

ASHINGTON LEARNING PARTNERSHIP TRUST

SAFER RECRUITMENT POLICY

INTRODUCTION

This policy refers to the Ashington Learning Partnership Trust, comprising Ashington High School Sports College, Bothal Middle School, Hirst Park Middle School, Central First School and Wansbeck First School, known as ALP for the purposes of brevity.

ALP is committed to safeguarding the welfare of children and young people and expects the same commitment from its employees. All new staff will be subject to an enhanced CRB clearance, identity checks, qualification checks, and employment checks, including the investigation of any gaps between jobs, two satisfactory references.

ALP recognises that a school or organisation in which child protection measures are not visible is likely to be perceived as a softer target by those likely to harm children or young people. This Safer Recruitment Policy is intended to highlight the school's recruitment and appointment procedures and prevent unsuitable individuals from working with ALP students. It should be read in conjunction with the DfE's 'Keeping Children Safe in Education – April 2014', ALP's 'Recruitment & Selection Code of Practice – Sep 14' and ALP's 'Criminal Convictions Code of Practice – Oct 14'.

Appointing appropriate paid staff

- All newly-appointed contractual staff, supply teachers and peripatetic tutors, volunteers, (including parents, visitors, contractors) or governors with regular contact with children will be subject to checks as laid down in Part Three (page 16 onwards) of 'Keeping Children Safe in Education'. These checks are shown in the Appendix 1 of the Recruitment and Selection Code of Practice.
- Volunteers will be subject to the checks shown in the Volunteer Policy.
- Questions relating to child protection and safeguarding students will be asked in every job interview (paid staff) or informal meeting (volunteers) prior to appointment. See Appendix 1.

Staff Recruitment Procedures

- Procedures described in Recruitment and Selection Code of Practice will be followed.
- The vacancy will be advertised, with the following paragraph contained in the advert:
School name as appropriate is committed to safeguarding the welfare of children and young people and expects all staff and volunteers to share this commitment. All new staff will require Enhanced DBS disclosure and two satisfactory references.
- Application packs will include; Job Description & Person Specification containing references to safeguarding children; ALP Application Form, which includes pre-printed statements about references, CRB clearance etc. and also includes a criminal records disclosure form; Covering letter, which stresses the need to complete an application form and states that CVs will not be accepted.
- Application forms will be scrutinised and any discrepancies or gaps in employment noted for possible investigation during interview.

- Written references will be sought prior to interview.
- Interview panels will comprise at least 3 members whom have the authority to appoint. Every interview panel will have at least one member of staff who has undertaken and received accreditation for completing the NCSL/CWDC Safer Recruitment training. See the school's Single Central Record for a list of appropriately trained staff and governors.
- The interviewers will ask the candidate a set of previously arranged questions, designed to gauge their ability to perform the role. Questions will be designed to test the candidates' knowledge of the role, their ability to perform it and their suitability to work with children. See Appendix A.
- The Business Manager will send a written conditional offer of appointment, subject to satisfactory references and clearances. The letter will request that the successful candidate makes an appointment as soon as possible to complete the necessary formalities.
- Criminal Convictions and obtaining enhanced DBS disclosures will be actioned in accordance with the Criminal Convictions Code of Practice.

Chair of ALPT:

Date:

Appendix A

Sample questions to test safeguarding knowledge and understanding.

- Tell us about something you have done in the last year to actually improve child protection in the workplace.
Who did you talk to? What were the results?
- What is the safeguarding policy in your workplace?
How is it monitored? What steps have you taken to improve things?
- Give me an example of when you have had safeguarding concerns about a child.
What did you do? Who did you involve? What was the outcome?
- Tell us about a situation which you felt fell short of safeguarding standards.
How did it arise? Who did you speak to? What actions did you take?
- Have you ever had to challenge the views of someone more senior than yourself in relation to safeguarding concerns?
What were the circumstances? How did you go about it? What was the outcome?
- How do we safeguard pupils and who are we safeguarding them from?

Positive indicators

Proactive & has personally taken actions to improve safeguarding culture
Has personal experience of having appropriately dealt with a challenging safeguarding issue
Personally committed towards making improvements. Sees it as part of their job
Prepared to challenge others in the workplace to make tangible improvements to safeguarding
Prepared to tackle difficult issues, confront individuals if necessary in order to promote best practice
Shows a good understanding of the issues. Up to date with events and legislation. Knows about test cases

Negative indicators

No evidence of having taken steps in own right to make improvements
Passive approach to safeguarding issues
Reluctance to challenge people/systems/processes to make things better
No real experience of handling safeguarding issues. Naive approach
Sees it as someone else's job and/or responsibility
Not well versed or clear in understanding of the issues/sensitivities
Intolerant of the bureaucracy around safeguarding
Shows a tendency to take inappropriate chances/risks in area of safeguarding