



Najd National School for Boys
International Program
Safe Recruitment Practices

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Najd National Schools-International Program Guiding Statements

Vision

To promote global citizenship and learner autonomy within a secure and supportive school environment where students can achieve their utmost potential.

Mission

To expedite the implementation of student-centered learning by shifting our paradigm from teacher-centered instruction to learner-centered instruction. We will bring about change in our educational programs, instructional approaches, learning experience, and academic support strategies to serve the interests of our students.

Definition of Learning

Learning is a self-driven process that empowers students to set authentic goals, explore, make connections to key concepts, relate new information to prior knowledge, modify existing knowledge, develop new ideas, and reflect on academic progress in a secure equal-opportunity environment that respects diversity.

School Core Values

We believe that:

- Embracing cultural diversity helps us become globally aware and unbiased to bring about a positive change.
- Consolidating ethics and integrity in the classroom is fundamental to building ethical future generations.
- Consistency is a prerequisite to creating space for constructive learning environments.
- Learning by sharing builds positive relationships among students and helps improve academic performance.
- Curiosity stimulates the brain for learning and makes the learning process a more rewarding experience.
- Sincerity and empathy bring about positive social experiences.

I. Policy Statement

Najd International School considers that safeguarding children is everyone's responsibility. We want our students to study while enjoying a secure environment where safe interaction is a priority, so we need to carefully select employees to protect our students against any form of illicit behavior.

For this purpose, we decided to revisit our recruitment practices to ensure the best version of adult-child interaction and endorse some recruitment prerequisites that would preserve our students' dignity, sensitivity, and respect. We are after a required mixture of qualifications, qualities, and expectations that will help us sift through applicants to deter undesirable occurrences.

We are also committed to training staff who have direct or indirect contact with children to promote the child's best interests. We are responsible for the safety check and vetting process of permanent and fixed-term appointments to positions that involve working with children or getting in contact with them.

II. Scope

This policy applies to everyone in direct contact with children or anyone who is seen as safe to deal with or trustworthy by children.

III. Objectives

Our recruitment policy is tightly connected to our recruitment procedure, and both form a mutual bond that serves our students' physical and emotional wellbeing. We are using a robust policy that complies with our moral obligation towards our students, so we will make sure that the following objectives are met:

- Ensuring the full implementation of our recruitment policy
- Following a firm recruitment procedure that sifts out unsuitable applicants
- Ensuring that the recruitment panel are well informed about our recruitment procedure
- Devising a code of conduct for healthy interaction with children and making sure that our faculty, staff, contractors, and volunteers comply with it

- Ensuring that all applicants have the adequate expertise that matches their designated role
- Ensuring that our policy complies with the Ministry of Education legislation
- Supervising all the contractors who will be in contact with children
- All applicants should meet our vetting prerequisites before we decide to recruit them
- . We will consider applicants equally concerning their suitability for the designated job.

IV. Procedures / Responsibilities

It is the responsibility of the principal or the educational expert to choose the most suitable job panel for any designated vacancy. It is the responsibility of the child protection officer to attend the second interview and help certify whether the chosen Applicant is suitable for working with children.


In Saudi Arabia, we will rely on criminal record checks to help us identify Saudis with child abuse history, and we will depend on our employment procedure.

Our recruitment model - create, shortlist, interview, check, induct, and maintain - is a carefully selected six-step recruitment scheme that serves our institutional goals. It is the responsibility of the principal and the educational expert to ensure its implementation.

IV. 1. Create a Job Ad


In the first stage of the recruitment system, we will discuss the creation of a job description. In this stage, we must utilize the following guidelines that are designed to assist you in making appropriate decisions about creating a job ad:

1. Locate the vacancy.
2. Build a 12-week timetable that allows enough time to vet applicants.
3. Write down the interview panel, including the CPO.
4. The job description must include a statement about the nature of the work, which deals with children.

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5. The specifications section mentions that the successful candidate must be the appropriate one to deal with children.
 6. Include the responsibility for safeguarding the welfare of children and young adults as a critical requirement for any successful applicant.
 7. Explicitly mention the Child Protection Policy that you expect your candidate to promote.
 8. Confirm Applicant's whole identity.
 9. Include a section on criminal record disclosure (Applies to Saudi applicants).
 10. Include a request for three references in your application form.
 11. Include a statement of terms and conditions.
 12. Advertise the job post in the appropriate forums.

IV. 2. Shortlist Candidates


1. Collect all applications and prepare them for the shortlisting panel.
2. Make sure that applications do not have any missing gaps.
3. Exclude incomplete applications.
4. Search the application form for any discrepancies.
5. Search for gaps in employment history; if you find any, make sure that they are justified.
6. If the unemployment gaps are not justified in writing, inform the job panel about them for the job panel to ask applicants to explain these gaps during the interview.
7. Send questions to referees (Refer to Appendix A)
8. One reference should be the latest employer; do not consider reference letters from colleagues.
9. Do not consider random reference letters with "to whom it may concern" heading.
10. Make sure you receive all references before the interview.
11. One of the references should pertain to a job during which the candidate dealt with children.

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12. Start initial shortlisting by weighing the candidate specifications against the criteria.
 13. Write down the reason why you did not consider some applications.
 14. A shortlisting panel assigned by the job will agree on applicants that will take part in the interview.
 15. Send an invitation email to the shortlisted candidates.
 16. The invitation email will give details about the venue, panel members, and accessible facilities.
 17. Ask the interviewees if they require particular assistance on the day of the interview.
 18. Request that candidates bring copies of their educational certificates, ID, passport, and criminal record.
 19. Mention that a part in the interview will discuss the candidate's approach to safeguarding the welfare of students, appropriate teacher-student relationships, and suitable corrective action for children's disciplinary problems.

IV. 3. Interview Candidates

One of the primary purposes of the interview is to examine the candidates' compatibility with job requirements and their suitability to work with children. The interview panel should include a note taker and at least two other members to run the interview. Before the interview, the job panel will meet to divide the questions and agree on the scoring criteria. They will also decide on the acceptance guidelines, questions, and expected answers. Utilize these guidelines to conduct an effective interview:

1. void skype and telephone interviews.
2. Remove all distractions and listen well to the candidate.
3. Asking hypothetical questions is not advantageous; ask about facts instead.
4. Ask the candidates to justify the gaps in their employment history (if applicable).

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5. Ask the candidates to clarify any misunderstanding or concern on the reference page.
 6. Discover the candidate's mindset toward children and young people.
 7. Check the candidate's aptness to support the child protection policy.
 8. Examine the candidate's motivation towards safeguarding children.
 9. Ask the candidate to elaborate on the way they understand personal boundaries.
 10. Ask the candidates about the way they perceive authority in a school context.
 11. Ask whether the candidates would like to disclose anything that relates to their previous teaching experience.
 12. Take notes during the interview; remember that candidates have the right to see the notes you are writing about them.
 13. If candidates succeed in the first job interview, book them a second one.
 14. During the second interview, make sure to invite the CPO.
 15. You can ask the candidate to model a lesson in front of pupils. During the model lesson, scrutinize how this candidate interacts with children; pay close attention to feedback style.

Warner interview is a type of interview where we ask questions about the candidate rather than how they can do the job. We will need to talk to them directly about their values, motivations, and attitudes, including their understanding of child protection, since such issues directly impact their suitability for a particular post. Refer to **Appendix B** for sample questions based on the Warner model.

IV. 4. Check Applicants against the Desired Suitability


Run pre-appointment checks to confirm that the candidate is suitable for the job. You can give the candidate a conditional verbal offer and then run the following checks before providing a written one:

1. Verify the identity of the candidate.
2. Verify the qualifications and professional status of the candidate
3. Verify that all the candidate degrees are not obtained via distance learning. School policy requires that all prospective teachers' degrees must be acquired via proximate learning.
4. Ask for a good conduct certificate if you are dealing with an overseas applicant.
5. Always check if the job position you are offering is reserved for Saudi nationals before appointing an overseas candidate.
6. Prepare a contract and include a probation period of 90 working days for both teaching and non-teaching jobs. You can extend the probation period to 180 working days, according to Saudi law. Inform unsuccessful candidates about their job status.

IV. 5. Induct

Plan and follow an induction program that will help raise awareness on promoting a safe environment for students. This program will implement suitable training to ensure the new staff comprehends their ongoing responsibilities within the child protection context.

1. Provide level-appropriate training in safeguarding and child protection policies and procedures.
2. Endorse staff code of conduct.
3. Provide support to new members in their roles and responsibilities.
4. Address new staff concerns immediately.
5. Send an email containing written proclamations on policies and procedures concerning safeguarding, names of staff entitled to child protection



responsibilities, safe practices and code of conduct, and all related procedures.

IV. 6. Maintain the Policy


At this stage comes maintaining the child welfare policy and ensuring that all people on school premises apply this policy. The following carefully selected guidelines will help you achieve this:

1. Write a robust action plan before you start.
2. Remind faculty of the boundaries of behavior within the school context.
3. Conduct routine updates on relevant issues.
4. Monitor staff effectively and assess their performance.
5. Maintain the system of reporting cases of abuse and updating them when necessary.
6. Use previous recruitment and induction experience to inform new practices.
7. Keep a file of staff turnover and their reasons for leaving our institution.
8. Make sure that all new staff attend induction week meetings/presentations, and make sure you meet with staff who were not able to participate.
9. Develop all areas in the policy that need necessary modifications to meet school needs.
10. Urge staff to report other staff members, whom they suspect, are misbehaving.

IV. 7. Contractors and Volunteers

All contractors and volunteers who will be in direct contact with children must be pre-vetted rigorously before being accepted to work at our school. Only volunteers who have undertaken a child-safe recruitment check are allowed to work or interact with children. The following guidelines will help you ensure that any volunteer is clear to handle the job:

- Ask for the Applicant's criminal record.
- Perform reference checks.

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- Perform Qualification checks.
 - Invite the Applicant for an interview with the CPO.
 - Do not involve anyone who offers to volunteer their services; all unsolicited services must not be considered.

All self-employed contractors are required to present a clean record to be allowed school entry. Custodians are only accepted if they have more than five years of experience in Saudi Arabia. The custodians who work in the elementary stage must be above 50 years of age.

IV. 8. Post Induction

IV. 8.1. Training and Record-Keeping

The CPO will train all new faculty staff at the beginning of the induction period about all the possible ways to identify and respond to child abuse cases. All staff and contractors must take the child abuse training program by the beginning of every year. The CPO will receive a register for the HR department of all staff names on conditional appointments. The new staff will attend training meetings conducted by the CPO and sign an attendance sheet indicating their presence. The team who fail to participate in any training sessions will have to present a valid reason for their absence, and they will agree on another date to meet with the CPO in person to take the mandatory training they missed. The staff from previous years will receive an up-to-date child protection policy and other related documents at the beginning of every year.

The CPO is responsible for keeping a record of all the names of people who finish safety training and sharing this information with the HR department. Najd National Schools is responsible for the professional development of its CPO and staff.

IV. 8.2. Monitoring Visitors and Contractors

Refer to the security manual for detailed information about monitoring visitors and contractors.

IV. 8.3. Whistleblowing Form

Whistleblowing is one of the techniques that will help us ensure that children are treated with dignity and respect. All faculty, staff, and contractors will use this form to pass on information regarding inappropriate behavior they have witnessed. Any suspected or actual event that jeopardizes the safety of our students concerning our child protection policy will be appreciated. The following sections provide additional information about our whistleblowing strategy.

1. Feel comfortable to report to one of the following: Your supervisor, CPO, any manager.
2. Whistleblowers can report an event with or without their identity.
3. Najd International School will protect the whistleblower against any form of retribution for a report that was postulated dutifully and in good faith.
4. Any report which infringes good faith will subject its whistleblower to disciplinary and legal action and even termination.
5. Whistleblowers will report all the details of their realizations.
6. Any retaliation against the whistleblower will result in legal proceedings against the person who breached professional secrecy against the retaliator.
7. Whistleblowers are free to testify to legal agencies if they are not satisfied with the institution's approach to the case at hand.
8. Whistleblowing report recipients must punctually act to resolve the concerns they receive.
9. The whistleblower's identity will only be disclosed if the situation at hand requires court proceedings and the court decides to issue a subpoena to compel the whistleblower's attendance.

IV. 9. Policy Review

The principal, educational expert, or child protection officer will revisit the policy to add any measure they deem necessary, based on experience or in the light of the latest research in the field of safe recruitment.



V. Legal Framework

Private School Organizing Regulations (1975)

VI. Definitions

Vetting

Investigating thoroughly to ensure that someone is suitable for a job

Whistleblowing

Disclosing information about any wrongdoing

Appendix A

Applicant Details	
Name of Applicant:	
Post Applied for:	
Name of Referee:	
Position:	
Employment:	
Date of Starting:	
Date of Leaving:	
Position Held:	
Reason for Leaving:	
Current Salary:	
Brief Outline of Duties:	
Was the Applicant subject to any child welfare concerns? If yes, what is the resolution?	
Please provide contact details of someone who can supply absence details about this person from the past year. (We will use this information only if an offer of employment is made)	
Name:	Email:
Was this person subject to disciplinary action? If yes, please mention it.	

How does this person perform in stressful situations?

Was this person able to meet deadlines? If your answer is no, please indicate how frequently this person was unable to meet deadlines.

Rate the suitability of this person against the post they currently are applying for?

1. Very Suitable
2. Suitable
3. Satisfactory
4. Suitable with Reservations
5. Not Suitable

- How did this person contribute to the institution?

- Based on grades from students' tests, how would you rate this person as a teacher?

1. Exceptional
2. Good
3. Frequently Needs Instructions
4. Needs to Put a lot of Effort to Improve
5. Incompetent

Please provide any additional information that you feel will help the interviewing panel.

You are accountable for the accuracy of the information written here without any omissions.

Appendix B

- 1) Tell us about yourself.
- 2) Why did you decide to work with children?
- 3) How did your childhood affect your attitude towards life and work with children?
- 4) What has dealt with children educated you about yourself?
- 5) Have you ever been discriminated against? How did this make you feel?
- 6) What have you done to improve child protection in your previous job?
- 7) Describe the main properties of safeguarding policy at your previous job.
- 8) Have you ever had concerns about a child whom you suspected might have been abused? Describe the incident.
- 9) What is your viewpoint on children who accuse staff of breaching any of their rights as children?
- 10) Tell us about an incident where you questioned the administration's views on their child safeguarding policy.
- 11) How do you regard people who hold opinions different from yours?
- 12) Has a student significantly challenged your authority? How did you deal with the situation? What are the tactics you used to put the relationship back on the right track?
- 13) Have you ever suspected that your colleague is mistreating children? How did you react?
- 14) Tell me about a previous situation where you had to deal with a case of bullying.
- 16) What are the main characteristics of a protective school environment?
- 17) We have a child protection policy at our school. Let's assume it is empty, and we need your input; what are the main concerns that this policy should address?

RESULTS

The best candidates are the candidates who:

- Are positive in their approach to dealing with students

- Are supportive of child protection policies
- Give clear and consistent responses while describing child protection scenarios
- Appreciate and understand children needs

The candidates that you should not consider for the job usually:

- Reject to work with others to solve issues
- Show unwillingness to follow policies
- Fail to report cases of suspected abuse

Appendix C

Whistleblowing Form

Name: _____ (Write X if you wish to remain anonymous)

Time and Date: _____

Describe the incident you wish to report in detail. (Please read the whistleblowing policy in detail before proceeding)