

SAFER RECRUITMENT, SELECTION AND DISCLOSURES POLICY AND PROCEDURE AND SINGLE CENTRAL REGISTER FOR STAFF APPOINTMENTS

This policy, which applies to the whole school, including boarding, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office

This policy and its procedures are integral to safeguarding (child protection) which is the golden thread that runs throughout every aspect of Woldingham.

Scope

This policy and its procedures are in accordance with the Independent Schools Standards Regulations (ISSRs) (DFE: currently in force) Keeping Children Safe in Education (KCSIE) Part 3 (DfE: the Prevent Duty Guidance for England and Wales currently in force

(the Prevent Duty Guidance) and any guidance or code of practice published by the Disclosure and Barring Service (DBS).

With the exception of the IS Commentary on the Regulatory Requirements, all other documents are in the public domain. However, the Csted Non-Association Handbook (which is in the public domain)

Monitoring and Review: These arrangements are subject to continuous monitoring and audit by the Head and the Human Resources Department. The Board of Governors will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them electronically.

Woldingham School ("the school") is comm 6.3 (e)7.ve

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information in accordance with our Data Protection and Confidentiality of Information policies including the Staff Privacy Notice.

Woldingham's

procedures question that ask them to explain when and how they have had to work within such procedures and policies.

- Gaps in the candidate's employment history and explanation of repeated changes in career are to be discussed and clarified.
- Concerns or discrepancies arising from the information provided by the candidate or referees.
- If for any reason references have not been provided before the interview the candidate will be given the opportunity to declare/discuss anything that may come to light on the collection of

the post. Those interviewing agree structured questions including:

- finding out what attracted the candidate to the post being applied for and their motivation for working with children
- exploring their skills and asking for examples of experience of working with children which are relevant to the role, and
- probing any gaps in employment or where the candidate has changed employment or location frequently, asking about the reasons for this.

We also use interviews to explore potential areas of concern and to determine the applicant's suitability to work with children. Areas that may be concerning and lead to further probing include:

- implication that adults and children are equal
- lack of recognition and/or understanding of the vulnerability of children
- inappropriate idealisation of children
- inadequate understanding of appropriate boundaries between adults and children, and;
- indicators of negative safeguarding behaviours.

Any information about past disciplinary action or allegations is considered in the circumstances of the individual case. We involve our students in the recruitment process in a meaningful way, including feedback from teaching and structured questions. We observe how shortlisted candidates interact with our students, and any such interaction is always appropriately supervised. All information considered in decision making is clearly recorded along with decisions made.

- verify the person's right to work in the UK, including EU nationals and if there is uncertainty about whether an individual needs permission to work in the UK, then we follow government advice on checking a job applicant's right to work, available on the [GOV.UK](https://www.gov.uk) website;
- if the person has lived or worked outside the UK, we refer to the Home Office guidance on checking the right to work in the UK, available on the [GOV.UK](https://www.gov.uk) website.

enhanced DBS check/enhanced DBS check including barred list information.

~~Prohibitions, directions, sanctions and restrictions:~~ Teacher prohibition and interim prohibition orders prevent a person from carrying out teaching work as defined in the Teachers' Disciplinary (England) Regulations currently in force. Information about the duty to consider referring to the Teaching Regulation Agency (TRA) can be found in KCSIE (currently in force) ~~section 352.~~ Teacher prohibition orders are made by the Secretary of State following consideration by a professional conduct panel convened by the TRA.

~~Secretary of State section 128 direction:~~ A section 128 direction prohibits or restricts an unsuitable individual from participating in the management of an independent school. ~~There is no exhaustive list of roles that might be regarded as 'management' for the purpose of determining what constitutes management in an independent school. The roles involving, or very likely to involve, management of a school include (but are not limited to) Head, deputy/assistant Head, deputy/assistant Head of School, deputy/assistant Head of Year, deputy/assistant Head of House, deputy/assistant Head of Department, deputy/assistant Head of Sixth Form, deputy/assistant Head of Pastoral Care, deputy/assistant Head of Residential Care, deputy/assistant Head of Sports, deputy/assistant Head of Music, deputy/assistant Head of Art, deputy/assistant Head of Design, deputy/assistant Head of Technology, deputy/assistant Head of Languages, deputy/assistant Head of Humanities, deputy/assistant Head of Science, deputy/assistant Head of Physical Education, deputy/assistant Head of Religious Education, deputy/assistant Head of Careers, deputy/assistant Head of Learning Support, deputy/assistant Head of Special Educational Needs, deputy/assistant Head of Inclusion, deputy/assistant Head of Health and Safety, deputy/assistant Head of Safeguarding, deputy/assistant Head of Wellbeing, deputy/assistant Head of SEND, deputy/assistant Head of EAL, deputy/assistant Head of Pupil Premium, deputy/assistant Head of School Improvement, deputy/assistant Head of Quality Assurance, deputy/assistant Head of Governance, deputy/assistant Head of Finance, deputy/assistant Head of HR, deputy/assistant Head of IT, deputy/assistant Head of Estates, deputy/assistant Head of Facilities, deputy/assistant Head of Catering, deputy/assistant Head of Sports, deputy/assistant Head of Music, deputy/assistant Head of Art, deputy/assistant Head of Design, deputy/assistant Head of Technology, deputy/assistant Head of Languages, deputy/assistant Head of Humanities, deputy/assistant Head of Science, deputy/assistant Head of Physical Education, deputy/assistant Head of Religious Education, deputy/assistant Head of Careers, deputy/assistant Head of Learning Support, deputy/assistant Head of Special Educational Needs, deputy/assistant Head of Inclusion, deputy/assistant Head of Health and Safety, deputy/assistant Head of Safeguarding, deputy/assistant Head of Wellbeing, deputy/assistant Head of SEND, deputy/assistant Head of EAL, deputy/assistant Head of Pupil Premium, deputy/assistant Head of School Improvement, deputy/assistant Head of Quality Assurance, deputy/assistant Head of Governance, deputy/assistant Head of Finance, deputy/assistant Head of HR, deputy/assistant Head of IT, deputy/assistant Head of Estates, deputy/assistant Head of Facilities, deputy/assistant Head of Catering, deputy/assistant Head of Sports, deputy/assistant Head of Music, deputy/assistant Head of Art, deputy/assistant Head of Design, deputy/assistant Head of Technology, deputy/assistant Head of Languages, deputy/assistant Head of Humanities, deputy/assistant Head of Science, deputy/assistant Head of Physical Education, deputy/assistant Head of Religious Education, deputy/assistant Head of Careers, deputy/assistant Head of Learning Support, deputy/assistant Head of Special Educational Needs, deputy/assistant Head of Inclusion, deputy/assistant Head of Health and Safety, deputy/assistant Head of Safeguarding, deputy/assistant Head of Wellbeing, deputy/assistant Head of SEND, deputy/assistant Head of EAL, deputy/assistant Head of Pupil Premium, deputy/assistant Head of School Improvement, deputy/assistant Head of Quality Assurance, deputy/assistant Head of Governance, deputy/assistant Head of Finance, deputy/assistant Head of HR, deputy/assistant Head of IT, deputy/assistant Head of Estates, deputy/assistant Head of Facilities, deputy/assistant Head of Catering,~~

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criteria for disclosing offences in other countries often have a different threshold than those in the UK. We refer to the Home Office [guidance on criminal record checks for overseas applicants](#)

Some overseas qualified teachers can apply to the TRA for the award of qualified teacher status (QTS) in England. Woldingham, however, notes that holding a teaching qualification (wherever it was obtained) does not provide assurances that a candidate is suitable to work with children, or that they have not been found guilty of any wrongdoing or misconduct.

Agency and third party

Trainee/student teachers All such teachers have checks made on them as

supervise a child under the age of 16 on a work experience placement. We consider the nature of the supervision and the frequency of the activity being supervised to determine whether checks are necessary, and comply with paragraphs 328 to 333 inclusive of KCSIE (currently in force) with regards to adults who supervise children on work experience.

