

**Canon Popham
CofE Primary Academy**



SAFER RECRUITMENT

POLICY

Date Policy agreed	September 2021
Date of Review	September 2022- at least annually but sooner if legislation changes.

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1.0 Introduction

Effective recruitment and choice are of paramount importance to recruit staff with the necessary skills and attributes to enable the school to fulfil its priorities. It is also the first step to safeguarding and promoting the welfare of our children and young people. Canon Popham CofE Primary Academy expects all staff, governors and volunteers to share this commitment.

- 1.1 At all times recruitment and selection must be fair, effective, robust and safe for the purposes of building and maintaining an effective workforce; ensuring that individuals with the right skills are in the right roles. It is imperative that the school fosters a culture of safe recruitment from the start of the process to the end, to ensure that it deters, rejects and identifies people who may pose a risk to our children.
- 1.2 The purpose of the Recruitment and Selection Policy is to:
 - Promote and safeguard the welfare of our children
 - Ensure legislative and equality duties are met
 - Ensure a transparent, fair and objective recruitment process
 - Select appropriate and cost-effective attraction methods
 - Minimise time and cost to hire in support of effective delivery of services, especially front line
 - Recruit staff with the appropriate skills, competencies and experience in order to meet the School's current and future needs.
 - Ensure that staff appointed to posts are appropriately qualified to carry out the duties and responsibilities of the post
 - Develop and enhance the public image and reputation of the school, both as an employer and as a provider of high quality education

2.0 Who does the policy apply to

- 2.1 The Recruitment and Selection Policy will apply to the appointment of all roles within the school including internal appointments, acting-up/interim arrangements across all areas of the school.
- 2.2 There are times when it is necessary for short term acting up or interim appointments to be put in place where it would be to the school's detriment or that of its pupils if such arrangements were not actioned immediately. This will only apply where a member of staff is absent from work on a short-term basis lasting no more than 4 months. The appointed employee must be paid the relevant remuneration for that post. Any appointment which is expected to last more than 4 months should be advertised and appointed following the principles of this policy.

3.0 Key Principles

- 3.1 The school aims to select and appoint the best people for the job and develop them to perform to the highest professional standards. The following principles will be adhered to at all times:
 - Where applicable (non-teaching posts) will be graded by job evaluation.

- The criteria for selection must be based on the relevant knowledge, skills and experience required in order to carry out the role as described in an up to date job description and person specification.
- The Recruitment process will have a strong focus on the safeguarding of pupils and ensuring that all employees are safe to be in school. The school will undertake robust checks in line with DFE advice.
- Anyone involved in the recruitment and selection process who has a relationship which may affect their ability to be impartial, this must be declared to the rest of the panel. A decision will be made and documented as to whether or not it is appropriate to continue participation in the recruitment and selection process.
- Training is provided for those involved in recruitment and selection decisions. The School Staffing Regulations 2009 require governing bodies to ensure that at least one member of the recruitment panel has undertaken Safer Recruitment Training. Safer Recruitment training should be refreshed regularly and in line with updated advice from the Government and changes in legislation.
- Candidates should be evaluated against their ability to perform the functions of the specific job, as set out in the job description and person specification.
- Interviews must be conducted in a fair and consistent manner and be structured and systematic to ensure that questions asked relate to the experience, skills and qualifications outlined in the person specification.
- Candidates' expenses for the selection process will be paid only at the school's discretion where it is deemed a reasonable expense. This will be paid from the school's budget.
- All information on application forms must be treated as confidential, in accordance with Data Protection and the General Data Protection Regulations (GDPR) 2018 and restricted to those involved directly in the recruitment process and its administration.
- Offers of appointment **must** be conditional and subject to the receipt of appropriate references, checks and clearances being obtained, they must not be confirmed to the individual until this has been completed to the satisfaction of the recruitment panel
- The recruitment process and decisions arising from it must be documented. All recruiting managers and panel members must therefore ensure that they maintain adequate and appropriate records; either written or electronic. Once the process has been completed documentation will be held on the personal file of the successful candidate and within the school for a period of 12 months for all other applicants.

4.0 Safer Recruitment and Selection procedure

- 4.1 Safer recruitment is one of the strands of safeguarding and promoting the welfare of children, the school is committed to a process that promotes the welfare of children.
- 4.2 Job descriptions will include a statement to promote the safety and wellbeing of the children and young people in the school

- 4.3 Person specifications will state that evidence of working within a child protection culture and promotion of a safeguarding culture as essential.
- 4.4 Advertisements for positions will include a clear statement regarding the School's commitment to safeguarding and the need for an enhanced DBS check, such as:

“The Governors of Canon Popham CofE Primary Academy are committed to safeguarding and promoting the welfare of children and applicants will undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.”

- 4.5 Questioning of candidates at interview will include robust questions about the safeguarding of children.

5.0 Analysis of vacancies

- 5.1 When an employee leaves there is often pressured to fill the vacancy without delay. However, it presents an ideal opportunity to review existing staffing arrangements and take stock of present or future demands on the service. Therefore, before the recruitment process begins, the following points should be considered by the school:
- Is it necessary to fill the vacancy?
 - Does the job role require any changes in duties or responsibilities?
 - Are there other ways that the role can be delivered?
 - Is there adequate budget available to fund the post?
 - What is the potential impact of not filling the post?
- 5.2 If after analysing the role the recruiting panel feel there is sufficient justification to fill the post then the recruitment process can commence.
- 5.3 This is an opportunity for the job description and person specification to be reviewed and revised accordingly.
- 5.4 The job description will set out the key duties and responsibilities of the post. The person specification will reflect a profile of the ideal candidate in terms of their education, knowledge, experience, skills and other attributes needed to do the job. The Head teacher/manager of the job is responsible for ensuring that the job description and person specification is up to date and relevant for the post. All job descriptions should state whether the role is in regulated activity or not. See appendix 9 for the definition of regulated activity.
- 5.5 If a new support staff post is being established or the duties and responsibilities have changed since the post was last filled, the school should seek **advice** about the grade of the role from the HR department. The Governing Body should have regard to the responsibilities of the post and to the pay scales, terms and grading applicable for similar roles or work throughout the Trust.

6.0 Advertising

- 6.1 Vacancies should not be advertised by 'word of mouth' alone since people/groups that may be under represented in the area are unlikely to hear about them and it may lead to claims of discrimination
- 6.2 The Trust places a great deal of emphasis on continuous professional development and in doing so actively seeks to promote succession planning and career guidance for its employees. When a vacancy arises consideration will always be given to internal recruitment to allow for career progression and succession planning. Internal recruitment will be carried out as a fair and equitable process across the Trust.
- 6.3 The head teacher/governors will assess whether there is a clear skills gap in the school and consider with each role whether advertisement outside of the school is necessary. For the role of Head Teacher/Deputy the Trust must advertise the post in such a manner as it considers appropriate..
- 6.4 The school will refer to point 4.4 of the policy and ensure that the school's safeguarding statement is in every advertisement.
- 6.5 Prospective applicants are supplied with the following:
- Application Form
 - DBS enhanced disclosure requirement and all current safeguarding documentation
 - School Information
 - Recruitment timeline
 - Job Description & Person Specification
 - Safer Recruitment Policy
 - Safeguarding Children Policy which clearly states who is the DSL
 - The School Code of Conduct

Prospective candidates will be directed to the School Website to familiarise themselves with the culture and values of the school as well as important information about the school.

7.0 Assessing Candidates

- 7.1 All application details must be treated with the utmost confidentiality. Information obtained in the course of the recruitment and selection process which may include information of a sensitive or personal nature must be kept secure and retention periods should be adhered to. All candidates must complete the appropriate application form in full. For the purposes of Safeguarding application forms should be scrutinised for gaps in employment. The School does not accept CV's.
- 7.2 Wherever practicable short-listing the candidates for interview should be undertaken by the same panel of people who will be involved in the interviews for consistency throughout the process. Shortlisting should be carried out by at least two people and selection must be based only on the criteria identified in the person specification. Shortlisting must not take account of the protected characteristics of a candidate, which includes;
- age,

- disability,
- gender reassignment,
- marital or civil partnership status,
- maternity or pregnancy,
- race,
- religion or belief or
- sexual orientation.

- 7.3 Except where there is a Genuine Occupational Requirement which can be lawfully justified (for example, Voluntary Aided/Faith schools' ability to appoint according to the religious beliefs of the school) these circumstances are limited and usually apply where it can be justified that to fill a role the candidate must have one of these characteristics. The recruiting panel must seek advice from their HR Provider in order to determine if there is a Genuine Occupational Requirement and must not make the decision in isolation.
- 7.4 Information disclosed under the Rehabilitation of Offenders Act 1974, and the amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected'. Disclosures must not be taken into consideration at shortlisting stage. Any disclosure made must be provided to the interview panel in a sealed envelope so that they may ask the candidate questions at interview. Anybody who makes disclosures must also be subject to a DBS Enhanced and Barred list check. See appendix 11 for a Criminal Convictions self-disclosure form.
- 7.5 If the school participates in the "Positive about Disabled People" Scheme, commonly known as the "Two Ticks" Scheme. It is essential therefore that recruiting managers and panel members check when shortlisting to see if anyone has applied under the scheme and if so, whether their application indicates that they meet the essential criteria for the post. If the applicant does meet the essential criteria they should be invited to attend an interview.
- 7.6 References should be sought on all short-listed candidates, including internal ones before interview so that any issues of concern can be explored further with the referee, and taken up with the candidate at interview. References form an important part of the process and should be scrutinised for any inconsistencies against the application form. If a candidate for a teaching post is not currently employed as a teacher, the school (new employer) will confirm with the school or college at which they were most recently employed details of their employment and their reasons for leaving. For the purposes of safeguarding the school will apply this to applications for all staff roles. Therefore, applicants who have previously worked in schools (despite this not being one of their last two employers) will be advised that the school will contact the last school previously worked at for a reference. Two written references are required from the candidate's present or most recent employer (paid work). See Appendix 10 for a sample reference request form.
- 7.7 References should always be requested directly from the referee and preferably from a senior person with appropriate authority, not just a colleague. Employers should not rely on open references, for example in the form of 'to whom it may concern' testimonials, nor should they only rely on information provided by the candidate as part of the application process without verifying that the information is correct. Where electronic references are received, employers should ensure they originate from a legitimate source.

- 7.8 On receipt, references should be checked to ensure that all specific questions have been answered satisfactorily. The referee should be contacted to provide further clarification as appropriate, for example if the answers are vague or if insufficient information is provided. They should also be compared for consistency with the information provided by the candidate on their application form. Any discrepancies should be taken up with the candidate.
- 7.9 Any information about past disciplinary action or allegations that are disclosed should be considered carefully when assessing the applicant's suitability for the post (including information obtained from the Teacher Services' checks).
- 7.10 Interviews must be conducted by a panel of at least two interviewers, one of which must have undertaken Safer Recruitment training. (see section 3.1). Interviews being held must be conducted by the same panel to ensure consistency of approach and provide a fair process.
- 7.11 In advance of the interview the panel should draw up a series of questions based on the skills, competencies and experience required for the role and individual questions based on their application form, including questions any gaps in the application form. These questions should be put to all candidates, responses should be recorded on a scoring grid used by all of the panel (see appendix 6). This allows the panel to consider applicants on the same basis and avoids any irrelevant or potentially discriminatory questions being asked. All candidates for all roles in school should be asked robust questions in relation to safeguarding the motives of individuals to work with children should be explored, the protection of children in the school must be paramount throughout the recruitment process.
- 7.12 The Equality Act 2010 limits the circumstances in which the recruiting panel can ask applicants' health related questions before offering them a post. The panel can only ask such questions where the ability to carry out specific functions is essential and intrinsic to the job, or to determine the need for making reasonable adjustments in the selection process, for example, to mitigate the impact of any disability the candidate has.
- 7.13 Candidates must not be asked questions related to their protected characteristics (see section 7.2) or trade union activities, as they have no bearing on a person's suitability for the job and could be unfairly discriminatory.
- 7.14 Once the formal assessment process is completed all members of the recruiting panel will convene to reach a final decision. The panel must ensure that they have all the information required for each candidate to enable them to reach a decision. The selection should be made on the basis of which individual best fits the criteria set at the start of the recruitment process, utilising the scores and results of any assessments. Using a robust and consistent scoring procedure will ensure that this is carried out.
- 7.15 It is essential that only objective information is used in the decision making process and those decisions are justified, fair and evidence based. The panel should be able to demonstrate that they have acted proportionately.
- 7.16 Documentation used to determine the successful candidate must be retained in the school. The documentation relating to the successful candidate must be filed in their personnel file. See Appendix 4 Appointment Checklist for Personal Files

7.17 It is entirely acceptable to shortlist only one candidate or not to appoint at all. Selecting the best candidate for the role is essential and managers should not feel compelled to appoint a less than satisfactory candidate regardless of the demands of the service. Appointing the wrong candidate can be extremely costly and can have an adverse effect on performance and delivery.

8.0 Appointing candidates

8.1 **All** offers of employment must be made by the chair of the recruiting panel. A verbal offer is legally binding; therefore, all offers of appointment **must be made in writing and conditional, subject to the necessary checks.**

8.2 All successful candidates will be required to have an enhanced disclosure DBS and barred List check to ensure that they are not barred from working with children. It is illegal to employ someone in a role where they are barred by law from working with children. The school must ensure that a candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State, or any sanction or restriction imposed (that remains current).

[https:// www.gov.uk/government/collections/teacher-misconduct](https://www.gov.uk/government/collections/teacher-misconduct)

8.3 In the circumstance where a DBS check contains any disclosures (convictions, cautions, reprimands and warnings) and the panel decide to appoint the candidate, the recruitment panel must record the reasons for not treating the conviction information as a reason not to appoint and retain a note of the reasons, including details of any advice sought and obtained, on the successful candidate's personnel file. It is recommended that advice be sought from HR regarding information contained on DBS certificates. See appendix 7 for a DBS risk assessment.

8.4 In the event that references are deemed unsatisfactory by the panel, the candidate must be advised of this. If the panel conclude that the references are unsatisfactory and the conditions in the offer letter have not been satisfied, the school can withdraw the offer of employment. Schools are advised to contact their HR Advisor. Where candidates request access to the references supplied to the school by the previous employer schools must pay due attention to the General Data Protection Act 2018, schedule 2.

8.5 All shortlisted candidates should be informed of the outcome of their application and offered the opportunity for feedback.

9.0 Pre-employment Checks

9.1 These are checks which are required by law before employment commences;

a. **Identity:** importance of verifying the successful applicant's identity by reference to original documents. Candidates invited to interview should be asked to bring with them the necessary documents to verify their identity that will satisfy the requirements of the DBS in respect of the application for a disclosure.

b. **Eligibility to work in the UK:** it is an offence to employ someone who is not eligible to work in the UK so proof of eligibility must be checked before the offer of employment is confirmed. Guidance about this is in appendix eight of Safeguarding Children and

Safer Recruitment in Education. More detailed information is available on the UK Border Agency website www.ukba.homeoffice.gov.uk

- c. **DBS barred list:** under the Protection of Freedoms Act 2012 schools have a legal duty to check that any person being appointed to work in **regulated activity** is **NOT** barred from working with children or – where applicable – working with vulnerable adults. This check must be done before the person commences in post even if they start pending a DBS certificate.
- d. **DBS certificate:** the successful applicant should be asked to complete an application for an enhanced DBS certificate and produce the required supporting documentation straight away. Everybody employed to work in a school is required by law to undertake an enhanced disclosure. Since 2016, all newly appointed governors (of maintained / VC schools) must undertake an enhanced DBS certificate. Existing governors without enhanced DBS were required to undertake a new check by September 2016.
Governors are not in regulated activity and should not be checked against the barred list.
- e. **Qualifications:** the successful applicant should be required to provide original certificates or diplomas for all the academic or vocational qualifications required for the post, plus any that are relevant to the post. The documents should be checked to ensure that they refer to the applicant and it is also important to verify them with the awarding body.
- f. **Status:** it is a requirement for some posts that the applicant is licensed or registered with a professional body. For example, in order to be employed as a teacher in a maintained school, a person must usually have been awarded qualified teacher status and be registered with the relevant general teaching council.
- g. **Prohibition** All those appointed to undertake ‘teaching work’ must be checked against the prohibition list and interim prohibition list before commencing in post. Schools can check these lists via the Teachers Services website. ‘Teaching work’ includes qualified / unqualified teachers and HLTAs but not teaching assistants – see *Keeping children safe in education* for more information.
- h. **Prohibition from participation in management** – anyone appointed to a management position in an independent school, academy or free school as an employee, trustee or proprietor must now be checked to ensure they have not been barred from management of an independent school by the Secretary of State. This check will usually be done as part of their enhanced DBS (state that the person is in ‘management of an independent school’ on the DBS application) or – if the person is not in regulated activity – via Teachers Services. This should be included as a column on the SCR in relevant schools.
NB KCSiE 2021 makes clear that inclusion on s128 also prohibits an individual from serving as a governor of a maintained school – members of governing bodies must therefore be checked against the s128 list.

- i. **Disqualification under the Childcare Act 2006** – the DfE has guidance for schools (31/08/18) which recruiters should ensure they have read and understood. The Regs apply to anyone working in childcare,
- a) with under 5s or
 - b) in wrap-around care where there are children under 8.

In schools, this means nursery and reception classes and applies to lunchtime supervisors, etc but NOT office staff, cleaners, or people deployed to the under 5s only occasionally. It will apply to all Head teachers of primary schools and others who manage under 5s childcare. If the school has Ofsted-registered breakfast or after-school care, the Regs apply to this provision.

New recruits should be advised of the Regs and asked to confirm that they are not disqualified from childcare. Schools are not required to keep information about disqualification from childcare checks on the SCR but may do so if they wish, bearing in mind that the law prevents employers from keeping records or details of someone's criminal history. The school must assess which staff are covered by the act and then take steps to ensure that staff are aware of their duty to report any relevant information to the school that would disqualify them from working in:

- Early years provision, or
- Later years childcare outside of school hours for children who have reached 5 years but not yet reached 8 years, which includes before and after school care.

Schools should not apply this to every employee they must assess which staff are covered by the Act. See Appendix 12 Disqualification from Childcare Regulations letter for staff.

- 9.2 All documents must be original and not photocopies. Until all these checks have been carried out ONLY a conditional offer of employment can be made. This must be stipulated in the correspondence. All original documentation must be photocopied and placed in files for consideration as part of the recruitment process.
- 9.3 **Overseas Checks** – All elements of the recruitment process should be applied to applicants from overseas in the same way as applicants resident in the UK. In all cases where an applicant has worked or been resident overseas in recent years, the employer should, where possible, obtain a check of the applicant's criminal record from the relevant authority in that country. Not all countries provide that service, but the DirectGov website now includes a list of those countries that do and details of how information can be obtained from other countries, at:
www.gov.uk/dbs-checks-requests-guidance-for-employers#overseas-applicants
- 9.4 The DBS can only provide information that is held by police forces in the UK. That may include details of offences committed abroad by UK citizens or residents, but almost invariably will not include details of any offences committed abroad by foreign nationals who have never lived or worked in the UK. See Appendix 1 Applicants from overseas advice
- 9.5 **Fee-Funded Student Teachers** – The school should get written confirmation from the provider of any fee-funded student teacher that has carried out all pre-appointment checks that the school should otherwise perform.
- 9.6 **European Economic Area (EEA) teacher sanctions**

The DFE issued the following guidance note to schools;
Employers in England can now use the Teacher Services Website to check for restrictions/sanctions that have been imposed by regulators of the teaching profession in other EEA member states. This information will help employers when making recruitment decisions and should be carried out in addition to all other safer recruitment pre-appointment checks. EEA regulator restrictions do not prevent an individual from taking up teaching positions in England, however, employers should consider the circumstances leading to the restriction when assessing a candidates suitability to be employed.

10.0 Regulated Activity

- 10.1 For ALL posts which involve working in regulated activity, it is appropriate for the school to check that the person appointed doesn't pose a risk to the school (or other employees). Further checks will consist of:
- 10.2 It is recommended that no appointment should be confirmed or taken up until all necessary clearances are obtained. Any information about past disciplinary action or allegations should be considered carefully when assessing the applicant's suitability for the post. Schools are advised to seek guidance from HR if any concerns are raised. For existing employees with missing references on file attention should be drawn to Appendix 2.
- 10.3 **Agency Staff** – it is now a requirement that schools check that the person presenting at the school, is the same person that the agency has provided the vetting checks for. Therefore, two forms of identification are required by agency staff, this should be passport/driving licence.
- 10.4 **Single Central Record** - All the checking details need to be included on the Single Central Record. The information should be requested at the appropriate times and logged/checked. The SCR should be checked on the first day of arrival of the new staff member and a member of SMT will sign off the SCR before the new member of staff is allowed into the school. See guidance at Appendix 3.
- 10.5 **Staff Files** – It is recommended that all staff files contain appropriate documents and a checklist to demonstrate appointment processes and checks have been followed. A checklist for staff files is attached at appendix 4.
In summary all checks will be:
- Documented and retained on the personnel file.
 - Recorded on the school's Single Central Record.
 - Followed up if they are unsatisfactory or if there are any discrepancies in the information received
 - A Risk Assessment is made where there are issues raised via checking process
 - An employee's file should be a mirror of what is contained on the SCR.

11.0 Finalising the appointment

- 11.1 It is at the discretion of the school to decide on the grade to appoint teachers. This is done in accordance with the School Pay Policy for Teachers. For support staff it is usual for newly appointed employees to be placed on the minimum point of advantage on the salary scale or the nearest point within the grade that reflects their current salary. Exceptions are permitted where this can be justified.
- 11.2 There are times when candidates complain about the decision that has been made or some part of the recruitment and selection process. Where that complainant is an employee, they should contact the chair of the panel in the first instance to resolve the matter informally. If this doesn't resolve matters, the employee should raise any complaint under the school's Grievance Policy and Procedure. Candidates who are not school employees should raise any complaint under the school's Complaints Procedure.
- 11.3 The majority of candidates will have to give notice to their existing employer and, depending on the role, there will be some delay between the candidate being appointed and starting in post. It is important to maintain regular contact with your new appointee, providing them with any information that they need about the school and about their new role. The new employees career with the school starts now, so any development areas identified during the selection process should be used to inform their probationary and induction period.
- 11.4 If you are employing a person who has multiple contracts, you need to be aware of the implications of the Working Time Directive. You should also advise any other responsible manager of the new contract and ensure that the employee does not work more than the lawful limits allowable. If you are unclear about this, you should contact your HR.
- 11.5 Successful candidates must be sent a conditional offer letter that stipulates that the offer is conditional subject to the satisfactory checks. A contract of employment must be sent to the candidate within 3 months of their start date.
- 11.6 All new employees must be subject to a thorough induction process into the school. Induction must cover the school code of conduct and child protection.

12.0 Volunteers

- 12.1 Volunteers are seen by children as safe and trustworthy adults. The same kind of process should apply when the school is recruiting volunteers to work with children. Because volunteers fill a very wide variety of roles the principle needs to be applied with common sense and the process may need to be adapted to cater for particular roles.
- 12.2 Parents who volunteer on a one-off occasion such as a day trip, a fete or a sports day there is no need for a formal process or for a DBS certificate or a barred list check.

- 12.3 If a volunteer is going to have an on-going role that involves regular contact with children, or means that the person will be on the premises when children are present regularly or frequently, a similar recruitment process should be adopted as would be used to recruit a paid member of staff filling a similar role. Although, the process may be presented differently or adapted so that it is not as formal, the principals of safeguarding should still be the same.
- 12.4 If a volunteer will be providing 'teaching' and has previously been a qualified teacher the school should check on the Teacher Services website that they are not prohibited from teaching. The Childcare Regulations (including disqualification from Childcare – see 9.1) apply to all volunteers providing early years or later years childcare.
- 12.5 Barred list checks cannot be undertaken for volunteers except in very specific circumstances (such as unsupervised volunteering, overnight activity or volunteers engaging in intimate care).

In those cases the process should still include:

- Information about the organisation's commitment to safeguarding children
- Completion of an application or registration form
- Obtaining references
- A face to face interview
- Pre-employment checks similar to those which would be applied in the case of paid employment, including a DBS certificate.

- 12.6 Keeping Children safe in education 2018 says:

The school or college should undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate or any volunteer not engaging in regulated activity. In doing so they should consider:

- *The nature of the work with children;*
- *What the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers*
- *Whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability.*
- *Whether the role is eligible for an enhanced DBS check*
- *Details of the risk assessment should be recorded*

See Appendix 12 for a Volunteer Risk Assessment.

- 12.7 Volunteers should be provided with a role profile and undertake a full induction into the school, this induction should cover safeguarding and what is regulated activity.

APPENDIX 1

Applicants from overseas

All elements of the recruitment process and the pre-appointment checks should be applied to applicants from overseas in the same way as to applicants resident in the UK, but extra time will need to be allocated to obtaining references, checking applicants' qualifications and possible criminal records. In addition, as noted above, overseas applicants will need to establish that they have the right to live and work in this country.

The DBS can only provide information that is held by police forces in the UK. That may include details of offences committed abroad by UK citizens or residents, but almost invariably will not include details of any offences committed abroad by foreign nationals who have never lived or worked in the UK. The DBS barred lists (and their predecessors including List 99 and the PoCA List) are also primarily made up from referrals about people living or working in this country. Consequently DBS certificates and Barred List checks are unlikely to provide any information on applicants from overseas who have not previously lived in the UK. Nevertheless, those checks have to be carried out to meet statutory requirements. In all cases where an applicant has worked or been a resident overseas in recent years, the employer should where possible, obtain a check of the applicant's criminal record.

Not all countries provide that service, but the DirectGov website now includes a list of those countries that do and details of how information can be obtained from other countries, at www.gov.uk/dbs-check-requests-guidance-for-employers#overseas-applicants

The nature and detail of the information provided varies from country to country. The DBS does not have any involvement in applications by individuals to overseas authorities. Employers should also be aware that they would have to arrange for information returned from overseas authorities to be translated into English and they may need to obtain advice about the precise nature of criminal offences in other countries. Offences in other countries do not necessarily correspond to offences in the UK.

The DfE does not issue guidance on which circumstances require these overseas checks, stating that it is for schools to determine. However, with effect from **6th April 2017** the Home Office has confirmed that an overseas criminal check will be completed for everyone in an education role applying for a visa to work in the UK (i.e. from countries outside the EU). The requirement is mandatory to applicants from overseas applying under certain Standard Occupational Classification (SOC) codes, including teaching and school leadership. The requirement to provide an overseas criminal record certificate applies to anyone that has lived abroad for 12 months or more in the last 10 years. Since April 2017 schools have had a statutory duty to inform Tier 2* skilled worker applicants of the need to source and submit overseas criminal certificates as part of their visa application.

You can find an FAQ document about obtaining overseas criminality information here: [Obtaining Overseas Criminal Record Checks](#)

NOTE In cases where an overseas criminal record check or certificate of good conduct is not possible, particular care must be taken with the other required checks, especially those of identity and qualifications, and obtaining satisfactory references.

European Economic Area (EEA) teacher sanctions

The DfE has issued the following guidance note to schools:

*Employers in England can now use TRA Teacher Regulation Agency (employer access online) to check for restrictions/sanctions that have been imposed by regulators of the teaching profession in other EEA member states. This information will help employers when making recruitment decisions and should be carried out **in addition to all other safer recruitment pre-appointment checks as detailed in part 3 of 'Keeping children safe in education'**.*

EEA regulator restrictions do not prevent an individual from taking up teaching positions in England, however, employers should consider the circumstances leading to the restriction when assessing a candidate's suitability to be employed. Please note, only EEA restrictions that are determined after 18 January 2016 will be displayed. The Teachers Services website explains how to obtain more detail about EEA restrictions. Since February 2016 NCTL Teacher Services displays EEA restrictions as a separate list.

*Tier 2 jobs – general, health/social/education

APPENDIX 2 LETTER FOR STAFF WHO ARE COVERED BY THE CHILDCARE REGULATIONS

Dear Colleague,

The Department for Education issued guidance to schools (31st August 2018) on the Disqualification from Childcare Regulations and reminded school leaders that they must undertake an additional safeguarding check on current and future staff as appropriate to ensure that no one who is disqualified is employed in connection with:

- early years provision, or
- later years childcare outside of school hours for children who have reached 5 years but not yet reached 8 years, which includes before and after school care.

The disqualification criteria include:

- 1) caution or conviction for certain criminal offences
- 2) Certain grounds relating to the care of children (eg parental right order, supervision order or care order)
- 3) Having registration refused or cancelled in relation to childcare, children's homes or disqualification from private fostering (except where that cancellation or refusal was to do with unpaid fees)

This check is separate from the DBS check. Any of the above criteria disqualify staff from providing this childcare. Staff who either have a relevant offence or order is disqualified immediately and must apply to Ofsted to request a waiver if they wish to continue to work in these areas.

I have carefully considered the statutory guidance and have determined that your post at [[insert name of setting](#)] is involved in the provision of early years care during the school day and/or later years childcare [[delete as appropriate](#)].

For that reason, I have a legal obligation to make you aware that you have a duty to report any relevant information to me about yourself (even if that information has previously been considered in relation to a DBS check). Please be assured that any information disclosed will be treated in the strictest of confidence and in line with Data Protection requirements.

The full list of relevant offences, orders and determinations can be located in tables 2-5 of the Compliance, Investigation and Enforcement handbook, section 5.1 'Disqualification' which can be accessed via the link below. I appreciate that the lists are long and so, for ease of reference, I have arranged for a hard copy to be available in the school office / staff room.

<http://hub.unlock.org.uk/wp-content/uploads/Ofsted-disqualifications.pdf>

Broadly speaking, the 'certain criminal offences' include a caution or conviction for:

- any offences by an adult against or involving children
- Any sexual offence by an adult or a child against an adult or a child
- Murder, manslaughter, kidnapping, false imprisonment, assault occasioning grievous or actual bodily harm

For cautions, you are only required to disclose those issued on or after 6 April 2007. This does NOT apply to relevant convictions, which must be declared irrespective of date.

If you believe that you may meet one of the three disqualification criteria set out at the start of this letter, you are required to read the complete list in order to determine whether or not the specific information is disclosable.

You are required to make me personally aware of any relevant information, in writing, by no later than 7 days from receipt of this letter. If you think you have relevant information you will need to provide, as far as possible, any details relating to the order, determination, conviction or other grounds, the date it was made along with any other details including a copy of the relevant order or conviction. This information should be provided in a sealed envelope, clearly marked 'Strictly confidential - for the attention of (head teacher) only' and handed to [\[insert name\]](#).

Please note that this is an ongoing requirement and so, if you do not have any relevant information to disclose at this point, but do in the future, you must make me aware of any relevant information immediately.

You are required to sign the signature sheet available in the [office](#) to confirm that you have read and understood the content of this letter.

I understand that a disclosure may be difficult and stressful. If you have any questions or concerns, please do not hesitate to contact me at [\[insert contact details\]](#)

I would like to thank you for your cooperation and support in implementing this legally required process.

Regards,

Head teacher

APPENDIX 3

Single Central Record Guidance

Schools must keep a single central record, as referred to in the Keeping Children Safe in Education (statutory guidance document). The single central record must cover the following people:

- All staff who are employed directly by your school
- All supply/agency staff who are employed for a reasonable period of time, whether employed directly by the school or through an Agency.
- The very short term cover staff totalling a few days or a couple of weeks would not normally be put on the SCR but you still need to ensure the Agency has carried out all the checks and hold the evidence on file.
- Any volunteer who works regularly with children and always include those who are engaged in “Regulated Activity”.
- Governors
- People brought into the school to provide regular additional teaching or instruction but who are not staff members, such as Sports Coaches, Peripatetic Music Teachers, Artists etc.
- Regular contract staff such as contract cleaners or caterers
- The school should get written confirmation from the provider of any fee-funded student teacher that has carried out all pre-appointment checks that the school should otherwise perform

The prohibition from teaching check must be completed for everyone engaged in 'teaching work', whether a qualified teacher or not; and recorded on the single central record. The information that must be recorded is whether checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained. Personal files must correlate with the Single Central Record and contain documentary evidence which has been gathered from recruitment process in order to satisfy the requirements for a safe appointment.

Section 128 checks

Individuals who are subject to a direction made under Section 128 of the Education and Skills Act 2008 or Section 167A of the Education Act 2002 are prohibited from taking part in the management (including governors if the governing body is the proprietor body for the school) of independent educational institutions in England and/or Wales respectively. A person prohibited under Section 128 is also disqualified from holding or continuing to hold office as a governor of a maintained school.

Academies must carry out section 128 checks on:

- Academy trust members and trustees
- Governors who sit on committees
- Academy staff in management positions – Headteacher, SLT

Maintained schools should carry out section 128 checks on:

- Governors

Please refer to the appointment checklist at appendix 4 for further guidance and section 9 of the policy for the list of pre-employment checks

APPENDIX 4 - APPOINTMENT CHECKLIST - An at-a-glance checklist to insert at front of

1. DOCUMENTS:

<p>Original Application Form attached</p> <p>please tick <input type="checkbox"/></p>	<p>Medical Form</p> <p>Clearance no:</p> <p>Date advised by OHU:</p> <p>Or Date sent to OHU in a sealed envelope</p> <p>Any other information from OHU</p>	<p>Completed Enhanced DBS Form Issue date:</p> <p>Disclosure no:</p> <p>Overseas Police Check attached if applicable (EEA check done) Date of check:</p> <p>Section 128 check (for management positions)</p> <p>Date of check:</p> <p>Teacher Status Check: (for everyone engaged in '<u>teaching work</u>', whether a qualified teacher or not e.g. HLTA)</p> <p>Yes/No Date of check:</p> <p>Barred list check (previously list 99) Yes/No Date of check:</p> <p>N.B. If the employee does not hold a valid DBS clearance a barred check must be undertaken <u>before</u> the start date.</p>
<p>Bank details attached please tick <input type="checkbox"/></p>		
<p>Reference 1 attached <input type="checkbox"/></p> <p>Reference 2 attached <input type="checkbox"/></p>	<p>Copy of QTS Certificate attached if applicable/available <input type="checkbox"/></p>	<p>Evidence of eligibility to work in the UK and proof of NI Number (please attach)</p> <p>ID - Passport (front cover, personal details page and visa (if applicable)</p> <p>Or other eligible document attached Yes/No</p> <p>Proof of NI document attached i.e. P60, P45, payslip Yes/No</p>
<p>Disqualification under Childcare ACT</p> <p>Is the employee covered by the Act YES / NO</p> <p>If Yes make the employee aware of their obligations</p>	<p>Copy of academic qualifications attached if applicable <input type="checkbox"/></p> <p>Date post advertised:</p> <p>Date post appointed:</p> <p>Interview notes and assessments enclosed <input type="checkbox"/></p>	

2. CONTRACT DETAILS:

Employee Name:			
Employee Address:			
Position (Post)Title		Job Code (if applicable):	
Start Date (in this position):	Local Government/Continuous Service Start Date (if earlier than this position):	End Date (if applicable)	

3. SALARY DETAILS:

(Main) Pay Scale	Upper Pay Scale	Leadership Scale	Unqualified Teacher Scale
TLR Level, amount and responsibility	SEN level and amount	Other Allowances (please state)	

4. TYPE OF CONTRACT:

Permanent Y/N	Working hours: Term Time Only: Y/N If No how many working weeks?	Initial Working Pattern (if applicable) i.e. hours worked each day Monday Tuesday Wednesday Thursday Friday
Fixed Term Contract Y/N	Reason for Fixed Term Contract:	
Event Linked Y/N	Event linked: Name of substantive post holder on maternity leave/long term sickness or pending permanent recruitment. Please state	

5. ISSUES RAISED FROM COMPARING APPLICATION FORM, REFERENCES & CHECKS (RISK ASSESSMENT)

* If detailed use a separate sheet

ISSUE	DETAIL	ACTION/INVESTIGATIONS UNDERTAKEN & ADVICE SOUGHT	OUTCOME/JUSTIFICATION TO APPOINT & PERSON AUTHORISING APPOINTMENT
There are gaps in the employment dates and chronology			
There are gaps in education dates			
The reference is ambiguous and not instantly recognisable as being from an employer			
Reference not available from previous employment			
Concerns/discrepancies highlighted on			

reference (s)			
DBS contains disclosures			
The health questionnaire has been returned with actions required			

Input on to Single Central Record by (name): Signed:	Dated:
--------------------------------------------------------------------	--------

APPENDIX 5

Short-Listing Candidates - Guidance

Short-listing - when?

At the beginning of the recruitment process you should plan the recruitment timescales and you should ensure that you adhere to these to avoid having to reschedule interviews causing inconvenience to candidates, interview panel members and additional administration. If unforeseen circumstances arise and the interview dates have to be changed you should notify the candidates as soon as you are aware of the change.

Wherever practicable short-listing the candidates for interview should be undertaken by the same panel of people who will be involved in the interviews for consistency throughout the process. The panel should always contain at least one member who has undertaken Safer Recruitment training and a member who has operational knowledge of the vacant post. The panel should be made up of at least two people, ideally three people.

Short-listing – the process

To complete the short-listing process you will need:

- all the applications
- the job description
- person specification for the post
- the short-listing form (Appendix 6)

The purpose of the process is to identify which of the applicants will be invited to interview for the post. It is important to give full consideration to each application and consider them with a consistent approach.

It is essential that the short-listing is carried out based on the criteria laid down within the documents listed above regardless of age, disability, gender, pregnancy or maternity, race, religion, belief or sexual orientation.

The person specification should be used to identify which attributes are to be measured from the application and these should be written onto the short-listing form. For example – if you have identified in the person specification that there is a requirement for relevant experience in the supervision of staff and that this will be identified from the application. This should be listed on the short-listing template under “relevant experience”.

If you have received a large volume of applications and consider that you may have difficulty in establishing a manageable size short-list of those who meet the *essential* criteria, the panel may want to add further weighting to those also meeting some or all of the *desirable* criteria. If you wish to use this further weighting, the recruitment panel should agree to this at the beginning of the process, *not during the short listing* whilst looking at and scoring the applications.

Completing the short-listing form

The names of the applicants should be written onto the form and then a comparison of the information provided on the application form should be made against the person specification. If you have a high volume of applications, you may find it helpful, firstly to exclude any who have not met the essential criteria for the post.

For each of the criteria, an assessment is made of the evidence provided and a score given as follows:

- Score 5 - Clearly meets essential and some or all desirable criteria
- Score 3 – Clearly meets essential criteria
- Score 1 - Unclear/potential evidence that candidate meets essential criteria
- Score 0 - No evidence that candidate meets essential criteria

If the school participates in the “Positive about Disabled People” Scheme, commonly known as the “Two Ticks” Scheme. Candidates who have indicated that they are seeking an interview under the disability ‘two ticks’ symbol scheme and meet the essential criteria should always be short-listed for interview.

When scoring candidates, it is useful to consider the skills required for the key roles of the job and how easily and quickly those skills can be gained. If, for example, a skill is required that is critical to the role and could take some months to gain, then this may be considered more highly than a skill that is used less frequently or can be learned in a short period of time. If you choose to use any further differentiation or weighting during the short-listing process, you should detail how this was done in the candidate notes included in the shortlist form.

You should record the reason for your scores on the short-listing form so there is clear information about why you have scored as you did. This can also be helpful when providing feedback to candidates.

Those scoring the highest are the candidates that you should short-list.

In addition, if this situation arises you could consider drawing up a long-list and inviting these candidates for a first interview or test, to then identify your short-list.

What is evidence?

The candidate should provide evidence of their skills, qualifications, knowledge and experience on their application.

Some consideration can be given to the presentation of the application, only if this is relevant to the post. For example if written communication is one of the criteria for the post, and the language and presentation of the application is poor, that can be considered as evidence when scoring the application. It is important to consider that some candidates may have difficulties with literacy due to disability or because English is not their first language, however, this does not mean that they are not capable of doing the job.

If key information is missing from the application, then it is reasonable and appropriate to determine that the candidate does not have any evidence to provide of the skills, knowledge, experience or qualifications in question.

Interview Preparation

If you have noted during the short-listing process any additional information or clarification you require from any of the candidates, this should be recorded to enable it to be asked as a supplementary interview question.

Short-listed candidates - Inviting to Interview.

You will then create and send the invite to interview correspondence to invite your short-listed candidates to interview, giving the candidates at least a week's notice to attend the interview.

At this stage apply for references for all short-listed candidates.

This should be incorporated into your timescales.

APPENDIX 6 – SHORT LISTING FORM

SCORING AGAINST PERSON SPECIFICATION

SCORING

COMMENTS

<p>Name of candidate _____</p> <p>Essential Score _____ out of 140</p> <p>Desirable score _____ out of 35</p>	<p>ESSENTIAL</p>	<p>DESIRABLE</p>	<p>HOW IDENTIFIED</p>	<p>Clear evidence 5</p> <p>Some evidence 3</p> <p>Little or no evidence 0/1</p>	
<p>Qualifications and Training (Complete the details)</p>				<p>Maximum score 25</p> <p>Highest score essential 15</p> <p>Highest score desirable 10</p>	
<p>•</p>	X		AF/CQ	5 3 1 0	
<p>•</p>	X		AF/CQ	5 3 1 0	
<p>•</p>	X		AF	5 3 1 0	
<p>•</p>		X	AF/CQ	5 3 1 0	
<p>•</p>		X	AF/CQ	5 3 1 0	
<p>Relevant Experience (complete the details)</p>				<p>Largest score 35</p> <p>Highest score essential 25</p> <p>Highest score desirable 10</p>	

•	X		AF//R	5	3	1	0	
•		X	AF//R	5	3	1	0	
Knowledge and Skills (complete the details)				Maximum score 90 Highest score essential 75 Highest score desirable 15				
•	X		AF//R	5	3	1	0	
•		X	AF//I	5	3	1	0	
•		X	AF//I	5	3	1	0	
•		X	AF//OT	5	3	1	0	
Safeguarding (complete the details)				Maximum score 25 Highest score essential 25				
•	X		AF//R	5	3	1	0	
•	X		AF//OT	5	3	1	0	
•	X		AF//OT	5	3	1	0	
•	X		AF//R	5	3	1	0	

Has the candidate been short listed? Yes/No

If yes apply for references at this stage

APPENDIX 7

DBS Risk Assessment Checklist

Starting work prior to DBS Certificate being sent or information is on the DBS

This risk assessment should be completed when considering whether to allow a new member of staff to start work before the DBS certificate has been seen by the school.

This risk assessment should also be used if the DBS is returned with information on it.

Name of Person	
Role	
Interview Date	
Proposed Start Date	
DBS Check Application Date*	

*The person must not start without the application being made

Is the person in 'Regulated Activity'?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Reason for starting without seeing new DBS check		
<input type="checkbox"/> Continuity of the school's provision to pupils		
<input type="checkbox"/> Other (please state)		
Known Information		
Have <u>all</u> the following checks been satisfactorily completed?		
<input type="checkbox"/> Identity check (photographic) [Essential]		
<input type="checkbox"/> Verification of current address [Essential]		
<input type="checkbox"/> Barred list check (if legally appropriate) [Essential]		
<input type="checkbox"/> Teacher Status/Prohibition Check (for teachers and those engaged in 'teaching work') [Essential]		
<input type="checkbox"/> Section 128 check (where relevant)		
<input type="checkbox"/> Overseas Checks (Where relevant)		
<input type="checkbox"/> Right to work in the UK [Essential]		
<input type="checkbox"/> Confirmation of qualifications [Essential]		
<input type="checkbox"/> Two references [Essential]		
Any other information (please state)		

Previous DBS Certificate
If the person has a previous DBS, on what date was it issued?
When was the persons last day at work in their previous school or college?

If the persons start date and their last day at their previous school or college are less than 3 months apart, then a new Enhanced DBS check is not required in law, although most schools will instigate a new one. Therefore, given that there is enough other information, the person could be assessed as low risk.

SECTION 2

Does the DBS have information on it? YES NO	If YES, ensure that the content is discussed with the individual and consider the relevance of the offence/caution. The timescale of the offence / caution and whether this was disclosed previously Verify information with other agencies LADO/Police Take advice from HR
Is the person to continue to be offered the role?	YES NO (withdrawal of offer of employment)

Decision

<input type="checkbox"/>	High Risk – Person should not be allowed to start with a new Enhanced DBS, as there has a break in service of more than 3 months (or they do not have an enhanced DBS certificate) and/or there is insufficient information about the person in the ‘Known Information’ list above.
<input type="checkbox"/>	Medium Risk – Person may start work and although there is sufficient other information listed above, because there is a gap in service of 3 months or more (or they do not have an Enhanced DBS certificate) the person must be supervised* at all times and should not undertake 1:1 work, personal care activities or residential visits. (*The unchecked person must always be ‘within sight or hearing’ of a person with an Enhanced DBS check).
<input type="checkbox"/>	Low Risk – Person may start work, without additional supervision, as they already hold an Enhanced DBS check <u>and</u> there is no break in service of 3 months <u>and</u> all other checks have been satisfactorily completed.

Authorisation

Head Teacher (Print name) _____

Head Teacher (Signature) _____

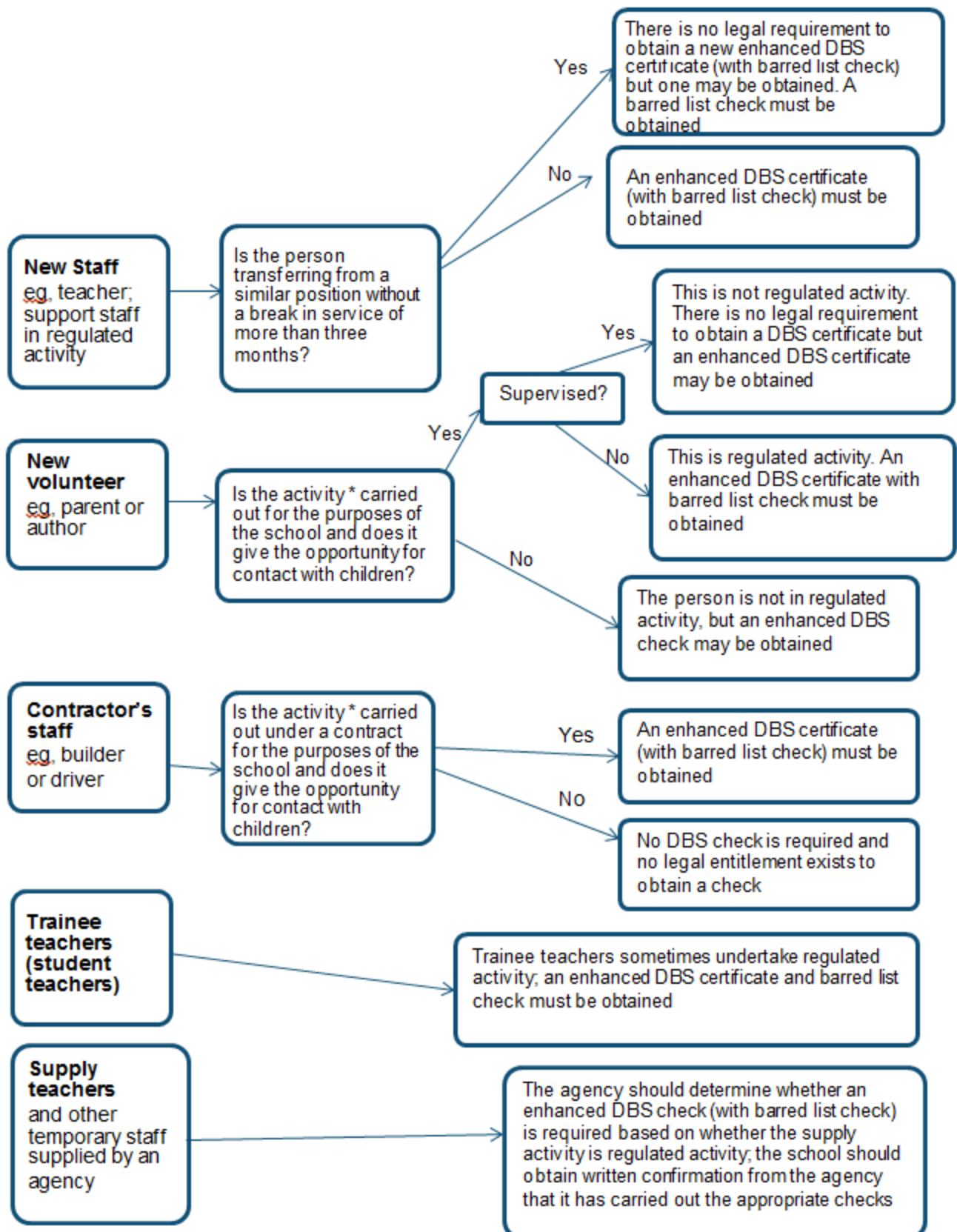
Date _____

Chair of Governors (Print Name) _____

Chair of Governors (Signature) _____

Date _____

APPENDIX 8 - Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

APPENDIX 9

What is regulated activity?

Regulated activity is work that someone should not do who is barred from working with children.

It comprises, in summary:

- Certain unsupervised activities performed on a regular basis, including teaching, training, instructing, caring for or supervising children
- Work carried out on a regular basis in certain establishments, including schools, that provides the opportunity for contact with children
- Relevant personal care given to a child, such as washing, dressing, feeding and toileting, or healthcare provided by or supervised by a healthcare professional, even if given on a one-off basis
- Registered childminding and foster caring

Activity taking place in a school is regulated activity if:

- It is carried out frequently (once a week or more often), or on four or more days in a 30-day period;
- It is carried out by the same person;
- The person is engaged in work for the school or in connection with the school; and
- It gives the person the opportunity to have contact with children

This includes activity in:

- All schools providing full-time (or mainly full-time) education for children
- Pupil referral units
- Nursery schools
- Childcare premises (including nurseries)

Similarly, someone is in regulated activity if he/she is providing day-to-day management of a volunteer who is engaging in activity that would be regulated if unsupervised.

A full detailed description of the above scope can be found on the government website:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf

Appendix 10 SAMPLE REFERENCE REQUEST FORM

School Name _____

To: (referee's name and organisation)
Request for a reference in respect of: (name of applicant)
In regard to application for: (title of post applied for)
Please confirm the following details The applicant's period of employment with you: From _____ To _____
The applicant's current or most recent job title with you
The main duties and responsibilities of that post:
The applicant's reason for leaving your employment:
How long have you known the applicant?
In what capacity do you know him/her?
Did the applicant perform his/her duties satisfactorily? Yes [] No []
If No please provide details of any areas needing improvement and any remedial action taken:
Please see the job description and person specification attached and comment on the applicant's suitability for this appointment. It would also be helpful if you could describe any strengths and weaknesses you consider the applicant has demonstrated in relation to the requirements of this job and give examples (please continue on a separate sheet if necessary).

Please comment on the effectiveness of the applicant's interactions with:

a) Other adults

b) Children and young people

Are you completely satisfied that the applicant is suitable to work with children? Yes [] No []

If no, please provide specific details of your concerns and the reasons for your doubts:

To the best of your knowledge has the applicant ever had an allegation made against them, which was founded, in regard to his/her behaviour towards children?

Yes [] No []

If Yes please give full details of the nature and date(s) of the allegation(s), by whom they were investigated, what conclusion was reached as a result of the investigation, whether any action was taken and if so what that was?

Has the applicant been the subject of a disciplinary action in respect of which penalties or sanctions remain in force?

Yes [] No []

If Yes please give full details of the nature and date(s) of the misconduct and of the penalty or sanctions still in force.

Would you re-employ this person?

Yes () No ()

If No, please confirm reasons _____

Do you give permission for this reference to be shared with the candidate?

Yes ()

No ()

Printed name:

Signature:

Position:

Organisation:

Xxx Primary School
DISCLOSURE OF CONVICTIONS

This form must be completed by all applicants. The information disclosed on this form will not be kept with your application form during the application process.

The Post you are applying for is 'exempt' from the Rehabilitation of Offenders Act 1974 and therefore you are required to declare any convictions, cautions, reprimands and final warnings that are not protected (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 174 (Exceptions) Order 1975 (as amended in 2013).

These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the **Disclosure and Barring Service website**.

Information contained on the disclosure will only be considered at interview stage and candidates will be given the opportunity to discuss the contents of the disclosure.

If you are offered the post, you will be required to undergo an Enhanced DBS & Barred List Check, which will allow the School to contact the Disclosure and Barring service to obtain details of any convictions and/or cautions.

Although you may feel embarrassed about having to declare a particular conviction or caution, you will be given full opportunity to explain the circumstances at the interview and you should not assume that this will exclude you from appointment. Information that you disclose will be checked against information from the Disclosure and Barring service before your appointment is confirmed.

It is important that applicants understand that failure to disclose all convictions, cautions, reprimands or final warnings that are not 'protected' could result in disciplinary proceedings or dismissal.

Full Name	
Maiden and/or Previous Name(s)	
Post Applied For	

Please make your declaration below:

I have no convictions or cautions

OR

My convictions or cautions are as follows:

DATE	COURT	OFFENCE	PENALTY

<p>Declaration I declare that the information provided on this form is correct.</p> <p>Signed: _____ Date: _____</p>

DBS Disclosure risk assessment process and safer recruitment
checklist for volunteer

APPENDIX 12

This pro-forma should be completed in all cases when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity.

Section 1: Applicant details	
Name:	
Post applied for/Volunteer role:	
Start date	
Day and time	
Section 2: Initial assessment	
2.1 Is the activity carried out for the purpose of the school and does it provide opportunity for contact with children?	<p>Please Choose</p> <p>If no – an enhanced DBS is NOT required.</p> <p>If yes – please complete section 2.2.</p>
<p>2.2 Will the person be supervised by an adult on a day to day basis and has the identified “supervisor/s” had an enhanced DBS and barred list check.</p> <p><i>“Supervised”: This means that supervision must be ongoing and must not, for example be concentrated during the first few weeks of an activity and then tail of thereafter becoming the exception not the rule.</i></p>	<p>Please Choose</p> <p>If you cannot confidently say yes to the person being supervised continually by another who is in regulated activity, please indicate why.</p> <p>An enhanced DBS with a Barred List Check must be carried out in this circumstance.</p> <p>Please complete point 2.3</p> <p>If the answer to this question is yes. Please move onto point 2.4</p>
2.3 In order to clarify why the DBS is being undertaken, please outline below the activity the person will be doing.	
2.4 Please indicate the adult/s responsible for supervising the person	Name/s:

Section 3 Wider Considerations	
<p>3.1 Has the school's insurer confirmed whether a volunteer would invalidate insurance if for example a child was injured under the supervision of volunteer?</p> <p><i>Most insurers would say that a member of school staff must be responsible for the children at all times to be in charge of those children and so a volunteer cannot take charge of children alone. Health and Safety Act places a duty on the member of staff responsible for supervising.</i></p>	<p>Please confirm if the school insurance would cover the volunteer for the activity that they will be engaging in.</p> <p>Please Choose</p> <p><i>Please note that invalidating insurance is not a justifiable reason to undertake an enhanced DBS. Therefore, schools are advised to follow the terms of their insurance policies in respect to engaging volunteers.</i></p>
<p>3.2 Have two references been obtained for the volunteer. Can the volunteer supply at least one reference from someone other than a family member, including a senior person at the employment or voluntary Service?</p>	<p>Please Choose</p>
<p>3.3 Are there any concerns raised about the person's suitability to work with children in any of the references?</p>	<p>Please Choose</p> <p>If there have been concerns raised in the reference about the individual's suitability to work with children, please consult with the volunteer about the concerns raised, and make an informed judgement in consultation with your HR advisor on whether an enhanced DBS may be necessary.</p> <p>Please indicate rationale behind decision making in section 3.4</p>
<p>3.4 Concerns about individual's suitability to work with children raised in reference.</p>	<p>Decision making for undertaking/not undertaking an enhanced DBS and rationale (please include details of professionals consulted with)</p>
<p>3.5 Has the volunteer's identity been verified?</p>	<p>Please Choose</p>
<p>3.6 Is the volunteer aware of any reason why they should not volunteer to work with children?</p>	<p>Please Choose</p>
<p>3.7. Does the volunteer have a connection to the school? i.e. are they a parent/relative of a pupil.</p>	<p>Please Choose</p>

Section 4: Decision Making		
	Decision Made	Completed by:
<p>Unsupervised Volunteer: High Risk – the school cannot guarantee the volunteer will be supervised.</p> <p><i>“Unsupervised”:</i> This means that supervision cannot always be guaranteed to be ongoing. Please refer to 2.2</p>	<p>Application for an enhanced DBS check with a barred list check must be made.</p>	
<p>Supervised Volunteer: High Risk – the person has no previous connection with the school AND cannot provide references from elsewhere.</p> <p><i>There is no statutory reason why this person needs to apply for an enhanced DBS Certificate. However, the school should consider whether the person’s uncorroborated background would raise an unacceptable risk.</i></p>	<p>Application for enhanced DBS check is/ is not needed. State reason(s) below:</p>	
<p>Supervised Volunteer: Medium Risk – The person can provide suitable references for other work with children (either paid or unpaid), they have a connection to the school, and no issues have come to light that would mean they would be unsuitable.</p> <p><i>There is no statutory reason why this person needs to apply for an enhanced DBS Certificate. However, the school may wish to do so, as no enhanced DBS has been seen.</i></p>	<p>Application for enhanced DBS check is/ is not needed. State reason(s) below</p>	
<p>Supervised Volunteer: Low Risk – The person is signed up to the DBS Update Service and the checks reveal no negative information OR The person is employed or volunteers elsewhere and has a recent enhanced DBS and can provide references OR the school knows the person well (eg. may be a former employee)</p> <p><i>There is no statutory reason why this person needs to apply for an enhanced DBS Certificate. However, unless the person uses the DBS Update service, the school may decide to obtain a new enhanced DBS.</i></p>	<p>Application for enhanced DBS check is/ is not needed. State reason(s) below:</p>	

Outcome of DBS risk assessment	No DBS <input type="checkbox"/>	Enhanced DBS <input type="checkbox"/>	Enhanced DBS with barred list check <input type="checkbox"/>
--------------------------------	-------------------------------------------	-------------------------------------------------	----------------------------------------------------------------------------

Section 5: Form completed by.

Name:	
Signature:	
Position in school:	
Date:	
Signature of Headteacher	

This form must be kept in the HR file of the volunteer.