**SAFER RECRUITMENT – Positive and negative interview indicators**

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| **Positive Indicators** | **Personal Competencies** | **Negative Indicators** |
| * Convincing responses based on balanced understanding of self & circumstance;
* Has, a realistic knowledge of personal strengths & weaknesses;
* Examples of having considered / tried other options & alternatives;
* A realistic appreciation of the challenges involved in working with children/vulnerable adults;
* Evidence of others having supported and encouraged based on observation of personal talent.
 | 1. **Motivation for working with children and/or adults experiencing, or at risk of, neglect and/or abuse**

*Self-awareness / knowledge & understanding of self, interconnection between self and role.**Example Questions:** What do you feel are the main drivers, which led you to want to work with children and/or adults experiencing, or at risk of, neglect and/or abuse?
* How do you motivate young people and/or adults experiencing, or at risk of, neglect and/or abuse?
* What has working with young people and/or adults experiencing, or at risk of, neglect and/or abuse to date, taught you about yourself?
 | * Unconvincing responses based on whimsical examples;
* Not self aware, don’t see themselves as others do;
* Driven by personal needs not needs of others;
* Not realistic about personal strengths & weaknesses;
* Unrealistic impression of what working with children/vulnerable adults is really like;
* Failure to consider other alternatives;
* Pushed by others, forced by circumstance to do something they don’t appear to have personally thought through.
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| **Positive Indicators** | **Personal Competencies** | **Negative Indicators** |
| * Behaves consistently & appropriately under pressure or in a position of authority;
* Has control over emotions with adults & with children;
* Understands position power & how to manage boundaries;
* Knows when & how to seek help in difficult circumstances.
 | 1. **Emotional Maturity & Resilience**

*Consistency under pressure, ability to use authority & respond appropriately, ability to seek assistance / support where necessary.** Tell me about a time when you have been working with children and/or adults experiencing, or at risk of, neglect and/or abuse when your authority was seriously challenged. How did you react? What strategies did you employ to bring things back on course? How comfortable were you in this situation?
* Tell me about a person you have had particular difficulty dealing with. What made it difficult? How did you manage the situation?
 | * Inappropriate responses when under pressure or when in a position of power;
* Inconsistent responses;
* Handles conflict badly;
* Fails to control temper / emotions with children & / or with adults;
* Doesn’t seek help when needed;
* Fails to go to others for advice;
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| **Positive Indicators** | **Personal Competencies** | **Negative Indicators** |
| * Demonstrates a balanced understanding of rights and wrongs;
* Puts the child/ adult first;
* Alive to the realities of abuse;
* Prepared to believe;
* Shows a contemplative approach, drawing on personal experiences & lessons from others;
* Builds values & judgements based on new information;
* Shows an appreciation of Safeguarding issues & an ability to contribute towards a protective environment;
* Shows respect for others’ feelings, views & circumstances.
 | 1. **Values & Ethics**

*Ability to build & sustain professional standards & relationships, ability to understand & respect other people’s opinions, ability to contribute towards creating a safe & protective environment.** What are your attitudes to protection of children/ and/or adults experiencing, or at risk of, neglect and/or abuse? How have these developed over time?
* What are your feelings about children and/or adults experiencing, or at risk of, neglect and/or abuse who make allegations against volunteers/staff?
* Have you ever had concerns about a colleague? How did you deal with this?
 | * Extreme opinions which don’t account for the views / feelings of others;
* Doesn’t show balance in opinion;
* Doesn’t build on new information or understanding;
* Opinions harden / become dogged;
* Doesn’t show a full or rounded appreciation of Safeguarding issues;
* Dismissive of, or underplays the risks;
* Consistently puts the blame & responsibility for child protection elsewhere;
* Fails to believe in suspicions / reports of abuse.
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| **Positive Indicators** | **Personal Competencies** | **Negative Indicators** |
| * Proactive & has personally taken actions to improve Safeguarding culture;
* Has personal experience of having appropriately dealt with a challenging Safeguarding issue;
* Personally committed towards making improvements. Sees it as part of their job;
* Prepared to challenge others in the workplace to make tangible improvements to Safeguarding;
* Prepared to tackle difficult issues, confront individuals if necessary in order to promote best practice;
* Shows a good understanding of the issues. Up to date with events & legislation. Knows about test cases.
 | 1. **Safeguarding Knowledge & Understanding**

*Example Questions (pick one or two – NOT ALL):** Tell us about what you have done in the last 12 months to actually improve child/adult protection in the workplace. How did this action rise?
* ***Follow up with:*** Who did you talk to? What were the results?
* Give me an example of when you have had Safeguarding concerns about a child and/or adults experiencing, or at risk of, neglect and/or abuse.
* ***Follow up with:*** What did you do? Who did you involve? What was the outcome?
* Have you ever had to challenge the views of someone more senior than yourself in relation to Safeguarding concerns?
* ***Follow up with:*** What were the circumstances? How did you go about it? What was the outcome?
 | * No evidence of having taken steps in own right to make improvements;
* Passive approach to Safeguarding issues;
* Reluctance to challenge people / systems / processes to make things better;
* No real experience of handling Safeguarding issues. Naïve approach;
* Sees it as someone else’s job and / or responsibility;
* Not well versed or clear in understanding of the issues / sensitivities;
* Show a tendency to take inappropriate chances / risks in area of Safeguarding.
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