

CLAAS UK Ltd

Safer Recruitment for Academy Personnel

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Distribution:	CLAAS UK Ltd Apprentice Cohorts	Director Signature:	

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1. POLICY STATEMENT

CLAAS UK Ltd is committed to promoting and safeguarding the welfare of children and adults at risk to help protect them from abuse. As an employer, it is expected that all employees share this commitment.

2. PURPOSE

The aims of the recruitment policy are as follows:

- To ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position
- To help deter, reject or identify people who might abuse children or adults at risk and are otherwise unsuited to work with them
- To ensure that all job applicants are considered equally and consistently
- To ensure compliance with all relevant legislation, recommendations and guidance including the Keeping Children Safe in Education 2025, the Prevent Duty Guidance 2023 and any guidance or code of practice published by the Disclosure and Barring Service
- To ensure that CLAAS UK Ltd meets its commitment to safeguarding and promoting the welfare of our apprentices by carrying out all necessary pre-employment checks
- To ensure that recruitment and selection is carried out consistently, employees involved in the recruitment and selection of staff to be engaged in regulated activity with apprentices, are responsible for familiarising themselves with and complying

with the provisions of this policy as well as completing Safer Recruitment training on the One Learning platform

3. RECRUITMENT AND SELECTION PROCEDURE

We will ensure safeguarding considerations are incorporated into every stage of the recruitment process to help deter, reject or identify people who might abuse children or adults at risk and are otherwise unsuited to working with them. We will ensure the following:

Vacancy Advert to include the following:

- Define the skills, abilities, experience, attitude, and behaviours required for the post
- Define the safeguarding requirements, i.e., to what extent will the role involve contact with children and adults at risk and will they be engaging in regulated activity relevant to children
- State the commitment to safeguarding and promoting the welfare of children and make clear that safeguarding checks will be undertaken
- The post is exempt from the Rehabilitation of Offenders Act (ROA) 1974 and therefore that all convictions, cautions and bind-overs, including those regarded as 'spent', must be declared

Application Forms to include the following:

- Where a role involves engaging in regulated activity relevant to children, include a statement in the application form or elsewhere in the information provided to applicants that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children
- Applicants to sign a declaration confirming the information they have provided is true. Where there is an electronic signature, the shortlisted candidate should physically sign a hard copy of the application at point of interview.

Applicants to provide within the application form:

- Personal details, current and former names, current address and national insurance number
- Details of their present (or last) employment and reason for leaving
- Full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment
- Qualifications, the awarding body and date of award
- Details of referees/references (see below for further information), and

- A statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification

Shortlisting:

- Shortlisted candidates to be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. Self-declaration is subject to Ministry of Justice guidance on the disclosure of criminal records, further information can be found on GOV.UK.
- An online search as part of due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with the applicant at interview.

Employment History and References:

- When asked to provide references, we will ensure the information confirms whether they are satisfied with the applicant's suitability to work with children and adults at risk and provide the facts (not opinions) of any substantiated safeguarding concerns/allegations that meet the harm threshold. They should not include information about concerns/allegations which are unsubstantiated, unfounded, false, or malicious.
- Not accept open references e.g. to whom it may concern
- Not rely on applicants to obtain their reference
- Ensure any references are from the candidate's current employer and have been completed by a senior person with appropriate authority
- Obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed
- Secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children), if the applicant has never worked with children, then ensure a reference from their current employer
- Always verify any information with the person who provided the reference
- Ensure electronic references originate from an official professional legitimate source
- Contact referees to clarify content where information is vague or insufficient information is provided
- Compare the information on the application form with that in the reference and take up any discrepancies with the candidate
- Establish the reason for the candidate leaving their current or most recent post
- Ensure any concerns are resolved satisfactorily before appointment is confirmed

Interviews:

- Recruitment panels contain a minimum of two interviewers, at least one of whom has received specific training in safer recruitment and is aware of the safeguarding agenda.
- Interviews are face to face even if there is only one candidate.
- Notes are made and retained of candidates' responses to questions posed at interview
- Use a range of selection techniques to identify the most suitable person for the post. Those interviewing should agree structured questions. These should include:
 - Finding out what attracted the candidate to the post being applied for and their motivation for working with children
 - Exploring their skills and asking for examples of experience of working with children which are relevant to the role, and
 - Probing any gaps in employment or where the candidate has changed employment or location frequently, asking about the reasons for this
- The interviews should be used to explore potential areas of concern and to determine the applicant's suitability to work with children. Areas that may be concerning and lead to further probing include:
 - Implication that adults and children are equal
 - Lack of recognition and/or understanding of the vulnerability of children
 - Inappropriate idealisation of children
 - Inadequate understanding of appropriate boundaries between adults and children, and
 - Indicators of negative safeguarding behaviours.
- Candidates are required to bring photo ID and proof of qualifications with them to the interview, along with Right to Work and DBS documentation. A copy should be taken and signed by a member of the selection panel.
- Any information about past disciplinary action or substantiated allegations should be considered in the circumstances of the individual case.
- Current apprentices should be involved in the recruitment process by attending and giving their feedback on observing a candidate's microteach session.
- All information considered in decision making should be clearly recorded along with decisions made

Pre-Appointment vetting checks, regulated activity and recording information:

- All offers of appointment should be conditional until satisfactory completion of the mandatory pre-employment checks.
- Verify a candidate's identity, best practice is checking the name on their birth certificate, where this is available
- Obtain (via the applicant) an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children)
- Verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role
- Verify the person's right to work in the UK, including EU nationals
- If the person has lived or worked outside the UK, make any further checks which we consider appropriate
- Before employing a person to carry out teaching work in relation to children, take reasonable steps to establish whether that person is subject to a prohibition order issued by the Secretary of State
- Verify professional qualifications, as appropriate.

4. THE REHABILITATION OF OFFENDERS ACT 1974

As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), CLAAS UK Ltd complies fully with the [code of practice](#) and undertakes to treat all applicants for positions fairly. CLAAS UK Ltd undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.

CLAAS UK Ltd actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcomes applications from a wide range of candidates. CLAAS UK Ltd select all candidates for interview based on their skills, qualifications and experience.

5. DBS (DISCLOSURE AND BARRING SERVICE) CHECK

A DBS check provides access to criminal records and other relevant information enabling organisations to make more informed decisions when recruiting new staff to work with children and the vulnerable.

CLAAS UK Ltd will ensure DBS checks are undertaken on those staff undertaking regulated activity and those who have regular unsupervised contact with learners. The level and eligibility of this check are defined by the DBS's own eligibility guidance.

For staff engaging in regulated activity, an enhanced DBS check including children's barred list information will be required. For staff not considered to be in regulated activity, an enhanced check will be required.

Checks will be carried out at the commencement of employment with CLAAS UK Ltd and at two-yearly intervals for all staff who are engaged in regulated activity.

From July 2024, all staff requiring a DBS check will be required to register and subscribe to the DBS Update Service.

6. PROOF OF IDENTITY

All successful applicants will be required to bring their qualification documentation such as passport, birth certificate or driving licence with them as proof of identity/ eligibility to work in the UK in accordance with the Immigration, Asylum and Nationality Act 2006 and DBS identity checking guidelines.

ID Check:

This is carried out in line with DBS Requirements. Candidates will be asked to provide the following:

- Passport
- Driving licence (photo card) and/or birth certificate
- Proof of address as per DBS Guidelines
- Any evidence of a change of name

7. RIGHT TO WORK IN THE UK

CLAAS UK Ltd is required by law to ensure that all employees are entitled to work in the United Kingdom (UK). To comply with the Provisions of the Immigration Act 2016 successful candidates will be asked to provide evidence of their identification and entitlements to work in the UK before an offer of employment can be confirmed.

8. OVERSEAS CHECKS

Where the successful candidate has worked or been resident overseas, the appropriate checks will be made by CLAAS UK Ltd, to ensure that any relevant events which occurred outside the UK can be recorded and considered.

9. SINGLE CENTRAL REGISTER OF MEMBERS OF STAFF

In addition to the various staff records retained, CLAAS UK Ltd keeps a Single Central Register of Appointments in accordance with current legislation, indicating whether or not the following checks have been completed on members of who may engage in regulated activity with children or adults at risk.

A checklist is completed with regard to the recruitment checks outlined in this policy. The completed checklist is stored in alignment with The Data protection Act 2018. CLAAS UK Ltd will ensure the security of all employees' personal data at all times, whether prospective, current or ex-employees.

Version Information

Date	Section(s) amended	Brief Description
25/07/2024	Recruitment and selection procedure	Information added covering the processes per stage
	DBS (disclosure and barring service) check	Timeframe and Update Serviced added
	All sections referencing KCSIE	Keeping Children Safe in Education 2023 updated to 2024
19/11/2024	Employment History and References	Confirmation regarding electronic references
20/01/2026	All sections referencing KCSIE	Keeping Children Safe in Education 2024 updated to 2025
24/2/2026	New section added.	Director signature table added.

Appendix 1:

<p>CLAAS UK Ltd</p> <hr/> <p>Safer Recruitment Checklist</p>
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This checklist sets out the key processes and internal controls required to recruit staff directly involved in the Apprenticeship Programme at CLAAS UK Ltd safely and in accordance with legislation, guidance and policy.

CLAAS UK Ltd Apprenticeship Programme Position:		
Position Recruiting For:		
Recruitment and Selection Process		
The Advert should include the following:	Initials	Date
Define the skills, abilities, experience, attitude, and behaviours required for the post		
Define the safeguarding requirements, i.e., to what extent will the role involve contact with children and will they be engaging in regulated activity relevant to children		
State the commitment to safeguarding and promoting the welfare of children and make clear that safeguarding checks will be undertaken		
The post is exempt from the Rehabilitation of Offenders Act (ROA) 1974 and therefore that all convictions, cautions and bind-overs, including those regarded as 'spent', must be declared		

Application Forms

The form should include the following:	Initials	Date
Where a role involves engaging in regulated activity relevant to children, schools and colleges should include a statement in the application form or elsewhere in the information provided to applicants that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children		
Schools and colleges should also provide a copy of the school's or college's child protection policy and practices and policy on employment of ex-offenders in the application pack or refer to a link on its website		
Applicants should be asked to sign a declaration confirming the information they have provided is true. Where there is an electronic signature, the shortlisted candidate should physically sign a hard copy of the application at point of interview.		
<p>Ensure it asks for applicants to provide:</p> <ul style="list-style-type: none"> • personal details, current and former names, current address and national insurance number • details of their present (or last) employment and reason for leaving • full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment • qualifications, the awarding body and date of award • details of referees/references (see below for further information), and • a statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification 		

Shortlisting

	Initials	Date
Shortlisted candidates should be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. Self-declaration is subject to Ministry of Justice guidance on the disclosure of criminal records, further information can be found on GOV.UK.		

Consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. Schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks.		
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Employment History and References		
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	Initials	Date
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The purpose of seeking references is to allow employers to obtain factual information to support appointment decisions. Colleges should obtain references before interview, where possible, this allows any concerns raised to be explored further with the referee and taken up with the candidate at interview.		
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When asked to provide references, colleges should ensure the information confirms whether they are satisfied with the applicant's suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding concerns/allegations that meet the harm threshold. They should not include information about concerns/allegations which are unsubstantiated, unfounded, false, or malicious.		
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<p>Colleges should:</p> <ul style="list-style-type: none"> • not accept open references e.g. to whom it may concern • not rely on applicants to obtain their reference • ensure any references are from the candidate's current employer and have been completed by a senior person with appropriate authority • obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed • secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children), if the applicant has never worked with children, then ensure a reference from their current employer • always verify any information with the person who provided the reference • ensure electronic references originate from a legitimate source • contact referees to clarify content where information is vague or insufficient information is provided • compare the information on the application form with that in the reference and take up any discrepancies with the candidate • establish the reason for the candidate leaving their current or most recent post, and • ensure any concerns are resolved satisfactorily before appointment is confirmed. 		
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Interviews		
	Initials	Date
Recruitment panels contain a minimum of two interviewers, at least one of whom has received specific training in safer recruitment and is aware of the safeguarding agenda.		
Interviews are face to face even if there is only one candidate.		
Notes are made and retained of candidates' responses to questions posed at interview		
Colleges should use a range of selection techniques to identify the most suitable person for the post. Those interviewing should agree structured questions. These should include: <ul style="list-style-type: none"> • finding out what attracted the candidate to the post being applied for and their motivation for working with children • exploring their skills and asking for examples of experience of working with children which are relevant to the role, and • probing any gaps in employment or where the candidate has changed employment or location frequently, asking about the reasons for this 		
The interviews should be used to explore potential areas of concern and to determine the applicant's suitability to work with children. Areas that may be concerning and lead to further probing include: <ul style="list-style-type: none"> • implication that adults and children are equal • lack of recognition and/or understanding of the vulnerability of children • inappropriate idealisation of children • inadequate understanding of appropriate boundaries between adults and children, and • indicators of negative safeguarding behaviours. 		
Any information about past disciplinary action or substantiated allegations should be considered in the circumstances of the individual case.		
Pupils/students should be involved in the recruitment process in a meaningful way. Observing short listed candidates and appropriately supervised interaction with pupils/students is common and recognised as good practice.		
All information considered in decision making should be clearly recorded along with decisions made		

Pre-Appointment vetting checks, regulated activity and recording information		
	Initials	Date
All offers of appointment should be conditional until satisfactory completion of the mandatory pre-employment checks. All schools and colleges must:		
Verify a candidate's identity, it is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name. Best practice is checking the name on their birth certificate, where this is available		
Obtain (via the applicant) an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children)		
Verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role		
Verify the person's right to work in the UK, including EU nationals		
If the person has lived or worked outside the UK, make any further checks the school or college consider appropriate		
Before employing a person to carry out teaching work in relation to children, colleges must take reasonable steps to establish whether that person is subject to a prohibition order issued by the Secretary of State		
Verify professional qualifications, as appropriate. The Teaching Regulation Agency's (TRA) Employer Access Service should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation.		

Appendix 2:

<h1 style="margin: 0;">CLAAS UK Ltd</h1> <hr style="width: 50%; margin: 10px auto;"/> <h2 style="margin: 0;">Induction Checklist</h2>

Name of Employee:	
Position Held:	

Induction			
All staff should be aware of systems which support safeguarding, and these should be explained to them as part of staff induction. This should include the:	Completed by whom	Initials of new member of staff	Date
CLAAS UK Handbook including relevant copies of Academy Policies			
Safeguarding Policy			
Behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)			
Staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing			
Safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods			
Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)			
Safeguarding Training			
All staff should be aware of the process for making referrals to local authority children's social care and for statutory assessments under the Children Act 1989			
All staff should know what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and local authority children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.			

<p>All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.</p>			
<p>All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead if they have concerns about a child. It is also important that staff determine how best to build trusted relationships which facilitate communication with children and young people.</p>			
<p>Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child, such as mental health, young carer, radicalised</p>			
<p>All staff should be aware of indicators of abuse and neglect, understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.</p>			
<p>All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.</p>			
<p>All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.</p>			
<p>All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.</p>			

In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or a deputy.			
All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude 11 images and/or videos ⁸ can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of.			
What school and college staff should do if they have concerns about a child			
Process for Record keeping			
What to do if they have a safeguarding concern or an allegation about another staff member			
What to do if they have concerns about safeguarding practices within CUK			

Next Steps & Actions			
Action	Date Set	To Whom	Completion Date

Declaration		
Name	Date	Signature