



The Lioncare School

Safer Recruitment Policy 2019-20

| Policy Type and Title | Related Documents | Related Legislation and Guidance | Author | Consultation | Curriculum Links | Date Created | Date for review |
|--|--|---|--|--|------------------|--------------|---|
| <p>This is the Safer Recruitment Policy and is related to:</p> <p>Safeguarding and Child</p> <p>Guide to safer working practices</p> | <p>Employee handbook Training Notes</p> <p>Individual Inductions</p> | <p>Keeping Children Safe in Education (2019)</p> <p>Working Together to safeguard Children (2018)</p> <p>Independent School Standards 2014 (2018 amendments)</p> <p>Bichard Report 2004</p> <p>Education Act 2002 Section 157</p> | <p>Sara Fletcher</p> <p>Head Teacher The Lioncare School and Assistant Director for Education and Learning</p> | <p>Matt Vince (Executive Director)</p> <p>Celeste Balmer (HR and Office Manager)</p> <p>Gaynor May (Senior Administrator)</p> <p>Becci Mannall (Safeguarding Consultant)</p> | all | Jan 17 | <p>Reviewed July 17</p> <p>Reviewed August 18 (SF)</p> <p>Reviewed August 19 (SF,GM,CB)</p> |

Introduction

The Lioncare School is a specialist environment providing therapeutic education for children and young people who have been profoundly damaged by their early life experiences, and who display behaviour that can challenge those who work with them. The task of caring for and teaching our children and young people needs very special adults who have the capacity to be kind, reflective resilient, boundaried, imaginative, conscientious, robust, professional and knowledgeable in their approach to daily work under great pressure. While equality and safety are at the heart of this policy we also seek to offer a description of how we choose, and develop, the adults who will offer the best opportunities for our children and young people to thrive.

Safer Recruitment

The Lioncare Group puts the welfare of children and adults at the centre of all of its work. This policy and the procedures within are written with reference to Keeping Children Safe in Education, part 3 (2019) and outlines in full the measure taken to deter, reject , prevent and detect those who might abuse children or who are unsuited to work with them.

Equal Employment Opportunity

We believe in equal employment opportunity for all regardless of race, national origin, religion, gender, origin, age, disability, or sexual orientation. We aim to ensure non-discrimination is maintained towards all clients, suppliers and subcontractors. We provide multiple opportunities for applicants to talk to us about any aspect of the process that may be a barrier to equality of opportunity. We are also aware of best practice around Modern Slavery and Trafficking.

Internal Staff Promotion

We enable and actively encourage employees and colleagues to progress within their workplace, where availability of position and employee's abilities and qualifications permits. We seek to fill vacancies through internal promotions where possible and appropriate. We also insist that current employees must submit written applications, attend interview, and follow selection processes as expected of external applicants.

Appointments are based on personal merit and ability to perform the required task. If the role cannot be filled internally it may be externally advertised. Promotions are not based on length of service, and never considered as "given", and equal opportunity principles are always applied.

Contents of this policy:

- The recruitment and selection process
- Variations
- The Ongoing Culture of Vigilance and Links to Other Policies

Appendix

New employee checklist

The Recruitment and Selection Process

| Step | Action | Responsibility (2019-20) | Monitoring (2019-20) |
|------|---|--|--|
| 1 | <p>The Head Teacher and Executive Team decide that there is a vacancy</p> <p>The process is coordinated by the Head Teacher including dates for interviews, short listing and pre-interview planning</p> <p>The Job description is written and/ or reviewed, including a description of safeguarding responsibilities and the requirement to pass pre-employment checks</p> | The Head Teacher | Becci Mannall, Safeguarding Consultant to the Lioncare Monitoring And Advisory Panel |
| 2 | <p>Advertisement</p> <p>If no suitable internal candidate is identified the role is advertised externally</p> <p>The advertisement will include a safeguarding statement and include the need to pass pre-employment checks</p> <p>The advertisement will include details of who to contact if the applicant wishes to discuss any concerns as to the accessibility of the process</p> <p>Advertisements will be placed in appropriate and 'safe' publications and/or online recruitment websites that offer scope of attracting the most suitable</p> | Celeste Balmer (HR and Office Manager, The Lioncare Group) | The Head Teacher |

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| | <p>candidates for the position whilst deterring those that may be seeking to gain access to vulnerable children in order to do them harm.</p> <p>The position being advertised will also be posted to The Lioncare Group's website</p> | | |
| 3 | <p>Application Packs</p> <p>Application Packs are downloaded from the school's website or sent on request; a copy of this policy is also available on the website and applicants are strongly advised to read the policy, including the statements on and commitment to Safeguarding before completing the application form.</p> <p>Applicants are made aware that there are no circumstances where a CV is an appropriate method of application for the post and only fully completed forms will be accepted</p> | Celeste Balmer (HR and Office Manager, The Lioncare Group) | The Head Teacher |
| 4 | <p>Applications</p> <p>When the form is returned the following must happen prior to short listing:</p> <p>Self-disclosure forms are separated from the application form. Application forms are scrutinized for inconsistencies or gaps in employment history since leaving full time education Any such gaps or inconsistencies are noted for follow up at interview should the candidate be interviewed.</p> | Celeste Balmer | Sara Fletcher Beccie Mannall |
| 5 | <p>Short Listing</p> <p>At least two people will meet to short list. Applications will be scrutinised against the job description and person specification and further checks for inconsistencies or gaps will be undertaken. All decisions of the panel will be recorded. As well as looking for candidates who meet the Person Specification the panel will be looking for evidence of safe, reflective and well-balanced approaches to working with children. Candidates who demonstrate open self-awareness, a commitment to personal development</p> | <p>Sara Fletcher</p> <p>With at least one of</p> <p>Matt Vince</p> <p>Jane Rayner</p> | Celeste Balmer Beccie Mannall |

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| | and a sense of themselves as experiential learner are likely to do well in our selection process, if all other criteria are met. | Caroline Belchem Mark Smith | |
| 6 | <p>Reference Requests</p> <p>References must be requested prior to interview. If an applicant does not give permission for a current employer to be approached then the most recent employer in a setting where the applicant has worked with children must be approached. If permission is given for the current employer but that is not a setting where the applicant works with children, then the most recent employer in a setting where the applicant has worked with children must also be approached.</p> <p>A consistent pro-forma must be used to seek references and there is a separate pro-forma for candidates who have never worked with children.</p> <p>Referees should be sent the Job Description and Person Specification.</p> <p>Referees must be asked about the candidate's suitability to work with children and specifically about any allegations that have been made against the candidate and details of any disciplinary process.</p> <p>Any barriers to the gathering of all information should be highlighted immediately to the Head Teacher, who may (in consultation with the Service Manager and/or Executive Director) decide that a telephone conversation with the referee is necessary.</p> <p>Open references or testimonials are never accepted.</p> <p>Help and advice on any concerns raised with regard to either allegations or disciplinary processes can be sought from ACAS.</p> | Celeste Balmer | Sara Fletcher Beccie Mannall |

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| 7 | <p>Invitation to Interview</p> <p>It will be usual to give candidates at least one week's notice of interview, all information is sent at this time including that concerning any task the interviewee may be requested to undertake. The invitation will also include an opportunity for the candidate to inform the interview panel of any access requirements.</p> | Celeste Balmer | Sara Fletcher Beccie Mannall |
| 8 | <p>Prior to Interview</p> <p>The interview panel will meet prior to interview to ensure they have a consistent set of questions for each candidate. In addition they will have a further discussion of each candidate based on the references and on any self- disclosure forms that have been</p> | <p>Sara Fletcher</p> <p>With at least one of</p> <p>Matt Vince</p> <p>Jane Rayner</p> <p>Caroline Belchem</p> <p>Mark Smith</p> | Celeste Balmer Beccie Mannall |
| 9 | <p>The interview process</p> <p>The job descriptions for all positions that relate to carrying out the therapeutic care task have a section titled Core Competencies for Therapeutic Practitioners' that has been designed and researched and promoted by The Consortium of Therapeutic Communities (TCTC) and the Royal College of Psychiatrists Community of Communities Quality Improvement Network. Questions based on the Teachers Standards (DfE) are used for teaching positions. Each candidate is assessed against these core competencies as part of the selection process, to ensure The Lioncare School has the most suitable and competent adults teaching and caring for the children and young people attending the school.</p> | <p>Sara Fletcher</p> <p>With at least one of</p> <p>Matt Vince</p> <p>Jane Rayner</p> <p>Caroline Belchem</p> <p>Mark Smith</p> | Celeste Balmer Beccie Mannall |

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| | <p>The panel will be taking care to find out who people “are” as well as what they know and can do. We promote an interactive and participative atmosphere and encourage candidates to openly explore with us whether The Lioncare School is the right environment for them.</p> <p>The panel compiles a final shortlist of candidates invited to attend a second informal group interview. The second interview takes place in school and is facilitated by the Head Teacher.</p> <p>Candidates meet with current employees, including those working in the same or similar post for which they have applied; they view the work settings, observe school life and, where appropriate, meet some or all of the children (but only those that have previously expressed a wish to be involved in the process). The children will have been offered the choice to either prepare questions to ask the candidates, or which can be put to the candidates by the Head Teacher on their behalf, or to undertake less formal conversations. For teaching posts a specific piece of work is done with candidates on second interviews to help them understand the task of providing therapeutic education and convergences and divergences between this work and other teaching and learning settings that they have experienced.</p> <p>All candidates attending second interviews have their identity checked, are closely supervised, and allocated a current employee responsible for maintaining direct supervision of the candidates throughout. No candidate is left unsupervised for any reason whilst on the premises. There will be a debrief session provided either straight after or my telephone to help them make meaning from their experience.</p> <p>At interview candidates will be asked to account for any gaps in their employment history that are still not fully understood by the organisation.</p> | | |
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| 10 | <p>Selection</p> <p>Following the second informal group interview the panel meets and endeavours to reach a unanimous decision to recruit. Where a unanimous decision cannot be reached, the Executive Director’s decision is final. Where there are minor concerns around suitability of a candidate, the panel may invite them to an informal meeting to discuss these further before making a final decision.</p> <p>Candidates who are realistic about the work, aspirational about the impact good practice can have on outcomes for children and young people and who make efforts to show their own individuality and to get to know our way of working are likely to do well, given all other criteria are met.</p> | <p>Sara Fletcher</p> <p>With at least one of</p> <p>Matt Vince</p> <p>Jane Rayner</p> <p>Caroline Belchem</p> <p>Mark Smith</p> | <p>Celeste Balmer Beccie Mannall</p> |
| 11 | <p>Progressing to the next stage</p> <p>Successful candidates are contacted first, and verbally informed that their application is being taken forward.</p> <p>The offer is conditional on the pre-employment checks (listed in Section 12) being satisfactory and there being no concerns raised from on any further references from any further references being sought and obtained.</p> <p>Unsuccessful candidates are contacted last. The Administrator sends a formal letter thanking them for their time and interest in our organization, and wishing them success in their search for employment.</p> | <p>Celeste Balmer</p> | <p>Sara Fletcher Beccie Mannall</p> |
| 12 | <p>Pre-Employment Checks</p> <ul style="list-style-type: none"> A. Identity if not fully confirmed at Interview B. Qualifications if not fully confirmed at Interview C. Further References D. Permission to work in the UK. E. DBS certificate (see Appendix One) F. Barred List Check | <p>A-G</p> <p>Celeste Balmer</p> <p>H-L</p> <p>Gaynor May</p> | <p>Sara Fletcher Beccie Mannall</p> |

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| | <p>G. People who are barred from working with children will never be offered employment with the Lioncare Group. Relevant authorities will be notified that the barred person has attempted to seek employment working with children</p> <p>H. Health checks I. Overseas checks including EEA restrictions on teachers J. Qualified Teacher Status K. Prohibition from teaching checks L. Prohibition from management checks (Section 128 Check) Senior Leaders, Board Level and Governance (MAP) nominees</p> <p>If there is any uncertainty at all about the type of check that should be undertaken in any circumstance then Keeping Children Safe. Part 3 2018 should be referred to.</p> <p>At this stage final checks on employment history will be made including reviewing evidence of gaps in employment history and, in some cases, making contact with organisations that may have employed the candidate in work with children but who have not provided a reference. This is likely to happen when candidates have a long record of short term periods of employment.</p> | | |
| 13 | <p>Offer of Post</p> <p>The executive Director writes a formal letter of conditional offer stating the basic terms and conditions of employment and given in accordance with the terms of the Employment Rights Act 1996, Employment Act 2002 and Working Time Regulations 1998, and including starting basic salary and pay, hours of employment, position, work base and other relevant details. The applicant are asked to provide a written formal response to the Executive Director of their intentions regarding taking up employment.</p> <p>The organisation retains the right to withdraw the offer if pre-Employment checks indicate a concern or other information comes to light which throws</p> | Matt Vince | <p>Celeste Balmer</p> <p>Sara Fletcher</p> |

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| | into question the suitability of the candidate to work with children or for this specific organisation. | | |
| 14 | <p>Creation of single central record entry</p> <p>After the candidate accepts their post and before they take up work with The Lioncare Group the details of all the above checks will be entered on to The Single Central Record held and maintained by the school</p> | Gaynor May/ Celeste Balmer | Sara Fletcher Beccie Mannall |
| 15 | <p>Start of Work and Induction</p> <p>The management team at The Lioncare School is aware how difficult it can be adjusting to a new workplace, team of colleagues and group of children, while learning about the specialist ethos and culture of our therapeutic education model. Therefore our induction programme offers planned support in the first few months of a new colleague's employment. They are assigned a named supporter / mentor to help show them the ropes, and our open-door policy meaning they can seek advice or information or help when they need it. We hope that from the very beginning all colleagues can be part of creating and maintaining a healthy culture of enquiry and challenge.</p> <p>Initial induction includes Safeguarding and Child protection coaching and training, an introduction to Health and Safety practice including Risk Assessment and Management policies and procedures, and access to the Employee Handbook including Staff Code of Conduct. Secure login access for the newly recruited employee is also set up on the schools BehaviourWatch records management system and instruction is given in safe records management.</p> <p>New starters are supported to make full use of daily team debriefs and their monthly weekly one to one supervision slots to explore role and to work with their colleagues to make induction a meaningful learning experience. At the end of six months a</p> | Sara Fletcher and The Senior Team at The Lioncare School | Matt Vince |

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| | Probationary Period Review is carried out to confirm permanent employment status. | | |
| Variations | | | |
| <p>Volunteers: The Lioncare School does not specifically recruit volunteers to work with children and young people.</p> <p>If volunteer work was sought in the school by an individual it would be risked assessed and appropriate pre-employment checks undertaken depending on the nature of the role. It would be usual for a DBS check to be undertaken.</p> | | | |
| <p>Professional and Trainee Placements: The Lioncare School is a popular setting for a number of further and higher education students to undertake placements. Any placements are organised with the placing Institution and the individual concerned, and are risk assessed, and subject to appropriate checks, including DBS. From 2019 it will be a condition of placement that the hosting organisation shares its safeguarding arrangements with the school.</p> | | | |
| <p>Senior Leaders, Board Level and Governance appointees: Senior Leaders in The Lioncare Group are recruited according to the Lioncare Recruitment Policy and have been subject to all pre-employment checks. In addition they will have section 128 checks to ensure they have not been barred from the management of a school. New Board/ Executive members and those in Governance roles (i.e. have membership of the schools Monitoring and Advisory Panel) may not be employees of the organisation but are nonetheless appropriately checked through the disclosure and Barring Service and are subject to a section 128 check.</p> | | | |
| <p>Agency staff: The Lioncare School does not use short term agency staff but on the occasion where agency staff are used to cover long term absence there is an interview process and the agency submits a Candidate Profile as part of the business agreement between companies, testifying that pre-employment checks have been undertaken. This document includes the dates of checks and details such as the Enhanced DBS certificate reference number. A check is also carried out to confirm that the agency staff member is qualified and sufficiently experienced to undertake the work they will be asked to perform</p> | | | |
| <p>Adults employed by the Lioncare Group and working temporarily in School: Administrative, maintenance and residential care staff work in school on an occasional basis to support a number of aspects of school life. These staff are recruited under the Lioncare Recruitment Policy and subject to relevant pre-employment checks. They are placed on a separate sheet of the SCR by Celeste Balmer and this is scrutinised by Gaynor May (monthly).</p> | | | |
| <p>Consultants: The Lioncare School uses professional consultants to support its work and in 2019 -20 this work will continue to be undertaken by those with whom we have a long standing, ongoing relationship. Those consultants who work during the school day have SCR entries. One works exclusively with adults outside of school time and does not have a SCR entry.</p> | | | |
| Ongoing Culture of Vigilance | | | |
| <p><i>All prospective candidates seeking employment at The Lioncare School should take note that the management, teachers and support staff of the school, along with the children themselves, promote ongoing awareness and vigilance about welfare and safety. There is awareness by all that adults who may want to harm children could seek to work in the school, or that those who currently work in the school could create circumstances where children come to harm. There are clear and well promoted procedures for raising concerns, including Whistle Blowing, and the culture of the school is open and reflective.</i></p> | | | |

There are regular mechanisms such as training, coaching, surveys and practice-based discussions to explore and develop practice, knowledge, skills and attitudes. Robust liaison with external colleagues including regulators, local authorities, the police and other safeguarding agencies means that both challenge and support are inherent in daily life.

Appendix

New employee checklist

| FORM E3: NEW EMPLOYEE CHECK LIST | | | CONFIDENTIAL |
|---|-------------|---------------|--------------|
| Name | | | |
| Date of Birth | 00.00.00 | Position | |
| | Verified by | Date of Check | Notes |
| Signed Application Form | | | |
| Interview Records | | | |
| Letter of Terms & Conditions | | | |
| Letter of Acceptance | | | |
| Reference 1 | | | |
| Reference 2 | | | |
| Additional References Info ¹ | | | |
| Good Conduct Certificate ² | | | |

¹ If an applicant has worked with children previously, whether on a paid or voluntary basis, at least one reference should be obtained from the person or organisation that employed the applicant in work with children, even if that is not the applicant's current or most recent employer.

² The DBS (Disclosure & Barring Service) only includes offences committed within the UK. Anyone who has lived outside of the UK for 6 + months in the 5 years before a DBS check is carried out, must get a Certificate of Good Conduct (CGC) from that country.

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| Driving Licence* | | | |
| Proof of Identity* | | | |
| Right to Work in UK* | | | |
| Qualifications Required | | | |
| Enhanced DBS Number* | | | |
| Enhanced DBS Date of Issue | | | |
| DBS Update Service Check | | | |
| Barred List Check | | | |
| Probation Register | | | |
| EEA Teacher Check | | | |
| Photo (ID) | | | |
| Employee Health Statement | | | |
| Employees Bank Details | | | |
| Personal Basic Details | | | |
| Employee Starter Checklist | | | |
| Start Date | | | |
| End Date | | | |

* The above checks are processed in line with the Data Protection Act 2018.

Upon receipt of the enhanced DBS Certificate, this will be saved to the employee personnel file. All scanned copies will be safely destroyed, with the exception of company employed who are eligible to drive the company vehicles in order to comply with our motor fleet policy requirements.

For non- British nationals, Immigration document Visa, work permit will be kept on file as required by the Asylum and Immigration Act).