

# Essex Safeguarding Children Board

## Safer Recruitment and Employment: Draft Standards v1.6

### Introduction

These standards have been developed by Essex Safeguarding Children Board (ESCB) and are for use by all organisations working with children and young people in Essex (excluding the unitary authorities of Thurrock and Southend). They are available from the ESCB and can be accessed on the ESCB web site at <http://www.escb.org.uk/>

The Standards below are to be treated as **minimum** standards. The Criteria supporting the standards are set out as indicators of what each organisation should have in place in order to meet the standard.

### Definitions and scope

For the purpose of these standards, 'staff' will be defined as all those engaged as part of the children's workforce, including trustees, permanent and temporary employees, workers provided by an employment agency, contractors, consultants and volunteers.

**Standard 1: The organisation ensures that its child protection procedures contain guidance on safer employment, enabling all organisations that work with children and young people to ensure that its policies and procedures are consistent with Essex Safeguarding Children Board (ESCB) guidance.**

### Criteria:

- 1.1 The organisation has a named person with responsibility for safer recruitment.
- 1.2 The organisation has a safer recruitment procedure based on Southend, Essex and Thurrock Child Protection Procedures (SET CP Procedures), Working Together and other relevant legislation and guidance in place, which:
  - sets out safer recruitment requirements for the organisation;
  - gives guidance on managing allegations against people working with children;
  - ensures that staff, employment agencies and partners understand and act on their responsibility to report allegations against staff to the Local Authority Designated Officer (LADO) and refer to the relevant barring body, the Independent Safeguarding Authority (ISA).
- 1.3 Recruitment procedures are reviewed annually against ESCB standards, SET CP Procedures, Working Together requirements, relevant legislation and guidance.

- 1.4 Organisations can demonstrate that managers receive safer recruitment training prior to undertaking any recruitment role and that such training is updated on a regular basis, in line with their role and sphere of responsibility.

**Standard 2: The organisation is committed to minimising the risk of appointing people who are unsuitable to work with children and can demonstrate this through its recruitment and selection policy, procedures and practice that are adequately resourced and regularly reviewed.**

**Criteria:**

- 2.1 All stages of the recruitment process are committed to safeguarding through:
- all posts, including volunteers and trustees having clear job descriptions and person specifications that demonstrate suitability to work with children;
  - explicitly stating that the organisation is committed to safeguarding in, for example, adverts, applications, job descriptions and person specifications;
  - the recruitment process including an explicit request for information about previous allegations;
  - personal identification being checked on interview;
- 2.2 Application packs for all posts are regularly reviewed to ensure they:
- are consistent with the organisations policy on safer recruitment;
  - include the organisation's Safeguarding Statement
- 2.3 Application forms enable applicants to demonstrate their suitability to work with children and young people by requesting information such as:
- the names of education establishment attended and qualifications attained;
  - employment history in such a way that gaps may be identified and explained;
  - verification of the applicant's identity;
  - professional registration where applicable.
- 2.4 Referees are asked to respond to specific questions in relation to:
- the applicant's suitability to work with children/young people;
  - whether they have any knowledge of the applicant having been personally investigated over safeguarding issues, even when the concerns may not have been evidenced.
- 2.5 Where there are any gaps in information, concerns or matters of judgement, the case is referred to a more senior or experienced person in the organisation who undertakes a risk assessment. Where possible

this should be a senior member of the HR team. In smaller voluntary organisations, this may be a member of the governing board.

- 2.6 All shortlisted applicants are interviewed face to face.
- 2.7 Shortlisting and interview questions include being able to assess the applicant's attitude towards children and young people.
- 2.8 The organisation systematically identifies posts that require an assessment of the applicant's attitudes to children and young people and makes use of the Warner Report – *Choosing With Care* (1992) for questions to ask around safeguarding when recruiting to these posts.
- 2.9 For successful applicants, interview questions and applicants' responses are recorded and kept on the personal file. All other records are retained and destroyed in line with data protection legislation and guidance.
- 2.10 Each recruitment panel has at least one member trained to an agreed and recognised standard in recruitment and selection procedures in relation to safeguarding.
- 2.11 CRB and other vetting checks are completed in line with government regulations and guidance. These must include the verification of:
  - personal identity and aliases used;
  - qualifications;
  - all professional and personal references;
  - registration with any regulatory body.
- 2.12 The organisation can demonstrate that any concerns regarding the CRB or other checks are always followed up.
- 2.13 The organisation ensures that any newly appointed person being engaged to work with children and young people pending the outcome of a CRB or other check is only allowed to do so with a documented risk assessment, approved by an authorised manager or board member.
- 2.14 The organisation can demonstrate that in all cases where posts require a CRB check to be carried out, this has been done.
- 2.15 The organisation has safeguarding systems in place to ensure overseas applicants are CRB checked. Where this is not possible, the organisation follows relevant CRB guidance<sup>1</sup>. For example, this can include checking applicants' background through the CRB website under The General Social Care Council for Overseas Social Workers.

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<sup>1</sup> See CRB website, at <http://www.crb.gov.uk/>

- 2.16 The organisation has clear procedures to ensure that all relevant legal requirements and standards will apply to all staff.
- 2.17 Contracts of employment set out expected behaviour or codes of conduct relating to safeguarding that incorporate professional codes of conduct where these exist.
- 2.18 Induction for new managers includes training on safer recruitment, and codes of conduct are provided to all managers.
- 2.19 The organisation's safer recruitment procedures include clear guidance on record keeping.
- 2.20 The organisation ensures that its safer recruitment procedures are made accessible to, and are used by its managers.
- 2.21 The organisation can demonstrate that all managers and staff who require safer recruitment training have received this.

**Standard 3: Organisations from which services are commissioned have recruitment and selection policies, procedures and practices that are consistent with ESCB standards for safe recruitment.**

**Criteria:**

- 3.1 Where the organisation commissions services involving staff working with children or young people, contracts ensure that these safer recruitment standards are applied and monitored.
- 3.2 The organisation's procurement policy and procedures set out a requirement to commission only from providers whose recruitment policy and procedures are consistent with ESCB safer recruitment standards.

**Standard 4: The organisation ensures that Independent Safeguarding Authority (ISA) regulations are implemented.**

**Criteria**

- 4.1 The organisation has identified groups of roles that fall under 'regulated' or 'controlled' activities in order to ensure staff are correctly registered with the ISA.
- 4.2 The organisation has delivered comprehensive training and has an active communication plan on the implementation on ISA.

Post implementation of ISA (these criteria will not apply until the ISA regulations are fully implemented):

- 4.3 The organisation can ensure that all new appointments have an ISA number.
- 4.4 The organisation ensures that this is checked and documented.
- 4.5 The organisation has made plans for all existing employees and volunteers working with children and young people to be CRB checked and apply for registration as required by the ISA.
- 4.6 The organisation has effective, documented processes for referring information as required by the ISA.
- 4.7 There is a named individual in the organisation to lead on policy, procedure and practice with regard to the ISA.

**Post Recruitment:**

**Standard 5: The organisation has mechanisms in place to ensure that all members of staff comply with its statement of responsibilities towards children and other safeguarding policies and standards.**

**Criteria:**

- 5.1 All newly-appointed staff members receive an induction that includes familiarisation with safeguarding procedures including child protection procedures, safeguarding responsibilities and boundaries for behaviour in relation to all work or volunteering with children and young people.
- 5.2 The organisation has systems in place for monitoring staff performance and/or staff supervision that include compliance with the organisation's policies and procedures for safeguarding and promoting the welfare of children.
- 5.3 The organisation has an appropriate mechanism for confidential reporting of any behaviour towards children or young people which is abusive, inappropriate or unprofessional.
- 5.4 The organisation has a confidential reporting or whistle-blowing policy in place, covering conduct which:
  - Is in breach of criminal law or statute;
  - Compromises health and safety;
  - Breaches accepted professional codes of conduct;
  - Otherwise falls below established standards of practice with children and young people.
- 5.5 The organisation's whistle-blowing policy includes:
  - Mechanisms for confidential reporting;
  - Provision to reveal reporter identity with consent only;
  - Support mechanisms for the reporter to give evidence;
  - An investigation process;

- Support available to the reporter and the subject;
- Processes to inform the reporter that their identity may be revealed.
- Links with other procedures, such as those for dealing with complaints or allegations

And that this is accessible to and understood by all staff.

5.6 Disciplinary procedures make it clear what action is to be taken where there are concerns about staff members who do not comply with policies and procedures, including those in place to safeguard and promote the welfare of children.

**Notes on Appendices**

Appendix 1: Supporting information on the Independent Safeguarding Authority (ISA)

Appendix 2: Source documents, references and other links

Appendix 3: Example reference requests (source: NCSL)

Appendix 4: Sample questions for competency interviews, designed to address suitable personal behaviours (source: NCSL)

Appendix 5: Example application form.

Appendix 6: Abbreviations used in the standards

Note that example forms are being provided to aid those organisations that do not have these already in place or who wish to review their existing forms. They are being provided as examples, not as 'model' forms and do not form part of the minimum standards.

## **Appendix 1 SUPPORTING INFORMATION ON ISA**

From 1 November 2010 employers and voluntary organisations cannot recruit new workers who are not ISA-registered.

From 1 November 2010, when you recruit someone new to work with children/young people he or she will need to apply for ISA registration. The ISA divides work with vulnerable groups into two categories: regulated and controlled activities.

See: [http://www.isa-gov.org.uk/PDF/283896\\_ISA\\_A4\\_FactSheetNo3.pdf](http://www.isa-gov.org.uk/PDF/283896_ISA_A4_FactSheetNo3.pdf) for more information.

**Regulated activity** is any activity which involves contact with children/young people. This could be paid or voluntary work. Such activity includes:

- Any activity of a specified nature which involves contact with children/young people frequently, intensively and/or overnight;
- Any activity allowing contact with children/young people that is in a specified place frequently or intensively;
- Any activity that involves people in certain defined positions of responsibility.

A barred individual must not take part in any regulated activity. An individual taking part in a regulated activity must be registered with the ISA.

It will be a criminal offence for a barred person to take part in a regulated activity for any length of time.

**Controlled activities** include:

- Frequent or intensive support work in general health settings, the NHS and further education settings;
- People working for specified organisations with frequent access to sensitive records about children/young people.

### **Employers' duties and responsibilities**

It will be a criminal offence for an employer to allow a barred person, or a person who is not yet registered with the ISA, to work for any length of time in any regulated activity or if they fail to check that person's status. Once you have registered your interest in an individual as their employer, you will automatically be contacted should their status change – that is, if new information leads to an ISA decision to bar them.

See: [http://www.isa-gov.org.uk/PDF/283896\\_ISA\\_A4\\_FactSheetNo5.pdf](http://www.isa-gov.org.uk/PDF/283896_ISA_A4_FactSheetNo5.pdf) for further information.

### **Existing employees**

Starting from 1 January 2011 as part of a phased roll-out, existing employees and volunteers with no CRB check must apply for ISA registration if they work in regulated or controlled activity. Existing employees and volunteers with CRB checks will also need to apply for ISA registration, starting with staff

whose CRB checks are the oldest. The ISA registration should take no longer than 7 working days from when the CRB receives the form for processing. Where there is relevant information which needs consideration by the ISA, this process will take longer. Further guidance will be published in due course.

### **Your responsibilities for referring information to ISA**

In order to continuously monitor ISA-registered individuals, ISA needs information from everyone working with children/young people. Employers and professional and regulatory bodies will be under a duty to refer relevant information to the ISA.

### **How this applies to parents**

Domestic employers (e.g. parents and carers) do not have to check that their employees are ISA-registered but the new scheme will give them the opportunity to check the status of an individual (with their consent) if they wish to do so. Parents wishing to refer information about someone to the ISA should be advised to do this through a statutory agency.

### **Explanation of the ISA fee of £64.00**

The cost of applying to register with the ISA has been set at £64. This is comprised of a £28 fee to cover the new ISA cost and £36 to cover the CRB costs as administrator of the applications. The fee will be a one-off payment and is intended to cover the applicant for the duration of their career in regulated activity. Those involved in unpaid voluntary activity will not have to pay the ISA.

## Appendix 2: Source Documents and other information

### References:

Department of Health: *Choosing with Care – The report of the committee of inquiry into the selection, development and management of staff in children's homes (The 'Warner Report')*, The Stationary Office, 1992

Utting, William: *'People Like Us' The report of the review of safeguards of children living away from home*, Department of Health, 1997

Department for Education and Skills: *The Protection of Children Act 1999. A practical Guide for all organisations working with children*. Rev. September 2005.

GO East: *Guidance for safer working practices for adults who work with children and young people* (2009)

Go East: *Safeguarding Standards Eastern Region - Children, Young People and Families Safeguarding Standards applied by Local Authorities and Children's Trusts when commissioning services from the Community and Voluntary Sector* (July 2009)

*The Bichard Inquiry Report*, House of Commons, 2004,

*Safeguarding Children and Safer Recruitment in Education*. DfES, 2007.  
This document can be found at [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)  
A free hard copy of the document can also be requested via the DCSF website

*Safer Recruitment: Online training for Head teachers, Governors and Local Authority Staff* NCSL training, 2005  
[www.ncsl.org.uk/safer-recruitment-index](http://www.ncsl.org.uk/safer-recruitment-index)

*SET Child Protection Procedures* 2006  
[www.escb.co.uk](http://www.escb.co.uk)

DCSF: *Working Together to Safeguard Children* (2006), TSO.  
<http://www.dcsf.gov.uk/everychildmatters/safeguardingandsocialcare/>

DCSF: *Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004*, TSO  
<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00042/>

**Links**

Criminal Records Bureau

[www.crb.gov.uk](http://www.crb.gov.uk)

Children's Workforce Development Council (CWDC)

(Taking forward the provision of Safer Recruitment training for the children's workforce.)

[www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk)

Department of Health

[www.dh.gov.uk](http://www.dh.gov.uk)

GSCC. The social care regulator in England

[www.gsc.org.uk](http://www.gsc.org.uk)

Independent Safeguarding Authority

[www.isa.gov.uk](http://www.isa.gov.uk)

Tel 0300 123 1111

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### **Appendix 3: Recruitment Reference Requests**

#### **Example reference request: a person with no experience of working with children**

Dear [name of referee]

[name of applicant] – application for post of [job title]

I am writing to seek a reference in respect of [name of applicant], who has applied for the post of [job title] at [name of organisation].

I am enclosing a copy of the job description and the person specification for the post, and I shall be grateful for your views on [name of applicant]'s suitability for this position. Please indicate your knowledge of his or her qualifications and ability to carry out the duties specified in the job description and how he or she meets the requirements of the person specification.

(where appropriate) [Name] states that he or she is currently employed by [you/name of employing organisation] as a [...] with responsibility for [...] and during his or her employment with [you/name of organisation] has also gained experience in [...]. I shall be grateful if you will let me know whether those statements are accurate along with details of [name]'s current salary, and details of any absences from work due to illness in the last two years. Please also state whether [name]'s performance of his or her duties while in your employment has been satisfactory. If [name]'s performance has not been satisfactory in all respects please provide details of the areas needing improvement and any remedial action taken.

As [name] is applying for a post that involves working with children, please state whether you know of any reason why he or she might be considered unsuitable to work with children or whether you have any concern about his or her suitability for such work. If you do know of any reason or concern, please give details.

Finally please say how long you have known [name] and in what capacity. I shall be grateful if you will let me have your reply by [date] to help us avoid delaying the selection process.

Yours sincerely

**Example reference request: a person with experience of working with children**

|   |
|---|
| <b>To</b> (referee's name and organisation)                     |
| <b>Request for a reference in respect of</b> name of applicant  |
| <b>In regard to application for</b> (title of post applied for) |

|   |
|---|
| <p><b>Please confirm the following details</b></p> <p>The applicant's period of employment with you:</p> <p>From <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> To <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/></p> |
| The applicant's current or more recent job title with you:  |
| The main duties and responsibilities of that post:  |
| The applicant's reason for leaving your employment:   |
| How long have you known the applicant?  |
| In what capacity do you know him/her?   |
| Please give details of any absences due to illness in the person's most recent 2 years of employment with you:  |
| Did the applicant perform his/her duties satisfactorily Yes <input type="checkbox"/> No <input type="checkbox"/>  |
| If No please provide details of any areas needing improvement and any remedial action taken:  |
| Please see the job description and person specification attached and comment on the applicant's suitability for this appointment. It would also be helpful if you could describe any strengths and weaknesses you consider the applicant has demonstrated in relation to the requirements of this job and give  |

examples (please continue on a separate sheet if necessary).

Space for questions which are specific to the role

Please comment on the effectiveness of the applicant's interactions with

a. other adults

b. children and young people

Are you completely satisfied that the applicant is suitable to work with children?

Yes

No

If no, please provide specific details of your concerns and the reasons for your doubts.

To the best of your knowledge has the applicant ever had an allegation made against them, or been under investigation, in regard to his/her behaviour towards children?

Yes

No

If Yes please give full details of the nature and date(s) of the allegation(s), by whom they were investigated, what conclusion was reached as a result of the investigation, whether any action was taken and if so what that was.

Has the applicant been the subject of a disciplinary action in respect of which penalties or sanctions remain in force?

Yes

No

If Yes please give full details of the nature and date(s) of the misconduct, and of the penalty or sanctions still in force.

Has the applicant been subject of any disciplinary action relating to his/her suitability to work with children in which penalties or sanctions were imposed but have since expired?

Yes

No

If Yes please give full details of the nature and date(s) of the misconduct, and of the penalty or sanctions that were imposed.

|  |
|--|
|  |
| Would you re-employ the applicant?                       |
| Yes <input type="checkbox"/> No <input type="checkbox"/> |
| If no, please say why                                    |
|  |
| Printed Name:  |
| Signature:   |
| Position:  |
| Organisation:  |

**Appendix 4: Sample questions for interview**  
**Competency Interview Questions to address suitable personal behaviours**

| Positive indicators   | Personal competencies  | Negative indicators   |
|---|--|---|
| <p>Convincing responses based on balanced understanding of self and circumstance.<br/>           Has a realistic knowledge of personal strengths and weaknesses.<br/>           Examples of having considered/tried other options &amp; alternatives.<br/>           A realistic appreciation of the challenges involved in working with children.<br/>           Evidence of others having supported and encouraged based on observation of personal talent.</p> | <p><b>1. Motivations for Working with Children</b><br/>           Self awareness/knowledge and understanding of self, interconnection between self and professional role.<br/>           Example questions:</p> <ul style="list-style-type: none"> <li>• What do you feel are the main drivers which led you to want to work with children?</li> <li>• How do you motivate young people?</li> <li>• What has working with young people, to date, taught you about yourself?</li> </ul>   | <p>Unconvincing responses based on whimsical examples. Not self aware, don't see themselves as others do.<br/>           Driven by personal needs not needs of others.<br/>           Not realistic about personal strengths and weaknesses.<br/>           Unrealistic impression of what working with children is really like.<br/>           Failure to consider other alternatives.<br/>           Pushed by others, or forced by circumstance, to do something they don't appear to have personally thought through.</p> |
| <p>Behaves consistently and appropriately under pressure or in a position of authority.<br/>           Has control over emotions with adults and children.<br/>           Understands power position and how to seek help in difficult circumstances</p>  | <p><b>2. Emotional Maturity &amp; Resilience</b><br/>           Consistency under pressure, ability to use authority and respond appropriately, ability to seek assistance/support where necessary.<br/>           Example questions:</p> <ul style="list-style-type: none"> <li>• Tell me about a time when you have been working with children when your authority was seriously challenged. How did you react? What strategies did you employ to bring things back on course?<br/>             How did you manage the situation?</li> <li>• Tell me about a person you have had particular difficulty dealing with.<br/>             What made it difficult? How did you manage the situation?</li> </ul> | <p>Inappropriate responses when under pressure or when in a position of power.<br/>           Inconsistent responses.<br/>           Handles conflict badly.<br/>           Fails to control temper/emotions with children and or adults.<br/>           Doesn't seek help when needed.<br/>           Fails to go to others for advice.</p>  |
| <p>Demonstrates a balanced understanding of rights and wrongs.<br/>           Puts the child first.<br/>           Alive to the realities of abuse.<br/>           Prepared to believe.<br/>           Shows a contemplative approach, drawing on</p>   | <p><b>3. Values &amp; Ethics</b><br/>           Ability to build and sustain professional standards and relationships, ability to understand and respect other people's opinions, ability to contribute towards creating a safe and protective environment.<br/>           Example questions:</p>  | <p>Extreme opinions which don't account for the views/feelings of others.<br/>           Doesn't show balance in opinion.<br/>           Doesn't build on new information or understanding.<br/>           Opinions harden/become dogged.<br/>           Doesn't show a full or rounded appreciation</p>  |

|   |   |   |
|---|---|---|
| <p>personal experiences &amp; lessons from others. Builds values &amp; judgements based on new information. Shows an appreciation of safeguarding issues and an ability to contribute towards a protective environment. Shows respect for others feelings, views and circumstances.</p> | <ul style="list-style-type: none"> <li>• What are your attitudes to child protection? How have these developed over time?</li> <li>• What are your feelings about children who make allegations against teachers or staff?</li> <li>• How do you feel when someone holds an opinion which differs from your own? How do you behave in this situation?</li> <li>• Have you ever had concerns about a colleague? How did you deal with this?</li> </ul> | <p>of safeguarding issues. Dismissive of, or underplays, the risks. Consistently puts the blame and responsibility for child protection elsewhere. Fails to believe in suspicions/reports of abuse.</p> |
|---|---|---|

## Additional questions

1. Have you ever felt uncomfortable about a colleague's behaviour towards children in a previous job? What were your concerns, what did you do, and how was the issue resolved?
2. Safeguarding children is an important part of our work? Can you give me some examples of how you would contribute to making the organisation a safer environment for children?
3. Tell me about a time when a child or young person behaved in a way that caused you concern. How did you deal with that? Who else did you involve?
4. Why do you want to work with children? What do you think you have to offer?
5. Give an example of how children have benefited from contact with you.
6. Bullying is often a serious issue that has to be dealt with in all areas of work with children. In your experience what is the best way to deal with it? How did your previous organisation tackle the problem?

**Appendix 5: Example Application form**

| <b>APPLICATION FORM</b>   |              |
|---|--------------|
| <b>Application for an appointment as</b>                            |              |
| <b>Are you applying as a Job Share</b>                              | Yes/No       |
| <b>Last Name</b>  | <b>Title</b> |
| <b>First Name(s)</b>  |              |
| <b>Please list all names used previously</b>                        |              |
| <b>National Insurance number</b>                                    |              |
| <b>Address</b>  |              |
| <b>Telephone No</b>   |              |
| <b>E-mail</b>   |              |
| <b>Previous address if less than three years at present address</b> |              |
| <b>Name and address of current employer</b>                         |              |
| <b>Job Title</b>  |              |
| <b>Current Salary</b>   |              |
| <b>Date appointed</b>   |              |
| <b>Notice required</b>  |              |

| Educational Establishment(s)<br>Dates and details of relevant qualifications                       | From             | To             | Qualification(s) | Grade(s) |                    |
|--|------------------|----------------|------------------|----------|--------------------|
|  |                  |                |                  |          |                    |
| <b>DETAILS OF PREVIOUS PAID OR UNPAID WORK</b>   |                  |                |                  |          |                    |
| Please list the most recent first  |                  |                |                  |          |                    |
| Employer   | From<br>Dd/mm/yy | To<br>Dd/mm/yy | Job Title        | Grade    | Reason for Leaving |
|  |                  |                |                  |          |                    |
| <b>If you have had any breaks in employment since leaving school, please give details of these</b> |                  |                |                  |          |                    |
|  |                  |                |                  |          |                    |
| <b>How many periods of sickness absence have you had over the last two years?</b>                  |                  |                |                  |          |                    |
| <b>How many days in total?</b>   |                  |                |                  |          |                    |

Please give details of two persons or companies to whom references may be made, one should be your current employer or, if you are unemployed, your last employer, if applicable

|                                  |  |
|----------------------------------|--|
| <b>Name</b>                      |  |
| <b>Post/Role</b>                 |  |
| <b>Relationship to Applicant</b> |  |
| <b>Organisation</b>              |  |
| <b>Address</b>                   |  |
| <b>Telephone No</b>              |  |

|                                  |  |
|----------------------------------|--|
| <b>Name</b>                      |  |
| <b>Post/Role</b>                 |  |
| <b>Relationship to Applicant</b> |  |
| <b>Organisation</b>              |  |
| <b>Address</b>                   |  |
| <b>Telephone No</b>              |  |

|   |        |
|---|--------|
| <b>Have you any criminal convictions spent, unspent or pending?</b> | Yes/No |
|---|--------|

|   |        |
|---|--------|
| <b>Do you need a work permit to work in the UK?</b> | Yes/No |
|---|--------|

I certify that, to the best of my belief, the information I have provided is true and I understand that any false information or failure to disclose criminal convictions will result, in the event of employment, in disciplinary investigation and is likely to result in dismissal.

|               |             |
|---------------|-------------|
| <b>Signed</b> | <b>Date</b> |
|---------------|-------------|

I hereby give my consent for personal information (including recruitment monitoring data) provided as part of this application to be held on computer or other relevant filing systems and to be shared with other accredited organisations or agencies in accordance with the Data Protection Act 1998.

|               |             |
|---------------|-------------|
| <b>Signed</b> | <b>Date</b> |
|---------------|-------------|

## RECRUITMENT MONITORING INFORMATION

|                      |  |                      |  |
|----------------------|--|----------------------|--|
| <b>Post Title</b>    |  |                      |  |
| <b>Last Name(s)</b>  |  | <b>First Name(s)</b> |  |
| <b>Date of Birth</b> |  |                      |  |

is committed to ensuring that applicants are selected for appointment on the basis of their abilities relevant to the job. Completion of this section will help us to ensure that our policy and procedures are effective in avoiding discrimination and promoting equal opportunities in recruitment. The information you provide will be used for monitoring and statistical data purposes only and this section will be detached from your application form prior to shortlisting.

The categories below are in line with the 2001 census.

I would describe my ethnic origin as:

|  |  |
|--|--|
| <p><b>1. White</b></p> <p>British <input type="checkbox"/></p> <p>Irish <input type="checkbox"/></p> <p>Any other white background <input type="checkbox"/></p> <p>Please specify _____</p> <p><b>2. Black or Black British</b></p> <p>African <input type="checkbox"/></p> <p>Caribbean <input type="checkbox"/></p> <p>Any other Black background <input type="checkbox"/></p> <p>Please specify _____</p> <p><b>3. Mixed</b></p> <p>White and Asian <input type="checkbox"/></p> <p>White and Black African <input type="checkbox"/></p> <p>White and Black Caribbean <input type="checkbox"/></p> <p>Any other Mixed background <input type="checkbox"/></p> <p>Please specify _____</p> | <p><b>4. Asian or Asian British</b></p> <p>Bangladeshi <input type="checkbox"/></p> <p>Pakistani <input type="checkbox"/></p> <p>Any other Asian background <input type="checkbox"/></p> <p>Please specify _____</p> <p><b>5. Chinese</b></p> <p>Chinese <input type="checkbox"/></p> <p><b>6. Other ethnic group</b></p> <p>Other ethnic group <input type="checkbox"/></p> <p>Please specify _____</p> <p>Female <input type="checkbox"/></p> <p>Male <input type="checkbox"/></p> <p>Married <input type="checkbox"/></p> <p>Not Married <input type="checkbox"/></p> |
|--|--|

**The information contained on this form will be held on a computer file**

**Before ticking the appropriate box below please first read the definition of disability.**

The definition of disability, as outlined in the Disability Discrimination Act 1995, is as follows:

**“A physical or mental impairment which has a substantial and long term adverse effect on a person’s ability to carry out normal day-to-day activities”.**

To be protected under the Act,

- an individual must have an *impairment* which can be physical or mental
- it has to be *substantial*, that is something more than minor or trivial
- it needs to be *long term*, ie the impairment has lasted or is likely to last in total for at least 12 months or is likely to last for the rest of the life of the person affected

**and**

- it must *affect their day to day activities on a regular basis*.

The effect an impairment may have on day to day activities is defined in the Act as falling within the following categories:-

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand

**or**

- perception of the risk of physical danger

|  |                          |  |                          |
|--|--------------------------|--|--------------------------|
| <p><b>I do</b> consider myself to have a disability as defined by the Disability Discrimination Act 1995 (as detailed above)</p> | <input type="checkbox"/> | <p><b>I do not</b> consider myself to have a disability as defined by the Disability Discrimination Act 1995 (as detailed above)</p> | <input type="checkbox"/> |
|--|--------------------------|--|--------------------------|

I hereby give my consent for the Recruitment Monitoring Information provided on this form to be held on computer or other relevant filing systems and to be shared with other accredited organisations or agencies in accordance with the Data Protection Act 1998.

Signed \_\_\_\_\_

Date \_\_\_\_\_

## PRO FORMA DISCLOSURE

|  |  |                      |  |
|--|--|----------------------|--|
| <b>For the post of</b>   |  |                      |  |
| <b>Last Name</b>   |  | <b>First Name(s)</b> |  |
| <b>Any name(s) used previously</b>   |  |                      |  |
| <b>Date of Birth</b>   |  |                      |  |
| <b>Address</b>   |  |                      |  |
| <i>I declare that:</i><br><br><i>I have no previous criminal convictions, "spent" or otherwise; and also no pending court cases. I have never had any complaints of child abuse made against me. I know of no reason why I should not work with children</i> |  |                      |  |
| <b>Signed</b>  |  |                      |  |
| <b>Date</b>  |  |                      |  |

## Appendix 6: Abbreviations used

|      |  |
|------|--|
| ESCB | Essex Safeguarding Children Board                                  |
| SET  | Southend, Essex and Thurrock                                       |
| CP   | Child Protection   |
| ISA  | Independent Safeguarding Authority                                 |
| LADO | Local Authority Designated Officer                                 |
| HR   | Human Resources  |
| CRB  | Criminal Records Bureau  |
| NCSL | National College for Leadership of Schools and Children's Services |

DRAFT