



BSAB & BSCB Safer Recruitment Toolkit for people working with vulnerable groups

**Guidance for all voluntary / community organisations and
Recruitment Managers within Buckinghamshire**

Introduction to the Toolkit

All organisations and individuals who work with children and / or adults with care and support needs, or are involved in providing services to them, have a duty to safeguard and promote their welfare.

This toolkit is aimed at anyone responsible for or involved in the recruitment of staff or volunteers who will work with or provide services to children or adults with care and support needs. It is intended to complement recruitment practices within individual organisations.

The toolkit looks at the recruitment process from a safeguarding perspective and gives guidance, tools and templates to help organisations ensure all staff and volunteers are safe to work with children or adults with care and support needs.

There are many regulations and statutory frameworks that underpin safeguarding in employment, and organisations should follow this guidance but also be aware of specific regulations appropriate to their own settings or sector.

The toolkit will be particularly helpful for:

- Staff and managers who take part in recruiting and selecting people to work in organisations working with children or adults with care and support needs
- People and organisations that provide personnel or human resources advice or services to organisations
- Charities and voluntary sector organisations
- Volunteering providers
- Employment agencies and businesses that provide temporary, interim and other staff to work in organisations working with children or adults with care and support needs
- Organisations that contract with other organisations working with children or adults with care and support needs

This toolkit applies to everyone within an organisation (paid or volunteer) who works with children or adults with care and support needs and who is likely to be seen by these children or adults as a safe and trustworthy adult. These are not only people who regularly come into contact with children or adults with care and support needs, or who will be responsible for them as a result of their work. They are also people who regularly work in places such as a children's centre or youth and community projects where children or adults with care and support needs are present, whose role is a support function (e.g. administration, catering, caretaking). These people may not have direct contact with children or adults with care and support needs as a part of their job, but they are also likely to be seen as safe and trustworthy because of their regular presence in the workplace and may have access to personal and sensitive data relating to children or adults with care and support needs.

Child: Anyone under the age of 18

Adult with care and support needs: Care and support is the mixture of practical, financial and emotional support for adults who need extra help to manage their lives and be independent - including older people, people with a disability or long-term illness, people with mental health problems, and carers.

**Volunteers make up a huge part of workforce.
If an organisation is actively seeking volunteers it should adopt the same recruitment measures as it would for paid staff.**

Key steps to safer recruitment of staff and volunteers who will work with children or adults with care and support needs

Before you begin to recruit staff or volunteers

Step 1	Ensure the organisation has an up to date recruitment and selection policy that describes the process and roles
Step 2	Ensure the organisation has a safeguarding policy and that a statement about the organisation's commitment to safeguarding is included in all recruitment and selection materials ➤ <i>Guidance on writing a safeguarding policy: www.bucks-lscb.org.uk/bscb-procedures/local/</i> ➤ <i>See Appendix 8 for example safeguarding Code of Conduct</i>
Step 3	Ensure that the organisation's application form complies with recommended safer recruitment practice ➤ <i>See Appendices 3 & 4 for an example application form and declaration of criminal record</i>
Step 4	Ensure that the organisation have an up to date job description and person specification for the role(s) they are recruiting to – these should specify the individual's responsibilities in regard to safeguarding ➤ <i>See Appendix 1 for example job description and person specification</i>
Step 5	Ensure that the organisation has an appropriate advert prepared that contains all necessary information about the role and commitment to safeguarding ➤ <i>See Appendix 2 for example job advert including safeguarding statements</i>
Step 6	Ensure that the organisation has compiled a suitable candidate information pack containing information about the organisation, role and safeguarding policies and procedures

Before you interview

Step 7	Ensure each application received is scrutinised in a systematic way before shortlisting and sending invites to interview. Where possible obtain written references for short-listed candidates before interview. ➤ <i>See Appendices 5 & 7 for an example shortlisting template and reference request form</i>
Step 8	Ask shortlisted candidates to bring all necessary documents prior to the interview - you should specify the necessary documentation in the invite letter

Before you select your preferred candidate

Step 9	Ensure a face to face interview is conducted for ALL shortlisted candidates based on an objective assessment of the candidate's ability to meet the person specification and job description
Step 10	Ensure questions focus on suitability to work or volunteer with children, young people and adults with care and support needs. Check for gaps in employment and establish reasons ➤ <i>See Appendix 7 for example safeguarding competencies and interview questions</i>

Before you formally appoint

Step 11	Ensure that you are able to make a confident selection of a preferred candidate based on their demonstration of suitability for the role
Step 12	Ensure your preferred candidate is informed that the offer of employment or voluntary work is conditional on receiving satisfactory information from all necessary checks

Safer Recruitment Process

Before you begin to recruit staff or volunteers

Plan the process and decide who will be involved in each stage of the recruitment (planning, advertising, short-listing, interview panel). Attention should be made to ensuring that all documents make reference to the responsibility for safeguarding and promoting the welfare of children or adults with care and support needs for all paid and volunteering posts/roles.

- Make sure everyone who plays a part in the process knows what they have to do and how to do it.
- Write a **job description** that lists what the new member of staff/volunteer will be expected to do and what they will be responsible for. Make sure that all or any responsibility for contact with children or adults with care and support needs is clearly stated for example; **“This organisation is committed to safeguarding and promoting the welfare of children, young people and adults with care and support needs and expects all staff and volunteers to share this commitment”** The job description must emphasise the requirements for compliance with policies and procedures and client confidentiality.
 - *An example can be found in Appendix 1*
- Write a **person specification** that lists the qualifications, knowledge, skills and abilities that a person will need to do the job. These should be divided into ‘essential criteria’ which describe what each candidate should demonstrate immediately and ‘desirable criteria’ that describe qualities that would enable a candidate to perform the duties better and may be gained in time. Make sure that criteria relating to safeguarding children or adults with care and support needs are included.
 - *An example can be found in Appendix 1*
- A **job advertisement** is designed to attract suitably qualified candidates for a job. Include a safeguarding statement in your advert about the job to emphasise your organisation’s commitment to safeguarding children or adults with care and support needs.
 - *An example can be found in Appendix 2*
- Make sure all applicants fully complete a standard **application form** – some candidates might need help with this. A standard application form should always be used for people working in roles requiring DBS checks.
 - *An example application form can be found in Appendix 3*
 - *An example declaration of criminal record can be found in Appendix 4*
- Include information about your organisation’s policy and procedures about safeguarding children, young people and adults with care and support needs in the information you send to people who enquire about the job.
 - *Guidance on writing a safeguarding policy: www.bucks-lscb.org.uk/bscb-procedures/local/*

- It is not recommended to accept CVs as they do not provide sufficient structure and make it easier for an applicant to hide details they may not wish you to see.
- Consider asking the candidates to complete additional questions / provide additional written information relating to safeguarding with their application form.
- Include a question in your application form which asks the candidate to declare all relevant criminal history.
- Fully read the application form, noting and exploring any discrepancies / gaps / anomalies in the application form.
- Check that the form is fully completed and is signed.

Before you interview

- Decide which applicants to interview on the basis of their ability to meet the criteria within the person specification and **create a short-list**.
 - *An example can be found in Appendix 5*
- Where possible, obtain written **references** for all short-listed applicants before interviewing them. In all cases, references should be obtained before entering into a contract of employment with any candidate. The references should include information about the applicant's ability to undertake the job and their motivation for doing so.
 - *An example can be found in Appendix 6*
- Scrutinise and compare application forms and references and ensure you have satisfactory explanations for anything that doesn't match up and any gaps in an applicant's career or personal history.

Before you select your preferred candidate

- Involve all the people who you have chosen to be on the interview panel in the process of deciding and writing the questions (including questions about applicant's attitudes to children and / or adults with care and support needs and motives for working with them) or any other exercises as part of the interview. Questions and exercises should be designed to help the candidate demonstrate their ability to meet the person specification criteria.
 - *An example can be found in Appendix 7*
- Consider using other selection tools to make your recruitment decision and to ensure a safer and more robust decision. Your HR department may be able to advise. Alternatively, a range of recruitment selection tools can be found on the internet.
- Interview all applicants and score their answers against your agreed selection criteria using a consistent and measurable approach.
- Confirm the identity of every candidate being interviewed by following the information about ID checking process at: www.gov.uk/government/publications/dbs-identity-checking-guidelines and check original certificates of qualifications if appropriate.

Before you formally appoint

- Make it clear to the preferred candidate that your offer of employment or voluntary work is subject to the satisfactory completion of all **appropriate checks** such as a Disclosure and Barring Service (DBS) disclosure, Independent Safeguarding Authority (ISA) checks and any outstanding references.
- Complete the appropriate checks for each preferred candidate, including qualifications, status, right to work in the UK and criminal background before you allow them to start work.

References

Checking your candidate's references is the only real means you have of verifying the skills and experience they represented in their job application and interview. By conducting reference checks, you can avoid finding out that the candidate has misrepresented themselves in order to obtain a position.

- A minimum of two written references should be obtained, including existing or most recent employer, covering a minimum period of 5 continuous years
- References should be sought directly from the referee and received prior to interview wherever possible
- Permission must be sought from the applicant in advance to approach references before an interview
- It is best practice to check that the reference has been provided by the person who signed the reference
- Where possible, references should be from professional sources, rather than personal ones. It may be difficult for volunteers to provide professional references particularly if they haven't worked for a while, therefore they may have to provide personal references.
These must not be from family or other relatives
- If you do not hear back from a referee you should ask the candidate to provide details of an alternative referee preferably from the same organisation
- Copies of references, unsolicited references, and/or 'to whom it may concern' references **should not be accepted**
- References should be obtained for internal candidates in the same way as for external candidates
- Referees must be asked to comment on the applicant's suitability to work with the vulnerable groups in question and for details of any concerns or allegations made against them and any disciplinary records on file
- References should be read thoroughly to ensure all sections have been completed and are satisfactory – including dates of employment
- A follow-up conversation with the reference provider is recommended where clarity is required; a copy of notes of this conversation should be retained

Any outstanding concerns should be raised with the candidate either during or after the interview.

Following appointment of staff / volunteers

Contract of Employment / Volunteer Agreement

Ensure that the organisation has a safeguarding statement about their commitment to safeguarding included in the employment contract / volunteer agreement. Add a clause to the contract to inform employees that if they obtain a criminal record during the course of employment that they must declare it at the earliest opportunity so a risk assessment can be undertaken.

Transfer of Risk Assessment

Following the appointment of new staff / volunteers it should clearly state in any contract of employment or volunteering agreement that should an individual staff member or volunteer be involved in child protection or other safeguarding procedures or police investigations in relation to their own family they must inform their manager / employer. In these circumstances it is always necessary for the organisation to assess whether there is any potential for risk to transfer to the workplace and the individual's work with children or adults with care and support needs.

Safeguarding Code of Conduct

In addition to policies and procedures about safeguarding children or adults with care and support needs, having a Safeguarding Code of Conduct is designed to enable any person, including contracted staff, visitors and volunteers who may come into contact with children or adults with care and support needs to share best practice and adhere to an accepted code of conduct.

- *An example can be found in Appendix 8*

Confidentiality Statement

A written confidentiality statement should be given to all employees / volunteers clearly outlining confidentiality standards expected of all employees / volunteers working with children or adults with care and support needs.

- *An example can be found in Appendix 9*

Safeguarding Training

Safeguarding training appropriate to the role should be provided to all new staff / volunteers as a mandatory element of the induction and probation programme for those working with children or adults with care and support needs. Following induction, pathways should be in place for providing further safeguarding training that is relevant and proportionate to the roles of individual staff / volunteers.

- *The BSCB and BSAB offer a range of training courses. For further information and to access courses visit;*
 - *BSCB: www.bucks-lscb.org.uk/training/*
 - *BSAB: www.buckinghamshirepartnership.co.uk/safeguarding-adults-board/*

Training should take account of any specific duties or requirements in relation to safeguarding. For example, a range of organisations including local authorities, schools, higher and further education, NHS Trusts, NHS Foundation Trusts, the Police, prisons and probation have a duty to prevent children and young people from being drawn into terrorism. To help meet this duty it is good practice for organisations to provide training on PREVENT to all staff /volunteers working with children or adults with care and support needs.

- *Further information on Prevent: www.bucks-lscb.org.uk/professionals/exploitation/prevent-radicalisation/*

Disclosure and Barring Service (DBS)

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. DBS checks provide information about an individual's criminal record (if applicable).

The DBS System replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).

All organisations should refer to the Safeguarding Vulnerable Groups Act 2006 which introduced the requirement for enhanced DBS checks for anyone engaged in Regulated Activity (as defined by the Home Office) and also introduced the Independent Safeguarding Authority (ISA) which was responsible for maintaining lists of those people barred from working with children, young people or adults with care and support needs.

- Enhanced Disclosure & Barring Service (DBS) Checks are required for all individuals, including volunteers, undertaking Regulated Activity as defined by the Home Office with vulnerable groups; children, young people and/or adults.
- DBS checks sought for individuals undertaking Regulated Activity also include checks to see if a person is included on any lists held by the DBS of people who are barred from undertaking regulated work with children or adults (as appropriate, depending on the workforce).
- It is an offence for an employer to knowingly allow a barred person from engaging in regulated activity with the group with which they are barred from working (i.e. children or vulnerable groups, or both).
- It is also an offence for a barred person to seek work with the group with which they have been barred from working.

Only employers and licensing bodies can request a DBS check. Further details of costs and how to register with the DBS can be found on their website.:

www.gov.uk/government/organisations/disclosure-and-barring-service

Checks for eligible volunteers are free of charge. Individuals should be encouraged to use the DBS update service which allows the DBS certificate to be portable reducing the need for new applications or rechecks. The cost for the update service is met by the individual.

Regulated Activity is work which involves close and unsupervised contact with vulnerable groups including children, and which cannot be undertaken by a person who is on the Disclosure and Barring Service's Barred List. It is designed to cover those activities which provide the highest levels of risk arising from the nature of the post and access to vulnerable people. There are different definitions of regulated activity relating to children and adults.

- Further guidance: www.gov.uk/government/collections/dbs-referrals-guidance--2

Best Practice

- An employer should only ask for a Disclosure and Barring Service (DBS) check on applicants who are successful. They are entitled to withdraw a job offer if the results of the check show the applicant is unsuitable or barred from working in regulated activity (if applicable).
- A DBS check has no official expiry date. Any information included will be accurate at the time the check was carried out. It is up to an employer/organisation to decide if and when a new check is needed. Repeat DBS checks should follow the organisation's policy. **It is best practice to recheck an employee or volunteer's DBS every 3 years.**
- Where an individual is moving from a voluntary role to a paid role, a new DBS check is recommended with consideration being given to any change to supervision etc.
- The DBS clearance reference number must be recorded in the individual's personnel file.
- For regulated activity roles there should be no commencement of work prior to DBS clearance.
- Where a new role requires a different degree of contact or contact with a different group, (i.e. change to working with children or with adults) a new DBS check is required.
- A positive disclosure will need a risk assessment. The employer must ask the individual to bring in the DBS certificate to review the information and to determine the next steps. An example can be found in Appendix 10

Further information can be found at the following websites:

www.acas.org.uk	Acas (Advisory, Conciliation and Arbitration Service): provides free and impartial information and advice to employers and employees on all aspects of workplace relations and employment law.
www.cipd.co.uk	Chartered Institute of Personnel and Development is a professional body for HR and people development
www.gov.uk/government/organisations/disclosure-and-barring-service	Disclosure and Barring Service

Appendix 1

Example Job Description & Person Specification

JOB DESCRIPTION

Role Profile Reference:

Job Title:	Service Area:
Pay Range:	Location:
Line Manager:	Service Area:
Full Time / Part Time:	Working Hours:

Job Purpose:

[This should be an accurate and concise statement of the function of the role. It should not contain a detailed list of how the job is done or a list of tasks and activities. It should not exceed a small paragraph in length. What is the job intended to achieve? What contribution does the job make]

Responsibilities:

[Key responsibilities of role 6-8 bullet points max. Include safeguarding and confidentiality responsibilities. Levels of contact and responsibility for children, young people and adults with care and support needs]

Rehabilitation of Offenders Act

“This organisation is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults [delete where applicable] and expects all staff and volunteers to share this commitment”

This post is exempt from the Rehabilitation of Offenders Act 1974. Applicants are therefore not entitled to withhold information about convictions, which for other purposes are ‘spent’ under the provision of the Act.

We are committed to carefully screening all applicants who will work with children, young people and adults with care and support needs [delete where applicable]. All applicants will be expected to undertake employment checks, a Disclosure & Barring Service check and provide previous employment references.

Safeguarding statements

Employee

Carry out all duties with an awareness and understanding of the Safeguarding requirements within the area of responsibility. Work complies with all safeguarding policies and procedures that apply to the role. Behaviours and actions support the safeguarding of children, young people or adults with care and support needs as appropriate.

Manager

Ensure the necessary standards relating to safeguarding best practices/protocols are effectively communicated, monitored and maintained within the area of responsibility. Manage and update the standards as appropriate to the role. Safeguarding standards are monitored and maintained in compliance with organisational policy. Appropriate safeguarding training is provided and standards are reviewed and updated as required.

Senior Managers

Ensure organisational safeguarding strategies reflect statutory requirements and best practice. Ensure these are understood and implemented within the area of responsibility. There is a proactive and positive Safeguarding Culture. The organisation meets its statutory Safeguarding requirements. Strategic risks are effectively managed.

PERSON SPECIFICATION			
CATEGORY	CRITERIA	Essential = E or Desirable = D	HOW ASSESSED
Qualifications	<i>[Describe / list qualifications only if they are essential or desirable for the effective performance of the job]</i>	E D	Application / Interview
Knowledge, Skills and Experience	<i>[Be specific and realistic about what experience is required to be able to undertake the role (essential) and what is desirable and can be learned in the job. If there is any specific requirement for previous experience, specify the length and / or type needed]</i>	E D	Application / Interview
Other Requirements	<ul style="list-style-type: none"> ▪ Enhanced DBS Check. ▪ Knowledge of confidentiality. ▪ Knowledge of Safeguarding children, young people and adults with care and support needs. ▪ Travel to other locations. ▪ Computer skills. 	E E E D D	Interview Interview Interview Interview Interview

Example Job Advert, Including Safeguarding Statements

SWIMMING INSTRUCTOR

Abbey Sports Centre
Buckingham
£8.00 per hour

We require Assistant Swimming Instructors to join our enthusiastic, hardworking and reliable team. We are looking to expand our lesson provision and welcome applicants qualified at ASA Level 1. You will need to demonstrate your assisting ability. Further duties will also include assisting in lesson preparation and working closely with the swimming instructors to deliver quality lessons. Hours are variable and may include school holiday periods, daytimes, evenings and weekend work.

This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process will be undertaken on successful applicants including a Disclosure & Barring Service check (DBS) including checks with past employers (Applicant Declaration must be completed and returned with application)

To apply for this post please use our online application form. Alternatively call 020 8258 8661 to request an application pack or e-mail barkingjcp.lbbdapplications@jobcentreplus.gsi.gov.uk quoting the job reference number.

We are unable to process requests for application packs received later than 3 working days before the closing date.

Promoting equal opportunities and celebrating diversity. Reference: REG156

“This organisation is committed to safeguarding and promoting the welfare of children, young people and adults with care and support needs and expects all staff and volunteers to share this commitment”

Example of an Application Form

Please complete all sections of the application form and return to: [Insert name and address]

Application for job title:

First Name:

Surname:

Address:

Postcode:

Tel (home):

Tel (mobile):

Email address:

Education and qualifications - Please list your qualifications in date order. Please also indicate any subjects currently being studied and the expected year of qualification. All information disclosed on this application will be subject to verification.

Relevant training courses attended - Please list courses you have attended over the past 3 years, in date order. All information disclosed on this application will be subject to verification.

Current/most recent employer (reference always required)

Employer name:

Employer address:

Type of business:

Manager's name:

Manager's email:

Your job title:

Start date:

End date:

Salary:

Please give a brief summary of your job role and responsibilities

Previous employer

Employer name:

Employer address:

Type of business:

Manager's name:

Manager's email:

Your job title:

Start date:

End date:

Salary:

Please give a brief summary of your job role and responsibilities

Previous employer

Employer name:

Employer address:

Type of business:

Manager's name:

Manager's email:

Your job title:

Start date:

End date:

Salary:

Please give a brief summary of your job role and responsibilities

Previous employer

Employer name:

Employer address:

Type of business:

Manager's name:

Manager's email:

Your job title:

Start date:

End date:

Salary:

Please give a brief summary of your job role and responsibilities

Previous employer

Employer name:

Employer address:

Type of business:

Manager's name:

Manager's email:

Your job title:

Start date:

End date:

Salary:

Please give a brief summary of your job role and responsibilities

Employment Gaps - Please provide explanations for any gaps in your employment history

Information in support of your application - Please include any skills and experience you have that can support this application and why you think you are suitable for this job

Do you consider yourself to have a disability?

Yes No

If you answered yes, please tell us if there are any 'reasonable adjustments' we can make to assist you in your application or with our recruitment process

Are you a United Kingdom (UK), European Community (EC) or European Economic Area (EEA) National? Yes No

Do you need a work permit to work in the UK? Yes No

When can you start work for us?

References

Please give the names and addresses of two persons as referees – one of these must be your current or previous employer.

Can we approach this referee now? Yes No

Can we approach this referee now? Yes No

I confirm that to the best of my knowledge the information for this application is correct.

Signature Date

Example Declaration of Criminal Record (include in the job application)

To be completed for roles requiring an enhanced Disclosure & Barring Service (DBS) check. Please check the relevant Job Description if you are unsure whether this is a requirement for this role. Having a criminal record will not necessarily bar you from employment; this will depend on the relevance, the circumstances and the background of your offence(s).

If you are applying for work which brings you into contact with children, young people or adults with care and support needs or for certain positions within legal and financial fields you may be required to undergo an enhanced DBS check before taking up your role. This check will include details of cautions, reprimands, which you may have, even if they are regarded as 'spent' under the Rehabilitation of Offenders Act 1974. You must also provide details below (where appropriate) to let us know of any prosecutions pending against you.

Do you have a criminal record? (Failure to disclose this information could result in your dismissal or disciplinary action). Yes No

If you answered yes please provide details below:

No DBS check required for this role

The following declarations are only required if you are applying to undertake Regulated Activity with children, young people or adults with care and support needs. If you are in doubt about this requirement, please refer to the job description.

Declarations for applicants into Regulated Activity with Children, Young People or Adults with Care and Support Needs [delete where applicable]

I confirm that I have not been barred from working with children by DBS, the Independent Safeguarding Authority (ISA) or any other organisation

I confirm Not required for this role

I confirm that I have not been barred from working with adults with care and support needs by the DBS, Independent Safeguarding Authority (ISA) or any other organisation.

I confirm Not required for this role

I confirm that to the best of my knowledge the above information is correct.

Signature Date

Appendix 5

Example of a Shortlisting Template

(Refer to the job description and person specification when shortlisting)

CANDIDATE NAME	Met	Partially met	Not met
Qualifications <ul style="list-style-type: none"> • • 			
Professional Knowledge Skills & Experience <ul style="list-style-type: none"> • • 			
Disposition/Attitudes <ul style="list-style-type: none"> • • 			
Competencies <ul style="list-style-type: none"> • • 			
Other Personal Qualities <ul style="list-style-type: none"> • Values & behaviours make them suitable to work with children, young people or adults with care and support needs 			
Language skills appropriate to the job role <ul style="list-style-type: none"> • Written • Spoken 			
Overall comments / Further areas to explore from application			
Proceed to interview		Yes	No
Signed			
Date			

Example of a Reference Request Form

Dear [Insert Name]

Application by: [Insert Name]

Post applied for: [Insert Name]

The above named has applied for the above position and has given your name as a referee. I should be grateful if having read the enclosed job description and person specification you would complete the attached reference.

Please include these following two paragraphs if the role is for working with Children, Young People or Adults with Care and Support Needs. If the post does not require a Disclosure & Barring Service check, please delete. We have a responsibility to safeguard and promote the welfare of vulnerable groups. This includes assessing the suitability of job applicants to work with these groups.

The post for which the application is being made is considered as exempt by virtue of the Rehabilitation of Offenders Act 1974 (Exemption) Order 1975. You are therefore requested to disclose any convictions or information regarding criminal activity in respect of the applicant including convictions that would otherwise be considered 'spent' or would be filtered in line with latest DBS guidance.]

Please remember when completing the reference that as a referee you have a responsibility to ensure that the reference is factual and accurate and does not contain any material misstatement or omission.

Thank you in advance for your assistance and I look forward to hearing from you.

Yours sincerely

XXXXX

Reference (example template)
Strictly Private & Confidential

Candidate's name:			
Position applied for:			
Name of referee:			
Organisation:			
Referee position in organisation:			
Telephone number:			
How long have you know the candidate?			
In what capacity have you known the candidate?			
Candidate's job title:			
Present salary or salary on leaving the post:		£	
Please state start and end dates of employment:		Has the applicant had any breaks in employment? If yes, please provide dates:	
From: DD/MM/YY		From: DD/MM/YY	
To: DD/MM/YY		To: DD/MM/YY	
If the applicant has left your employment, please give the reason:			

Q1: Using the enclosed job description and person specification please comment on the candidate's suitability for the post in question (please continue on additional sheet if necessary).

Q2: Does the candidate have a current disciplinary warning on file? If the candidate has left your employment, did they have a disciplinary warning on file at the date of leaving?

Yes No **If YES, then please give details**

Q3: Would you re-employ the candidate?

Yes No **If NO, then please give details**

Q4: Do you have any other comments on the applicant's performance history and conduct?

Optional Question – to be used if the role involves handling money

Q5: Part of the job involves handling money. Do you have any concerns about us employing the candidate to carry out this type of work?

Yes No **If YES, then please give details**

Q6: Is there anything else you would like to add in support of this reference?

QUESTIONS 7-9 TO BE ANSWERED ONLY IF ROLE IS FOR WORK WITH CHILDREN, YOUNG PEOPLE OR ADULTS WITH CARE AND SUPPORT NEEDS

Q7: Has the candidate been the subject of any allegations / concerns* or any disciplinary procedures (include those which may have expired) involving issues related to the welfare of children, young people or adults with care and support needs?

*(*do not include allegations against teachers and school staff that have been proven to be unsubstantiated, unfounded or malicious)*

Yes No

Q8: Have you ever referred the candidate to the Independent Safeguarding Authority or DBS?

Yes No

If YES to Q 7 and / or 8, then please give details

Q9: Where the job involves working directly with children, young people and / or adults with care and support needs (please specify which). Are you completely satisfied about the candidate's suitability to work in such a role? If not please specify your concerns and the reasons why this may make them unsuitable.

Yes No **If NO, then please give details**

I confirm this reference is an accurate and factual account and does not contain any material misstatement or omission.

I understand that if requested, the content of this reference may be disclosed to the subject concerned.

SIGNED	DATE
--------	------

Example Safeguarding Competencies & Interview Questions

Safeguarding competency definition: The ability to protect and provide individual care for children and young people/or adults in a vulnerable situation.

This may be demonstrated in the following areas:

- Motivation for working with children, young people and/or adults with care and support needs
- Emotional Maturity & Resilience
- Values & Ethics
- Safeguarding knowledge

LEVEL 1 – Basic evidence	LEVEL 2 – Good evidence
<ul style="list-style-type: none"> • Demonstrates a basic understanding of safeguarding principles • Has a realistic expectation of working with children and young people or adults with care and support needs • Is able to ask for assistance or support when required • Demonstrates an ability to follow safeguarding policies and procedures 	<ul style="list-style-type: none"> • Prepared to raise concerns with appropriate people. Demonstrates a good understanding of safeguarding issues • Seeks appropriate advice and support on safeguarding issues • Acts in a consistent manner under pressure • Has control over own emotions • Challenges and questions appropriately

LEVEL 3 – Strong evidence	LEVEL 4 – Leadership/outstanding evidence
<ul style="list-style-type: none"> • Takes personal responsibility for improving safeguarding • Prepared to tackle difficult issues • Aware of safeguarding developments and best practice • Successfully employs coping mechanisms to overcome causes or symptoms of stress 	<ul style="list-style-type: none"> • Is able to step back from stressful situations and take action to control /resolve causes of stress or emotions for others • Takes responsibility for improving safeguarding in their service area or organisation • Leads the way in setting best practice for other organisations

Under performance - here are some examples of behaviours falling short of all the levels (this is not an exhaustive list);

- Treats all children & young people/adults with care and support needs as a group and shows no understanding of individual needs.
- Fails to seek advice when appropriate.
- Fails to protect children, young people / adults with care and support needs.

Example of Suggested Competency Interview Questions

(Can be adapted depending on vulnerable group)

Use this form to gather evidence displayed at interview or assessment. Mark the question(s) you've asked & write the responses under the question. Summarise the response & mark it in the right hand column. The left hand column provides some evidence of positive indicators and could be circled / underlined to help with evaluation of the evidence.

Refer to the job description and person specification when interviewing.

SCORE	Underperformance	Level 1 - Basic evidence	Level 2 - Good evidence	Level 3 – Strong evidence	Level 4 – Leadership / outstanding evidence
Positive indicators		Personal Competencies			Level scored
✓	Convincing responses.	Motivations for working with children, young people or adults with care and support needs - Self-awareness/knowledge & understanding of self, interconnection between self & professional role: Example questions: <ul style="list-style-type: none"> • <i>What do you feel are the main drivers which led you to want to work with children, young people or adults with care and support needs?</i> • <i>How do you motivate young people/adults with care and support needs?</i> • <i>What has working with children/young people/adults with care and support needs to date, taught you about yourself?</i> Responses:			
✓	Realistic knowledge of personal strengths & weaknesses.				
✓	Considered/tried other options & alternatives.				
✓	Realistic appreciation of the challenges involved in working with children.				
✓	Behaves consistently & appropriately under pressure or in a position of authority.	Emotional Maturity & Resilience - Consistency under pressure, ability to use authority & respond appropriately, ability to seek assistance/support where necessary: <ul style="list-style-type: none"> • <i>Tell me about a time when you have been working with (children/young people/adults with care and support needs) when your patience was seriously challenged. How did you react? What strategies did you employ to bring things back on course? How comfortable were you in this situation?</i> • <i>Tell me about a person you have had particular difficulty dealing with. What made it difficult? How did you manage the situation?</i> • <i>What do you see as some of the difficulties of this role? How will you manage these?</i> Responses:			
✓	Control over emotions with adults & with children.				
✓	Understands position, power & managing boundaries.				
✓	Knows when & how to seek help.				

<ul style="list-style-type: none"> ✓ Balanced understanding of rights & wrongs. ✓ Puts the child first. ✓ Alive to the realities of abuse. ✓ Prepared to believe. ✓ Contemplative approach, drawing on personal experiences & lessons from others. ✓ Builds values & judgements based on new information. ✓ Appreciation of Safeguarding issues & an ability to contribute towards a protective environment. ✓ Respect for others' feelings, views & circumstances. 	<p>Values & Ethics – Ability to build & sustain professional standards & relationships, ability to understand & respect other people's opinions, ability to contribute towards creating a safe & protective environment:</p> <ul style="list-style-type: none"> • <i>What are your attitudes towards the protection of vulnerable groups? How have these developed over time?</i> • <i>What are your feelings about people who make allegations against professionals or volunteers?</i> • <i>How do you feel when someone holds an opinion which differs to your own? How do you behave?</i> • <i>Have you ever had concerns about a colleague? How did you deal with this?</i> <p>Responses:</p>	
<p>Positive indicators</p>	<p>Sample questions to test for safeguarding knowledge & understanding (pick one or two)</p>	<p>Level scored</p>
<ul style="list-style-type: none"> ✓ Proactive. ✓ Taken actions to improve safeguarding culture. ✓ Experience of appropriately dealing with a challenging safeguarding issue. Committed towards making improvements. ✓ Sees it as part of their job. ✓ Challenges others in the workplace to make tangible improvements to safeguarding. ✓ Tackles difficult issues, confronts individuals if necessary in order to promote best practice. ✓ Good understanding of the issues. ✓ Up to date with events & legislation. ✓ Knows about test cases. 	<ul style="list-style-type: none"> • <i>Tell us about what you have done in the last 12 months to improve child/vulnerable adult protection in the workplace. How did this action arise? Who did you talk to? What were the results?</i> • <i>What is the Safeguarding policy in your workplace? How is it monitored? What steps have you taken to improve things?</i> • <i>Give me an example of when you have had safeguarding concerns about a child/vulnerable adult. What did you do? Who did you involve? What was the outcome?</i> • <i>Tell us about a situation which you felt fell short of safeguarding standards. How did it arise? Who did you speak to? What actions did you take?</i> • <i>Have you ever had to challenge the views of someone more senior than yourself in relation to Safeguarding concerns? What were the circumstances? How did you go about it? What was the outcome?</i> <p>Responses:</p>	

Example Safeguarding Code of Conduct – Children & Young People

Advice for employees, volunteers and visitors (including contracted staff)

This organisation is determined that everyone who visits, volunteers or works here is aware of their responsibility to make sure that all children are safe. Please remember: if you are worried about the safety of any children you must report this concern to your manager or person responsible for safeguarding.

Getting to know children in a school or children's setting

Depending on the role you are carrying out, you may get to know children whilst visiting or temporarily working with us. Children often perceive adults, and especially familiar ones, as being trustworthy. To protect yourself and children you should remember the following:

- You should never be alone in a room with a child, but if, unexpectedly, that does happen, make sure that the door is open.
- If you find that a child deliberately seeks to talk to you on a regular basis and appears to be trying to form an inappropriate relationship or relationship outside of your role, you should let your immediate supervisor know.
- Never touch a child – unless there is immediate danger.
- Never exchange phone numbers or agree to contact a child whom you have met through your work here.
- Keep a record of the times and dates of any unplanned contact with children and let the person responsible for Child Protection have a copy. Unplanned does not include seeing a child at a public place such as a shop / street, but would include social events such as parties.

Knowing if a child is being harmed

If you are visiting or working here for business reasons you are very unlikely to be engaged in any conversations with children. If however the purpose of your visit is to work with children you may find that conversations with them result in concerns about their safety.

Children will sometimes tell an adult if they are being harmed. They might tell you, for example, that their Mum had hit them, or that they are very frightened of their Granddad when he is drunk. They could tell you that they are being bullied, or even that an adult here is treating them badly. It is also possible that you might notice something that made you think a child might be being harmed here.

If you think that a child may be being harmed, you must not keep it a secret, even if the child asks you to do so. You have a duty to pass the information on to protect the child in the future. You will not get into trouble if you do pass the information on.

Action if you are worried a child is being harmed

If you are worried a child may be being harmed you must:

- Listen to the child. Allow them to tell you what has happen in their own way, and at their own pace. Do not interrupt a child who is freely recalling significant events.
- Remain calm. Be reassuring and supportive but try not to respond emotionally.
- Do not ask leading questions; only ask questions if you are seeking clarification about something they have said. Use TED; Tell, Explain, Describe.
- When you are able to, make an accurate record of what you have been told, taking care to note any times, dates or locations mentioned. Use the child's own words where possible. Do not substitute anatomically correct names for body part names used by the child.
- Reassure the child that they did the right thing in telling someone and you are glad they told you. Reassure the child that they have not done anything wrong.
- Do not promise to keep their disclosure a secret, but reassure the child that you will only share

the information with the right people who will be able to help them. Explain what you will do next.

- At your earliest opportunity, speak to your Safeguarding Lead regarding the disclosure. If your Safeguarding Lead and any deputy is not available, ring First Response for advice on **0845 4600 001**.

If there is immediate risk of harm to a child DO NOT DELAY. Ring 999

Following a disclosure, the Safeguarding Lead should consider the situation (referring to the [BSCB thresholds document](#)) and where appropriate, make a referral to Children's Social Care (via First Response on **0845 4600 001**)

PLEASE KEEP A COPY OF THIS CODE WITH YOU AT ALL TIMES WHEN VISITING. PLEASE READ THE CODE BEFORE VISITING.

Signed copy to be retained by contractor / volunteer where appropriate

Signature (employee, volunteer, contractor)	
Date	

Example Safeguarding Code of Conduct – Adults

We are committed to Safeguarding and determined that adults with care and support needs should receive the highest standards of care from all people with whom they come into contact.

The code of conduct outlined below is based on the standards set by the General Social Care Council. The code is designed to enable any person, including contracted staff, visitors and volunteers who may come into contact with adults with care and support needs in a hospital, domiciliary, residential or day care setting to share best practice and adhere to a nationally accepted code of conduct. It would be good practice to issue this code to anyone working with adults with care and support needs who should seek the advice of their manager should they need any further support or advice with regard to its contents.

1. The rights and interests of adults with care and support needs and carers must be protected and promoted, which means:

- Each person must be treated as an individual;
- Individual views and wishes of adults with care and support needs and carers must be respected and, where appropriate, promoted;
- Adults with care and support needs' rights to control their lives and make informed choices about the services they receive must be supported;
- The dignity and privacy of adults with care and support needs must be respected and maintained;
- Equal opportunities for adults with care and support needs and carers must be promoted;
- Diversity, different cultures and values of adults with care and support needs must be respected.

At all times the individual is at the centre of care and support; individuals, their families and their carers are involved in decisions that allow them to make informed choices about their treatment and care.

2. The trust and confidence of adults with care and support needs and carers must be established and maintained, which means:

- Being informed about and adhering to official policies and procedures, relevant to each setting, including those relating to the acceptance of gifts or money;
- Declaring issues that might create conflicts of interest and making sure that they do not influence your judgement or practice;
- Communicating in an appropriate, open, accurate and straightforward way;
- Being clear on confidentiality policies so that confidential information can be respected in keeping with the appropriate guidelines;
- Honouring work commitments, agreements and arrangements;
- Being reliable and dependable.

Working closely with your own team and with other professionals, making sure an individual's care and treatment is co-ordinated, is of a high standard and has the best possible outcome

3. The independence of adults with care and support needs must be promoted while protecting them as far as possible from danger or harm, which means:

- Assisting adults with care and support needs to understand and exercise their rights;
- Being aware of and using established processes and procedures to challenge and report dangerous, abusive, discriminatory or exploitative behaviour and practice;
- Being aware of and following practice and procedures designed to keep you and other people safe from violent and abusive behaviour at work;

- Alerting your employer or appropriate authority of resource or operational difficulties that might obstruct the delivery of safe care;
- Alerting your employer or appropriate authority when the practice of colleagues or others involved in the care of adults with care and support needs may be unsafe or adversely affecting standards of care;
- Being aware of and adhering to health and safety policies, including the abuse of substances.
- Enabling adults with care and support needs and carers to make complaints by taking them seriously and responding to them or passing them on to the appropriate person;
- Recognising and using responsibly the power that comes from your work with adults with care and support needs and carers.

Social care staff should ensure that they support adults with care and support needs to manage risk and help to keep everyone safe in the places they receive health and social care.

4. The rights of adults with care and support needs must be respected whilst seeking to ensure that their behaviour does not harm themselves or other people, which means:

- Recognising that adults with care and support needs have the right to take risks and helping them to identify and manage potential and actual risks to themselves and others;
- Being aware of and adhering to risk assessment policies and procedures to assess whether the behaviour of adults with care and support needs presents a risk of harm to themselves or others;
- Taking any steps necessary to minimise the potential of adults with care and support needs doing actual harm to themselves or others;
- Ensuring that relevant colleagues and agencies are informed about the outcomes and implications of risk assessments.

5. Any contracted member of staff, visitor or volunteer working with adults with care and support needs, must uphold public trust and confidence in the care offered to adults with care and support needs, which means:

- Not abusing, neglecting or harming adults with care and support needs, carers or colleagues;
- Not exploiting adults with care and support needs, carers or colleagues in any way;
- Not abusing the trust of adults with care and support needs and carers, the access granted to their property, home or workplace or the access to personal information;
- Not forming inappropriate personal relationships with adults with care and support needs;
- Not discriminating unlawfully or unjustifiably against adults with care and support needs, carers or colleagues;
- Not condoning any unlawful or unjustifiable discrimination by adults with care and support needs, carers or colleagues;
- Not putting yourself or other people at unnecessary risk;
- Not behaving in a way, in or outside of work, which would call into question your suitability to work or have contact with adults with care and support needs.

Care staff take responsibility for the care they provide and answer for their own judgments and actions – they carry out these actions in a way that is agreed with the service user, their families and carers and in a way that meets the requirements of their professional organisation and the law.

Example of a Confidentiality Statement

The principles of the Data Protection Act 1998 should be strictly followed.

In the course of your duties it is likely you may have access to personal information relating to children, young people or adults with care and support needs [delete where applicable]. It is expected that all staff / volunteers understand the importance of treating information in a discreet and confidential manner.

Any breach of confidentiality may be regarded as gross misconduct and be the subject of serious disciplinary action.

Written records and correspondence must be kept securely at all times when not being used by a member of staff. No information regarding children, young people or adults with care and support needs [delete where applicable] may be disclosed orally or in writing to unauthorised persons. No data should be given until the caller has given details of their right to be seeking such information. If the caller is not known to you, you should obtain their telephone number, check on their right to access to this information and call back ensuring that the telephone response matches the information already in your possession.

Conversations relating to confidential matters affecting children, young people or adults with care and support needs [delete where applicable] should not take place in situations where passers-by could overhear e.g. in corridors, lifts etc and confidential or personal papers should be locked away when not in use.

Use of personal Information

- Members of staff should not access data unless they are required to do so.
- Any copies of paperwork which show personal data, should be disposed of as 'Confidential'
- Any request for information from professionals regarding family details should be forwarded to your manager
- Any requests from the public for information regarding data should be discussed with your manager
- Members of staff must ensure that their logon password remains confidential to themselves only.

If you are uncertain about the meaning of any part of this notice please speak to your Manager.

I agree to comply with these requirements and I understand that any misuse of information including a breach of confidentiality, is a serious matter and may result in disciplinary proceedings including dismissal without notice

Signed

Print Name

Date:

Job title

Email address:

Appendix 10

Example of a Positive DBS Certificate Risk Assessment

Please complete this template if you are the manager of an individual who has obtained a DBS Certificate which contains information about criminal offences or other relevant information.

Ask the individual to bring in their disclosure certificate so you can see what information has been disclosed. Discuss the content of the DBS Certificate with a senior manager and complete a positive DBS certificate risk assessment.

DBS Certificates and any information related to a DBS application should be handled confidentially

DBS Certificate Risk Assessment	
Name of Applicant: Position Applied for: Recruiting Manager: Manager Job Title:	Certificate Date of Issue: Date of Receipt: Certificate number:
Is this a repeat DBS check? If yes, does this Certificate contain any new information since the previous DBS check was completed? Please state.	Yes / No
Is an overseas Certificate of Good Conduct (CGC) required as part of this DBS application? If so, has this been received?	Yes / No
Context of Certificate Information	
1. Did the individual inform you about the incident(s) and when? If not why not?	
2. Does applicant agree that information held on DBS Certificate is correct?	
3. Was a full job/volunteering application form completed? Did applicant complete criminal history section? Did applicant sign and state all details were correct?	
4. What has the individual told you about the incident(s) & circumstances? What bearing does it have on his/her suitability to work in the role? Are there any mitigating circumstances (e.g. age at the time, when the incident occurred, have there been repeat offences)?	
5. Have full references been taken? Has <i>anything</i> else of concern come out of	

employment references?	
6. If an existing worker, have there been any related work performance issues including any history of workplace allegations?	
7. Is it necessary for the Resourcing & Safeguarding team (BCC) to check for any further details with the police force involved in the case?	
8. Who else does this person work for and where? (if known)	
9. Any additional comments/details	
Did you contact a Senior manager to discuss the content of this DBS Certificate? State who.	
Log of discussions with person responsible for Safeguarding (date, brief note & initials)	
Recruitment Decision	
Decision:	Approved: <input type="checkbox"/> Rejected: <input type="checkbox"/>
Decision Made By:	
With Advice From:	
Signed:	
Date:	