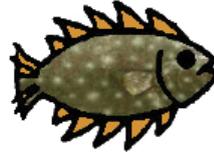


Flookburgh CofE Primary School



Together, we believe, anything is possible

This Addendum must be read in conjunction with the School's own Safe Recruitment, Selection and Pre-employment Vetting Policy and procedures.

# FLOOKBURGH CE PRIMARY SCHOOL

## SAFE RECRUITMENT, SELECTION & PRE-EMPLOYMENT VETTING POLICY AND PROCEDURES – COVID 19 ADDENDUM

**September 2020**

Approved by <sup>1</sup>	
Name:	Rowena Lewis
Position:	Chair of Governors
Signed:	<i>R Lewis</i>
Date:	October 2020
Proposed review date <sup>2</sup> :	September 2021

<sup>1</sup>The Governing Body/Proprietor/Management Committee to approve.

<sup>2</sup>The Governing Body/Proprietor/Management Committee are free to determine review period (DfE recommend annual).

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## 1. Introduction

This addendum has been created following DfE guidance on [safeguarding in schools and other providers](#) issued by GOV UK on 27 March and updated on 20 May 2020 (since withdrawn) and applies to all schools, whether maintained, non-maintained or independent (including academies, academy trusts, free schools and alternative provision academies), maintained nursery schools and pupil referral units. It is an addendum to the School's Safe Recruitment, Selection and Pre-employment Vetting Policy and procedures which in turn complies with [Keeping Children Safe in Education September 2020](#) statutory guidance and must be read in conjunction with that Policy and procedures. The Safe Recruitment, Selection and Pre-employment Vetting Policy and procedures is available on request as is this addendum. This Addendum must also be read in conjunction with the current school Child Protection Policy and procedures and the COVID-19 Addendum to that Policy, both of which are displayed on the school website or are available on request.

## 2. Context

From 20 March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the Covid-19 response - who absolutely need to attend.

From 01 June 2020, schools were asked to open to more pupils in addition to the children of key workers and those who are deemed vulnerable.

From the beginning of the autumn 2020 term, all pupils, in all year groups, should return to school full-time.

Despite the changes, our **Safe Recruitment, Selection and Pre-employment Vetting Policy and procedures is fundamentally the same** with this addendum setting out some of the adjustments we are making in line with the altered arrangements and following advice from government and local agencies.

This Addendum will be reviewed regularly as the nature of the pandemic and local or national responses that involve remote education, or government guidance on how we should operate significantly changes.

Some settings will have additional responsibilities arising from their regulation e.g. EYFS settings, or Special Schools as a result of their responsibility for young people over the age of 18.

Once adopted, this Addendum may be referred to in any disciplinary proceedings following unacceptable action by staff or other adults.

## 3. Recruiting remotely during the Coronavirus (COVID-19) pandemic

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow the relevant safer recruitment processes for our setting, including, as appropriate, relevant sections in Part three of Keeping Children Safe in Education (KCSiE) [2020](#).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance ([COVID-19: Changes to DBS ID checking guidelines](#)) on standard and enhanced DBS ID checking to minimise the need for face to face contact.

There is no requirement to obtain a new DBS check for returning staff who have continued to be employed by the school but have not been working in regulated activity during partial school closures. If for any reason the school has concerns about the individual, they may obtain a new check in the usual way. **Where you are accepting a historical DBS Certificate, you must have sight of the original DBS Certificate when the individual first presents at school.**

For the foreseeable future, interviews will be held via video-link or, if they are held in school, with strict adherence to social distancing procedures. Information on how we will conduct interviews by video link and issues to consider is provided in Appendix A.

It is currently acceptable to check ID documents remotely – temporary changes to ID checking procedures mean that candidates can send scanned images of their ID documents and present them via video link. The

successful applicant will still need to present the original versions of these documents when they first attend in person. This temporary change can be applied to the checking of ID documents for DBS and legal entitlement to work in the UK purposes. Childcare disqualification declaration can be sent to the candidate after the short-listing stage to be returned prior to a final decision being made on their suitability for the post.

We will contact referees ahead of interviews in order to have their input. In some cases, we may seek additional references.

Where the medical questionnaires indicates a referral is required, any contact with Occupational Health is also likely to be conducted remotely. However, provisions and safeguards may be able to be put in place where a successful candidate needs to see a medical professional face to face. Should this situation arise, we will seek advice from our Occupational Health provider.

All other pre-employment checks will continue as normal.

Where we are utilising volunteers, we will continue to follow the checking process as set out in paragraphs 183 to 188 of KCSiE 2020. A risk assessment will also be put in place for any volunteer used in the setting. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to work in regulated activity.

The school will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 179 of KCSiE 2020.

The school will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 182 of KCSiE 2020 and the TRA's 'Teacher misconduct advice' for making a referral.

During the COVID-19 period all referrals to the TRA should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk).

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be on the school premises, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. **As such, the school will continue to keep the single central record (SCR) up to date as outlined in paragraphs 164 to 171 in KCSiE 2020.**

## Recruiting remotely during the Covid-19 pandemic

This Appendix provides guidance for alternative recruitment and selection methods that can be applied during the COVID-19 restricted activity period.

If you need to go ahead with recruitment of staff at this time when it is not possible to apply your normal processes, consider how you can recruit remotely but as close to your normal approach as possible.

You will need to:

- plan carefully to ensure you have people available at the right time;
- ensure you have the necessary tools available online to interact with candidates and other panel members. Ensure everyone has the technology to access packages for example, Zoom or Microsoft Teams, including the prospective candidates. Ensure you have a trial run with panel members;
- accept that some normal elements of the process cannot be achieved through remote selection and add alternate elements so you undertake as many appropriate activities as possible, allowing you to be confident in selecting a new employee;
- ensure the key identity and safer recruitment checks are conducted in accordance with the temporarily adjusted guidance.

The following provides information about how to plan a remote recruitment and selection exercise, taking into account the general practicalities and logistics. Specific advertising and interview advice is included.

### Advertising stage

At the advertising stage, think how you can give candidates a feel for your school if they are unable to visit.

- Could you prepare a quick video tour of the school that can be shared, so they can see the site and buildings?
- Are you able to post more information for potential applicants on your school website?
- Perhaps invite potential applicants to contact you at this stage for an informal discussion in place of a visit to the school.
- Ask them to take a detailed look at your school website / Twitter feeds / Facebook page

### Planning, practicalities and logistics

The following is a list of pre-interview tasks which you may find useful:

✓	Tasks
	Make sure all interview panel members who needs access to documentation has it in good time.
	Think about having additional people on stand-by in case any member or your selection panel becomes unavailable.
	Keep a clear record through the process just in case you become unavailable during the process so somebody else can pick it up (where appropriate).
	Design the process carefully. It may have a number of elements that can be conducted at different times. Ensure everyone knows the part they have to play, when it will happen and how they 'dial in'.
	Make sure you have at least one 'safer recruitment' trained panel member involved in the process. It may be wise to have a second involved or available.
	Communicate clearly with candidates so they understand what the selection process consists of and how it will be conducted, assessed and when decisions will be taken.
	Allow extra time for the process. It will take longer.

✓	Tasks
	Ensure you have the necessary tools available online to interact with candidates and other panel members. Consider how to conduct the different elements of the process remotely using web-based tools (e.g. Microsoft Teams, Skype, Zoom etc) where there needs to be visual interaction. Make sure you test those tools ahead of the process. Have a plan B if the tools fail on the day.
	Plan for how written tasks or exercises can be designed and conducted so they are time limited if necessary.
	Let candidates know how the interview will take place and ask them whether they need any reasonable adjustments for any aspect of the adjusted process.
	Organise a timetable and send it to candidates, your panel members and others involved.
	Conduct the process in the same formal and professional way you would if it was happening in school.
	Nominate a chair to manage the interview process and invite panel members to speak. Agree beforehand who will ask which questions.

Whilst conducting multi-person video interviews:

- use physical cues – like putting your hand up – during discussions so the candidate knows who's about to speak;
- keep microphones on mute unless you're talking;
- give candidates extra time to answer questions and type each one into the chat function of the software so you are sure candidates have heard you right.

Add additional safeguarding questions if needed since you won't be meeting candidates face to face.

Decide whether you want candidates to complete tasks before, during or after the interview and make sure this is clear to them ahead of time, including how long they'll have to complete the task and how to submit it. For example, you might send them a task ahead of the interview and give them a set time to complete it and send it back.

For tasks such as presentations, ask candidates to send a video of themselves delivering the task so that you can review them in your own time and not over video conference.

If you're recruiting for a senior position, you may well want candidates to meet staff.

- have specific times for members of staff or groups to log in and meet candidates;
- where practical, use a single video-conference link that candidates can stay on whilst they are being interviewed and assessed;
- as you normally would, ask members of staff to feedback on their impression of the candidates.

## Temporary changes to your recruitment and selection process

Accept that some normal elements of the process cannot be achieved through remote selection. Add alternative elements where necessary to your process to undertake as many appropriate activities as possible to allow you to be confident in selecting a new employee.

Make it clear that your existing recruitment related Policy and procedures now have an adjusted approach which the school/trust will take to recruitment and selection.

## The Interview process

Prepare interview questions as you normally would.

Once you have applications in and have shortlisted, perhaps have a preliminary interview – relatively short – to tease out (through a set of consistent questions) initial issues important to the school so responses can be considered and explored further through the subsequent activities.

Plan for a final interview to clear up any remaining issues or gaps.

Through video discussions, you are seeking to achieve the face to face opportunity for interaction you would normally have. You may decide to incorporate some or all of the following suggestions for alternative assessment techniques:

- 1:1 interview followed by a group interview.
- An online lesson observation may be helpful in assessing how candidates perform in different settings. Think about how you can replace physical lesson observations with other activities that will see the candidate engaging with pupils:
  - observe a discussion between candidates and selected pupils remotely;
  - if your school is teaching remotely consider if the candidate could teach one of these lessons;
  - consider reviewing the evidence you would normally be looking for when observing a lesson and use this to set specific interview questions. For example, how do you try to establish appropriate relationships with pupils, or how do you make sure your lessons are (i) engaging for the whole class and (ii) differentiated to support children of all abilities?
- Organise for a group of pupils, for example those on the student council, to meet candidates remotely. Have someone from the panel there to observe and record it so you have something to go back to;
- Ask candidates to deliver a video presentation on a relevant topic.