

Safer Recruitment Update 2025

Admin Forum



“For those agencies whose job it is to protect children and vulnerable people, the harsh reality is that if a sufficiently devious person is determined to seek out opportunities to work their evil, no one can guarantee that they will be stopped. Our task is to make it as difficult as possible for them to succeed...”

Bichard Inquiry Report, 2004, p 12 para 79

Key reminders

- Safer Recruitment runs through your entire programme, not just at recruitment/interview phase
- It's everyone's responsibility
- At least one-person safer recruitment trained on every panel
- If shortlisting takes place without panel members input, opportunity to scrutinise paperwork ahead of or on interview day is vital
- Online search is **not** social media check

Online searches

KCSiE 2025 para 225 says “In addition, as part of the shortlisting process schools and colleges should 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.”

‘Should’ in statutory guidance means that this should be done unless there is good reason not to; if there is a good reason not to undertake online searches, the school or college should have a written rationale for this. It is important to note that the DfE is not encouraging potential employers to search candidates’ social media presence; schools should not be looking at Facebook, Instagram, etc., as this could introduce bias into the recruitment process and result in recruiters discriminating against candidates.

Online searches

As an example of an online search, consider that you have shortlisted Joseph Brown – putting the terms ‘Joseph Brown crown court / Joseph Brown magistrates court / Joseph Brown convicted’ may provide relevant information.

Schools and colleges/ITT providers should decide whether online searches will be completed in-house or whether an external provider will be used. Any information found which may make the applicant unsuitable to work with children should be given to the interview panel so that it can be discussed with the applicant at interview.

Overseas checks

In addition, [Keeping Children Safe in Education](#) states:

Individuals who have lived or worked outside the UK

*280. Individuals who have lived or worked outside the UK **must**⁹¹ undergo the same checks as all other staff in schools or colleges (set out in paragraphs 232). This includes obtaining (via the applicant) an enhanced DBS certificate (including children's barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, schools and colleges **must**⁹² make any further checks **they think appropriate** so that any relevant events that occurred outside the UK can be considered. Following the UK's exit from the EU, schools and colleges should apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.*

<https://www.nasbtt.org.uk/new-administration-handbook-and-operational-calendar-to-support-itt-administrators/>

Overseas checks

Should it not be possible to obtain information to confirm the professional 'standing' of a teacher, the placement school may be willing to accept alternative information that is provided in order they can determine suitability, for example, references/testimonials, criminal record information, self-declaration on professional standing. This would be a matter for discussion between you, the placement school and the individual.

Should it not be possible for the applicant to obtain information that would usually be required by a school, the placement school may consider that it is reasonable to decide the individual has taken all possible steps to secure the necessary information and that other information provided is sufficient to demonstrate suitability to be placed and/or employed. However, this would be for each individual placement school to determine in discussion with you.

<https://www.nasbtt.org.uk/new-administration-handbook-and-operational-calendar-to-support-itt-administrators/>

AI and safeguarding





Artificial Intelligence

Published June 2025

GOV.UK

Guidance

Using AI in education: support for school and college leaders

Free support materials for school and college leaders about using AI (artificial intelligence) effectively and safely.

From: Department for Education
Published 10 June 2025

Applies to England

Documents

Leadership presentation: Using AI in education

GOV.UK

Guidance

Using AI in education: support for school and college leaders

Free support materials for school and college leaders about using AI (artificial intelligence) effectively and safely.

From: Department for Education
Published 10 June 2025

Applies to England

Documents

Leadership presentation: Using AI in education

Chartered College of Teaching

Safe and Effective Use of AI in Education

The following video and audio content explore the use of artificial intelligence (AI) across a range of different educational settings and phases. Teachers and support staff can use these resources to explore the potential of AI in education, understand the risks and benefits, and develop strategies to ensure the safe and effective use of AI in the classroom.

AI in schools: Leadership and strategy

AI in schools: Teaching and learning

AI in schools: What students need to know

AI in schools: Training staff

About the free certified assessment

Extend your learning and demonstrate that you have developed your expertise around the safe and effective use of AI technology with this free certified assessment. The assessment is focused on the DfE's AI training programme, developed by Children Learning Trust and free to access. Successful candidates will also receive five credits towards Chartered Status. Our short and free AI training cardset statement will allow teachers, leaders and other school and college staff to evidence their understanding of AI in practice, based on the following areas:

- Understanding AI in education
- Interacting with generative AI in education
- Developing the safe use of generative AI in education
- Use cases of generative AI in education

Obtain a certificate: See the assessment page

safeguardingschools.co.uk/dfeai