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**The following procedures should be used by all LSCB partner agencies, unless to do so would be to contradict any national guidance with which agencies may have to comply.**

**The procedures should be followed when recruiting to any posts that involve children and young people. This includes any posts that:**

- Involve direct contact with children or young people**
- Involve people in senior positions who are responsible for those with direct contact with children or young people**
- Involve frequent or intensive support work where there may be contact with children or young people**
- Involve frequent access to sensitive records about children and young people.**

**Those agencies which are required to abide by their national guidelines regarding elements of a safer workforce should continue to do so whilst taking cognisance of the following procedures**

## 1. Elements of Safer Practice

1.1 Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding and promoting the welfare of children at every stage of the process. It starts with the process of planning the recruitment exercise and, when the post is advertised, ensuring that the advertisement makes clear the organisation's commitment to safeguarding and promoting the welfare of children. It also requires a consistent and thorough process of obtaining, collating, analysing, and evaluating information from and about applicants. Main elements of the process include:

- ensuring adverts and all publicity material include a statement which outlines the agency's commitment to safeguarding;
- ensuring the job description makes reference to the responsibility for safeguarding and promoting the welfare of children;
- ensuring that the person specification includes specific reference to suitability to work with children;
- obtaining and scrutinising comprehensive information from applicants, and taking up and satisfactorily resolving any discrepancies or anomalies;
- obtaining independent professional and character references that answer specific questions to help assess an applicant's suitability to work with children and following up any concerns;
- a face-to-face interview that explores the candidate's suitability to work with children, as well as his or her suitability for the post;
- verifying the successful applicant's identity;
- verifying that the successful applicant has the academic or vocational qualifications claimed;
- checking his or her previous employment history and experience;
- verifying that s/he has the health and physical capacity for the job;
- ensuring that, where appropriate, an Enhanced Disclosure via the CRB and the Independent Safeguarding Authority check is received.

NB: It is important not to rely solely on criminal record and Independent Safeguarding Authority checks to screen out unsuitable applicants. Those checks are an essential safeguard, but they will only pick up those abusers who have been convicted, or have come to the attention of the police, or who have been listed. Many individuals who are unsuited to working with children will not have any previous convictions, and will not be barred from working with children by the Independent Safeguarding Authority.

1.2 The checklist at Appendix 1 provides a convenient way of signing off each stage of the process and can be filed as a permanent record at the end of the process. Completion of this checklist will fulfil the statutory requirement to maintain a record of the recruitment and vetting checks.

## **2. Continuing Awareness**

- 2.1 We know that some people seek access to children in order to abuse, and that abused children very often do not disclose the abuse at the time. We also know that some of the allegations of abuse made against staff are substantiated, and we continue to see a number of cases in which people who work with children are convicted of criminal offences involving the abuse of children.
- 2.2 It is crucial therefore that everyone working in a setting providing for children is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. And it is equally important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues, and that those concerns, and concerns expressed by children, parents or others are listened to and taken seriously.
- 2.3 It will often be hard to give credence to concerns particularly if they are about a long serving and trusted colleague. Unfortunately those concerns will sometimes be true and it is important that they are taken seriously and not simply dismissed. Where concerns have not been taken seriously in the past, a person has been able to continue abusing children, sometimes for many years. It is vital therefore that all concerns are taken seriously and that, where appropriate, action is taken in accordance with the procedures for dealing with allegations against staff.

### **3. Safer Recruitment Practice**

- 3.1. Each LSCB partner agency should have an explicit written recruitment and selection policy statement and procedures that comply with national and local guidance. The statement should detail all aspects of the process and should link to their child protection policy and procedures.
- 3.2. The policy statement should incorporate an explicit statement about the organisation's commitment to safeguarding and promoting the welfare of children. An appropriate statement should be included in any model recruitment and selection policy that a local authority or HR adviser provides to establishments. For example:

*“This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.*

- 3.3. The statement should be included in:

- publicity materials;
- recruitment websites;
- advertisements;
- candidate information packs;
- person specifications;
- job descriptions;
- competency frameworks;
- induction training.

## **4. Planning & Advertising**

- 4.1. Planning is vital to successful recruitment. It is important to be clear about what mix of qualities, qualifications and experience a successful candidate will need to demonstrate, and whether there are any particular matters that need to be mentioned in the advertisement for the post in order to prevent unwanted applications. It is essential to plan the recruitment exercise itself, identifying who should be involved, assigning responsibilities, and setting aside sufficient time for the work needed at each stage so that safeguards are not skimmed or overlooked. For example, it is important to organise the selection process to allow references to be obtained on short listed candidates before interview.
- 4.2. The person specification will need careful thought and drafting. It is also good practice to make sure at the outset that all the other material, e.g. the application form, job description, and information or guidance for applicants that will form part of the candidate information pack is up to date, and clearly sets out the extent of the relationships and contact with children, and the degree of responsibility for children that the person will have in the position to be filled.
- 4.3. The time and effort spent in this stage of the process should help minimise the risk of making an unsuitable appointment.
- 4.4. When a vacancy is advertised, the advertisement should include a statement about the employer's commitment to safeguarding and promoting the welfare of children, and reference to the need for the successful application to undertake an Enhanced Disclosure via the CRB, where appropriate, as well as the usual details of the post and salary, qualifications required, etc.

## 5. Application Form

5.1. Employers should use an application form to obtain a common set of core data from all applicants. It is not good practice to accept curriculum vitae drawn up by applicants in place of an application form because these will only contain the information the applicant wishes to present and may omit relevant details.

5.2. The following information should be obtained for recruitment purposes:

- full identifying details of the applicant including current and former names, date of birth, current address, and National Insurance number;
- a statement of any academic and/or vocational qualifications the applicant has obtained that are relevant to the position for which s/he is applying with details of the awarding body and date of award;
- a full history in chronological order since leaving secondary education, including periods of any post-secondary education or training, and part time and voluntary work as well as full time employment, with specific start and end dates, explanations for periods not in employment, education or training, and reasons for leaving employment;
- a declaration of any family or close relationship to existing employees or employers (where relevant, this should include senior officers, councillors and governors).
- details of referees. One referee should be the applicant's current or most recent employer, and normally two referees should be sufficient. NB: Where an applicant who is not currently working with children has done so in the past it is important that a reference is also obtained from the employer who most recently employed the applicant to work with children. The form should make it clear that references will not be accepted from relatives or from people writing solely in the capacity of friends; *and*
- a statement of the personal qualities and experience that the applicant believes are relevant to his or her suitability for the post advertised and how s/he meets the person specification.

5.3. The application form should include an explanation that the post is exempt from the Rehabilitation of Offenders Act 1974 and therefore that all convictions, cautions and bind-over's, including those regarded as "spent", must be declared. And it should require a signed statement that the person is not disqualified from work with children, or subject to sanctions imposed by a regulatory body, e.g. the General Teaching Council (GTC), and either has no convictions, cautions, or bind-over's, or has attached details of their record in a sealed envelope marked confidential.

#### 5.4. It should record that:

- where appropriate the successful applicant will be required to provide a CRB Disclosure at the appropriate level for the post;
- the prospective employer will seek references on short listed candidates, and may approach previous employers for information to verify particular experience or qualifications, before interview;
- if the applicant is currently working with children, on either paid or voluntary basis, his or her current employer with children will be asked about disciplinary sanctions relating to children, including any in which the penalty is time expired (that is where a warning could no longer be taken into account in any new disciplinary hearing for example) and whether the applicant has been the subject of any child protection concerns, and if so, the outcome of any enquiry or disciplinary procedure. If the applicant is not currently working with children but has done so in the past, that previous employer will be asked about those issues;
- providing false information is an offence and could result in the application being rejected, or summary dismissal if the applicant has been selected, and possible referral to the Police.

## **6. Job Description**

6.1. This should clearly state:

- the main duties and responsibilities of the post; *and*
- the individual's responsibility for promoting and safeguarding the welfare of children and young persons s/he is responsible for, or comes into contact with.

6.2. All work in universal services for children involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post.

## 7. Person Specification

### 7.1. This should:

- include the qualifications and experience, and any other requirements needed to perform the role in relation to working with children and young people;
- describe the competencies and qualities that the successful candidate should be able to demonstrate;
- explain how these requirements will be tested and assessed during the selection process. For example:

*“In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:*

- *motivation to work with children and young people;*
  - *ability to form and maintain appropriate relationships and personal boundaries with children and young people;*
  - *emotional resilience in working with challenging behaviours; and*
  - *attitudes to use of authority and maintaining discipline; and*
- explain that if the applicant is short listed any relevant issues arising from his or her reference will be taken up at interview.

## **8. Candidate Information Pack**

8.1. The pack should include a copy of:

- the application form, and explanatory notes about completing the form;
- the job description and person specification.
- any relevant information about the local authority or establishment and the recruitment process, and statements of relevant policies such as the authority or establishment's policy about equal opportunities, the recruitment of ex-offenders, etc.;
- the establishment's child protection policy statement; *and*
- a statement of the terms and conditions relating to the post.

## 9. Guidelines for References

- 9.1 The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They should always be sought and obtained directly from the referee. Employers should not rely on references or testimonials provided by the candidate, or on open references and testimonials, i.e. “To Whom It May Concern”. There have been instances of candidates forging references. Open references and testimonials might be the result of a compromise agreement and are unlikely to include any adverse comments.
- 9.2 All written references should be obtained prior to interview (this is based on best practice in the Warner report).
- 9.3 The applicant must always consent to references from current or most recent employers.
- 9.4 For agency staff, references are checked by contacting the candidate’s last place of employment. If permission is not given, or the last employer does not provide a reference, concerns about the applicant’s suitability for the post will be raised.
- 9.5 References should always be sought directly from a minimum of two referees.
- 9.6 The use of a reference pro forma is advised as questions about the candidate’s suitability to work with children can be directly asked. If a reference pro forma is not utilised, references should be on original company/organisation headed paper.
- 9.7 Open ended (“to whom it may concern”) references are never accepted.
- 9.8 Copies of the job description and person specification should be attached to the reference request.
- 9.9 Best practice would require that every reference request should ask:
- The referee’s relationship with the candidate, how long the candidate has been known to them, and in what capacity;
  - Whether the referee is satisfied that the applicant has the ability and is suitable to perform the job in question.
  - For specific comments about the person’s suitability for the post, and how they have demonstrated their ability to meet the person specification.
  - Whether the referee can confirm that the candidate is suitable to work with children and if not, to provide specific details of concerns and reasons why.
  - Confirmation of the applicant’s current post, salary and sick record.
  - For specific verifiable comments on the applicant’s performance history and conduct.
  - For details of any disciplinary procedure the applicant has been subject to and any disciplinary sanctions which are current or spent.

- For details of any disciplinary procedures the applicant has been subject to which have involved issues relating to safety and welfare of young people, including any where the disciplinary sanction has expired and the outcomes of those.
- For details of any allegations or concerns that have been raised about the applicant that relate to the safety or welfare of children or young people or behaviour towards young people, and the outcomes of those concerns, i.e. whether allegations or concerns were investigated, the conclusion reached and how the matter was resolved.

- 9.10 Referees should be reminded they have a responsibility to ensure the reference is accurate and does not contain any material misstatement or omission. They should provide relevant factual content that could be discussed with the individual.
- 9.11 On receipt of references, checks should be made that all questions have been answered.
- 9.12 For the successful candidate, a follow up telephone call to the referee should be made to confirm their identity. Clear records must be kept of the conversation. (See 'Choosing with Care: The report of the Committee of Inquiry into Selection, Development and Management of Staff in Children's Homes' Warner 1992)
- 9.13 References should be checked for consistency with application form.
- 9.14 Details/discrepancies between references and the application form should be discussed with the applicant at interview.
- 9.15 Past disciplinary actions or allegations should be considered in the circumstances of the particular case, including the outcome of any enquiry, and the views and levels of concern expressed by the professionals handling the case.

## **10. Scrutinising & Shortlisting**

- 10.1 All applications should be scrutinised to ensure that they are fully and properly completed, that the information provided is consistent and does not contain any discrepancies, and to identify any gaps in employment. Incomplete applications should not be accepted.
- 10.2 All candidates should be assessed against the criteria contained in the person specification without exception or variation.

## **11. Checks Before Interview**

- 11.1 Any anomalies or discrepancies or gaps in employment identified by scrutiny should be noted, so that they can be taken up as part of the consideration of whether to short list the applicant or, if the applicant is short listed, clarified at interview. As well as reasons for obvious gaps in employment, the reasons for a history of repeated changes of employment without any clear career or salary progression, or a mid-career move from a permanent post to agency work, supply teaching or temporary work, also needs to be explored and verified.
- 11.2 If a short listed applicant claims to have some specific qualification or previous experience that is particularly relevant to the post for which s/he is applying that will not be verified by a reference, it is good practice to verify the facts before interview so that any discrepancy can be explored at interview.

## **12. Interviews**

- 12.1 The interview should assess the merits of each candidate against the job requirements, and explore their suitability to work with children. The selection process for people who will work with children should always include a face to face interview even if there is only one candidate.
- 12.2 Personal interviews, also known as Warner interviews are particularly useful when recruiting to a post which involves direct work with children in settings such as residential homes. (Appendix 3 of these procedures). The aim of the Warner interview is to establish a fuller picture of the candidate than the traditional one interview system.

### **13. Invitation to Interview**

- 13.1 In addition to the arrangements for interviews – time and place, directions to venue, membership of the interview panel – the invitation should remind candidates about how the interview will be conducted and the areas it will explore including suitability to work with children.
- 13.2 The invitation should state that documentary evidence of the candidate's identity is needed. Therefore a driving license or passport including a photograph, full birth certificate and a utility bill or a financial statement that shows their current name and address needs to be presented on the day of interview.
- 13.3 Candidates should be asked to bring documents confirming any educational and professional qualifications that are necessary or relevant for the post. If the candidate cannot produce original documents or certified copies, it is their responsibility to obtain written confirmation of this from the awarding body.
- 13.4 A copy of the document used to verify the successful candidate's identity and qualifications must be kept for the personnel file.

## 14. Interview Panel

14.1 A minimum of two interviewers, preferably three is required, and in some cases, e.g. for senior or specialist posts, a larger panel might be required.

14.2 The members of the panel should:

- have the necessary authority to make decisions about appointment;
- be appropriately trained in recruitment and selection, have undertaken their own agency's Safe Workforce training or LSCB Safe Workforce Training or have been fully briefed by the lead officer who has attended the training listed.
- meet before the interview to:
  - reach a consensus about the required standard for the job to which they are appointing;
  - consider the issues to be explored with each candidate and who on the panel will ask about each of those; *and*
  - agree their assessment criteria in accordance with the person specification.

14.3 The panel must agree in advance a list of questions for each candidate that they will not deviate from, but they should agree a set of questions they will ask all the candidates relating to the requirements of the post, and the issues they will explore with each candidate based on the information provided in the candidate's application and references (if available). A candidate's response to a question about an issue will determine whether and how that is followed up. Where possible it is best to avoid hypothetical questions because they allow theoretical answers. It is better to ask competence based questions that ask a candidate to relate how s/he has responded to, or dealt with, an actual situation, or questions that test a candidate's attitudes and understanding of issues.

14.4 Involving young people in the recruitment and selection process is recognised as good practice.

## 15. Scope of Interview

15.1 In addition to assessing and evaluating the applicant's suitability for the particular post, the interview panel should ask questions which explore:

- the candidate's attitude and motivation to work with children and young people;
- his or her attitude towards safeguarding and promoting the welfare of children;
- gaps in candidate's employment history; *and*
- the candidate's response to any other concerns or discrepancies arising from the information provided by the candidate and/or a referee.

15.2 If, for whatever reason, references are not obtained before the interview, the candidate should also be asked at interview if there is anything s/he wishes to declare or discuss in light of the questions that have been (or will be) put to his or her referees. It is vital that the references are obtained and scrutinised before a person's appointment is confirmed and before s/he starts work.

## 16. Pre-Appointment Checks

16.1 Appointments should never be made subject to references.

16.2 A formal offer of appointment to the successful candidate should only be made following:

- Previous employment history must be checked;
- Any information disclosed on the application form must be checked;
- the receipt of at least two satisfactory references;
- verification of the candidate's identity (if that could not be verified straight after the interview);
- an ISA check including a satisfactory CRB disclosure and, where appropriate, Home Office checks.
- verification of the candidate's medical fitness;
- verification of qualifications (if not verified after the interview);
- verification of professional status where required, e.g. GTC or GSCC registration.
- Verification of employability within the UK from Home Office or UK Borders Agency.
- Employers should make it clear to prospective employees that above checks will be made before an offer of employment is made;
- Where relevant checks made against NHS alert system and Armed Forces checks.

16.3 The authority or establishment should seek advice from its HR or personnel services provider, and follow relevant CRB guidance if a disclosure reveals information that a candidate has not disclosed in course of the selection process.

16.4 All checks should be:

- confirmed in writing;
- documented and retained on the personnel file (subject to relevant advice contained in the CRB Code of Practice and the organisation's own data protection arrangements); *and*
- followed up where they are unsatisfactory or there are discrepancies in the information provided.

16.5 The facts must be reported by the lead officer within 10 working days, and the offer of appointment not made or withdrawn where:

- the candidate is found to be barred from working with children by the ISA or the CRB disclosure raises concerns;
- an applicant has provided false information in, or in support of, his or her application,

16.6 The facts must be reported to the police and/or the ISA where there are serious concerns about an applicant's suitability to work with children

## **17. CRB Disclosures on Overseas Candidates**

- 17.1 CRB disclosures must be completed on all potential staff. In addition, criminal records information should be sought from countries where individuals have worked or lived.
- 17.2 No newly appointed employee should be permitted to work with children without documented evidence of a clear check or a documented risk assessment approved by an authorised manager while the outcome from a check is being awaited.
- 17.3 Failure to receive an outcome from a check must be rigorously pursued and the employee's position reviewed at weekly intervals.
- 17.4 Because there is no consistent approach to sharing criminal records throughout all countries; the potential employer must satisfy themselves that all relevant checks have been rigorously pursued and that verification of employability within the UK has been sought from the Home Office or the UK Borders Agency.

## 18. Post Appointment: Induction

18.1 There must be an induction programme for all newly appointed staff and volunteers in an establishment, regardless of previous experience. The purpose of induction is to:

- provide training and information about the establishment's policies and procedures;
- support individuals in a way that is appropriate for the role for which they have been engaged;
- confirm the conduct expected of staff within the establishment;
- provide opportunities for a new member of staff or volunteers to discuss any issue or concerns about their role or responsibilities; *and*
- enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately.

18.2 During the induction/probationary period, the worker always works under supervision. The level of supervision will be dictated by the role of the worker.

18.3 The content and nature of the induction process will vary according to the role and previous experience of the new member of staff or volunteer, but as far as safeguarding and promoting the welfare of children is concerned the induction programme should include written information about, and written statements of:

- policies and procedures in relation to safeguarding and promoting welfare, e.g. child protection, anti-bullying, anti-racism, physical intervention or restraint, intimate care, internet safety and any local child protection and safeguarding procedures;
- safe practice and the standards of conduct and behaviour expected of people in the establishment;
- how and with whom any concerns about those issues should be raised; *and*
- other relevant personnel procedures, e.g. disciplinary, capability and whistle-blowing.

18.4 The programme should also include attendance at child protection training appropriate to the person's role, in line with the agency's training strategy. Induction training should include a specific section regarding safeguarding children/vulnerable adults.

## **19. Maintaining a Safer Culture**

19.1 It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff need to feel confident that they can raise issues or concerns about the safety or welfare of children, and that they will be listened to and taken seriously. That can be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff which is supported by:

- a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff that is understood and endorsed by all;
- appropriate induction and training;
- regular briefings and discussion of relevant issues;
- training regarding safeguarding and child protection is mandatory for all staff who work with children and young people.
- additional training for managers in relation to the recruitment of staff which is updated regularly.
- relevant training for employees who do not have direct contact with children and young people but who do have access to information systems which contain sensitive information;
- a regular and supportive supervision and appraisal process
- all managers are accountable for evidencing that such training for themselves and their staff has been undertaken.
- Publication of relevant safeguarding procedures or HR legislation/procedures

## **20. Starting Work Pending a CRB Disclosure**

- 20.1 It is best safeguarding practice to obtain CRB disclosure before an individual begins work and this rule should be adhered to wherever possible. It must in any case be obtained as soon as practicable after the individual's appointment and the request for a CRB disclosure should be submitted in advance of the individual starting work. Some agencies have discretion to allow an individual to begin work pending receipt of the CRB disclosure but should ensure that the individual is appropriately supervised, that all other checks, including an ISA check have been completed and that this and other information is included in a risk assessment.
- 20.2 Close personal supervision for individuals who start work prior to the result of a CRB disclosure being known is required. They must not work with children or vulnerable adults in an unsupervised capacity. For all staff without completed CRB disclosures it should be made clear that they are subject to this additional supervision. The nature of the supervision should be specified and the roles of staff in undertaking the supervision spelled out. The arrangements should be reviewed regularly, at least every two weeks until the CRB disclosure is received.
- 20.3 Before taking on a member of supply staff from an agency, relevant CRB disclosures must be provided. Where there is disclosed information, a copy of the CRB disclosure must be obtained from the agency. If the CRB disclosure has not been received yet by the agency, the employing organisation must require the agency to notify it of the content as soon as it is received. Organisations must be satisfied that recruitment agencies have robust risk assessments in place, to assess the significance of any received disclosure information.
- 20.4 Where a CRB disclosure raises concerns about an individual working with vulnerable groups, the member of staff must immediately be withdrawn from work with children or vulnerable adults, pending further enquiries. Advice should be sought from the organisations Human Resource department, and the Local Authority Designated Officer informed.

**APPENDIX 1: Recruitment & Selection Checklist**

**For further information and guidance, please refer to Safeguarding Children & Safer Recruitment in Education**

**(January 2007)**

<b>Pre-Interview</b>	<b>Initials</b>	<b>Date</b>
<p><b>Planning</b> Timetable decided: job specification and description and other documents to be provided to applicants reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references, etc.</p>		
<p><b>Vacancy Advertised (where appropriate)</b> Advertisement includes reference to safeguarding policy, i.e. statement of commitment to safeguarding and promoting the welfare of children, and need for successful applicant to be CRB checked.</p>		
<p><b>Applications</b> Scrutinised on receipt – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short listing.</p>		
<p><b>Shortlist Prepared</b></p>		
<p><b>References</b> Sought directly from referee on short listed candidates: ask recommended specific questions: include statement about liability for accuracy.</p>		
<p><b>References</b> On receipt checked against information on application; scrutinised; any discrepancy/issue of concern noted to take up with applicant (at interview if possible).</p>		
<p><b>Invitation to Interview</b> Includes all relevant information and instructions.</p>		
<p><b>Interview Arrangements</b> At least two interviewers: panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards.</p>		
<p><b>NB:</b> Identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate <b>original</b> documents: copies of documents taken and placed on file; where appropriate applicant completed applicant for CRB disclosure.</p>		

<b>Conditional Officer of Appointment: Pre- Appointment Checks</b> Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks and for non-teaching posts a probationary period.		
<b>References</b> (if not obtained and scrutinised previously)		
<b>Identity</b> (if that could not be verified straight after interview)		
<b>Qualifications</b> (if not verified on the day of interview)		
<b>Permission to work in UK</b> (if required)		
<b>CRB</b> – where appropriate satisfactory CRB disclosure received		
<b>List 99</b> – person is not prohibited from taking up the post		
<b>Health</b> – the candidate is medically fit		
<b>GTC England</b> (for teaching posts in maintained schools and non-maintained special schools) the teacher is registered with the GTC or exempt from registration.		
<b>QTS</b> – (for teaching posts in maintained schools the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges the teacher has obtained a Post Graduate Certification of Education (PGCE) or Certificate of Education (Cert. Ed.) awarded by a High Education Institute (HEI), or the FE Teaching Certificate conferred by an Awarding Body))		
<b>Statutory Induction</b> (For teachers who obtained QTS after 7 May 1999)		

**APPENDIX 2: Sample Reference Request Form.**

**APPLICANT**

**POST APPLIED FOR**

**REFEREE**

**POSITION/ORGANISATION**

**Please confirm the following details:**

**The applicant's period of employment with you: From To:**

**The applicant's current or last job title within your organisation:**

**Your work relationship to the applicant (i.e. previous line manager)**

**With regard to the job description and person specification attached, please comment on the applicant's suitability for this appointment. It would also be helpful if you could describe any strengths or weaknesses you consider the applicant has demonstrated during their employment (please continue on a separate sheet if necessary).**

**Space for specific questions relating to the role (i.e. for questions relating to leadership qualities, successful implementation of projects, involvement in budgetary/resource issues).**

**Please comment on the effectiveness of the applicant's working relationships with other people (for example children, young people, colleagues, parents and governors).**

**Please comment on whether you are completely satisfied that the applicant is suitable to work with children. If not, please provide specific details of concerns and reasons for disquiet.**

**Has the applicant ever had an allegation made against them, or been under investigation, or the subject of a disciplinary enquiry or warning? If so, please provide details including how the issue was resolved.**

**Do you have any other comments on the applicant's performance history and conduct?**

**Attendance/Health record:**

**Please comment on the applicant's punctuality and reliability.**

**Reason for leaving (e.g. voluntary resignation, dismissal, etc.):**

**In similar circumstances and with your present knowledge, would you re-employ the applicant? If not, please say why.**

**Printed name:**

**Signature:**

**Position:**

**Organisation (official organisation stamp)**

### **Appendix 3: Criteria for Personal (aka Warner) Interviewing**

Personal interviews, also known as Warner interviews, have typically been used, alongside the formal interview, in residential social care settings. The mandate for this type of interview came from ‘Choosing with Care: The report of the Committee of Inquiry into Selection, Development and Management of Staff in Children’s Homes’ (Warner, 1992). According to Lord Warner, preliminary interviews can be seen as a ‘less structured and more informal process than the final interview’. (Choosing with Care Chapter 4 Selecting Staff para 4.37)

Warner recommended that employers should undertake a ‘preliminary interview’ to ask questions that would probe candidates about their personal life, attitudes and motivations in order to establish a fuller picture of the character of the applicant and their suitability to work with the client group.

Warner considered that any concerns about the infringement of equal opportunities on the grounds that different questions are asked of different candidates, are misplaced. He goes so far as to say that an employer could be considered to be negligent in not making use of a preliminary interview to explore sensitive personal issues to assess the suitability of a candidate to work with children. He goes on to propound that large interview panels are unsuited to undertaking such a task. Proper staff training for those undertaking preliminary interviews is essential.

‘The aim should be to achieve a full and rounded picture of the candidate, providing more detailed and complete information than is possible with the traditional application form - interview system.’ (Choosing With Care as above para 4.5)

Warner recognised that the ‘exploration of personal issues or spontaneous follow-up questions are seen as difficult by some employers, particularly local authorities’ (Choosing with Care Chap 4 Selecting Staff para. 4.3)

Nevertheless it is important that questions are focussed around attitudes to control and punishment of children and the motivation of the candidate to work with children and young people. The questions asked at a pre-interview session should be on a one-to-one basis with the interviewer and the candidate. Ideally, the process will also enable candidates to have a full understanding of the requirements of the post and its complexities.

The purpose of the preliminary interview is twofold: to explore questions which may have been raised by any of the early selection and recruitment processes such as the application form and/or references and to consider questions which are more difficult to address in the formal interview setting.

For example, issues around sexual relationships should be included as part of this process so that the extent to which a candidate’s character is strong enough to resist sexual temptation from children in their care is tested. It can also provide information about whether their sexual interests might cause them to pursue sexual relationships with children for their own gratification.

As part of preliminary interview process, the emotional stability of the candidate will need to be explored. Motivation to work with children as well as attitudes to power and authority should also be looked into.

“...assessment of candidates should be capable of considering the ability to contribute to the social, emotional, physical and spiritual needs of children and ... the methods used should focus on the values of staff, their commitment to working within and contributing to a team, their ability to work with others, including parents, and their self-confidence as people.” (Choosing with Care, 1992, Chapter 4, Selecting Staff para. 4.2)

Organisations that employ staff to work with children are best placed to determine who within their organisations should conduct such interviews. In order for the interviews to remain informal, they should be carried out by no more than two people. Written records of the interview should be made and shared with those making the final decision to appoint.

The following specific criteria should be applied when considering whether or not a particular post should carry a requirement for a personal or Warner interview:

The post requires the post-holder to work with highly vulnerable children, for example:

- Looked After Children;
- Children who are at potential risk of significant harm;
- Disabled children (who may have intimate care needs)
- Children who are excluded from school
- Children who live away from home
- Sick children

Posts where staff work with children in vulnerable situations and where they have sole care or responsibility for a child or group of children. For example:

- Staff who supervise children on activities away from home such as residential trips;
- Peripatetic professionals who work on a one to one basis with children without being supervised during such work

Any candidate who has had information disclosed about them as part of the CRB process

Post-holders, who as part of their job description, will work with abusive images of children on the internet, e.g. Police officers who work in special units, auditors of IT systems, Police forensic computer examiners.

**APPENDIX 4: Relevant Guidance**

The following guidance issued by the Secretary of State may be relevant when drawing up policies and procedures to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002. All of these documents are available from: [www.teachernet.gov.uk/childprotection/guidance.htm](http://www.teachernet.gov.uk/childprotection/guidance.htm)

PSHE Sex & Relationship Education Guidance DfEE 0116/2000
Staffing Guidance Under Section 35 (8) and 36 (8) of the Education Act 2002
Extended Schools – Providing Opportunities for All
School Security – a legal toolkit
Child Protection: Procedures for Barring or Restricting People Working with Children in Education (July 2003)
Caring for Young People and the Vulnerable: Guidance for preventing abuse of trust (published by the Home Office, Department for Education & Employment, Department of Health, National Assembly for Wales and the Northern Ireland Office)
Work Related Learning at Key Stage 4: Advice for Practitioners on Legal Background & Other Areas DfES0132/2003
Tackling Bullying and the “Don’t Suffer in Silence” anti-bullying pack for schools
Health & Safety of Pupils in Educational Visits and supplementary guidance Standards for Local Authorities in overseeing Educational Visits Standards for Adventure Handbook for Group Leaders Health & Safety: Responsibilities and Powers DfES/0803/2001 Work Experience: Legal Responsibility for Health & Safety (May 1999) Safe Keeping – A Good Practice Guide for Health & Safety in Study Support DfES/0197/2000
Guidance of First Aid for Schools: Good Practice Guidance Drugs: Guidance for Schools DfES/0092/2004
Education of Children & Young People in Public Care (published by Department of Health and Department for Education and Skills)
Governors Guide to the Law
Together from the Start: Practical Guidance for Professionals working with Disabled Children (birth to 3 <sup>rd</sup> birthday) and Their Families LA/0067/2003 SEN Code of Practice DfES/0581/2001 Supporting Pupils with Medical Needs: Good Practice Guidance
Working Together to Safeguard Children (2006) (Published by The Stationery Office on behalf of the Department for Education and Skills)
Framework for the Assessment of Children in Need Practice Guidance (2000) (published by Department of Health, Home Office and Department for Education & Employment)

What to do if you are worried a child is being abused: Children's Services Guidance (published by Department of Health, Department of Culture Media & Sports, Department for Education & Skills, Home Office, Office of the Deputy Prime Minister and the Lord Chancellors Department)

The use of force to control or restrain pupils (2007) published by DCSF

Guidance on the use of Restrictive Physical Interventions for Staff Working with Children & Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders LA/0242/2002

Guidance for Safer Working Practice for Adults involved with Children & Young People (2007) DCSF

Guidance on the use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties LEA/0264/2003

Safeguarding Children: A Joint Chief Inspector's Report on Arrangements to Safeguard Children (published by the Department of Health)