School carries out this check, and requires associated information, for roles which involve "teaching work". In doing so the School applies the definition of "teaching work" set out in the Teachers' Disciplinary (England) Regulations 2012 which states that the following activities amount to "teaching work":

- planning and preparing lessons and courses for pupils;
- delivering lessons to pupils;
- assessing the development, progress and attainment of pupils; and
- reporting on the development, progress and attainment of pupils.

The above activities do not amount to "teaching work" if they are supervised by a qualified teacher or other person nominated by the Principal. If in any doubt or if the applicant has taught previously, or may teach in future, the check will be undertaken, including for sports coaches. In addition, for all appointments made on or after 18 January 2016, where an applicant has carried out teaching work outside of the UK the School will ask the applicant (and their referees) whether they have ever been referred to, or are the subject of a sanction issued by, a regulator of the teaching profession in the countries in which they have carried out teaching work. This will include checking for the existence of any sanctions issued by regulators of the teaching profession in other EEA countries using the TRA Teacher Services system.

## Childcare disqualification requirements (11)

The Childcare Act 2006 (**Act**) and the Childcare (Disqualification) Regulations 2009 (**Regulations**) state that it is an offence for the School to employ anyone in connection with our early years provision (**EYP**) or later years provision (**LYP**) who is disqualified, or for a disqualified person to be directly involved in the management of EYP or LYP.

- EYP includes usual School activities and any other supervised activity for a child up to 1 September after the child's 5th birthday, which takes place on the School premises during or outside of the normal School day;
- LYP includes provision for children not in EYP and under the age of 8 which takes place on School premises outside of the normal School day, including, for example breakfast clubs, afterschool clubs and holiday clubs. It does not include extended School hours for co-curricular activities such as sports activities.

DUCA states that only those individuals who are employed directly to provide childcare are covered by the Regulations. "Childcare" means any form of care for a child, which includes education and any other supervised activity for a child who is aged 5 or under. "Childcare" in LYP does not include education during School hours but does cover before and after school clubs. Roles which will be covered by the Regulations are teaching and teaching assistant positions in EYP, and those which involve the supervision of under 8s in LYP. Those who are directly involved in the management of EYP and LYP include the Principal, and may also include other members of the leadership team as well as those involved in the day to day management of EYP or LYP at the School. DUCA contains an express statement that cleaners, drivers, transport escorts, catering and office staff are not covered by the Regulations.

Some roles at the School may involve the provision of childcare in EYP or LYP on an occasional basis. They will not automatically be within the scope of the Regulations and the School will therefore consider whether they do on a case by case basis. The Regulations only apply to a limited number of roles within the School but do extend beyond employees to governors and volunteers who carry out relevant work in EYP or LYP. The criteria for which a person will be disqualified from working in connection with EYP or LYP



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are set out in the Regulations. They are not only that a person is barred from working with children (by inclusion on the Children's Barred List) but also include:

- having been cautioned (after 6 April 2007) for, or convicted of, certain criminal offences including violent and sexual criminal offences against children and adults whether committed in the United Kingdom or overseas;
- various grounds relating to the care of children, including where an order is made in respect of a child under the person's care;
- having been refused registration for the provision of childcare (including nurseries, day care and child minding or other childcare), having been disqualified from any such registration or having had that registration cancelled;
- having been refused an application for registration of a children's home or having had any such registration cancelled;
- having been prohibited, restricted or disqualified from private fostering.

All applicants to whom an offer of employment is made to carry out a relevant role in EYP or LYP will be required to complete a Self-Declaration Form confirming whether they meet any of the criteria for disqualification under the Regulations by association. The School will decide whether a role is relevant and within the scope of EYP or LYP by having regard to the guidance in DUCA. Employment with the School in any relevant role will be conditional upon completion of the Self-Declaration Form and upon the applicant not being disqualified. The School cannot permit any person who is currently disqualified to start work in a relevant role. The School also reserves the right at its absolute discretion to withdraw an offer of employment if, in the opinion of the School, any information disclosed in the Self-Declaration Form renders that person unsuitable to work at the School. Applicants who have any criminal records information to disclose about themselves, or anyone in their household, must also provide the following information:

- details of the order, restriction, conviction or caution and the date that this was made;
- the relevant court or body and the sentence, if any, which was imposed; and
- a copy of the relevant order or conviction.

Applicants are not required to disclose a caution or conviction for an offence committed in the United Kingdom if it has been filtered in accordance with the DBS filtering rules (see section 0 above). Applicants must not ask for information about spent convictions by association. For the avoidance of doubt the School does not require applicants to request any criminal records information directly from the DBS. The School only requires applicants to provide relevant information about themselves and members of their household "to the best of their knowledge".

A person who discloses information which appears to disqualify them from working in a relevant role may apply to Ofsted for a waiver of the disqualification. The School may withdraw an offer of employment at its absolute discretion and is under no obligation to await the outcome of an Ofsted waiver application. If a waiver application is rejected the School will withdraw the conditional offer of employment.

The School will securely destroy any information which is provided by an applicant which is not relevant to the childcare disqualification requirements as soon as it is established that it is not relevant. Where a person appointed to a role at the School is found to be disqualified, the School will retain any relevant information only for the period it takes for a waiver application to be heard and the decision communicated to the School, after which it will be securely destroyed.

After making this declaration staff in a relevant role are under an on-going duty to inform the School if their circumstances change in a way which would mean they subsequently meet any of the criteria for disqualification. Any failure to disclose relevant information now, or of a future change in circumstances,

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will be treated as a serious disciplinary matter and may lead to the withdrawal of a job offer or dismissal for gross misconduct.

## Prohibition from management check (12)

The School is required to check whether any applicant for a management position is subject to a direction under section 128 of the Education and Skills Act 2008 which prohibits, disqualifies or restricts them from being involved in the management of an independent School (a **section 128 direction**).

This check applies to appointments to the following positions made on or after 12 August 2015:

- Headteacher;
- Senior teacher posts
- teaching posts which carry a departmental role and
- senior support staff posts

It also applies to appointments to the governing body. The relevant information is contained in the enhanced DBS disclosure certificate (which the School obtains for all posts at the School that amount to regulated activity). It can also be obtained through the TRA. The School will use either, or both, methods to obtain this information.

In addition, the School asks all applicants for management roles to declare in the application form whether they have ever been the subject of a referral to the Department for Education, or are subject to a section 128 direction or any other sanction which prohibits, disqualifies or restricts them from being involved in the management of an independent School.

It is the School's position that in order to fully assess the suitability of an applicant for a management role it must be provided with the above information. Where an applicant is not currently prohibited from management but has been the subject of a referral to, or hearing before, the Department for Education or other appropriate body whether that resulted in the imposition of a section 128 direction or other sanction, or where a section 128 direction or other sanction has lapsed or been lifted, the School will consider whether the facts of the case render the applicant unsuitable to work at the School.

## Contractors and agency staff

Contractors engaged by the School must complete the same checks for their employees that the School is required to complete for its staff. The School requires confirmation that these checks have been completed before employees of the Contractor can commence work at the School. Agencies who supply staff to the School must also complete the pre-employment checks which the School would otherwise complete for its staff. Again, the School requires confirmation that these checks have been completed before an individual can commence work at the School. The School will independently verify the identity of staff supplied by contractors or an agency and will require the provision of the original DBS disclosure certificate before contractor or agency staff can commence work at the School.

## Volunteers

The School will request an enhanced DBS disclosure and Children's Barred List information on all volunteers undertaking regulated activity with pupils at or on behalf of the School (the definition of regulated activity set out in section 0 above will be applied to all volunteers). The School will request an enhanced DBS disclosure without Children's Barred List information on all volunteers who do not undertake regulated activity. This is likely to be because their volunteering duties are subject to regular, day to day supervision by a fully checked member of staff or by a volunteer who the School has deemed appropriate to supervise and ensure the safety of those pupils in their care. Under no circumstances will the School permit an unchecked volunteer to have unsupervised contact with pupils. It is the School's

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policy that a new DBS certificate is required for volunteers who will engage in regulated activity but who have not been involved in any activities with the School for three consecutive months or more.

Those volunteers who are likely to be involved in activities with the School on a regular basis may be required to sign up to the DBS update service as this permits the School to obtain up to date criminal records information without delay prior to each new activity in which a volunteer participates. In addition, the School will seek to obtain such further suitability information about a volunteer as it considers appropriate in the circumstances. This may include (but is not limited to the following):

- formal or informal information provided by staff, parents and other volunteers;
- character references from the volunteer's place of work or any other relevant source and
- an informal safer recruitment interview.

## Visiting speakers and the Prevent Duty

The Prevent Duty Guidance requires the School to have clear protocols for ensuring that any visiting speakers, whether invited by staff or by pupils, are suitable and appropriately supervised. The School is not permitted to obtain a DBS disclosure or Children's Barred List information on any visiting speaker who does not engage in regulated activity at the School or perform any other regular duties for or on behalf of the School.

All visiting speakers will be subject to the School's usual visitor's protocol, inclusive of our Visitors and Security Policy. This will include signing in and out at Reception, the wearing of a visitor's badge at all times and being escorted by a fully vetted member of staff at all times. The School will also obtain such formal or informal background information about a visiting speaker as is reasonable in the circumstances to decide whether to invite and / or permit a speaker to attend the School. In doing so the School will always have regard to the Visitors and Security Policy, the Prevent Duty Guidance and the definition of "extremism" set out in KCSIE which states:

*"Extremism" is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations."*

In fulfilling its Prevent Duty obligations the School does not discriminate on the grounds of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age. The School reserves the right to obtain such information on any other person appointed to work for or at the School.

## Policy on recruitment of ex-offenders

### Background

The School will not unfairly discriminate against any applicant for employment on the basis of conviction or other details disclosed. The School makes appointment decisions on the basis of merit and ability. If an applicant has a criminal record this will not automatically bar them from employment with the School. Each case will be decided on its merits in accordance with the objective assessment criteria set out below. All positions within the School are exempt from the provisions of the Rehabilitation of Offenders Act 1974.

All applicants must therefore declare all previous convictions and cautions, including those which would normally be considered "spent" except those received for an offence committed in the United Kingdom if it has been filtered in accordance with the DBS filtering rules (see section 0 above). A failure to disclose a previous conviction (which should be declared) may lead to an application being rejected or, if the

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failure to disclose is discovered after employment has started, may lead to summary dismissal on the grounds of gross misconduct. A failure to disclose a previous conviction may also amount to a criminal offence.

It is unlawful for the School to employ anyone who is barred from working with children. It is a criminal offence for any person who is barred from working with children to apply for a position at the School. The School will make a report to the Police and / or the DBS if:

- it receives an application from a barred person;
- it is provided with false information in, or in support of an applicant's application; or
- it has serious concerns about an applicant's suitability to work with children.

### **Assessment criteria**

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the School will consider the following factors before reaching a recruitment decision:

- whether the conviction or other matter revealed is relevant to the position in question;
- the seriousness of any offence or other matter revealed;
- the length of time since the offence or other matter occurred;
- whether the applicant has a pattern of offending behaviour or other relevant matters;
- whether the applicant's circumstances have changed since the offending behaviour or other relevant matters; and
- the circumstances surrounding the offence and the explanation(s) offered by the applicant.

If the post involves regular contact with children, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of any of the following offences:

- murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence; or
- serious class A drug related offences, robbery, burglary, theft, deception or fraud.

If the post involves access to money or budget responsibility, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of robbery, burglary, theft, deception or fraud. If the post involves some driving responsibilities, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted of drink driving within the last ten years or other serious motoring offences considered inappropriate by the School.

### **Assessment procedure**

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the School will carry out a risk assessment by reference to the criteria set out above. The assessment form must be signed by Principal of the School before a position is offered or confirmed. If an applicant wishes to dispute any information contained in a disclosure, they may do so by contacting the DBS. In cases where the applicant would otherwise be offered a position were it not for the disputed information, the School may, where practicable and at its discretion, defer a final decision about the appointment until the applicant has had a reasonable opportunity to challenge the disclosure information.

## **Retention and security of disclosure information**

The School's policy is to observe the guidance issued or supported by the DBS on the use of disclosure information. In particular, the School will:

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- store disclosure information and other confidential documents issued by the DBS in locked, non-portable storage containers, access to which will be restricted to members of the School's senior management team;
- not retain disclosure information or any associated correspondence for longer than is necessary, and for a maximum of six months. The School will keep a record of the date of a disclosure, the name of the subject, the type of disclosure, the position in question, the unique number issued by the DBS and the recruitment decision taken;
- ensure that any disclosure information is destroyed by suitably secure means such as shredding; and
- prohibit the photocopying or scanning of any disclosure information without the express permission of the individual to whom the disclosure relates.

## **Retention of records**

The School is legally required to undertake the above pre-employment checks. Therefore, if an applicant is successful in their application, the School will retain on their personnel file any relevant information provided as part of the application process. This will include copies of documents used to verify identity, right to work in the UK, medical fitness and qualifications. Medical information may be used to help the School to discharge its obligations as an employer e.g. so that the School may consider reasonable adjustments if an employee suffers from a disability or to assist with any other workplace issue.

This documentation will be retained by the School for the duration of the successful applicant's employment with the School. It will be retained in accordance with the School's retention of records policy after employment terminates. If the application is unsuccessful, all documentation relating to the application will normally be confidentially destroyed after six months. The same policy applies to any suitability information obtained about volunteers involved with School activities.

## **Whistleblowing and exit interviews**

All staff are trained so that they understand they are expected and encouraged to raise concerns they have, whether related to the safeguarding and welfare of pupils, the conduct of staff or other matters, during the course of their employment in accordance with the School's policies (including the whistleblowing policy, the safeguarding policy and the Staff code of conduct). Safeguarding children is at the centre of the School's culture and accordingly will be considered formally during staff appraisal interviews to be re-introduced with effect from January 2018e and finally at an exit interview which is to be held with all leavers. Exit interviews are to be introduced with immediate effect.

## **Referrals to the DBS and Teacher regulatory Agency (TRA)**

This policy is primarily concerned with the promotion of safer recruitment and details the pre-employment checks that will be undertaken prior to employment being confirmed. Whilst these are pre-employment checks the School also has a legal duty to make a referral to the DBS in circumstances where an individual:

- has applied for a position at the School despite being barred from working with children; or
- has been removed by the School from working in regulated activity (whether paid or unpaid), or has resigned prior to being removed, because they have harmed, or pose a risk of harm to, a child.

**Referrals to the TRA will take place if the alleged misconduct is so serious that it warrants a decision on whether the teacher should be prevented from teaching.**

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## **Queries**

If an applicant has any queries on how to complete the application form or any other matter he / she should contact the Head Teacher.

## Appendix 1: Example Safeguarding Questions

The ability to ask questions that probe deeper and get beneath superficial answers is a skill that takes time to develop and practice. Those who wish to deceive are practiced in the art of deception. They may rehearse model answers to questions about safeguarding or areas of their past and it is essential that the asked unpick these responses so that there can be confidence in the validity of the answers.

In an interview for a school-based post you should always ask questions about safeguarding, regardless of the role's level of contact with children. All school staff and volunteers will have a responsibility for the protection of children.

You need only ask one main safeguarding question aimed at assessing the candidate's attitude toward safeguarding children.

- This should be the same question for all candidates and should be **open** to gather up as much information as possible. You should then **probe** the candidate's response to investigate the validity of the answer – clarifying ambiguities, expanding upon any issues, or challenging any areas – your probes are likely to be different for each candidate depending on their responses.
- **Closed** questions should be used sparingly but can be useful if you just want to clarify or confirm something that the candidate is saying.
- Hypothetical questions can be useful if the candidate cannot draw on real life experience, but they are likely to elicit a **hypothetical** answer, which is not necessarily what the candidate would do in that actual situation.
- Past behaviour is often the best indicator of future performance! Be aware that the child protection cases should be handled confidentially and sensitively.
- You do not need to ask the candidate for the exact details of a case you might be talking about – you are trying to assess their attitude, motivations and actions, so you can ask about what they did in that situation and how they handled it.
- Below are examples of questions designed to examine a candidate's attitude towards safeguarding children, and some positive (the kind of things you hope they would say) and negative (things that might ring alarm bells) indicators.

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|                                                                                                    |                                                                                             |                                                                   |                                                                 |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------|
| <b>1.</b> Positive. Constructive. Convincing responses with good ideas on how to apply the theory. | <b>2.</b> Responded well. Good knowledge of the theory with some application into practice. | <b>3.</b> Lack of detailed understanding. Unconvincing responses. | <b>4.</b> Unable to respond constructively. Negative responses. |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------|

| Questions                                                                                                                                                                                                                                                                                                                        | Positive Indicators                                                                                                                                                                                                                                                                 | Negative indicators                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Motivation for working with children</b>                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>What attracted you to teaching/this post/at school?</li> <li>How well do you think your own childhood may have influenced your own practice? How? Why? What is the impact/result?</li> <li>Tell us about your interests outside of work.</li> <li>What motivates young people?</li> </ul> | <p>Genuine interest in the education and welfare of children.</p> <p>Understanding of children's needs and expectations.</p> <p>Self-awareness of impact on others.</p> <p>Strong examples of own experiences dealing with children in an appropriate and developmental manner.</p> | <p>Wanting role to meet own needs at the expense of children's needs.</p> <p>Inappropriate language when talking about children.</p> <p>Weak or vague examples of past experiences.</p> <p>No self-awareness.</p> <p>Emotional immaturity.</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Understanding of child protection principles</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>What do you think are the professional challenges facing school staff today? Have you experienced any of these? How did you deal with them? What do you do to avoid them?</li> <li>What would you do if you were concerned about a colleague's behaviour towards children?</li> <li>What makes a school a safe and caring place? How have you contributed to this?</li> <li>What policies are important to support a safe environment? Why are these important?</li> <li>What are staff's responsibilities in protecting children?</li> <li>Tell us what you have done to actually improve child protection in the workplace</li> </ul> | <p>Awareness of child protection principles.</p> <p>Up to date knowledge of legislation and current policies and practices.</p> <p>Strong examples of own experiences of developing/strengthening/embedding child protection policies and/or practices.</p> <p>Proactive and committed to safeguarding – sees it as part of the day job, not an 'add-on'.</p> <p>Prepared to challenge working practices and colleagues if necessary.</p> <p>Willingness and eagerness to work with others to improve safeguarding.</p> | <p>No awareness or appreciation of child protection principles or current legislation.</p> <p>Weak or vague example of past experiences or involvement in child protection issues.</p> <p>Passive approach to safeguarding – only paying 'lip service' to it.</p> <p>Unwilling to challenge practice and procedure, or to make changes where necessary.</p> <p>Reluctance to work and share practice with others.</p> |



| Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Positive Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Negative Indicators                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Boundaries and inappropriate behaviour</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• Give an example of where you have had to deal with bullying behaviour between pupils. What was the result? Who did you involve? What was the impact on other children? How did you know?</li> <li>• Give an example of where you have managed poor pupil behaviour.</li> <li>• Young people can develop 'crushes'. How would you deal with this? Have you had experience of this? How would/do you avoid this?</li> <li>• Give an example of how you have responded to challenging behaviour. How did it affect you emotionally? Why did you respond in that way? What impact did it have on the learning impact with other pupils/you?</li> <li>• When do you think it is appropriate to physically intervene in a situation involving young people?</li> <li>• How do you define an appropriate staff-pupil relationship?</li> <li>• Give examples of what you would consider to be appropriate and inappropriate behaviour between or toward staff and pupils.</li> <li>• Tell us about how you have dealt with a child with 'difficulties'.</li> </ul> | <p>Self-awareness of impact on others. Awareness of appropriate boundaries and behaviour.</p> <p>Appreciation of the differences in levels of appropriateness when dealing with adults and children.</p> <p>Appreciation of the challenges involved with working with children.</p> <p>Strong examples of own experiences dealing with difficult or vulnerable situations in an appropriate manner.</p> <p>Self-management when dealing with difficult or emotional situations.</p> | <p>Unclear about boundaries with children. Using inappropriate language when talking about children.</p> <p>Weak examples of past experience dealing with difficult or vulnerable situations.</p> <p>No appreciation of the importance of boundaries are children's needs.</p> <p>Lack of self-awareness or self-management techniques when dealing with difficult or vulnerable situations.</p> |

## Appendix 2: List of valid identity documents

### Group 1: primary identity documents

- current valid passport
- biometric residence permit (UK)
- current driving licence (photocard with paper counterpart; full or provisional; UK / Isle of Man / Channel Islands and EU)
- birth certificate (UK & Channel Islands; issued at the time of birth (within 42 days of date of birth); full or short form acceptable including those issued by UK authorities overseas, such as Embassies, High Commissions and HM Forces)
- adoption certificate (UK and Channel Islands)

### Group 2a: trusted government documents

- current driving licence (paper version; UK / Isle of Man / Channel Islands and EU; full or provisional)
- current driving licence (photocard; all countries; full or provisional)
- current non-UK driving licence (valid for up to 12 months from the date the applicant entered the UK)
- birth certificate (UK and Channel Islands; issued at any time after the date of birth by the General Registrar Office / relevant authority i.e. Registrars)
- marriage / civil partnership certificate (UK and Channel Islands)
- HM Forces ID card (UK)
- fire arms licence (UK, Channel Islands and Isle of Man)

### Group 2b: Financial and social history documents

- mortgage statement (UK or EEA) \*\*
- bank / building society statement (UK and Channel Islands or EEA) \*
- bank / building society account opening confirmation letter (UK) \*
- credit card statement (UK or EEA) \*
- financial statement - e.g. pension, endowment, ISA (UK) \*\*
- P45 / P60 statement \*\* (UK and Channel Islands)
- council tax statement (UK and Channel Islands) \*\*
- work permit / visa (UK; valid up to expiry date)
- letter of sponsorship from future employment provider (non-UK / non-EEA only; valid only for applicants residing outside the UK at the time of application; must be valid at time of application)
- utility bill (UK; not mobile telephone bill) \*
- benefit statement - e.g. child benefit, pension (UK) \*
- a document from central or local government/ government agency / local authority giving an entitlement - e.g. from the Department for Work and Pensions, the Employment Service, HM Revenue & Customs, Job Centre, Job Centre Plus, Social Security (UK and Channel Islands) \*
- EU national ID card (must be valid at time of application)
- cards carrying the PASS accreditation logo (UK and Channel Islands; must be valid at time of applications)
- letter from Principal (for 16-19 year olds in full time education. This is only used in exceptional circumstances if other documents cannot be provided; must be valid at time of application).

**Note: If a document in the list of valid identity documents is:**

denoted with \* - it should be less than three months old  
denoted with \*\* - it should be less than 12 months old

### Appendix 3: Guidance for Pre-appointment checks

| No | Check                           | Detail                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Two References                  | <p>Two references should be taken up, ideally before interview, including a request for any reason why the applicant should not be employed for work with children. In exceptional circumstances if a reference is taken over the telephone, detailed notes should be taken, and the note dated and signed. The notes taken must include details of responses in relation to all the questions on the School's reference request form, particularly to include whether there is any reason why the individual may not be suitable to work with children. References should be checked on receipt to ensure that all specific questions have been answered satisfactorily, with appropriate follow-up where required. References not received in good time before appointment should be chased by telephone and alternative referees approached if needed. References should be received prior to the individual starting. Where possible one reference must be from the individual's last employer. Referees must not be related to the individual.</p> <p>References must always be requested directly from the referee. Open references e.g. 'To whom it may concern' must not be relied upon.</p> <p>If a candidate for a teaching post is not currently employed as a teacher, it is also advisable to check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.</p> <p>Extra references should be requested for applicants from countries which do not provide a criminal record check.</p>                                                                                                                                                                 |
| 2  | Identity Checks                 | <p>These are made against an official document such as a passport, a driving licence or birth certificate. Photographic identity must be included, together with evidence of date of birth and address e.g. utility bill, bank statement or similar. This check must be completed prior to the individual starting. A copy of the ID must be taken, signed and dated by the member of staff who sees the original document to verify that this is a true copy of the original. This is retained in the Staff Files.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 3  | Children's Barred List Check    | <p>Previously known as List 99, this is a list (held by the Disclosure and Barring Service) of the names of individuals who are barred from working with children. This check has to be completed by a member of staff in the Personnel Department <b>prior to the individual starting. It is an offence for anyone to work in a School without clearance against the Children's Barred List.</b> In order to do the check, identity must be provided to the Personnel Department that supports the individual's name, DOB and all previous surnames where applicable.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 4  | Enhanced Criminal Records Check | <p>If the individual has subscribed to the DBS UPDATE service, they will need to provide the school with their most recent original criminal records disclosure and give consent for the school to make the online check in respect of whether any changes have occurred since the date of the disclosure provided.</p> <p>For those who have not subscribed to the DBS UPDATE service the individual must have completed a Disclosure application form <b>prior to starting and this must have been submitted to DBS prior to the individual starting. Ideally, clearance should be received prior to the individual starting.</b></p> <p>A short period of work is allowed under controlled conditions, "at the Head's discretion":</p> <ul style="list-style-type: none"> <li>- without confirming the appointment;</li> <li>- after a satisfactory check of the barred list if the person will be working in regulated activity and all other relevant checks having been completed satisfactorily;</li> <li>- provided that the DBS application has been made in advance;</li> <li>- with appropriate safeguards taken (for example, loose supervision); - safeguards reviewed at least every two weeks;</li> <li>- the person in question is informed what these safeguards are; it is recommended, but not a requirement that a note is added to the single central register and evidence kept of the measures put in place.</li> </ul> <p>If this is not possible, their start will need to be delayed.</p> <p>In the case of staff who work in EYFS settings if the enhanced disclosure is not received prior to the start date the individual must not be left unsupervised with child/children, they must not take a child to the toilet or change nappies</p> |
| 5  | Overseas                        | Staff who have lived overseas for three months or more in the last five years are required to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|    |                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | checks, where appropriate                                                            | have an enhanced criminal records check in the same way as above but if this is not considered sufficient (because it would not cover offences committed abroad, but only those on the Police National Computer), the school should obtain whatever evidence of checking is available from the person's country of origin (or any other countries in which he or she has lived) and do this before the appointment is made. A UK national returning after working in a foreign country should be asked to obtain a certificate of good conduct or equivalent from the country in question. Extra references should be requested for applicants from countries which do not provide a criminal record check. Essentially where a member of staff has worked in a school in the UK since returning from overseas, the standard checks can be made for subsequent appointments.                                |
| 6  | Right to Work in the UK                                                              | Evidence of this must be provided <b>prior to the individual starting</b> . The easiest form of evidence is an eligible passport. A list of other valid evidence, as determined by the UK Border Agency, is available from the Personnel Department. A copy of the evidence provided should be taken, signed and dated by the member of staff who sees the original document to verify that this is a true copy of the original. This is retained by the Personnel Department.                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 7  | Previous Employment History                                                          | This check is no longer specified in the ISI regulations but is required as part of having regard to KCSIE. NB Having regard permits some flexibility where there is good reason which should be used rarely and only for the benefit of the pupils, not the school. Information about previous employment should be provided in the form of an application form or, in exceptional circumstances, a CV. Checks of previous employment history should ascertain satisfactory reasons for any gaps in employment. The information provided by the candidate should be checked against references subsequently received, and discrepancies raised with the candidate.                                                                                                                                                                                                                                         |
| 8  | Qualifications                                                                       | Original certificates for qualifications that are a requirement for the post should be seen <b>prior to the individual starting</b> . A copy of the certificates should be taken, signed and dated by the member of staff who sees the original document to verify that this is a true copy of the original. Copies are retained by the Personnel Department.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 9  | Medical Fitness                                                                      | The School must satisfy itself of the medical fitness of staff to carry out the duties of the post for which they have applied. This will be provided by completion of the School's medical declaration and the subsequent clearance by the Head. If medical conditions are declared by the applicant these will be discussed with the Head and clearance sought from him/her. Clearance should be received <b>prior to the individual starting</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 10 | Prohibition Orders                                                                   | Prohibition orders and interim prohibition orders prevent a person from carrying out teaching/coaching/assessing and reporting on progress as a part of their work in schools. In the case of the Foundation those who carry out work under the supervision of a qualified teacher are unlikely to require a check. Prohibition orders and interim prohibition orders are made by the Secretary of State following consideration by a professional conduct panel. This check, and, from 18.1.16 a check to identify teacher restrictions imposed by all EEA authorities has to be completed by the Personnel Department <b>prior to the individual starting</b> . The check is done using the free Teacher Services' system and can be done using the Teacher's Reference Number (TRN) or their surname. Identity must be provided to the Personnel Department that supports the individual's name and DOB. |
| 11 | Disqualification from Childcare, including by Association – Staff Suitability Checks | Staff in schools, (including regular volunteers and students), who work in early years provision and those who provide out of school care for children who have not attained the age of 8, will need to complete a form in which they answer questions and sign a declaration to demonstrate that they are safe to work with children. They must complete the declaration, on behalf of themselves, and any other person(s) who lives in the same household as they do. This must be completed and received by the Personnel Department prior to the individual starting                                                                                                                                                                                                                                                                                                                                    |
| 12 | Prohibition from management of independent schools directions                        | The Secretary of State has powers to bar people from taking part in the management of an independent school. The power, prior to September 2014 was under section 142 of the Education Act 2002, and related only to misconduct. Since September 2014 the powers have been strengthened under section 128 of the Education and Skills Act 2008. This check applies to those appointed to positions from <b>12.08.15</b> and applies not only to proprietors and Governors but to all posts of a leadership nature in an independent school including Headteachers, all staff on the senior leadership team (including nonteaching staff) and teaching positions with departmental headship. This check has to be completed by Personnel through the Disclosure and Barring Service AND/OR the NCTL (depending on the nature of the post) <b>prior to the individual starting</b> .                          |

## **Appendix 4: Information about 'regulated activities'**

### **Definitions**

The September 2017 ISI regulations state, on pages 49 - 52 that "currently there is more than one definition of "regulated activity" which is relevant to schools. The following are those most relevant and in the order of most relevance to schools.

#### **1 - ALL REGULAR WORK FOR SCHOOLS WITH OPPORTUNITY FOR CONTACT WITH CHILDREN IS REGULATED ACTIVITY** except

- Work (not entailing personal care, e.g. toileting, dressing within definition 2) by supervised volunteers
- Work (not entailing care or teaching, within definitions 2 or 3) by occasional/temporary contractors
- Work by pupils for other pupils (excepting for those in early years) (known as "the peer exemption").

#### **2 – Relevant personal care, or health care is regulated activity.**

- Personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing e.g. in Nursery;
- Health care means care for children provided by or under the direction or supervision of, a regulated health care professional. Note that care within this definition is always regulated; considerations of regularity and supervision do not apply.

#### **3 - Regular, unsupervised teaching, training, instructing, caring for or supervising children is regulated activity, and so is regularly**

- Providing advice or guidance for children on well-being, or
- Driving a vehicle only for children 6 Reviewed September 2017

#### **Deciding whether a person is engaging in regulated activity Key questions:**

- Is the activity they will do "work"? (A person, for example, visiting the head or their own child would not be working.)
- Is the work regular? (See definition of "regular" below)
- 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. The issue is whether there is "opportunity".)
- 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 these questions is "yes", 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? (See definition of personal care, above.)
  - **If so, the volunteer is engaged in regular activity because personal care work is always regulated activity.**

- If not, are they supervised? (See supervision guidance below.)

- **If so, the volunteer is not engaged in regulated activity as a supervised volunteer, not doing personal care work, is not in regulated activity.**

- Is the person a contractor?

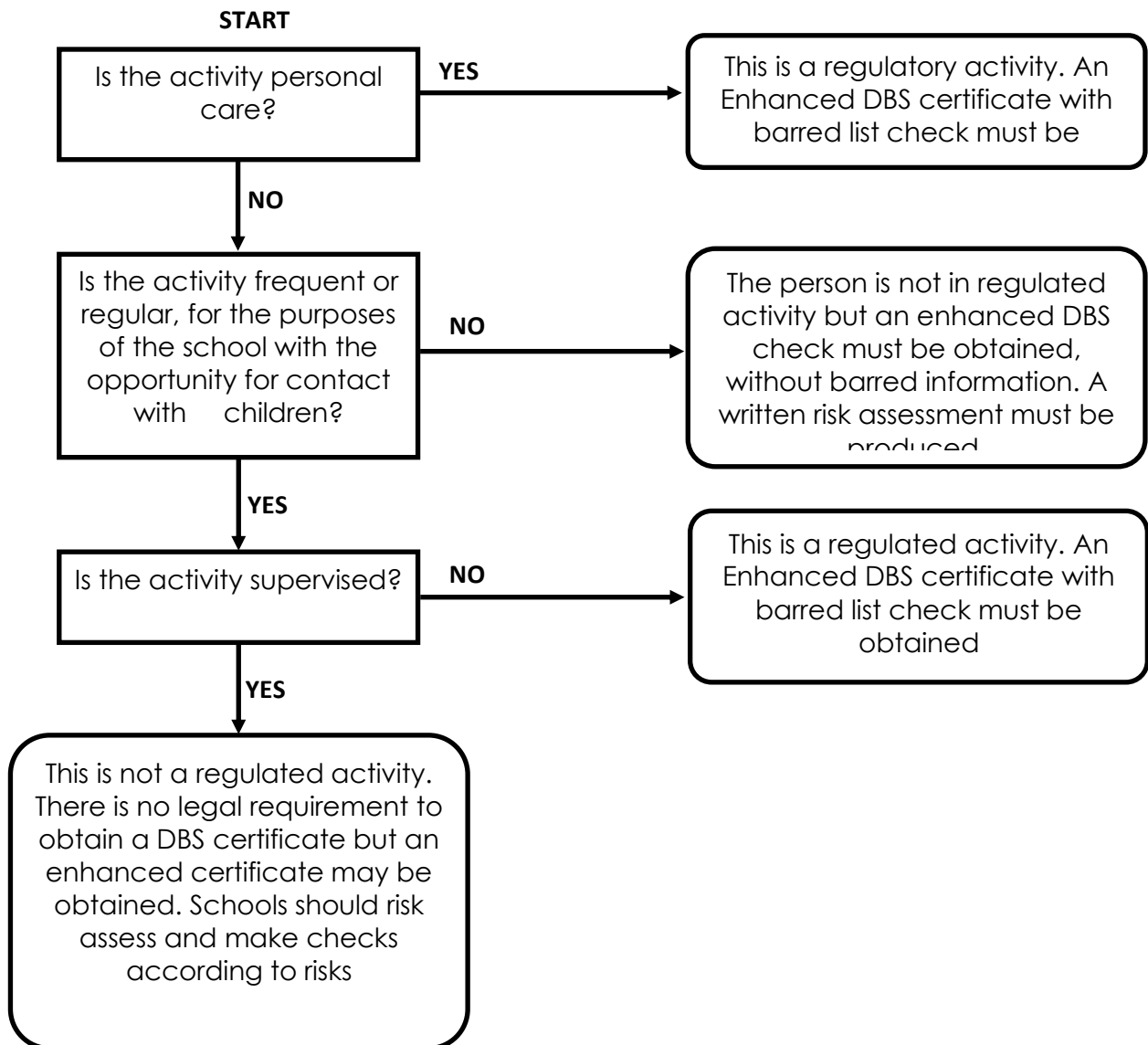
- If so, are they administering personal care or health care, as defined? [These are always regulated activity.]

- If not, are they teaching pupils? [Regular teaching is always regulated activity.]

- If not teaching work, is the contract for occasional or temporary non-teaching work (such as, a quick plumbing task – a few hours or a day)? (There is no definition of "occasional or temporary" but see the definition of "regular".)

**If so, the contractor is not in regulated activity as non-teaching work by occasional or temporary contractors is not regulated activity.**

## Appendix 5: Vetting Checks on Volunteers



Haberdashers' Castle House School is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.



**Haberdashers'  
Castle House School**

Name of Applicant .....

Position applied for .....

Start Date .....

|                                                                            | Tick / notes | Initial & Date | Required for |
|----------------------------------------------------------------------------|--------------|----------------|--------------|
| Application form & CV received                                             |              |                |              |
| References received                                                        |              |                |              |
| Original ID Documents seen, copied with dates and initials                 |              |                |              |
| Original Birth Certificate seen and copied                                 |              |                |              |
| ID confirmed online                                                        |              |                |              |
| List 99 Check carried out on all names used since birth                    |              |                |              |
| Prohibition teachers list as appropriate incl section 28 and EEA sanctions |              |                |              |
| Overseas checks<br>(as appropriate)                                        |              |                |              |
| Right to work in UK                                                        |              |                |              |
| DBS Certificate issued and recorded on SCR                                 |              |                |              |
| Original DBS seen and copied                                               |              |                |              |
| Qualifications checked                                                     |              |                |              |
| Medical fitness                                                            |              |                |              |
| Online search                                                              |              |                |              |
| Self-declaration form                                                      |              |                |              |
| Notes                                                                      |              |                |              |