

## 1. INTRODUCTION

- 1.1 Tudor Hall is committed to safeguarding and promoting the welfare of children and young people and expects all staff<sup>1</sup> and volunteers to share this commitment. The School aims to recruit staff 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*.

## 2. OBJECTIVES

- 2.1 To minimise the risk to children from the appointment of a member of staff or volunteer who is unsuitable to work with children.
- 2.2 To appoint the staff who are best suited to the post available.
- 2.3 To ensure that those involved with the recruitment of staff have received appropriate safer recruitment training.

## 3. SUCCESS CRITERIA

- 3.1 Low/no incidence of safeguarding issues relating to staff;
- 3.2 Safe and happy pupils;
- 3.3 High academic achievement; and
- 3.4 An efficiently managed, well led and compliant school.

## 4. SCOPE OF THE POLICY

- 4.1 This policy sets out how the School appoints new staff, both academic and support, taking account of current Government guidance<sup>2</sup>. The policy will be amended if necessary to reflect changes to such guidance.

## 5. METHODOLOGY

- 5.1 The recruitment procedure is set out in the following appendices. It will be followed in all cases and recorded by the HR and Compliance 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.
- 5.2 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, VI Form pupils who work in Café 6, self-employed people who work regularly at the School, agency workers, trusted contractors and volunteers.
- 5.3 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

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<sup>1</sup> . The term 'staff' includes any person working at the school, whether under a contract of employment, under a contract for services or otherwise than under a contract but does not include supply staff or a volunteer. [ISSR Commentary on the Requirements, Glossary]

<sup>2</sup> . Keeping Children Safe in Education (KCSIE). Statutory guidance for schools and colleges, September 2021.

in School and completes a separate barred list check. 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. More detail can be found at **Appendix 3**.

## 6. EVALUATION

The effectiveness of the policy will be reviewed through monitoring of safeguarding issues involving staff. The appraisal process and academic results, where appropriate, will also be reviewed as a measure of the effectiveness of staff appointed.

## 7. REVIEW

The policy will be reviewed by the Headmistress every three years unless significant issues arise that merit an immediate review.

Reviewed by Bursar: January 2025

Reviewed by Headmistress: August 2020

## APPENDIX 1 - RECRUITMENT AND APPOINTMENT PROCESS

### 1. PREPARATION

- 1.1 A need is identified for a new post or through the resignation of an existing member of staff.
- 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.
- 1.3 All job descriptions and advertisements include a statement about our commitment to safeguarding, *The school is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure & Barring Service.*

### 2. APPLICATION AND INTERVIEW

- 2.1 All applicants are required to complete the school application form including the names of at least two referees who may be contacted prior to interview (see below). Applicants may also include a curriculum vitae but this will not be considered without an application form.
- 2.2 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.
- 2.3 Selected candidates will be invited to 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.
- 2.4 The guidance for interviewing prospective staff is outlined in **Appendix 2**. Depending on the job, the visit may include:
  - 2.4.1 Interview or interviews;
  - 2.4.2 A tour; and
  - 2.4.3 An assessed task
- 2.5 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.
- 2.6 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 (see **Appendix 2**). The interview will explore previous employment history, including any gaps in employment in the application form.
- 2.7 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 (further guidance can be found in KCSIE Part 3 Section ii). Candidates are invited to provide

- 2.8 such confidential information in a separate sealed envelope which will only be reviewed by the Head/Bursar if the candidate is invited for interview and destroyed if the candidate is not appointed.
- 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 the candidate has indicated their permission in the application form. This will allow any concerns raised to be explored with the referee and taken up with the candidate at interview. One reference must come from the most recent employer where the role involved working with children or from a relevant previous employer where the candidate worked with children. The HR & Compliance Manager will check that the reference has been submitted by someone with appropriate authority.
- 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 substantiated safeguarding allegations or any disciplinary action current, spent or pending.
- 2.11 At least one referee will be contacted by telephone to verify the written reference.

### 3. CONDITIONAL OFFER OF APPOINTMENT AND PRE-APPOINTMENT CHECKS

- 2.12 The post will normally be offered by telephone within 24 hours and the salary agreed. An **offer letter** will be sent which will include:
  - 2.12.1 Two copies of the contract of employment
  - 2.12.2 Job description
  - 2.12.3 A medical fitness declaration form
  - 2.12.4 A new starter form
- 2.13 The offer letter specifies that the appointment will not be confirmed until all pre-appointment checks have been completed.
- 2.14 Once the offer has been accepted, the HR & Compliance Manager will contact the new member of staff to complete the Enhanced DBS check with children's barred list information. 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.
- 2.15 Where a new employee has signed up to the DBS update service, a check will be carried out with the person's permission. The employee will be required to present the original certificate for checking to ensure it is valid for the children's workforce, that the certificate matches the person's identity, and that the level of check is appropriate to the job they are applying for.
- 2.16 A separate **Barred List check** will only be carried out:
  - 2.16.1 For newly appointed staff where the DBS certificate has not been presented for inspection by the first day of work;
  - 2.16.2 Where a new DBS check is not required for a person with no break in service from another educational establishment; and
  - 2.16.3 Where the person has subscribed to the update service and the DBS check has been completed through that with the person's permission.

- 2.17 The barred list check will be made using the Teaching Regulation Agency's (TRA) Employer Access Service.
- 2.18 All pre-appointment checks will be carried out or coordinated by the HR & Compliance Manager and recorded on the SCR. These include:
  - 2.18.1 Verification of identity and the right to work in the UK;
  - 2.18.2 Verification of professional qualifications as appropriate, including using the TRA service to verify any award of qualified teacher status (QTS) and completion of teacher induction or probation;
  - 2.18.3 A satisfactory enhanced DBS with children's barred list information check and, if necessary, a separate Barred List check;
  - 2.18.4 Overseas checks, including a police report, for those who have worked or been resident overseas;
  - 2.18.5 Prohibition from teaching checks for all teachers, including visiting music teachers, teaching assistants and sports coaches;
  - 2.18.6 Prohibition from management (section 128 direction from Secretary of State) checks for all school managers (Governors, SMT and Heads of Department) including for internal appointments;
  - 2.18.7 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)
  - 2.18.8 Medical fitness declaration; and
- 2.19 All checks will be recorded on the SCR and removed once the person is no longer employed at Tudor Hall or involved as appropriate for Governors, contractors, supply staff or volunteers.

### 3. COMMENCING WORK

- 3.1 All new employees will be requested to bring in the DBS certificate for checking on or prior to their first day of work. Any disclosure information will be checked against any confidential disclosures made at interview.
- 3.2 Depending on the role, a workplace risk assessment, with appropriate supervision controls, will be written if the DBS has not been processed or the certificate seen. A separate barred list check will be carried out to inform this risk assessment. This risk assessment 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.
- 3.3 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.
- 3.4 All new staff will receive induction training.

## APPENDIX 2 - GUIDANCE FOR INTERVIEWING PROSPECTIVE ACADEMIC AND PASTORAL STAFF

- 1.1 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.
- 1.2 Questions will avoid hypothetical questions and focus on experiences.
- 1.3 All candidates will be asked questions that explore:
  - 1.3.1 Motives, attitudes and behaviour towards young people;
  - 1.3.2 Emotional resilience working with challenging behaviours;
  - 1.3.3 Attitudes to the use of authority and maintaining discipline;
  - 1.3.4 Ability to form and maintain appropriate relationships and personal boundaries with young people; and
  - 1.3.5 Any gaps in employment or where the candidate has changed employment or location frequently, asking about the reasons for this.

### 2.1 Guidance for Safeguarding Questions

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

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

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

## APPENDIX 3 - CHECKS ON OTHER STAFF WHO ARE NOT EMPLOYED

1. **Governors** - Appropriate pre-appointment checks<sup>3</sup> will be carried out on all Governors including an Enhanced DBS check and a Prohibition from Management (Section 128) check. The Secretary of State will carry out such checks on the Chair of Governors. This must be complete before a decision to appoint is made.
2. **Agency and supply staff** - Prior to appointment the school will obtain confirmation from the agency or third-party organisation (including Sodexo, the school's contract caterers) that they have carried out the appropriate pre-appointment checks that the school would have done including the appropriate DBS check and any disclosed information. The individual's identity will be checked on their first day of work at the school.
3. **Checked contractors** - The school maintains a list of trusted contractors and their employees, including those with a professional role, who regularly work at the school. Prior to commencing unsupervised work the appropriate pre-appointment checks will be completed including confirmation that a DBS check has been carried out by the contractor or the school. The level of DBS check will be dependent upon the degree of regular contact with children the person will have.
4. **Unchecked Contractors** - Any contractors or visitors where the appropriate pre-appointment checks have not been completed will be supervised on site with the level of supervision dependent upon their level of access to pupils. No unsupervised access to girls' accommodation or changing areas will be permitted.
5. **Trainee/Student Teachers** (not employed by the school) - Before commencement of the assignment, the school will receive confirmation from the initial teacher training provider that the appropriate pre-appointment checks have been completed.
6. **Visitors** - Visitors engaged in regulated activity will be supervised unless evidence has been given of the appropriate pre-appointment checks.
7. **Volunteers** - The school does not generally use volunteers but, where they are engaged, they will not have unsupervised regular access to pupils before the appropriate pre-appointment checks have been completed.

The '*Access to School Site Policy*' explains how employees and others are identified according to their lanyards with the appropriate level of supervision.

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<sup>3</sup> . In this Appendix, 'appropriate pre-employment checks' are as specified at Part 4 of the Commentary on the Regulatory Requirements.