**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. |