



DIOCESE OF CHICHESTER
ACADEMY TRUST

Safer Recruitment Policy

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|------------------------|------------------------------|
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| Type of Policy | Tick ✓ |
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| DCAT Statutory Policy | ✓ |
| DCAT Non-statutory Policy | |
| DCAT Model Optional Policy | |
| Academy Policy | |
| Local Authority Policy | |

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Introduction

Our **vision** for our Trust is we exist to:

Help every child achieve their God-given potential

Our **aims** are clear. We aim to be a Trust in which:

Developing the whole child means pupils achieve and maximise their potential

Continued development of staff is valued and improves education for young people

All schools are improving and perform above national expectations

The distinct Christian identity of each academy develops and is celebrated

Our work as a Trust is underpinned by shared **values**. They are taken from the Church of England's vision for Education and guide the work of Trust Centre team. They are:

Aspiration

I can do all things through Christ who strengthens me (Philippians 4 vs 13).

Wisdom

Listen to advice and accept discipline, and at the end you will be counted among the wise (Proverbs 19 vs 20)

Respect

So in everything do to others what you would have them do to you (Matthew 7 vs 12)

Our vision of helping every child achieve their God-given potential is aligned with the Church of England's vision for education and is underpinned by the Bible verse from John: *I have come that they may have life, and have it to the full.*

1. Policy Aims

At The Diocese of Chichester Academy Trust we are aware of the responsibility to ensure that safer recruitment is a key element of our organisational culture.

“For those agencies whose job it is to protect children and vulnerable people, the harsh reality is that if a sufficiently devious person is determined to seek out opportunities to work their evil, no one can guarantee that they will be stopped. Our task is to make it as difficult as possible for them to succeed” **Richard report, 2004, p12, para 79**

2. Management of Recruitment Procedures

The below table is a summary of who should manage different types of recruitment across the Trust.

| Role recruiting to | Appointment Panel (Recruitment manager highlighted in bold) |
|--|--|
| CEO | Trust Board (minimum of three Trustees, including Chair of Trustees) and external consultant (if appropriate) |
| Trust Executive Leadership Team (included SEL) | CEO and Deputy CEO (if appropriate), Trustee and another Senior Trust leader and/ or external consultant |
| Trust Heads of Area/ middle leaders | Linked Trust ELT member and at least two others as determined by ELT member, appropriate to the role being recruited to. |
| Other Trust Centre Team | Linked Head of Area/ ELT member and at least two others as determined by the Head of Area/ ELT member |
| Headteacher / Executive Headteacher | CEO and/or Deputy CEO , Chair of Local Governing Body, Diocesan representative (if appropriate) and linked SEL. |
| Deputy Headteachers | Headteacher , Deputy CEO and/or Linked SEL and at least one other as determined by the Headteacher. |
| All other school staff | Headteacher or their delegated representative and at least two others at the discretion of the recruitment manager, appropriate to the role being recruited to. Schools should consider Trust support for roles such as Assistant Headteacher, Business Manager, Site Manager etc. |

At least one member of the appointment panel must have undertaken relevant Safer Recruitment training within the last three years.

2.1 Recruitment Manager

The Recruitment Manager will oversee the whole recruitment process, chair the interview panel and ensure all safer recruitment processes are effectively discharged. They must ensure they are fully trained or able to demonstrate from previous experience that they have the skills and knowledge required to successfully implement this policy and recruit and select in a fair and open way. This should include an understanding of

the [DCAT HR Policies and Procedures](#) and relevant [employment legislation \(see ACAS guidance\)](#) as well as completion of the following mandatory ACAS online training courses:

[Course: Recruitment and Induction 2023 \(acas.org.uk\)](#)

[Course: Equality, Diversity & Inclusion \(acas.org.uk\)](#)

[Disability Discrimination and Reasonable Adjustments 2023 \(acas.org.uk\)](#)

2.2 What to do when a vacancy arises

Ordinarily, recruitment needs arise due to a current post holder resigning, in this instance and it is a straightforward replacement the Trust/ School is able to run a recruitment process without the need for any further approval. However, if the role is to change and the job description has been evaluated then it must be sent to the DCAT HR team to determine if a regrading is required.

For schools recruiting to a new post, where a new post is outside of the agreed budget, then approval is required as per the Finance Handbook.

3. Policy and procedure

3.1 Recruitment and selection process

The recruitment steps outlined below are based on part 3 of Keeping Children Safe in Education.

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

3.2 Advertising

When advertising roles, we will make clear:

- i. Our school's commitment to safeguarding and promoting the welfare of children
- ii. That safeguarding checks will be undertaken
- iii. The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- iv. Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

3.3 Application forms

Our application forms will:

- i. Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- ii. Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

3.4 Shortlisting

Our shortlisting process will involve at least 2 people and will:

- i. Score the candidates application forms against the person specification.
- ii. Consider any inconsistencies and look for gaps in employment and reasons given for them
- iii. Explore all potential concerns

A record of the shortlisting process must be kept.

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- i. Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
 - a. If they have a criminal history
 - b. Whether they are included on the barred list
 - c. Whether they are prohibited from teaching
 - d. Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
 - e. Any relevant overseas information
- ii. Sign a declaration confirming the information they have provided is true

3.5 Online Searches

We will also conduct online searches for shortlisted candidates to identify any issues or incidents that may be publicly available online. This should be carried out by a responsible employee of the school, who is not a member of the selection panel, e.g., School Business Manager, only sharing information that is relevant and of concern with the Chair of the recruitment panel;

Search parameters:

- You may choose to use internet search engines.
- Include all names the candidate has been known by.
- Avoid searching private social media accounts to prevent bias or discrimination.

Once complete this should be recorded with candidate tracking – [please see attached form](#)

3.6 Seeking references and checking employment history

We will seek to obtain references before interview. Two references for all external candidates (three for management (SLT)) and one reference for an internal candidate. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- i. Not accept open references
- ii. Liaise directly with referees and verify any information contained within references with the referees
- iii. Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- iv. Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- v. Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- vi. Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- vii. Resolve any concerns before any appointment is confirmed

Should references not be received in time for the interview, then an offer of employment must be made conditional on the basis of satisfactory references. As the references are received these **must** be reviewed by the recruitment manager and any queries followed up prior to them starting the post.

3.7 Interview and selection

When interviewing candidates, we will:

- i. Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- ii. Explore any potential areas of concern to determine the candidate's suitability to work with children
- iii. Record all information considered and decisions made

3.8 Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

3.9 New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- i. Verify their identity
- ii. Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than is necessary to record it on the SCR, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- iii. Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- iv. Verify their mental and physical fitness to carry out their work responsibilities
- v. Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 6 years after in line with the Trust's data retention policy for personnel records.
- vi. Verify their professional qualifications, as appropriate
- vii. Ensure they are not subject to a prohibition order if they are employed to be a teacher, or have ever been a teacher
- viii. Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
 - a. For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
 - b. For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach
- ix. Check that candidates taking up a management position* are not subject to a prohibition from management (section 128) direction made by the secretary of state
 - a. * Management positions are most likely to include, Trustees, Governors and any individual member of staff participating in the management of the academy (including but not limited to SLT, business managers/bursars, site managers and any staff making financial decisions.
- x. **For Academies in the Trust with pupils aged under 8:** We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. When we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- i. Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- ii. Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- iii. Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

4. Existing staff

4.1 Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- i. There are concerns about an existing member of staff's suitability to work with children; or
- ii. An individual moves from a post that is not regulated activity to one that is; or
- iii. There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- i. We believe the individual has engaged in [relevant conduct](#); or
- ii. We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- iii. We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- iv. The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

4.2 Internal recruitment

For internal recruitment of posts, whilst not all the pre-employment checks are required the stages of advert, shortlist, interview and appoint are still necessary.

The following pre-employment checks are required for internal posts:

- References
- Online checks
- DBS check (in the instance of Headteacher vacancy)

Where someone is internally seconded into a vacant post, the above does not apply but all relevant staff should be given equal opportunity to express an interest in the secondment opportunity.

5. Non-staff checks

5.1 Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

5.2 Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- i. An enhanced DBS check with barred list information for contractors engaging in regulated activity
- ii. An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than is necessary to record the details on the SCR.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For Academies in the Trust with pupils aged under 8: For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. When we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

5.3 Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

For Academies in the Trust with pupils aged under 8: In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

5.4 Volunteers

We will:

- i. Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- ii. Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- iii. Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- iv. **For Academies in the Trust with pupils aged under 8:** Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. When we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

5.5 Governors, Trustees and members

All Trustees, local governors and members will have an enhanced DBS check with barred list information.

The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

- i. A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)).
- ii. Identity
- iii. Right to work in the UK
- iv. Other checks deemed necessary if they have lived or worked outside the UK

5.6 Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform. Please see [appendix A](#) for an example checklist.

5.7 Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

6. Links to other policies

- Child Protection and Safeguarding
- Contractors Policy
- Volunteers Policy
- Employee Handbook

Appendix A: Alternative Provision Checklist

| | |
|--|----------|
| Name of provision | |
| Contact details | |
| Child's name | |
| Start of placement | |
| Expected end | |
| Safeguarding | |
| Is a recent 'Good' or 'Outstanding' Ofsted Report available? | Yes / No |
| Is each provision on the [INSERT LOCAL AUTHORITY] AP list? | Yes / No |
| Checks to perform before placement. The alternative provision has confirmed the following are all in place: | |
| Staff and volunteer record – Single central record of qualifications, recruitment and vetting checks | Yes / No |
| Insurance certificates (see details below) | Yes / No |
| Core risk assessments | Yes / No |
| Attendance policy and procedures and register | Yes / No |
| POLICIES | |
| Admissions policy and procedures and register | Yes / No |
| Health and safety policy | Yes / No |
| Educational visits and outings policy and procedures | Yes / No |
| Code of conduct and behaviour policy (to include drugs policy and anti-bullying policies) | Yes / No |
| Data protection policy and procedures | Yes / No |
| Equality information and objectives (public sector equality duty) statement for publication | Yes / No |
| Child protection policy and procedures | Yes / No |
| Statement of procedures for dealing with allegations of abuse against staff | Yes / No |
| Sex and relationships education policy | Yes / No |
| Complaints procedure statement | Yes / No |
| Comments: | |
| | |
| Signed | date |

Pre visit check by [SCHOOL NAME]

Quality of provision

- The commissioned course meets the educational and SEMH needs of each pupil
- The premises are fit for purpose
- Health and safety arrangements are of an appropriate standard
- Teaching and learning is of a high standard
- Suitable resources and teaching materials are available
- Behaviour management is strong
- Attendance recording and reporting are robust

Any Comments:

Agreed liaison during placement

Agreed transition plans - share strategies:

To ensure there is a successful transition from alternative provision to school:

Signed

Date

Appendix B: Safer Recruitment Process (new staff)

