

1. INTRODUCTION

- 1.1 Tudor Hall and Carrdus (the 'School') are committed to safeguarding and promoting the welfare of children and young people and expects all staff, approved contractors and volunteers to share this commitment. The School aims to recruit staff whether or not they have direct contact with pupils who share and understand our commitment, and to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the *'Equality Act'* 2010.
- 1.2 The purpose of this policy is to minimise the risk to children and young people across both schools as a result of recruiting an inappropriate member of staff and to ensure that, wherever possible, the staff who are best suited to the post available are appointed.

2. SCOPE OF THE POLICY

- 2.1 This policy sets out the School's Safer Recruitment process and outlines how the School selects and appoints new staff, both academic and support, taking account of current Government and Inspection guidance^{1,2}. The policy will be amended if necessary to reflect changes to such guidance.

3. METHODOLOGY

- 3.1 The recruitment procedure is set under point 4. It will be followed in all cases and recorded by the HR Manager in the Single Central Register (SCR). This register is checked regularly by the Designated Safeguarding Lead (DSL) and the Governor with responsibility for safeguarding. All checks will be made in advance of appointment or as soon as practicable after appointment.
- 3.2 Appropriate safeguarding checks are made on all adults who are defined as being in regulated activity, and an entry is recorded on the SCR. This includes Governors, self-employed people who work regularly at the School, agency workers, trusted contractors and volunteers.
- 3.3 In the case of agency or contract workers, the School shall obtain written confirmation from the agency or company that it has carried out the appropriate checks, including a DBS check. The School checks the identity of agency and contract workers on arrival in School and completes a separate barred list check.
- 3.4 Unchecked contractors and visitors will not be allowed to work unsupervised in School. The School will determine the appropriate level of supervision depending on the circumstances (see Access to School Site Policy).

¹ Keeping Children Safe in Education. Statutory guidance for schools and colleges, September 2024.

² Independent School Inspectorate (ISI) Inspection Framework and Handbook, September 2024

4. SAFER RECRUITMENT PROCESS

4.1 Preparation

- 4.1.1 A need is identified for a new post or through the resignation of an existing member of staff.
- 4.1.2 The job description/specification is reviewed or produced in discussion with relevant staff and the job is advertised internally and/or externally. All job details are posted on the Vacancies page of the school website and, where appropriate, the internal staff notices board/email.
- 4.1.3 All job descriptions and advertisements include a statement about our commitment to safeguarding:

'All staff share responsibility for safeguarding and promoting the welfare of the children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and enhanced disclosure through the Disclosure and Barring Service.'

- 4.1.4 All job descriptions and advertisements include a statement about our commitment to EDI: *Tudor Hall and Carrdus School is committed to providing a mutually respectful, safe and happy environment, where everyone can thrive and meet their full potential and where diversity is celebrated.'*

4.2 Application and Interview

- 4.2.1 Applicants are asked to complete the school application form including the names of at least two referees who may be contacted prior to interview (see below).
- 4.2.2 Applicants may also include a curriculum vitae but this will not be considered without an application form.
- 4.2.3 A short list of candidates will be drawn up based on the completed application dossier. A minimum of two people will usually be involved in this process and short-listing criteria will be applied equally. Disclosed information will not be used as part of the short-listing criteria.
- 4.2.4 Selected candidates will be invited to an interview. All candidates will be asked to bring photo identification proof of their right to work in the UK, and original certificates for relevant qualifications.
- 4.2.5 At the point of inviting candidates for interview the HR Manager will notify them in writing that the School will be completing online screening checks which will be recorded on their HR file.
- 4.2.6 The guidance for interviewing prospective staff is outlined in **Appendix 1**. Depending on the job, the visit may include:
- Interview or interviews;
 - A tour;
 - An interview with pupils; and
 - A lesson observation or an assessed task and in some cases a presentation.

- 4.2.7 At least one interviewer will have completed safer recruitment training. A designated person will ask safeguarding related questions to assess the candidate's motivations and suitability. The interview will explore previous employment history, including any gaps in employment in the application form.
- 4.2.8 As the position for which candidates are applying involves substantial opportunity for access to children, it is important that applicants provide the School with legally accurate answers. Upfront disclosure of a criminal record may not debar a candidate from appointment as the School shall consider the nature of the offence, how long ago and at what age it was committed, and any other relevant factors. Candidates are invited to provide such confidential information in a separate sealed envelope which will be reviewed by the Head/Bursar, and destroyed if the candidate is not appointed.
- 4.2.9 For all teaching posts and, where possible, for support staff posts, referees will be asked to submit a reference in advance of the interview, providing they have indicated their permission in the application form. One reference must come from the most recent employer where the role involved working with children.
- 4.2.10 Referees will be asked if they are aware of any behaviour that might give rise to concern. They will also be asked about any allegations about the candidate's behaviour towards children or any disciplinary action current, spent or pending.
- 4.2.11 At least one referee will be contacted by telephone to verify the written reference.

4.3 **Conditional offer of appointment and pre-appointment checks:**

- 4.3.1 The post will normally be offered by telephone within 24 hours and the salary agreed. An **offer letter** will be sent which will include:
- Two copies of the contract of employment;
 - Job description;
 - A medical fitness declaration form;
 - A new starter form; and
 - An initial safeguarding briefing.
- 4.3.2 The offer letter specifies that the appointment will not be confirmed until all pre- appointment checks have been completed.
- 4.3.3 Once the offer has been accepted, the HR Manager will contact the new member of staff to complete the **DBS check**. No new DBS check will be required if a person has a DBS from another educational institution with no break in service within the three months prior to starting at the School. Where a new employee has signed up to the DBS update service, a check will be carried out with the person's permission.
- 4.3.4 Where a new DBS check has not been completed or a DBS check is still being processed, a separate **Barred List check** will be made prior to the start of work using the TPS Employer site.
- 4.3.5 All **pre-appointment checks** will be carried out or coordinated by the HR Manager and recorded on the SCR. These include:
- Verification of identity, qualifications and the right to work in the UK;

- A satisfactory enhanced DBS check and a separate Barred List check
- Overseas and EEA checks, including a police report, for those who have worked or been resident overseas;
- Prohibition from teaching checks for all teachers, including visiting music teachers, teaching assistants and sports coaches;
- Prohibition from management checks for all school managers (SMT and Heads of Department);
- Receipt of at least two satisfactory references (if these have not already been received) at least one of which will have been verified by telephone (see above);
- Medical fitness declaration; and
- Childcare disqualification form for those staff working at Carrdus.

4.4 **Commencing Work**

- 4.4.1 All new employees will be requested to bring in the **DBS certificate** for checking on or prior to their first day of work.
- 4.4.2 Depending on the role, a **work place risk assessment**, with appropriate supervision controls, will be written if the DBS has not been processed or the certificate seen. This will be reviewed and signed off by the Designated Safeguarding Lead every two weeks. Staff, their partners and any dependent children over the age of 16, will not be able to move into staff accommodation attached to boarding houses unless the DBS has been checked and the certificate seen.
- 4.4.3 Any candidate whose DBS disclosure shows they have been disqualified from working with children or who has provided false information in support of their application or for whom there are serious concerns about their suitability to work with children will be reported to DBS.
- 4.4.4 All new staff will receive induction training.

APPENDIX 1 – GUIDANCE FOR INTERVIEWING PROSPECTIVE ACADEMIC AND PASTORAL STAFF

Candidates will usually be interviewed by at least two people who will have been briefed about the selection process. The structure of the questions asked will be agreed in advance of the interview.

Questions will avoid hypothetical questions and focus on experiences.

Academic Posts

All candidates for an Academic post will be asked, where possible, to teach and will be observed. They will meet pupils, who will use agreed questions and feed back to the Headmistress.

All candidates will be asked questions that explore:

- Motives, attitudes and behaviour towards young people;
- Emotional resilience working with challenging behaviours;
- Attitudes to the use of authority and maintaining discipline;
- Ability to form and maintain appropriate relationships and personal boundaries with young people.

Guidance for Safeguarding Questions

The table below offers a very of questions related to safeguarding to assist interviewers.

Positive Indicators	Questions	Negative Indicators
Motivations for working with children		
<i>Self-awareness/knowledge and understanding of self, interconnection between self and professional role.</i>		
<ul style="list-style-type: none"> • Convincing responses based on balanced understanding of self and circumstance. • Has a realistic knowledge of personal strengths and weaknesses. • Examples of having considered/tried other options and alternatives. • A realistic appreciation of the challenges involved in working with children. • Evidence of others having supported and encouraged based on observation of personal talent. 	<ul style="list-style-type: none"> • What do you feel are the main drivers which led you to want to work with children? • How do you motivate young people? • What has working with young people, to date, taught you about yourself? 	<ul style="list-style-type: none"> • Unconvincing responses based on whimsical examples. Not self-aware, don't see themselves as others do. • Driven by personal needs, not needs of others. • Not realistic about personal strengths and weaknesses. • Unrealistic impression of what working with children is really like. • Failure to consider alternatives. • Pushed by others, or forced by circumstance, to do something they don't appear to have thought through personally.

Positive Indicators	Questions	Negative Indicators
Emotional maturity and resilience <i>Consistency under pressure, ability to use authority and respond appropriately, ability to seek assistance/support where necessary.</i>		
<ul style="list-style-type: none"> • Behaves consistently and appropriately under pressure or in a position of authority. • Has control over emotions with adults and children. • Understands power position and how to seek help in difficult circumstances 	<ul style="list-style-type: none"> • Tell me about a time when you have been working with children and your authority was seriously challenged. How did you react? What strategies did you employ to bring things back on course? How did you manage the situation? • Tell me about a person with whom you have had particular difficulty. What made it difficult? How did you manage the situation? 	<ul style="list-style-type: none"> • Inappropriate responses when under pressure or when in a position of power. • Inconsistent responses. • Handles conflict badly. • Fails to control temper/emotions with children and/or adults. • Doesn't seek help when needed. • Fails to go to others for advice
Values and ethics <i>Ability to build and sustain professional standards and relationships, ability to understand and respect other people's opinions, ability to contribute towards creating a safe and protective environment.</i>		
<ul style="list-style-type: none"> • Demonstrates a balanced understanding of rights and wrongs. • Puts the child first. • Alive to the realities of abuse. • Prepared to believe. • Shows a contemplative approach, drawing on personal experiences and lessons from others. • Builds values and judgements based on new information. • Shows an appreciation of safeguarding issues and an ability to contribute towards a protective environment. • Shows respect for others' feelings, views and circumstances. 	<ul style="list-style-type: none"> • What are your attitudes to child protection? How have these developed over time? • What are your feelings about children who make allegations against teachers or staff? • How do you feel when someone holds an opinion which differs from your own? How do you behave in this situation? • Have you ever had concerns about a colleague? How did you deal with this? 	<ul style="list-style-type: none"> • Extreme opinions which don't account for the views/feelings of others. • Doesn't show balance in opinion. • Doesn't build on new information or understanding. • Opinions harden/become dogged. • Doesn't show a full or rounded appreciation of safeguarding issues. • Dismissive of, or underplays, the risks. • Consistently puts the blame and responsibility for child protection elsewhere. • Fails to believe in suspicions/reports of abuse.