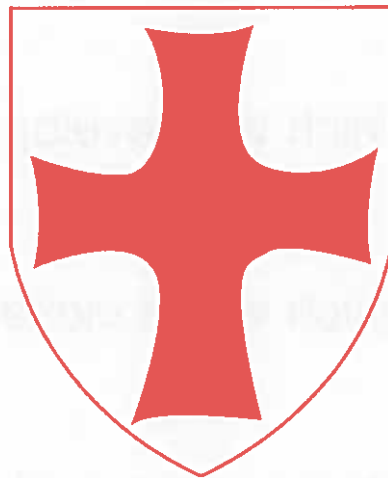


**St. Robert Southwell Catholic  
Primary School  
A school in the trusteeship of**



**Diocese of Westminster**



**RECRUITMENT AND SELECTION PROCEDURE**

**Adopted by governors on: 7<sup>th</sup> July 2009**

**Reviewed & Reapproved by Governing Board: September 2017**

**Next Review: September 2018**

**Responsible Person: Resources Committee**

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## **MISSION STATEMENT**

Our mission is to create an educating Christian community which reflects the values of the Gospel within the traditions of the Roman Catholic Church;

- a community which will develop the whole person
- a community which works closely with parents and parish
- a community which values each child as a unique individual with particular gifts and needs
- a forward looking community which serves its members and the wider society
- a community in which we will lead those in our care to grow in their faith whilst benefiting from an enriching education.



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### PROCEDURE

#### Summary

This Recruitment and Selection Procedure has been produced in line with "Safeguarding Children and Safer Recruitment" document which came into force on 1<sup>st</sup> January 2007. This procedure aims to ensure both safe and fair recruitment and selection is conducted at all times. Making safeguarding and promoting the welfare of children an integral factor in recruitment and selection is an essential part of creating safe environments for children.

#### Recruitment and selection procedure statement

St Robert Southwell is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

St Robert Southwell is committed to attracting, selecting and retaining employees who will successfully and positively contribute to providing a valuable service. A motivated and committed workforce with appropriate knowledge, skills, experience and ability to do the job is critical to the school's performance and fundamental to the delivery of a high quality service.

#### Purpose

To ensure the recruitment of both permanent and temporary (including voluntary) staff is conducted in a fair, effective and economic manner.

To achieve this purpose, those that are responsible for each stage of the recruitment process will demonstrate a professional approach by dealing honestly, efficiently and fairly with all internal and external applicants.

#### Scope

The procedure applies to all employees and governors responsible for and involved in recruitment and selection of all school based staff. Where a Headteacher or Deputy Headteacher is being appointed the Governing Board will consult with the LA about the recruitment process.

The ultimate responsibility for recruitment and selection lies with the Governing Board. The Governing Board has delegated the responsibility to the Headteacher for appointing other than those to the leadership group.

#### Aims and Objectives

To ensure that the safeguarding and welfare of children and young people occurs at each stage of the process

To ensure a consistent and equitable approach to the appointment of all school based staff.

To ensure all relevant equal opportunities legislation is adhered to and that appointees are



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not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, sexual orientation.

To ensure the most cost effective use is made of resources in the recruitment and selection process.

### **Principles**

The following principles are encompassed in this policy:

- All applicants will receive fair treatment and a high quality service
- The job description and person specification are essential tools and will be used throughout the process
- Employees will be recruited on the knowledge, experience and skills needed for the job
- Selection should be carried out by a panel with at least two members. At least one panel member should have received training on the recruitment and selection process through the NCSL online training package or by attending an LA workshop on Safer recruitment.
- Selection should be based on a minimum of completed application form, shortlisting and interview
- Monitoring and Evaluation are essential for assessing the effectiveness of the process
- All posts will normally be advertised.
- The Disability Discrimination Act (DDA) makes it a requirement to make reasonable adjustment to the recruitment process if an applicant makes the employer aware that they have a disability. This applies to the entire recruitment process, from advertisement to appointment.

### **Equal Opportunities**

St Robert Southwell is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, sexual orientation. St Robert Southwell acknowledges that unfair discrimination can arise on occasion and therefore will ensure that the Equal Opportunities Procedure is the foundation for all its activities.

### **Safer Recruitment – Recruitment and Selection Training**

It is a requirement that at least one member of the interview panel has completed this training successfully prior to the start of the recruitment process.



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### **Pre-recruitment Process**

#### **Objective**

The objective of the recruitment process is to attract, select and retain staff who will successfully and positively contribute to the future development of the school. The first experience an individual has is important, therefore the experience should be positive and all those responsible for recruiting should:

Leave a positive image with unsuccessful applicants who may currently be involved in the school or customers of the LA or future employees.

Give successful applicants a clear understanding of the post and what is expected of them

Reduce the risk of a bad selection decision that can be expensive and may cause line management problems in the future or may not meet our commitment to safeguard children.

#### **Application Form**

A standard application form should be used to obtain a common set of core data from all applicants.

#### **Job Description and Person Specification**

An accurate job description is required for all posts. A person specification is a profile of the necessary requirements for the post.

#### **References**

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.

Ideally, references should be sought on all short listed candidates, including internal ones, and should be obtained before interview so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

#### **Interviews**

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.

#### **Interview Panel**



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Although it is possible for interviews to be conducted by a single person it is not recommended. It is better to have a minimum of two interviewers, and in some cases, e.g. for senior or specialist posts, a larger panel might be appropriate. A panel of at least two people allows one member to observe and assess the candidate, and make notes, while the candidate is talking to the other. It also reduces the possibility of any dispute about what was said or asked during the interview.

The members of the panel should:

- have the necessary authority to make decisions about appointments;
- be appropriately trained, (one member of interview panels in schools should have undertaken the training 'Safer Recruitment' (Section 3 in this document)
- meet before the interviews 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;
  - agree their assessment criteria in accordance with the person specification.

Where a candidate is known personally to a member of the selection panel it should be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

### Scope of the Interview

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

the candidate's attitude toward children and young people;

his/her ability to support the authority/establishment's agenda for safeguarding and promoting the welfare of children;

gaps in the candidate's employment history;

concerns or discrepancies arising from the information provided by the candidate and/or a referee; and,

ask the candidate if they wish to declare anything in light of the requirement for a CRB check.

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/discuss in light of the questions that have been (or will be) put to his/her referees. (And it is vital that the references are obtained and scrutinised before a person's appointment is confirmed and before s/he starts work.)

### Conditional Offer of Appointment: Pre Appointment Checks

An offer of appointment to the successful candidate should be conditional upon:

- the receipt of at least two satisfactory references





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- verification of the candidate's identity
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status where required e.g. GTC registration, QTS status (unless properly exempted), NPQH;
- a satisfactory DBS Enhanced Disclosure.
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999); and,
- (for non teaching posts) satisfactory completion of the probationary period.
- Verification of eligibility to work in the UK.
- a satisfactory Disqualification by Association declaration

St Robert Southwell will liaise with the Personnel Provider in order to follow relevant DBS guidance if a Disclosure reveals information that a candidate has not disclosed in the course of the selection process.

All checks should be:

- confirmed in writing;
- documented and retained on the personnel file (subject to certain restrictions on the retention of information imposed by DBS regulations); and,
- followed up where they are unsatisfactory or there are discrepancies in the information provided.

Where:

- the candidate is found to be on List 99 or the PoCA List, or the DBS Disclosure shows s/he has been disqualified from working with children by a Court; or,
- an applicant has provided false information in, or in support of, his/her application; or,
- there are serious concerns about an applicant's suitability to work with children,

the facts should be reported to the police and/or the Children's Safeguarding Operations Unit (formerly the Teachers Misconduct Team) .

### **Post Appointment Induction**

There should be an induction programme for all staff, governors and other volunteers newly appointed in an establishment, including teaching staff, regardless of previous experience. For further information please refer to the Guidance document or the DCSF document "Safeguarding Children and Safer Recruitment in Education "

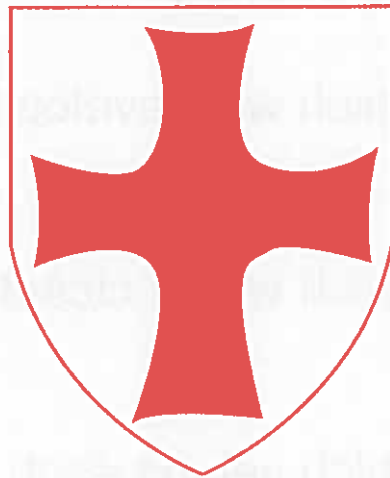




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**ANTI-RADICALISATION POLICY**

**Adopted by governors on: 1<sup>st</sup> December 2015**

**Last Review: September 2017**

**Next Review: September 2018**

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## **MISSION STATEMENT**

- Our mission is to create an educating Christian community which reflects the values of the Gospel within the traditions of the Roman Catholic Church;
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### **ANTI-RADICALISATION POLICY**

#### **Introduction**

St Robert Southwell is a Catholic Primary School where Core Values, underpin every aspect of school life.

We live and learn by our Christian Values in an inclusive, supportive and caring environment where the safeguarding of each and every child is of utmost priority. Children encounter a 'living faith' through our collective worship. They are actively involved in their learning and through a partnership with parents and the wider community the children grow and develop as we prepare them to meet the challenges they will face in life.

#### **THE AIMS OF THE SCHOOL:**

- To encourage the Love of God and the Catholic faith while promoting an appreciation of other denominations and Religions.
- To develop good relationships among all those involved in the school and the wider community. To provide equality of opportunity to all regardless of culture, religion, language, ethnic background or race.
- To develop each individual to their full potential academically within the framework of the National Curriculum.
- To help children recognise and develop their own talents and to encourage them to become responsible for themselves and others.

These aims are revisited each year to ensure their relevance, statement on equality of opportunity and values are understood by all. St Robert Southwell Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At St Robert Southwell Catholic Primary School all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. In formulating this policy, the Governors have taken account of the guidance from the Department for Education (DfE) who has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting



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### **DEFINITIONS AND INDICATORS**

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

The Governing Body has a zero tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

### **AIMS AND PRINCIPLES**

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

#### **The principle objectives are that:**

Pupils are encouraged to adopt and live out our Core Values. These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.

- Pupils are helped to understand the importance of democracy and freedom of speech, through the SEAL (Social, emotional aspects of learning) assemblies and through the elected School Council members
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupil's wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.
- Governors, teachers, teaching assistants and non teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school. The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST.



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This strategy is based on four areas of work:

- **Pursue** - To stop terrorist attacks
- **Prevent** - To stop people becoming terrorists or supporting terrorism
- **Protect** - To strengthen our protection against a terrorist attack
- **Prepare** - To mitigate the impact of a terrorist attack

Our role, as a school, is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.' Primarily our work will be concerned with PREVENTION and is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.'

### **PROCEDURES FOR REFERRALS**

Although serious incidents involving radicalisation have not occurred at St Robert Southwell School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff members are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (currently via the Child Protection/Safeguarding lead).

This policy is strictly adhered to should issues arise.

### **THE ROLE OF THE CURRICULUM**

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The R.E, (Religious Education) PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school. Children learn about other faiths and visit places of worship and are taught about how to stay safe when using the Internet.

### **STAFF TRAINING**

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.



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### **POLICY REVIEW**

The Anti Radicalisation policy statement will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.