



Safer Recruitment and Employment Policy

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Introduction

1. This policy is designed to support recruiting managers in schools/ academies to make their recruitment practices and processes safer for children.
2. Arise Education has a consistent and thorough process to ensure safer recruitment in order to ensure that people who are unsuitable to work with children and young people are prevented from doing so. That process should include all individuals who may not have direct contact with children but who, because of their presence and familiarity in certain settings, will still be seen as safe and trustworthy.
3. The principles of safer recruitment should be included in the terms of any contract drawn up between Arise Education and contractors or agencies that provide services for children and young people for whom the school/academy is responsible. Arise Education will monitor compliance with the contract, which should also include a requirement that the provider will not sub-contract to any personnel who have not been recruited subject to a safer recruitment process.
4. This policy is entitled 'Safer Recruitment and Employment' in order to highlight the importance of continued vigilance after an employee or volunteer has been appointed. Recruitment cannot and must not be the end of the matter. Although schools are safe environments for the great majority of children and the vast majority of people who work with children have children's safety and welfare at heart, schools need to promote a culture of ongoing vigilance in order to avoid complacency.
5. Two fundamental principles of effective safer recruitment and employment are therefore that schools should not rely on any one process in order to safeguard children; and that effective safeguarding requires robust policies for the management and supervision of staff after the recruitment phase. A comprehensive and systematic approach must therefore include policies and practices designed to:

- Deter unsuitable people from seeking employment or opportunities to volunteer to work with children and young people;
- Reject applications from unsuitable people;
- Prevent abuse and neglect of children by staff and volunteers;
- Identify incidents of abuse and neglect by staff and volunteers;
- Respond to concerns in an open and positive way;
- Manage allegations in accordance with school/academy procedures.

Safer recruitment practice should therefore be applied at all stages of the recruitment and employment process including all of the following:

- Ensuring job descriptions and person specifications reflect the importance of safeguarding and define accurately the safeguarding responsibilities of the role
- Advertising and information for applicants
- A structured application process
- Scrutinising applications
- Shortlisting
- References
- Other checks before interview
- Interviewing short-listed candidates
- Selection of preferred candidates
- Pre-appointment checks including barred list and criminal record (DBS) checks
- Offer of appointment to successful candidates
- Induction of newly appointed staff
- Probationary periods
- Supervision and appraisal of staff
- Staff codes of conduct
- Open and listening workplace culture
- Effective whistleblowing and management of allegations policies
- Ongoing culture of vigilance
- Effective supervision and support of staff
- Provision of references

Context

6. *Working Together to Safeguard Children* (DfE 2018) states that organisations including schools/academies should have arrangements in place that reflect the importance of safeguarding and promoting the welfare of children, including:
 - safe recruitment and ongoing safe working practices for individuals whom the organisation or agency permit to work regularly with children, including policies on when to obtain a criminal record check;
 - appropriate supervision and support for staff, including undertaking safeguarding training;
 - creating a culture of safety, equality and protection within the services they provide;
 - clear whistleblowing procedures, which are suitably referenced in staff training and codes of conduct, and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed;
 - clear escalation policies for staff to follow when their child safeguarding concerns are not being addressed within their organisation or by other agencies.

 7. *Working Together 2018* states that schools are also responsible for:
 - ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children;
 - creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
 - ensuring that staff are given a mandatory induction, which includes familiarisation with child protection responsibilities and the procedures to be followed if anyone has any concerns about a child's safety or welfare;
 - ensuring that all practitioners have regular reviews of their own practice to ensure they have knowledge, skills and expertise that improve over time.
- Volunteers recruited to work with children should be treated in the same way.
8. Safer practice in recruitment means thinking about and including consideration of child protection, safeguarding and promoting the welfare of children at every stage of the recruitment process and in the induction, management, development and training of staff.

 9. Throughout the process of recruitment and selection, it is therefore important that applicants for all positions in schools/academies working with children are aware of the school/academy's commitment to safer recruitment and safeguarding children in general. Ensuring that safeguarding features highly in all of the organisation's processes, policies, procedures and practice sends a clear message to applicants and existing staff and volunteers and helps to deter unsuitable individuals and inappropriate behaviour.

 10. In addition to the requirements of *Working Together 2018*, specific guidance for schools in Section 3 of *Keeping Children Safe in Education* (DfE 2023) highlights that it is vital that schools create a culture of safeguarding and, as part of that, adopt

recruitment procedures that help deter, reject or identify people who might abuse children. It also states that governing bodies and proprietors must act reasonably in making decisions about the suitability of prospective employees based on checks and evidence including: criminal record checks (DBS checks), Barred List checks and prohibition checks, together with references and interview information.

Safer Workforce Cycle

11. It is helpful to think about a safer workforce cycle, which has 6 stages that operate together to make up a safer environment within organisations:

- (1) Safer recruitment**
- (2) Induction**
- (3) Training**
- (4) Supervision and appraisal**
- (5) Managing allegations**
- (6) Determining future employment**

(1) Safer Recruitment

12. Safer Recruitment covers activity from a decision to create a post or role to the successful candidate's first day working or volunteering in the position in a school/academy.

13. It can be further broken down into 4 stages and activities:

- Preparation and advertisement - sending the right message to potential applicants in order to deter unsuitable applicants
- Shortlisting – rejecting unsuitable applicants
- Interview/selection process – rejecting unsuitable candidates
- Pre-employment checks – rejecting unsuitable preferred candidates

1.1 Preparation and advertisement

14. When a vacancy is first identified – whether a new or existing post – the first priority is to review the job description and person specification to ensure they accurately describe the role and attributes required including explicit reference to expectations in respect of safeguarding; responsibility and opportunity for contact with children in the role; attitude, motivation for working with and values towards children and young people and any specific duties in relation to the school/academy's safeguarding responsibilities.

15. Managers should clearly identify the duties of the post/role and exactly how they expect the post/role holder to perform those duties; and should ensure that the skills, abilities, experience and behaviours required for that performance are reflected in the job description and person specification.

16. On the basis that safeguarding children and young people is everybody's responsibility, there can be no post or volunteer role that involves work in a school/academy that does not contain expectations in relation to safeguarding children and young people.

17. Job descriptions and person specifications for specialist safeguarding roles, e.g. designated safeguarding lead, pastoral support staff, school counsellor, family support/link worker will require detailed and delineated duties and attributes that reflect the technical and vocational nature of those roles.
18. Appropriate wording should be used to ensure explicit reference to and description of expectations but also facilitation of exploration of a candidate's suitability for the post/role in terms of their commitment to safeguarding during the selection process.
19. Before the recruitment campaign for the post/role begins, Arise Education will also ensure that:
 - there is an up to date recruitment and selection policy that accurately describes the process to be followed;
 - Arise Education has a robust and up to date Safeguarding Policy and that a statement about the Arise Education's commitment to safeguarding is included in all recruitment and selection materials;
 - the job description and person specification for the role(s) are fit for purpose as above and have been agreed with the recruiting manager;
 - an appropriate advertisement that contains all necessary information about the role, timetable for recruitment and a clear statement about the school/academy's commitment to safeguarding* is prepared;
 - a suitable candidate information pack containing all the required information about the school/academy, role, recruitment timetable, safeguarding and child protection policy and application form is compiled.
20. When placing an advertisement for the post/role, schools/academies should ensure that unsuitable applicants will be deterred from applying by:
 - stating the Arise Education's commitment to safeguarding *;
 - stating the need for DBS disclosures **;
 - sending information about the Arise Education's safeguarding policy and practices to prospective applicants.

1.2 Shortlisting

Planning

21. It is essential to plan the recruitment campaign so that sufficient time is allocated for:
 - applicants to respond to the advertisement, peruse the information provided and submit an application that addresses all required areas;
 - scrutinising of all applications in a systematic way by at least two members of the recruitment panel in order to agree the shortlist before sending invitations to interview

- agreeing the selection process to include a face to face interview with every candidate as a minimum;
- agreeing systematic selection criteria for each aspect of the selection process, based on the person specification;
- requesting and scrutinising references for each shortlisted candidate before interview
- planning the selection process so that all personnel, rooms and resources are available
- ensuring that all shortlisted candidates receive the same letter of invitation to interview, supplying them with all of the necessary information.

NB wherever possible, it is useful to specify the date of interviews/selection in the advertisement to give candidates as much notice as possible to ensure their availability to attend.

Application forms

22. Application forms should require applicants to provide all of the following information:
- Personal details (name/address/contact details including telephone numbers and Email addresses)
 - Full history of present and past employment and reasons for leaving
 - Full history since leaving school (education and employment or voluntary work)
 - Explanation of any gaps in education and/or employment
 - Qualifications
 - Details of referees (applicants are expected to nominate their current or most recent employer as their first referee)
 - Personal statement to meet person specification
 - Signed declaration that all information is true, that applicant is not barred from working with children and *(for relevant posts) that the candidate is not disqualified from working with children subject to the Disqualification under the Childcare Act 2006.*

Criminal background self-disclosures

23. Information about criminal records, even where volunteered, is personal data and must be processed lawfully and with regard to the candidate's right to privacy. It is likely to be unlawful to use self-disclosed information to inform shortlisting decisions.
24. Therefore, application forms should not contain an open disclosure section asking applicants to provide information about any criminal record. Any information provided should never be made available to members of the shortlisting panel prior to completion of shortlisting, or used to inform shortlisting decisions.

25. Arise Education will provide candidates with a separate disclosure form in order to ensure that the self-disclosure remains confidential until the shortlisting panel has identified the short list of candidates.
26. That mechanism could be a section of the application form that can be detached from the rest of the form before it is seen by the shortlisting panel; OR the applicant could be invited to submit the information in a separate sealed envelope marked '*Confidential – Disclosure*' and addressed to the chair of the recruitment panel. The detached sections of the form or sealed envelopes must then be withheld from the shortlisting panel until shortlisting decisions have been made.
27. Criminal record self-disclosures for all shortlisted candidates will occur before interview to enable exploration at interview as necessary.
28. Self-disclosure by applicants about any criminal background can play an important role in the recruitment process as it gives candidates an opportunity to share relevant information at an early stage, which can then be discussed at interview and/or considered before the DBS certificate comes back.
29. The purpose of criminal background self-disclosures is to:
 - deter unsuitable people from applying for the post;
 - ensure applicants understand the information that may be revealed in a DBS check and are thus aware that the prospective employer is entitled to see that information;
 - give applicants an opportunity to be open, honest and demonstrate their integrity by bringing any relevant information to the prospective employer's attention in a confidential way at an early stage so that, if necessary, it can be discussed with the candidate at interview or beforehand.
30. Schools/academies may also choose to ask candidates the following questions as part of the self-disclosure:
 - whether they have ever been the subject of a police investigation that did not lead to a criminal conviction;
 - whether they have ever had any allegation made against them, which has been reported to and investigated by a Children's Social Care department;
 - whether there has ever been any cause for concern regarding their conduct with children, young people and/or vulnerable adults.
31. All applicants will be asked to sign a statement at the end of their application form and any self-disclosure, declaring that the information they have provided is complete and accurate. In the event that the DBS certificate subsequently reveals previously undeclared offences, this may mean that the successful candidate has been dishonest about his or her criminal background, in which case the employer, the police and/or the regulatory agency may take action against the applicant.

32. It must also be emphasised that a DBS certificate should still be sought even where a self-disclosure is made. Applicants may not tell the truth or the whole truth in a self-disclosure so information in the criminal record self-disclosure should be compared with information on the DBS certificate when that is received later in the process.
33. As a result of an amendment to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, certain old and minor convictions and cautions are no longer subject of DBS disclosures and applicants should not be asked to disclose any such convictions or cautions in their criminal record self-disclosure. This process is known as 'Filtering'.
34. Home Office and DfE policy requires employers to explain the effect of the exceptions to the Rehabilitation of Offenders Act and filtered or protected offences to applicants, to give them an opportunity to declare any relevant criminal record they have and to provide a signed statement that their declaration is accurate and complete.
35. Arise Education must therefore ensure that their mechanism for enabling applicants to provide criminal background self-disclosures makes it clear that applicants are not required to disclose information about offences subject to filtering. Schools/academies should therefore include the following statement on application forms:

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended, provides that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website.
36. NB all convictions and cautions for serious violent and sexual offences remain subject of disclosure and where an individual has more than one conviction or caution, all convictions and cautions will be disclosed.

The shortlisting process

37. Arise Education should ensure that school leaders and governors who are responsible for recruiting staff and volunteers access safer recruitment training; and that at least one member of every selection panel (ideally the Head of People and Culture or chair of the panel) has accessed that training.
38. At least two members of the recruitment panel should scrutinise all applications in order to draw up a shortlist. The panel should agree criteria based on the person specification against which applications will be evaluated, using an objective scoring system (e.g. if an applicant fully demonstrates she/he meets one of the criteria, panel members would award 2 points, with 1 point being awarded if the applicant only partially meets the criteria).

39. Shortlisting criteria must be applied consistently to all applicants.
40. At least one of the criteria used for shortlisting should be based on the safeguarding aspects of the person specification.
41. When scrutinising applications, panel members should be vigilant in identifying:
- any inconsistencies;
 - application forms that have not been completed fully;
 - that information and evidence provided relates to the person specification and job description for the post/role;
 - any gaps in the applicant's employment history or other information that need to be explored;
42. The shortlisting panel should ensure that applicants have provided all of the information as above.
43. While candidates may choose to submit CVs, these will not be accepted in lieu of a fully completed application form. A CV will be structured to provide only the information the applicant chooses to provide, whereas an application pro forma provided by the recruiting school/academy should ask applicants to demonstrate how they are able to meet the requirements of the person specification and job description for the post/role.
44. If there is time, the shortlisting panel may choose to return incomplete applications to the applicant with an invitation to resubmit a fully completed application.
45. Once the short list of candidates has been agreed, the shortlisting panel will also need to make decisions and plan the interview/selection process (see below). Panel members should agree what additional specific questions need to be asked of individual candidates arising from their application and references.
46. When DBS checks are undertaken in respect of preferred candidates at the end of the interview/selection process, it is important to compare information in the self-disclosure and the candidate's responses at interview about the self-disclosure with information on the DBS certificate and any additional information shared at the discretion of the Police.

Employment history and references

47. *Keeping Children safe in Education 2023* specifies that employers should always ask for written information about previous employment history and check that information is not contradictory or incomplete. It states that the purpose of seeking references is to allow the school to obtain objective and factual information to support appointment decisions.
48. Ideally, references should be sought on all shortlisted candidates **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.
49. References should always be obtained, scrutinised and any concerns resolved satisfactorily, before an appointment is confirmed. Requests for references should always be addressed directly to the referee.
50. Candidates should be expected to nominate their current employer as their first referee in order to secure the most recent information about the candidate's employment history, work performance and suitability for the post that is being recruited to.
51. The Head of People and Culture will carefully explore with the candidate reasons for not nominating their current or most recent employer as a referee, making it very clear that it may not be possible to proceed with an appointment without an opportunity to check the candidate's suitability for the role with their most recent employer.
52. Candidates may request that the Head of People and Culture delays requesting a reference from a current employer until a decision about making a conditional offer of employment has been made, in order to avoid any prospective repercussions of seeking alternative employment in the event that the candidate is unsuccessful in their application. Arise Education will be sensitive to such requests but should make it clear to candidates that references will be sought in due course and that it may be necessary to call them back for a further discussion about any issues arising from references before a final decision can be made.
53. If a candidate for a post requiring a specific qualification (e.g. teacher, nursery officer) is not currently employed in that vocational role, the Head of People and Culture should check with the school, early years provider or organisation at which the candidate was most recently employed in a similar role to confirm details of their employment and their reasons for leaving.
54. If a candidate is not currently working with children, the Head of People and Culture will seek references from previous employers where the role involved working with children, wherever possible.

55. Arise Education will use a standard reference pro forma that asks the same questions for all candidates with reference to the job description and person specification, which should also be provided for the perusal of referees. In addition to other information, the reference pro forma specifically asks referees whether there have been concerns about:

- any behaviour that might give rise to concern about the candidate's suitability to work with children or to fulfil the criteria of the person specification;
- any substantiated allegations about the candidate's behaviour towards children;
- any disciplinary action taken in respect of the candidate.

56. Upon receipt of all references, the Head of People and Culture should:

- scrutinise the reference carefully, giving active consideration to the significance of all information provided;
- check that the information provided is not contradictory or incomplete;
- check to ensure that all specific questions on the reference pro forma have been answered satisfactorily. NB. Referees should be contacted to provide further clarification as appropriate;
- compare the information provided to ensure it is consistent with the information provided by the candidate on the application form;
- confirm the specific details and responsibilities of the candidate's previous post as provided by the applicant;
- take up any discrepancies with the candidate at interview;
- if there are any anomalies or doubts about the candidate's suitability to fulfil the requirements of the role, the Head of People and Culture contact the referee and explore the issues, asking the referee whether there are any reasons that would prevent them from re-employing the candidate. The Head of People and Culture should make and retain a detailed written record of all such discussions and sign the record

57. Arise Education reserves the right to contact referees directly to discuss information provided in references and clarify a candidate's suitability to fulfil the requirements of the role.

Dangers of open references

58. Open references could be written by the applicant or could be the outcome of a settlement agreement with a previous employer. As such, they should not be used as part of the recruitment process.

59. Alternatively, an open reference may have been provided in circumstances of a workplace closing and redundancy. If a candidate provides an open reference, the Head of People and Culture should therefore ask the candidate to confirm the name and contact details of the referee so that a standard reference request with the pro forma,

job description and person specification for the role can be sent to the referee as above.

Online and social media checks

60. Arise Education will consider undertaking a social media check as part of due diligence for shortlisted candidates. This will be completed before interview to facilitate exploration of any causes for concern at interview.
61. When undertaking such searches, Arise Education will exercise great caution in order to avoid allegations of discrimination or unwarranted bias in recruitment decisions.
62. There must be a legitimate purpose for undertaking online checks as part of recruitment decisions. That legitimate purpose is to mitigate against and, if possible, prevent risk to children and/or to the reputation of the school/academy.
63. Online checks must therefore focus on verifying information which has a bearing on the job for which the candidate is applying. However, it may be deemed appropriate to undertake online checks for all posts because all employees have the opportunity of contact with children and to damage Arise Education's reputation.
64. It is recommended that only information that is public facing and therefore easily accessible both to the prospective employer and other stakeholders including pupils and their parents/carers should be viewed and considered.
65. The relevance of any information gathered from such online and social media searches should be assessed specifically in relation to the candidate's suitability to undertake the duties and responsibilities of the role for which they are applying. Every paid and unpaid role has a job description that references the job/role holder's responsibility for safeguarding and commitment to safeguarding children. Therefore any material that brings into question the individual's capacity to safeguard and/or their commitment to safeguarding should be considered. Similarly, any current or recent behaviour that would be a breach of the Arise Education's staff behaviour policy (code of conduct) or any other policy should be considered.
66. However, Arise Education should be careful not to discount prospective employees as a result of online activity unless there is evidence that the individual has engaged in conduct or holds beliefs that are incompatible with the requirement to safeguard children; or that would damage the reputation of the school. For example, it is unlikely to be necessary to discount candidates due to one-off comments posted or behaviour reported or depicted in the past, particularly from when the candidate was a child, or isolated 'likes' for organisations or views which could be considered extreme or curious in some way, unless there is other evidence of wider involvement in extreme or harmful activity or views which would be likely to place children at risk or bring the reputation of

the school/academy into disrepute.

67. It is very important that online and social media checks are never carried out prior to shortlisting. ICO guidance on vetting prospective employees is that it should take place at as late a stage as possible in the recruitment process. If the employer considers it proportionate to undertake such checks on shortlisted candidates then no assumptions should be made or conclusions reached before interview about any information found as a result of those checks; and candidates should be given a full opportunity at interview to make representations and answer any questions about how any information of concern that may have arisen from online checks might impact upon their suitability for the role and ability to fulfil the job description and person specification.
68. If Arise Education decides to undertake online checks only in respect of preferred candidates after interview and in the event of an online search giving rise to a concern at that stage, the candidate would need to be invited back for a follow-up interview before a decision is made on whether to offer the role (or withdraw the offer if it has been made on a conditional basis). As above, the follow-up interview should provide the candidate with an opportunity to make representations and answer any questions about how any information of concern that may have arisen from online checks might impact upon their suitability for the role and ability to fulfil the job description and person specification.

1.3 Interview/Selection process

69. When short listing, the panel should also agree on the structure of the interview and selection process. As a minimum, all candidates for posts subject to this policy should undertake a face to face interview with a panel consisting of at least two members. The interview should consist of an agreed framework of structured questions to be put to all candidates based upon criteria in the person specification.
70. As well as exploring candidates' skills, attributes to perform the role and relevant experience, every interview should include at least two value-based questions designed to explore the candidate's suitability for the role in relation to the safeguarding criteria in the person specification. Value-based questions should be an integral part of the interview and should not merely be added after the other interview questions in a tokenistic manner. They should be used to enable panel members to explore and probe candidates' motives, attitudes and behaviours in relation to safeguarding and working with children, including how they manage challenging situations and how they establish and maintain appropriate professional boundaries when working with children.
71. In addition to the agreed framework of questions, the panel should ask follow up questions to address any vagueness or areas of concern and to check its understanding in relation to candidates' attitudes towards children, child protection issues and motives for working with children

72. Furthermore, as highlighted above, the panel should agree and ask additional specific questions to address concerns or lack of clarity arising from individual candidates' application forms, gaps in employment history, frequent changes in employment, references, self-disclosure of any criminal history and any concerns or issues arising from any online or social media searches that the school or academy has decided to undertake.
73. The shortlisting panel should also consider whether or not any selection tools in addition to a face to face interview will be used. These may include meeting service users, group interview/exercise, written test etc.
74. Opportunities to observe candidates' interactions with pupils/students can be very informative in assessing their suitability for the role but the shortlisting panel will need to agree how other parts of the process in addition to the face to face interview will be assessed and scored, what weighting will be given to those scores and how the panel will receive feedback from pupils/students and other staff involved in the process.
75. The shortlisting panel should also give consideration to how pupils/students will be safeguarded and supported while in contact with candidates during the recruitment process.
76. The greater the number of candidates and the more complex the selection process, the more time, planning and organisation will be required to ensure the process runs efficiently, is safe for pupils/students and is fair to all candidates.
77. As part of the interview process documentation will be checked and copies taken as necessary (eg. identity documents to expedite pre-employment checks in the event that the candidate becomes a preferred candidate – copies for other candidates will be destroyed immediately or returned to the candidate).

Interviewing

78. The following are useful guidelines for selection panels when drawing up interview questions and conducting interviews:
 - Questions and expected responses should be based on the person specification.
 - Draw up a list of positive indicators, i.e. what the panel would expect a good candidate to say, and responses that would raise potential concerns. These cannot be exhaustive, should be a guide only, should be bespoke to the role and used to underpin selection decisions and as evidence of why a candidate is suitable or unsuitable for appointment.
 - Agree a scoring system for assessing candidates' responses to all structured questions (e.g. 5 = excellent; 4 = good; 3 = fair; 2 = below average; 1 = poor).

- Clearly document candidates' responses and all panel decisions.
- Seek to enable every candidate to perform to the best of their ability by making them welcome, addressing comfort issues, providing clear instructions and explanations, providing typed copies of questions at the start of the interview etc.
- Ask open questions which invite longer responses, e.g. 'Tell me about...;', 'Can you give me an example of...;', 'How do you go about...?'
- Ask follow up questions and probe to check understanding.
- Avoid questions based on hypothetical situations but questions based on real scenarios can be very useful in exploring candidates' capacity to identify issues, challenges, complexities, priorities and their own values as well as what they would actually do. If using such questions, candidates should be asked specifically to identify and discuss those issues, challenges, complexities, priorities and values in relation to how they might respond to a scenario. They should never simply be asked 'What would you do if...?'
- When asking about practice experience, ask candidates what they have actually done, what was the situation, what was the action they took, was the result an effective or ineffective outcome?
- Beware of prejudices and discrimination. Panel members should challenge each other as necessary when discussing candidates' responses after the interview.

Areas of potential concern

79. When assessing candidates' suitability to work with children based on their responses in interview, panel members should be alert to the following areas of concern about a candidate:

- No understanding or appreciation of children's needs;
- Unrealistic/unreasonable expectations of children in relation to their age and stage of development;
- Candidate wanting the role to meet their own needs at the expense of the needs of children;
- Inappropriate language when talking about children;
- Unclear boundaries with children;
- Vagueness about their experiences and gaps in employment/ information;
- Unable to provide any examples to support what they say in interview;
- Reluctance/unwillingness to work as part of a team, comply with guidelines and/or within agreed frameworks/systems.

1.4 Pre-employment checks

80. In order to save time and as suggested above, candidates can be asked to bring evidence of their identity, other documents that will be required in order to process a DBS check, right to work in the UK and professional qualifications to interview.

81. *Keeping Children Safe in Education (DfE 2023)* requires schools to do all of the following when appointing new staff:

- verify a candidate's identity, preferably from current photographic ID and proof of address. Identification checking guidelines can be found at <https://www.gov.uk/government/publications/dbs-identity-checking-guidelines>;
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in Regulated Activity) ***;
- obtain a separate Barred List check if an individual will start work in Regulated Activity before the DBS certificate is available;
- verify the candidate's mental and physical fitness to carry out their work responsibilities. Arise Education will provide candidate's with a medical questionnaire to complete, and will refer to Occupational Health for further information if necessary to establish whether they have the physical and mental capacity for the specific role;
- verify the person's right to work in the UK.
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate. This will at least involve a risk assessment for the individual; and
- verify professional qualifications, as appropriate. The Teacher Services' system should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation.

NB. where it is not possible to verify a candidate's basic qualifications (eg. GCSE English and Maths), candidates will be asked to complete a NCFE Level 2 qualification in their first term. Probation will be extended until such time as this is successfully completed.

In addition:

- schools must ensure that a candidate to be employed to carry out teaching work^{1*} is not subject to a prohibition order issued by the Secretary of State, or any sanction or restriction imposed (that remains current) by the GTCE before its abolition in March 2012; and
- independent schools must check that a person taking up a management or governor position as described at paragraph 129 of *Keeping Children Safe in Education (DfE 2023)* is not subject to a section 128 direction** made by the Secretary of State.

¹ *The Teachers' Disciplinary (England) Regulations 2012 define teaching work as: planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work for the purposes of the regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.*

82. Verification of candidates' mental and physical fitness to do the job should not take place until after the job offer has been made. However, the key principle is that only candidates selected as suitable for employment subject to pre-employment checks should be asked to participate in this process.
83. Staff in roles that constitute Regulated Activity are eligible for Enhanced Disclosure and Barring Service (DBS) checks in order to establish any previous criminal convictions plus other information held by the Police that is considered relevant by the Police; along with checks of the DBS Children's Barred List to establish that an individual is not barred from working with children.

N.B. The DBS determines whether an adult should be barred from working with children or vulnerable adults. It maintains 'Barred Lists' of people barred from working with children and vulnerable adults. The two lists are not identical but some people are on both. The DBS lists replace the lists maintained by the former Independent Safeguarding Authority.

84. In the event that the post/role also involves work with vulnerable adults, a request for a Vulnerable Adults Barred List check would also be necessary.
85. When the DBS has completed its check(s), the relevant information will be recorded on a certificate (the DBS certificate) that is sent directly to the applicant. Arise Education will receive electronic notification of the result via our DBS service 31:8. The applicant must show the hardcopy DBS certificate to their potential employer **before** they start work at Arise Education.
86. Arise Education will not allow individuals to start work in Regulated Activity before the DBS certificate is available.
87. If an employer knows or has reason to believe that an individual is on the Children's Barred List, it commits an offence if it allows the individual to carry out any form of Regulated Activity.

Regulated Activity

88. The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012. HM Government have produced a *factual note on Regulated Activity in relation to Children: scope* at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf

Regulated Activity includes:

- (a) teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children,
- (b) work for a limited range of establishments (known as 'specified places', which include childcare settings, schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers;

Work under (a) or (b) is regulated activity only if done regularly, i.e. once per week or four times in a 30 day period. In addition, work under (a) is always regulated activity if it is ever undertaken between 2.00 a.m. and 6.00a.m. Some activities are always regulated activities, regardless of their frequency or whether they are supervised or not. These include:

- (c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:

personal care includes helping a child - for reasons of age, illness or disability - with eating or drinking; or in connection with toileting, washing, bathing and dressing;

health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Volunteers and governors

- 89. Any volunteer role in a school that gives the individual undertaking the role unsupervised contact with children is deemed to be Regulated Activity and should therefore be subject to the same level of pre-employment checks including DBS checks with a Barred List check as an employed role.
- 90. All governors must and all volunteers who have regular or frequent contact with children (i.e. once or more per week or on more than three days in a 30-day period) should have

an Enhanced DBS check; but that should only include a Barred List check where the governor or volunteer undertakes Regulated Activity.

Agency and third party staff

91. Were Arise Education to allow staff from third-party organisations (e.g. health professionals) to have regular direct contact with children on their premises and/or use the services of staff who are employed by external agencies (e.g. bank staff, supply teacher agencies) to care for or teach children must obtain **written notification** from the third-party organisation or agency that it:
- operates a safer recruitment policy and
 - has carried out the checks on the individual who will be working at the setting/school/college that the setting/school/college would otherwise perform. Those checks must include a Barred List check prior to the individual commencing work at the setting/school/college.
92. Arise Education must also check that the person presenting themselves for work is the same person on whom the checks have been made. This is usually carried out with a check of the individual's ID badge.

Contractors

93. Arise Education must ensure that any contractors commissioned to undertake work on site when children are present, or any employee of the contractor, has been subject to the appropriate level of DBS check.
94. Arise Education will first need to determine whether the contractor and/or the contractor's employees will be engaging in Regulated Activity in order to decide what checks are required. Contractors engaging in Regulated Activity will require an enhanced DBS certificate (including Barred List information).
95. For all other contractors who are not engaging in Regulated Activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including Barred List information) will be required.
96. In considering whether the contact is regular, it is irrelevant whether the contractor works on a single site or across a number of sites.
97. The key questions to ask in order to ascertain whether or not checks are required are:

- Does the activity give the opportunity for contact with children?
 - Is the activity carried out regularly or frequently (i.e. once per week or more or on more than three days in a 30 day period)?
98. Schools must obtain written notification from the contractor that they have carried out DBS checks at the appropriate level and also that the contractor has seen their employees' DBS certificates. It is not necessary for the school/academy to see the DBS certificate of an individual that the school/academy does not employ.
99. Arise Education must ensure that contractors and their employees for whom appropriate DBS checks have not been undertaken are supervised at all times if they are going to have contact with children.
100. If a self-employed contractor has contact with children, Arise Education must should consider obtaining the DBS check because self-employed people are not able to make an application directly to the DBS on their own account.
101. Arise Education will always check the identity of contractors and their employees on arrival onsite.

Relevance of criminal records

102. When assessing applicants' criminal records both in self-disclosures and DBS certificates, there should be consideration (usually by the Head Teacher and Head of People and Culture) of any offences in terms of:
- nature, seriousness and relevance to the role applied for;
 - how long ago the offence occurred;
 - if it was a one-off or part of a history;
 - circumstances of the offence being committed;
 - changes in the applicant's personal circumstances since the conviction;
 - country of conviction;
 - subsequent decriminalisation of the offence;
 - remorse and the applicant's sense of responsibility.
103. *Keeping Children Safe in Education 2023* specifies that schools must maintain a single central record (SCR) of pre-appointment checks. The checks are specified in regulations which are set out in *KCSiE*. The single central record must cover:
- all staff, including teacher trainees on salaried routes, agency and third party supply staff who work at the school; and
 - for independent schools, all members of the proprietor body. In the case of academies and free schools, this means the members and trustees of the academy trust.

104. *KCSiE* specifies the **minimum information** that must be recorded. There are a number of available SCR templates for schools to use and *KCSiE* is not prescriptive about the format of the SCR. It can be kept in paper or electronic form. Whilst there is no statutory duty to include on the SCR details of any other checks, schools and colleges are free to record any other information they deem relevant. For example, checks for childcare disqualification, volunteers, and safeguarding and safer recruitment training dates. *KCSiE* also states that schools and colleges may also wish to record the name of the person who carried out each check.
105. It is important to emphasise that *KCSiE* states that for agency and third party supply staff, schools and colleges must also include in the SCR whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS certificate check has been provided in respect of the member of staff. **This does not mean that schools should ask or expect to see the DBS certificate of an individual that the school does not employ.** The written confirmation is sufficient, along with checking that the individual presenting themselves for work at the school is the same person on whom the checks have been made.

(2) Induction

106. *Keeping Children Safe in Education* (DfE 2023), highlights that:

- **All** staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include the:
 - child protection policy;
 - behaviour policy;
 - staff behaviour policy (sometimes called a code of conduct);
 - safeguarding response to children who go missing from education;
 - role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

- Copies of the requisite policies as above and a copy of part one of *Keeping Children Safe in Education* should be provided to staff at induction.

- All staff have a responsibility to provide a safe environment in which children can learn;

- Staff working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child;

- If staff have **any concerns** about a child's welfare, they should act on them immediately;

- The Head Teacher should ensure that the policies and procedures adopted by the governing body particularly concerning referrals of cases of suspected abuse and neglect, are followed by **all** staff;

- Staff are particularly important in safeguarding children as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating;

- The governing body should ensure an appropriate **senior member** of staff, from the Core Team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role holder's job description;

- Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice

from the local safeguarding partnership;

- In addition, all staff should receive regular safeguarding and child protection updates (for example, via Email, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- **All** staff should be aware of their local early help process and understand their role in it;
- **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments;
- **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the headteacher (in the case of allegations against a member of staff or volunteer), designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child;
- **All** staff should be aware of indicators of abuse, neglect and specific safeguarding issues as set out in paragraphs 21-34 of *Keeping Children Safe in Education 2023* so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy);
- **All** staff should be clear as to the school/academy's policy and procedures with regards to peer on peer abuse;
- The *Teacher Standards 2012* state that teachers, including Head Teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

107. Furthermore, in accordance with *Working Together 2018*, Arise Education should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;

- clear whistleblowing procedures, which reflect the principles in Sir Robert Francis' Freedom to Speak Up Review and are suitably referenced in staff training and codes of conduct, and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed;
- clear escalation policies for staff to follow when their child safeguarding concerns are not being addressed within their organisation or by other agencies;
- safe recruitment practices and ongoing safe working practices for individuals whom the organisation or agency permit to work regularly with children, including policies on when to obtain a criminal record check;
- appropriate supervision and support for staff, including undertaking safeguarding training;
- creating a culture of safety, equality and protection within the services they provide.

108. In addition, *Working Together* states that:

- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and the procedures to be followed if anyone has any concerns about a child's safety or welfare;
- all practitioners should have regular reviews of their own practice to ensure they have knowledge, skills and expertise that improve over time.

109. The application of robust processes for induction, probationary periods, supervision, training and appraisal is therefore essential. The importance of safeguarding should continue to be highlighted throughout the cycle of an individual's employment.

110. Empowering and encouraging members of staff and volunteers to report concerns or allegations about the behaviour of others is essential in order to tackle inappropriate or abusive behaviour. Schools/academies should therefore develop policies and practices that minimise opportunities for abuse and ensure its prompt reporting by promoting and maintaining an ongoing culture of vigilance and openness within the organisation.

Features of a safer culture

- Open, no secrets
- Belief that ‘it could happen here’
- Clear procedures for reporting concerns
- Support in raising concerns and commitment to take action
- Setting acceptable standards of behaviour
- Policies and procedures put into practice
- Induction and probationary periods
- Commitment to safeguarding and an ongoing culture of vigilance

111. The familiarisation with safeguarding and child protection responsibilities before any individual commences unsupervised work with children that all staff and volunteers should be given as part of their mandatory induction should specifically include:

- recognition of signs and symptoms of abuse and neglect (highlighting that children are abused and neglected by their parents/carers and by adults who are employed and volunteer to work with them);
- appropriate responses to disclosure of abuse or neglect by a child;
- procedures to be followed if anyone has any concerns about a child’s safety or welfare, including the identity of the designated child protection officer within the agency or setting and the agency’s whistle blowing procedure;
- the school/academy’s staff behaviour policy or code of conduct, which makes explicit the standards of behaviour required of staff in order to safeguard children.

112. As highlighted in para 19 above, best practice would be for schools/academies to provide a copy of the safeguarding and child protection policy as part of the information pack sent to all potential applicants prior to application. All new starters should certainly receive a copy of both the safeguarding and child protection policy and the staff behaviour (code of conduct) policy with their offer of employment or volunteering opportunity, with a clearly stated expectation that the new starter will have read both policies before commencing work.

113. New starters should then be given an opportunity to discuss and clarify any issues arising from the safeguarding and child protection and staff behaviour policies on their first day before they have any contact with children; and should be asked to sign a pro forma to confirm they have read, understood and agree to work in accordance with both policies.

114. Schools/academies also need to ensure that all staff working with children – regardless of role – are informed about and provided with copies of other relevant policies and procedures in relation to safeguarding and promoting the welfare of children, such as:

- Behaviour management policy (which should include guidelines in respect of physical intervention and the use of force);

- Online safety;
- Staff use of social media;
- Whistleblowing (i.e. how to raise concerns about abuse or neglect of children by other staff/volunteers or conduct of staff/volunteers that places children at risk or undermines the organisation's safeguarding practice);
- Tackling bullying;
- Intimate care;
- Health and safety.

115. Schools/academies should ensure that their staff training strategies include the provision of safeguarding training for staff as part of their induction and regular refresher training thereafter.

(3) Training

116. *Keeping Children Safe in Education 2023* states that the designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role; and that this training should be updated at least every two years. In addition to formal training, the DSLs' knowledge and skills should be refreshed via e-bulletins, meeting other designated safeguarding leads or via reading about safeguarding developments at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

117. In order to highlight the importance of safeguarding to all staff and volunteers in all roles, the Warwickshire County Council Education Safeguarding Service (ESS) advises that focused training should be provided in different ways on an ongoing basis, possibly including thematic training sessions, discussions in staff team meetings, material provided on the school's online learning and resources platform for staff and the provision of guidance documents with a requirement that staff read them by identified dates.

118. Schools and academies are also advised that all staff appointed to designated safeguarding lead roles access initial and refresher training provided by the ESS. The ESS also provides training for whole school staff groups, designated safeguarding governors and safer recruitment training by request.

119. Schools/academies are encouraged to facilitate staff and volunteers accessing inter-agency training provided by the county council, Warwickshire Safeguarding and other reputable organisations in addition to single agency training.

Establishing and maintaining an ongoing culture of vigilance

120. Staff training should include regular reminders of the principles highlighted in *Keeping Children Safe in Education* that '**It could happen here**' and 'All staff and volunteers should feel able to raise concerns about poor or unsafe practice and **potential failures** in the school/academy's safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team'. Those regular reminders will help to establish an ongoing culture of vigilance and promote the importance of staff reporting any breaches of Arise Education's staff behaviour policy (code of conduct) to the Head Teacher in order to maintain the school/academy as a safe environment in which children can learn.
121. Training should address both how staff should record and report any such concerns; and to whom those reports should be addressed. *Keeping Children Safe in Education* indicates that the Head Teacher should be the recipient of such concerns. However, if a decision is made to devolve that responsibility to another school leader, that arrangement must be made explicit in induction, training and in the school/academy's safeguarding and child protection and staff behaviour policies.
122. Schools/academies should also identify by name the individual to whom staff and volunteers should report any concerns in the absence of the Head Teacher or in the event that their concerns are about the Head Teacher. That named individual would ordinarily be the chair of governors/trustees but it could also be the safeguarding governor.
123. Furthermore, *Keeping Children Safe in Education* states that 'Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them'.
124. For staff who do not feel able to raise concerns regarding child protection failures internally or who have concerns about the way a concern is being handled by their school/academy, advice about raising such concerns is available from the NSPCC at <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>.
125. Staff can phone the NSPCC helpline on 0800 028 0285 from 8:00a.m.to 8:00p.m., Monday to Friday, or Email help@nspcc.org.uk.
126. All staff and volunteers should therefore be provided with those contact numbers and addresses. They should also be provided with contact details for the Designated Officer in the Local Authority and the Education Safeguarding Service.

127. Please refer to 'Managing allegations' below for further information about whistleblowing.

(4) Supervision and Appraisal

128. In order to fulfil the requirements of *Working Together to Safeguard Children 2018* and *Keeping Children Safe in Education 2023*, Arise Education has a policy for the supervision and appraisal of staff with specific reference to their safeguarding responsibilities.
129. *Keeping Children Safe in Education 2023* requires governing bodies to appoint a designated safeguarding lead, who should be ‘*an appropriate **senior member of staff from the school or college leadership team***’; and states that the DSL should take **lead responsibility** for safeguarding and child protection (including online safety), that this should be explicit in the role holder’s job description, that the DSL should have the appropriate **status and authority** within the school to carry out the duties of the post and that they should be given the **time, funding, training, resources and support** to provide **advice and support** to other staff on child welfare and child protection matters.
130. KCSiE further specifies that, during term time, the designated safeguarding lead or a deputy should always be available (during school or college hours) for staff to discuss any safeguarding concerns.
131. Arise Education will also ensure there is adequate and appropriate cover arrangements for any out of hours/out of term activities.
132. The *Ofsted* guidance *Inspecting safeguarding in early years, education and skills settings (2019)* states that ‘*In settings that have effective safeguarding arrangements, there will be evidence of clear and effective arrangements for staff development and training in respect of the protection and care of children and learners*’. The guidance goes on to specify that such evidence will include that ‘*Staff and other adults receive regular **supervision and support** if they are working directly and regularly with children and learners whose safety and welfare are at risk*’.
133. DSLs receive training in reflective supervision as part of the training for their role.
134. At Arise Education, 1:1 supervision comes through Arise Education’s Coaching Programme, as well as daily all-staff safeguarding briefing and feedback meetings.

Key functions of reflective supervision in safeguarding

135. Reflective supervision is widely considered to have three inter-related functions:

1. Line management

- To ensure that safeguarding practice is competent, accountable and safe;
- To ensure that safeguarding policies and procedures are followed appropriately;
- To ensure that staff fully understand their roles, responsibilities and the scope of their professional duties in safeguarding children;
- To provide reflective space for the purposes of analyzing ongoing concerns and specific incidents, assessing risk & need and providing a check and balance on decision making and planning in relation to safeguarding children.

2. Professional development

- To ensure that staff professional development needs with respect to safeguarding are considered and supported.

3. Personal Support

- To provide reflective space for the supervisee to discuss and work through the personal impact of the safeguarding role and responsibilities. This includes support to address the emotional impact of the work where required.

136. Effective reflective supervision involves a balance between all three elements, not always within one session, but certainly over the entire supervision process. It will support and strengthen Arise Education's safeguarding culture, promoting and modelling the following indicators of a safe school:

- Children are listened to;
- Leaders model safe and respectful behaviour;
- Staff are open about discussing good and poor practice;
- Staff are empowered to challenge poor practice;
- Staff are aware and acknowledge that adults who may abuse or mistreat children may be in the employment of the school/academy;
- Staff know about, understand and feel empowered to use whistleblowing procedures as and when appropriate;
- Blame only occurs in extreme circumstances;
- Staff are knowledgeable about the vulnerability of the children that they look after.

137. All reflective supervision meetings should be recorded using Arise Education's Coaching Meeting ProForma. A separate log of DSL reflective safeguarding meetings is kept centrally.

138. All records of supervision are confidential and should be stored securely by the supervisor. They may be subject to inspection and audit.

139. Case decisions from supervision made in respect of individual children should be recorded on the individual child's child protection file and referenced in the chronology.

(5) Managing allegations

140. In accordance with *Working Together 2018* and *Keeping Children Safe in Education 2019*, all schools/academies should have in place arrangements that include clear procedures for dealing with allegations against members of staff and volunteers.
141. Arise Education's WhistleBlowing and Managing Allegations Policy contains more details on the process and procedures for this.
142. Allegations against a teacher who is no longer teaching or another member of staff no longer in employment should be referred to the Designated Officer, subject to the same procedure in relation to allegations against a current member of staff, as set out below.
143. Arise Education uses 'yellow forms' as a mechanism to support staff and volunteers to bring any breaches of the staff behaviour policy to the attention of the Head Teacher in order to ensure the Head Teacher is informed about any issues at the earliest opportunity and to give them the opportunity to intervene quickly to maintain the school as a safe environment for children and staff alike.
144. If used properly, yellow forms will facilitate early conversations by the Head Teacher with staff to prevent any issues developing to the point where serious misconduct occurs and children suffer abuse at school. As such, many yellow forms will not reach the threshold for referral to the Designated Officer. However, the Head Teacher should always seek advice from the Designated Officer and/or the Education Safeguarding Service if it is unclear whether a referral should be made to the Designated Officer.
145. *Working Together* states that a clear distinction should be made between an allegation, a concern about the quality of care or practice or a complaint. An allegation may relate to a person who works with children who has:
- behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
146. Arise Education will ensure that all staff recognise the principle of 'It could happen here' and their responsibilities to report any concerns about the conduct of any adult that works with children that may constitute a risk to children. Any impediments/disincentives to appropriate reporting in order to safeguard children should be discussed openly and addressed as part of a safe and open culture.

147. If Arise Education removes an individual (paid worker or unpaid volunteer) from work in a school (or would have, had the person not left first) because the person poses a risk of harm to children, the case manager must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

(6) Determining future employment

148. In order to complete the cycle of effective protection of children from potential abuse and neglect by staff and volunteers, it is essential that schools/academies ensure that when their managers are asked to provide references, they are written with the following 4 objectives in mind:
- Deter unsuitable people from seeking employment or opportunities to volunteer to work with children and young people;
 - Reject applications from unsuitable people;
 - Prevent abuse and neglect of children by staff and volunteers;
 - Identify incidents of abuse and neglect by staff and volunteers and respond appropriately.
149. In particular, school leaders should provide honest, objective and factual information in respect of any substantiated concerns about the applicant's practice with children and any disciplinary action taken in relation to those substantiated concerns including outcomes and any sanctions imposed.
150. This requirement highlights the importance of managers addressing concerns with employees and volunteers as early as possible and maintaining a clear record of all such discussions. The use of 'yellow forms' will assist this practice. It is essential that school leaders/managers create and retain securely clear records of discussions undertaken in the context of day to day management and supervision, as well as formal investigation and disciplinary processes.
151. School leaders should refer to the supervision, whistleblowing and management of allegations policies and ensure these are consistent with latest government guidance.
152. Arise Education will make it clear to all members of staff - including other members of the Core Team, designated safeguarding leads and other leaders - that no references should be provided in the name of Arise Education without being approved and signed off by the Head Teacher. This will ensure that information about substantiated concerns and disciplinary action, which other school leaders may not be aware of, is included in references as appropriate.