



*INSERT ACADEMY OR NATIONAL
LOGO HERE IF REQUIRED*

OCL Recruitment & Selection Policy

08/06/2017

Document Control

Changes History

Version	Date	Amended by	Recipients	Purpose
2.0	01/09/2016	Gemma McPhail Head of OCL Recruitment	All Oasis Staff	Updated
3.0	08/06/2017	Gemma Lamb Head of OCL Recruitment & Learning and Development	All Oasis Staff	Updated

Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
John Barneby	Acting Director HR	01/09/2016	2.0
Becky McKenzie-Young	Director of People and Organisational Development		

Position with the Unions

Does the policy require consultation with the National Unions under our recognition agreement?

☒ Yes

☐ No

If the answer is yes, the policy status is:

☐ Consulted and Approved

☐ Consulted and Not Approved

☒ Awaiting Consultation

Distribution

This document has been distributed to:

Name	Position	Date	Version
All Oasis Academy Principals	-	02/09/2016	2.0
All Academies Staff And Oasis Centre Staff		02/09/2016	2.0

CONTENTS

Introduction	4
2. Purpose & Aims	4
3. Scope	4
4. General Principles	5
5. Responsibility & Accountability	5
6. Equal Opportunities and Diversity	6
7. Recruitment Planning	6
8. Marketing and Advertising	7
9. Recruitment Documentation	8
10. Shortlisting and Interview Set-up	8
11. Pre-Interview checks	8
12. Selection.....	9
13. Offer and Feedback	10
14. Document storage and Retention	10
15. Pre-Appointment Checks	10
16. Single Central Record.....	12
17. Other Groups.....	12
18. Recruitment of Ex-Offenders	14
19. Appeals	14
Appendix 1 – 9 Habits.....	15

Introduction

- 1.1. Oasis Community Learning (OCL) recognises that its employees are its single most important resource and fundamental to the realisation of our vision is to create 'Exceptional Education at the Heart of the Community'. Therefore, recruitment and selection are activities of major importance and a strategic and professional approach is essential to be able to attract and retain staff of the highest calibre. These are also activities that cannot be taken in isolation, and must be seen as the beginning of the employment relationship.
- 1.2. OCL is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced Disclosure and Barring Service (DBS) checks.
- 1.3. This policy takes into account relevant legislation and guidance including Keeping children safe in education: Statutory guidance for schools and colleges (September 2016), the Education (Independent School Standards) Regulations 2014, Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children, Equality Act 2010 and the Data Protection Act (DPA) 1998.
- 1.4. This policy should be read and used in conjunction with the Recruitment Guidance for Academy Recruiters and Line Managers, Recruitment Toolkit and Safer Recruitment Specific Guidance.

2. Purpose & Aims

- 2.1. To ensure that we attract, recruit and retain the best possible individuals.
- 2.2. To safeguard children and young people within our academies by ensuring that our practices deter, identify and reject people who are unsuitable to work with children and young people.
- 2.3. To support managers and guide them through the recruitment and selection of staff.
- 2.4. To promote the Oasis ethos and OCL as an 'employer of choice' so as to recruit the best possible candidates who are aligned with our values.

3. Scope

- 3.1. This policy covers the recruitment of all academy and centrally-based staff.
- 3.2. For recruitment of apprentices, the same general principles of recruitment should be followed. In the first instance, please refer to the Recruitment of Apprentices guide on the OasisZone and contact the Recruitment Team¹.
- 3.3. All individuals (including employees and external parties) involved at any stage of the recruitment and selection process should adhere to the contents of this policy.
- 3.4. The policy also covers details of the pre-employment checks, information and procedures required for Volunteers, Contractors, Agency & Third-party staff, Trainee/Student teachers and Academy Councillors, as referred to in Keeping children safe in education: Statutory guidance for schools and colleges (September 2016).

¹ OCLRecruitment@oasisuk.org

- 3.5. This policy and procedure covers all aspects of the recruitment and selection process. Training will also be provided for key staff with responsibilities under this policy, along with the provision of support and advice from the central People Team.

4. General Principles

- 4.1. It is vital that we create a culture of safe recruitment within our academies and national office and adopt recruitment procedures that help deter, reject or identify people who might abuse children. All our policy and procedures are therefore underpinned by the Keeping children safe in education: Statutory guidance for schools and colleges (September 2016) and ensure Safer Recruitment is paramount at every stage of the recruitment and selection processes.
- 4.2. OCL will provide appropriate training and support to those involved in recruitment and selection activities. As a minimum requirement, at least one member of all selection panels **must** have undertaken Safer Recruitment in Education Training².
- 4.3. It is important that all academies maintain an ongoing culture of vigilance. While following Safer Recruitment practices is a key part of this, it also extends beyond and must be reinforced through induction practices and a wider 'safeguarding culture' within each academy.
- 4.4. If a member of staff involved in the recruitment process has a close, personal or familial relationship with an applicant they must declare this as soon as known. This person must not participate in the recruitment and selection process unless in exceptional circumstances and with the written authorisation of the Regional Director. If the Regional Director is the person in question then they must obtain written authorisation from either the COO or CEO.
- 4.5. OCL operates an open, fair and consistent recruitment and selection process where all applicants are given equal opportunity to be successful and recruitment is conducted in a professional and timely manner.
- 4.6. OCL seeks to recruit the right candidates for each role. Selection processes should ensure the identification of candidates through selection tasks that assess the criteria set out in the Job Description and Person Specification (JDPS). All appointments must be made on merit.
- 4.7. OCL will ensure that the recruitment is compliant with current employment legislation.
- 4.8. Recruitment is a two-way process. OCL will ensure that the candidate experience is prioritised, the most favourable image of OCL is promoted, and all candidates are treated with respect irrespective of the outcome.
- 4.9. All documentation relating to applicants will be treated confidentially in accordance with the Data Protection Act 1998 (DPA). Applicants will have the right to access any documentation held on them in accordance with the DPA.

5. Responsibility & Accountability

- 5.1. OCL People Team (namely the Head of Recruitment & Learning and Development) is responsible for the development and update of policies relating to recruitment and selection that are compliant, fair and safe.

² Please contact the National Recruitment Team for further information on how to register for this training, a one-day accredited course delivered by the National People Team (oclrecruitment@oasisuk.org)

- 5.2. The Principal (or Line Manager for non-Academybased staff) is responsible for the implementation of these policies and procedures and the appointment of staff within their academy or function.
- 5.3. 'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children³'.

6. Equal Opportunities and Diversity

- 6.1. OCL is fully committed to the broad principles of social justice and is opposed to any form of discrimination or oppression. It therefore willingly accepts not only its legal responsibilities but also wishes to embrace best practice in all areas of its work in order to secure equality of both treatment and outcome for all.
- 6.2. We are committed to providing equality and fairness for all our recruitment and employment practices ensuring that no-one is discriminated against on the grounds of personal differences such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation⁴ or any other political or personal beliefs.
- 6.3. We will implement all necessary action and training to ensure our commitments to equality of treatment and ensure that outcomes are fulfilled. We will regularly monitor and review progress made in this respect.
- 6.4. This policy should be read in conjunction with OCL's Equality and Diversity Policy, our Pay Policy and, where appropriate, our policy on Recruitment of Ex-Offenders.

7. Recruitment Planning

- 7.1. When a vacancy occurs due to a member of staff leaving, the Principal/Line Manager should review the vacancy and decide whether it requires filling in its current form (or indeed at all) based on business need, budgets etc.
- 7.2. All positions require a Job Description and Person Specification (JDPS). For existing positions, the JDPS must be reviewed and amended (if appropriate) prior to recruitment to ensure it is still fit for purpose. Inaccurate or incomplete JDs can have a significant impact on the quantity and quality of candidates attracted and can also lead to misconceptions for new employees.
- 7.3. For brand new positions, a new JDPS must be drafted in line with the JDPS Template and Manager's Guidance for Writing Job Descriptions. All must contain standard safeguarding wording, as contained in the template.
- 7.4. All positions with a new or amended JDPS (excluding Teaching and Leadership posts covered by the School Teachers' Pay and Conditions) must be evaluated by the national HR Department before recruitment can take place.⁵

³ KCSIE 2016, S2, P5

⁴ More information on protected characteristics can be found in the Equality Act 2010.

⁵ Job Evaluation requests should be sent to OCL.JobEval@oasisuk.org

- 7.5. Salaries for all Leadership posts (Deputy Principal and above) must be calculated in line with the Leadership Determination Paper and ratified by the Pay Committee⁶.
- 7.6. A Hiring Requisition must be completed for all vacancies and submitted to the specified approval channels and then Human Resources (Academy or National Office) before recruitment can commence.
- 7.7. If a position is 'unbudgeted', hiring must first be approved by the National Finance Director and Regional Director before recruitment can take place.
- 7.8. Once the Hiring Requisition is received, a planning meeting should take place to agree the key details of the campaign (advertising and interview dates, media, selection panel members etc.). See the Recruitment Guidance for Academy Recruiters and Line Managers for more information.

8. Marketing and Advertising

- 8.1. The Principal/Line Manager must consider whether it is appropriate to only advertise the vacancy internally or whether they require a full external campaign.
- 8.2. At a minimum, all posts should normally be advertised internally for at least 7 days.
- 8.3. In exceptional circumstances a decision may be taken not to advertise positions if there is a good reason not to. These circumstances could include situations where a position may provide suitable alternative employment for existing staff whose post has been identified for redundancy, or where the post is part of a re-structuring exercise where ring-fencing is necessary to minimise job loss. Advice must be sought, and authorisation obtained, from the relevant People Directorate Business Partner /Head of Recruitment & Learning and Development before taking this action.
- 8.4. External adverts should be published for a minimum of 14 days. Advertising decisions should be made based on the type of role, likely candidate pool and budget limitations. Guidance is available in the Recruitment Toolkit and advice can be sought from the National Recruitment Team.
- 8.5. Adverts are the key means for attracting candidates. Care should be taken to ensure the advert accurately reflects the role and organisation and entices candidates to apply for the position.
- 8.6. All adverts must contain a short statement on Equal Opportunities, Fluency Duty (where relevant) and Safer Recruitment, as detailed in the Recruitment Advert Template. It is also important to ensure that the advert copy promotes equality of opportunity and does not include any language that could be deemed discriminatory.
- 8.7. All adverts should be written and published in line with OCL Brand Guidance and Tone of Voice Document.⁷

⁶ Contact Gemma Lamb, Head of Recruitment & Learning and Development for more information (gemma.lamb@oasisuk.org)

⁷ Please contact the Communications Team (Comms@oasisuk.org) for any queries or assistance in this area.

9. Recruitment Documentation

- 9.1. Alongside the Recruitment Advert, each vacancy requires an Application Form, Equal Opportunities Monitoring Form and, ideally, Candidate Information Pack containing the JDPS (templates contained in the Toolkit).
- 9.2. Recruiters should use the standard OCL application forms (Leaders, Teachers & Support Staff) for the appointment of all staff, which are fully compliant with relevant guidance.
- 9.3. A CV is not acceptable as a method of application. It does not provide a common data set, may allow candidates to omit information and does not comply with safe recruitment guidance.

10. Shortlisting and Interview Set-up

- 10.1. Shortlisting must be undertaken separately by at least two people, before coming together to finalise the shortlist. At least one member of the shortlisting panel must be Safer Recruitment Trained.
- 10.2. Shortlisting must be undertaken using agreed criteria based on the JDPS and be documented for audit and scrutiny purposes. A suggested Shortlisting Matrix can be found in the Toolkit.
- 10.3. The shortlisting panel should identify gaps in employment and any discrepancies on the application form. If shortlisted, these must be investigated at (or before) interview.
- 10.4. Once the shortlist is agreed, HR should contact the shortlisted candidates to invite them to interview, confirming the date and time, format for the day and any preparation required. They should also ask candidates to bring relevant documentation to confirm their identity, right to work in the UK, qualifications and documents they need to undertake DBS check with them (see Documents to bring to interview).
- 10.5. All unsuccessful candidates must also be informed of the outcome of their application by a Regret Email (see Toolkit) as soon as possible following the shortlisting process.

11. Pre-Interview checks

- 11.1. Two references should be sought for all shortlisted candidates prior to interview using the OCL Reference Request Template(s). One of these references should be the current/most recent Employer⁸. Permission should be granted by the applicant before references are approached.
- 11.2. If a candidate for a teaching post is not currently employed as a teacher but has been previously, a reference must additionally be sort from the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.
- 11.3. References must ideally be received prior to interview. In the event they are not, a conditional offer must not be made until at least one, but ideally both, satisfactory references are received. Any offer made (whether one or both references are received) is deemed conditional upon all pre-employment checks being undertaken, and can therefore be withdrawn in the event of unsatisfactory checks.

⁸ If this is the applicant's first employment, an academic reference may also be sort. Please see Referencing Guidance for more information.

- 11.4. For internal candidates, one reference may be accepted and this would usually be from their current Line Manager. If the Line Manager is on the interview panel an alternative referee should be sort. Please see the Referencing Guidance in the Toolkit for more information.
- 11.5. Shortlisted candidates should be asked to bring documentation with them to interview so their right to work in the UK, identity and academic or vocational qualifications can be verified (Documents to Bring to Interview in Recruitment Toolkit). Photocopies should be taken of relevant documents and the person reviewing them must verify them by adding their *signature, name, position and date*.
- 11.6. In no circumstances should managers be making unconditional offers of employment.

12. Selection

- 12.1. All selection panels must contain at least two people (a minimum of three for leadership posts). Panel members should be chosen based on the nature of the role and seniority of the position. At least one panel member must have undergone Safer Recruitment Training and should be involved at all stages of the process.⁹
- 12.2. Considerable care needs to be taken over the practical arrangements for the selection day(s). The process has an impact on how OCL is perceived by all candidates. Where candidates have indicated that they have a disability which requires a reasonable adjustment to be made, they should be asked in advance how the process can be made more accessible for them and timely plans must be made for adjustment.
- 12.3. The selection panel should draw up selection criteria taking account of the Job Description and Person Specification (JDPS). They should consider the range of selection activities to be used and should be clear as to how these activities will allow them to apply the criteria. Selection panels should also consider how activities inform candidates of the nature of both the post and the organisation, thinking about areas such as culture and ethos. The candidates should be advised of selection activities prior to the selection day. Where possible/appropriate, students should be involved in the process. While a Skype or telephone interview may be permissible for a preliminary stage, all candidates should be interviewed face-to-face. Prior to the interview any gaps in employment history should be identified and checked, to be taken up at interview. Concerns or discrepancies from references should also be addressed at interview.
- 12.4. The interview should explore issues relating to safeguarding and promoting the welfare of children, including awareness of issues relating to the PREVENT agenda. Example questions can be found in the Toolkit. However safeguarding should be paramount throughout the interview and not simply an add-on question at the end of the interview. Interview Panels should avoid 'hypothetical' safeguarding questions.
- 12.5. All candidates should be subject to the same selection tasks. Every interview should be structured and the same questions asked of all candidates. It is however acceptable to ask follow up or probing questions based on a candidate's response and/or details/discrepancies in their application form or references.

⁹ To arrange Safer Recruitment Training for your staff team please contact the Recruitment Team – OCLRecruitment@oasisuk.org / 0207 921 4226

- 12.6. Each panel member should complete an evaluation/question sheet in respect of every candidate. Interview notes should be factual, noting candidate responses and performance during the selection process. Notes should not be personal – candidates have the right to request any information written about them. The responses to each question should be scored based on the stated criteria. All evaluation sheets should be batched with the panel member who has undertaken Safer Recruitment Training clearly identified.
- 12.7. Following the completion of all selection activities, a wrap-up session should take place to collate scoring and discuss the performance of each candidate, their strengths and areas of concern and how they meet the requirements set out in the JDPS. Care must be taken to minimise unconscious biases and ensure appointment is based on merit.
- 12.8. The successful candidate should provide the “closest fit” to the “ideal person” described in the person specification and, as a minimum, should fulfil all the essential requirements.

13. Offer and Feedback

- 13.1. Candidates must be notified of the outcome of the selection exercise as soon as possible after the selection day. It is good practice to offer feedback to unsuccessful shortlisted candidates.
- 13.2. No offer should be made until at least one (but ideally both) references are received. Any offer made is conditional upon receipt of satisfactory references and pre-employment checks (including enhanced DBS check).
- 13.3. It is good practice for the Line Manager to call the successful candidate to make the initial conditional offer, but for this to then be followed up with a conversation with HR to confirm employment details and next steps.

14. Document storage and Retention

- 14.1. All interview documentation must be returned to the recruiter/HR lead for secure storage. Only those who require access for specific and authorised purposes will have access.
- 14.2. Applications and interview notes for unsuccessful candidates must be securely destroyed after six months. It is prudent to retain records for this length of time in case of dispute or legal challenge.
- 14.3. The successful candidate’s application form, interview and assessment notes and documentation from selection tasks should be transferred to their employment file.
- 14.4. Copies of identification documentation and qualifications for unsuccessful candidates should be destroyed immediately after an interview process has taken place.

15. Pre-Appointment Checks

- 15.1. OCL complies fully with all regulatory requirements in respect of pre-employment checks and will undertake the following checks before an appointment is made (or confirmed):
 - 15.1.1. Two satisfactory references, one of which must be from the current or most recent employer (see section 7 and the Referencing Guidance in the Toolkit for more information and direction on this area).
 - 15.1.2. Confirmation the applicant has the right to work in the UK.
 - 15.1.3. Verification of the candidate’s identity.

- 15.1.4. Verification of qualifications and/or professional status (when required) necessary/relevant for the post. Original or certified copies must be seen and copied. For teachers, NCTL Teacher Services must be used to check a teacher's record. This service will provide details of QTS and Induction qualifications, as well as any restrictions or sanctions in place.
- 15.1.5. Verification that the new employee is not subject to a Prohibition Order (Teachers only, via NCTL Teacher Services). This applies to teachers (including trainees) appointed after 2nd September 2013.
- 15.1.6. Section 128 direction (Prohibition from Management Checks) must be carried out using the Teacher Services' system, or where the person will be engaging in regulated activity, a DBS barred list check will also identify any section 128 direction. This check is only relevant for those in a management role (which encompasses all teaching posts above classroom teacher, and all ancillary posts where the person is a member of the senior leadership team) appointed from January 2015).¹⁰
- 15.1.7. Confirmation the new employee has the mental and physical fitness to carry out the work (this is undertaken by means of a confidential self-declaration and accompanying questionnaire).
- 15.1.8. Obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity). Oasis meets statutory requirements in relation to Disclosure & Barring Service – all staff and volunteers who work with Oasis who meet the 'regulated activity test' (Freedoms Act 2012) are required to undergo an enhanced DBS check prior to employment. The DBS cannot provide barred list information on any person, including volunteers, who are not in or seeking to enter in regulated activity. Please see the Oasis DBS Guidelines for further information and guidance on this area.
- 15.1.9. If the candidate has lived outside the UK, an overseas criminal record check will be required to obtain a 'Certificate of Good Character'.¹¹
- 15.1.10. Pre-employment European check (EEA) - must be carried out using the Teacher Services' system for from 18 January 2016. This list contains details of people who have been identified as having a current EEA member state restriction/sanction imposed on them. A restriction/sanction does not currently prevent the person from taking up teaching positions in England, but as part of your safer recruitment pre-appointment checks and to determine their suitability for the position.
- 15.1.11. Disqualification and disqualification by association - This requirement applies only for staff in early years childcare or later years childcare and those directly concerned with the management of such childcare. Relevant new recruits in qualifying settings appointed after February 2015 must complete the declaration form found on the Oasis Zone. Please

¹⁰ Refer to the SCR Guidance and HR Communications on the Oasis Zone for more information.

¹¹ The method of obtaining this check varies from country to country. Please visit: <https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants> and seek advice from Yaaba Erzuah, HR Officer, on the type of check that will be required in this instance.

see the [Single Central Record Guidance](#) for further information on eligibility for this check.

12

- 15.2. Checks take place at different stages of the recruitment process (see section 7 for pre-interview checks).
- 15.3. The Principal or Line Manager, working alongside HR colleagues, is responsible for ensuring all the aforementioned checks are carried out, discrepancies/ unsatisfactory checks followed up on, and written confirmation retained on personnel files (subject to relevant restrictions, such as criminal record checks).
- 15.4. An appointment should not be confirmed until all the necessary checks are satisfactorily completed.
- 15.5. In exceptional circumstances it may be possible to allow an individual to start work in regulated activity before the DBS certificate is available. In these circumstances there must be a critical business need and you should ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed. The academy/Line Manager must consult with HR, and if agreed, a risk assessment must be undertaken.

16. Single Central Record

- 16.1. All Oasis Academies must maintain a Single Central Record (SCR). ¹³This record should cover all staff (including supply staff) who work at the school and all others in regular contract with the children in the school (e.g. volunteers and members of the Academy Council).
- 16.2. The SCR should record whether the relevant safeguarding checks have been carried out, who undertook/verified the check and the date which they have been completed. Please see the Oasis Zone for the Single Central Record Guidance and Template. The Principal of the academy is ultimately responsible for the SCR, but this should be maintained on a day-to-day basis by the Academy HR team.

17. Other Groups

(please see [Oasis DBS Guidelines](#) for more information on the requirements for each of these groups)

17.1 Agency and third-party staff

- 17.1.1 Supply agencies are required to carry out the same level of checks as OCL. The academy must seek written confirmation that all checks have been undertaken. This confirmation must be held on file.
- 17.1.2 In addition, the academy must also check that the person presenting themselves for work is the same person on whom the checks have been made by checking their photo identification upon arrival.

¹² Relates to Disqualification under the “Childcare Act 2006”, February 2015.

¹³ Part 4 of the Schedule to the Education (Independent School Standards) Regulations 2014 provides details of the records that must be kept.

- 17.1.3 When using agency members of staff, academies must ensure they are complying fully with the Agency Worker Regulations 2010.

17.2 Trainee/student teachers

- 17.2.1 Where a trainee is on a salaried scheme, the same checks must be undertaken as per full time members of teaching staff.
- 17.2.2 Where trainee teachers are fee-funded it is the responsibility of the initial teacher training provider to carry out the necessary checks. You should obtain written confirmation from the training provider that these checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. There is no requirement for the school to record details of fee-funded trainees on the single central record.
- 17.2.3 Please see additional guidance 'Guidance Note: Contracts and Pre-Employment Checks for Trainee Teachers (including Teach First, Ark & Schools Direct)' on the Oasis Zone for more information.

17.3 Volunteers

- 17.3.1 Volunteers are seen by students as trustworthy adults so the same kind of recruitment process should apply to ensure their suitability to work with young people. However a common sense approach must be taken based on the role, level of contact and frequency of volunteering (e.g. one off school trip support versus a more ongoing role).
- 17.3.2 If the volunteer is engaging in regulated activity and regularly working unsupervised with young people, an Enhanced DBS with barred list check should be undertaken.
- 17.3.3 You may obtain an enhanced DBS certificate (not including barred list information), for volunteers who are not engaging in regulated activity, but have the opportunity to come into contact with children on a regular basis, e.g. supervised volunteers. Employers are not legally permitted to request barred list information on volunteers not in regulated activity.
- 17.3.4 If the volunteer is not engaging in regulated activity a risk assessment should be undertaken to decide whether an Enhanced DBS (without barred list) is required.
- 17.3.5 Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.
- 17.3.6 Volunteer information should also be recorded on the Single Central Record.

17.4 Consultants

- 17.4.1 Consultants must provide proof of their Enhanced DBS check and right to work in the UK. If the Consultant does not have a DBS check that is portable (i.e. they have signed up to the DBS Updates service – See DBS Guidelines for more information) a new check should be arranged through the OCL HR Team.
- 17.4.2 If the Consultant is contracting directly with OCL (rather than through a third party agency) a consultancy agreement must be issued and signed. If they wish to be employed through their company (rather than as an individual) VAT Registration and Certificate of Registration or Unique Tax Reference must also be provided.

17.5 Contractors

- 17.5.1 As with agency workers, the academy must ensure appropriate arrangements are in place to ensure the contacting company has undertaken appropriate checks, including enhanced DBS and barred list (when required).
- 17.5.2 Contractors for whom appropriate DBS check have not been undertaken must be supervised at all times.
- 17.5.3 Where possible contractors (e.g. building contractors) should not come into contact with young people.

17.6 Academy Councillors

- 17.6.1 Academy Councillor recruitment is managed nationally/regionally by the Governance Services Manager and colleagues. All Academy Councillors (with the exception of existing teachers and support staff) must undertake a recruitment process which includes completion of a personal details form, declaration of eligibility and a selection interview. Where possible the candidate will also visit the academy and meet with the Principal and Chair of Academy Council.
- 17.6.2 OCL considers it good practice for all Academy Councillors to have an enhanced DBS Disclosure without barred list check) and therefore it is policy to do so.¹⁴ A barred list check must only be undertaken if the individual is engaged in regulated activity (see DBS Guidelines for further information).

18. Recruitment of Ex-Offenders

- 18.1. As its policy on the recruitment of ex-offenders, Oasis Community Learning has adopted the general practice guidance published by the Chartered Institute of Personnel and Development on the employment of people with criminal records. Please see our Recruitment of Ex-Offenders policy for guidance.
- 18.2. OCL undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.

19. Appeals

- 19.1. Employees who have concerns about any aspect of this policy or its operation should use Oasis Community Learning's Grievance Policy and Procedure.

¹⁴ Further information on the policy and process surrounding this area can be obtained from Norma Downer-Powell, Governance Services Manager - Norma.Downer-Powell@oasisuk.org

Appendix 1 – 9 Habits

Compassionate

'To be compassionate and kind whilst acting justly.'

Compassion is the ability and willingness to place ourselves in the position of another and, as a result, be able to show kindness to them, without ignoring or dismissing the truth about their situation.

Patient

'To be patient and persevering.'

Patience is the ability not just to tolerate delay or something not happening as quickly as we might have hoped for. It is also about the way we wait and the attitude we adopt as we do so, delaying immediate gratification and being prepared to keep going for the long haul; not giving up when things don't work out but finding ways to develop work that is sustainable and grow relationships steadily. As we grow patience we gain a long-term perspective.

Humble

'To be honouring of others through serving with humility.'

To be humble is to recognise that all people are created equal and are therefore of equal value. Because of this, a humble person will not laud it over others or use power to coerce, or pursue position and status but instead will choose to serve others, seeing their intrinsic worth and giving them honour and encouragement.

Joyful

'To be joyful and positive and help others to be the same.'

Real joy is not shallow or momentary but is rooted in a deep sense of contentment with life, free from grasping and striving. Such joy brings peace and calm to ourselves and others. It is liberating and life giving and builds resistance in our lives and the teams we are a part of.

Honest

'To be honest and have integrity.'

Honesty is about being truthful. Being honest includes acknowledging when we have got things wrong and taking responsibility for our actions. As we do this, we become a person of integrity - there is an alignment between what we say we are and how we behave.

Hopeful

'To be hopeful in seeking transformation.'

Hope is not wishful thinking. It is a belief that causes us to find the light when everything around us feels hard or dark or challenging or without hope. Someone once said that 'you have to kick at darkness until it bleeds daylight.' So hope is about holding on and working for a better tomorrow, despite what the conditions and circumstances say today.

Considerate

'To choose to love others like you love yourself.'

To be considerate is to see the intrinsic worth in others, to choose to care about them and treat them in the way that you would yourself. That is only truly possible when we understand our own self-worth and function from that place and belief. When we do this it changes the way we see, treat and respond to others.

Forgiving

'To be forgiving and committed to healthy relationships.'

To forgive another is to choose not to allow their actions and behaviour in the past, which may have hurt or offended us, to determine our behaviour towards them in the future. Forgiveness is never easy but it is always transforming.....it always changes things.

Self-controlled

'To be self-controlled.'

Self-control is having the ability to manage our own emotions and actions. When we have self-control we are not controlled by our own emotions but are able to maintain a right perspective on our life, our work and our relationships. It is a key part of emotional intelligence.