

## THE SHROPSHIRE GATEWAY EDUCATIONAL TRUST

### Safer recruitment policy

|                         |                     |
|-------------------------|---------------------|
| <b>Author</b>           | <b>Gill Bradley</b> |
| <b>Review Cycle</b>     | <b>Two Years</b>    |
| <b>Date Approved</b>    | <b>March 2021</b>   |
| <b>Approved By</b>      | <b>SGET Board</b>   |
| <b>Next Review Date</b> | September 2023      |

## Safer recruitment policy and procedures

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

### New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
  - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
  - For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

**Regulated activity** means a person who will be:

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

### Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

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

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### Agency and third-party staff

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

### Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity

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

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

We will not keep copies of such checks for longer than 6 months.

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

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

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

### **Trainee/student teachers**

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

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

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

### **Volunteers**

We will:

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

## **Governors**

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

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

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

All governors will also have the following checks:

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

## **Staff working in alternative provision settings**

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

## **Adults who supervise pupils on work experience**

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

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

## **Pupils staying with host families**

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

## Equality impact assessment screening form

## Appendix 1

| <b>Section one: screening for impact</b>  |                               |
|---|-------------------------------|
| Name of policy  | SGET Safer recruitment Policy |
| Project lead completing assessment:   | Gill Bradley                  |
| Position:   | Trust Business Manager        |
| <b>1. What is the main purpose of the strategy/project/policy?</b>  |                               |
| Describes the SGET approach to safer recruitment.   |                               |
| <b>2. Who will be the main stakeholders/users of the policy? Please consider the impact of the policy on the different groups of stakeholder /users.</b>  |                               |
| Parents/Carers & Pupils, Teachers, Board of Directors, Heads' Board, Business Manager,  |                               |
| <b>3. Please enter in your start and proposed end dates of the assessment.</b>  |                               |
|   |                               |
| <b>4. Have you already consulted with people about this work? If yes, briefly describe what you did and with whom. Is there any external or additional research that you can use to support the development of this policy?</b> |                               |
| Policy is based on DfE guidelines.  |                               |

5. Use the table to show:

- Where you think that the policy could have a negative impact on any of the equality strands, that is, it could disadvantage them – if no impact please note the evidence for this.
- Where you think that the strategy/project/policy could have a positive impact on any of the groups or contribute to promoting equality, equal opportunities or improving relationships within equality characteristics.

|                           | <b>Positive impact</b> | <b>Negative impact</b> | <b>No impact</b> | <b>Reason and evidence (provide details of specific groups affected even for no impact)</b>   |
|---------------------------|------------------------|------------------------|------------------|---|
| <b>Age</b>                |                        |                        | ✓                | Policy is concerned with ensuring safer recruitment This is underpinned by a principle that all recruits will be treated the same for any essential activities. IT aims to give assurance for safeguarding. |
| <b>Disability</b>         |                        |                        | ✓                | Policy is concerned with ensuring safer recruitment This is underpinned by a principle that all recruits will be treated the same for any essential activities. IT aims to give assurance for safeguarding  |
| <b>Gender</b>             |                        |                        | ✓                | Policy is concerned with ensuring safer recruitment This is underpinned by a principle that all recruits will be treated the same for any essential activities. IT aims to give assurance for safeguarding  |
| <b>Gender identity</b>    |                        |                        | ✓                | Policy is concerned with ensuring safer recruitment This is underpinned by a principle that all recruits will be treated the same for any essential activities. IT aims to give assurance for safeguarding  |
| <b>Sexual orientation</b> |                        |                        | ✓                | Policy is concerned with ensuring safer recruitment This is underpinned by a principle that all recruits will be treated the same for any essential activities. IT aims to give assurance for safeguarding  |
| <b>Race</b>               |                        |                        | ✓                | Policy is concerned with ensuring safer recruitment This is underpinned by a principle that all recruits will be treated the same for any essential activities. IT aims to give assurance for safeguarding  |
| <b>Religion or belief</b> |                        |                        | ✓                | Policy is concerned with ensuring safer recruitment This is underpinned by a principle that all recruits will be treated the same for any essential activities. IT aims to give assurance for safeguarding  |

|   |                               |                              |
|---|-------------------------------|------------------------------|
| 6. If you have indicated there is a negative impact on any group, is that impact: |                               |                              |
| <b>Legal?</b><br>(not discriminatory under anti-discriminatory legislation)       | Yes <input type="checkbox"/>  | No <input type="checkbox"/>  |
| <b>Intended?</b>  | Yes <input type="checkbox"/>  | No <input type="checkbox"/>  |
| <b>Level of impact?</b>   | High <input type="checkbox"/> | Low <input type="checkbox"/> |

|  |                                  |
|--|----------------------------------|
| <p>If the negative impact is possibly discriminatory and not intended and/or of high impact you must complete a full equality impact assessment. If not, complete the rest of section one below.</p>   |                                  |
| <p>7. Could you minimise or remove any negative impact that is of low significance? Could you add any additional action to have a positive impact rather than no impact?</p>                           |                                  |
| <p>Can be available in large print if required.</p>  |                                  |
| <p>8. If there is no evidence that the strategy, project or policy promotes equality, equal opportunities or improved relations – could it be adapted so that it does? If so, explain how.</p>         |                                  |
| <p>The policy is explicit that it will not treat any recruit differently but prioritises the safeguarding obligations of the Trust.</p>  |                                  |
| <p>9. Please list the outcome following this equality impact assessment (this could be no changes, some changes, further work needed around particular groups or cease development of the policy).</p> |                                  |
| <p>Can be available in large print if required.</p>  |                                  |
| <p>Signed:G Bradley</p>  | <p>5<sup>th</sup> March 2021</p> |