

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

Positive Indicators	Personal Competencies	Negative Indicators
<ul style="list-style-type: none"> <li>• Convincing responses based on balanced understanding of self &amp; circumstance;</li> <li>• Has, a realistic knowledge of personal strengths &amp; weaknesses;</li> <li>• Examples of having considered / tried other options &amp; alternatives;</li> <li>• A realistic appreciation of the challenges involved in working with children/vulnerable adults;</li> <li>• Evidence of others having supported and encouraged based on observation of personal talent.</li> </ul>	<p><b>1. Motivation for working with children and/or adults experiencing, or at risk of, neglect and/or abuse</b></p> <p><i>Self-awareness / knowledge &amp; understanding of self, interconnection between self and role.</i></p> <p><i>Example Questions:</i></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• How do you motivate young people and/or adults experiencing, or at risk of, neglect and/or abuse?</li> <li>• What has working with young people and/or adults experiencing, or at risk of, neglect and/or abuse to date, taught you about yourself?</li> </ul>	<ul style="list-style-type: none"> <li>• Unconvincing responses based on whimsical examples;</li> <li>• Not self aware, don't see themselves as others do;</li> <li>• Driven by personal needs not needs of others;</li> <li>• Not realistic about personal strengths &amp; weaknesses;</li> <li>• Unrealistic impression of what working with children/vulnerable adults is really like;</li> <li>• Failure to consider other alternatives;</li> <li>• Pushed by others, forced by circumstance to do something they don't appear to have personally thought through.</li> </ul>
<p><b>Positive Indicators</b></p> <ul style="list-style-type: none"> <li>• Behaves consistently &amp; appropriately under pressure or in a position of authority;</li> <li>• Has control over emotions with adults &amp; with children;</li> <li>• Understands position power &amp; how to manage boundaries;</li> <li>• Knows when &amp; how to seek help in difficult circumstances.</li> </ul>	<p><b>2. Emotional Maturity &amp; Resilience</b></p> <p><i>Consistency under pressure, ability to use authority &amp; respond appropriately, ability to seek assistance / support where necessary.</i></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• Tell me about a person you have had particular difficulty dealing with. What made it difficult? How did you manage the situation?</li> </ul>	<p><b>Negative Indicators</b></p> <ul style="list-style-type: none"> <li>• Inappropriate responses when under pressure or when in a position of power;</li> <li>• Inconsistent responses;</li> <li>• Handles conflict badly;</li> <li>• Fails to control temper / emotions with children &amp; / or with adults;</li> <li>• Doesn't seek help when needed;</li> <li>• Fails to go to others for advice;</li> </ul>

Positive Indicators	Personal Competencies	Negative Indicators
<ul style="list-style-type: none"> <li>• Demonstrates a balanced understanding of rights and wrongs;</li> <li>• Puts the child/ adult first;</li> <li>• Alive to the realities of abuse;</li> <li>• Prepared to believe;</li> <li>• Shows a contemplative approach, drawing on personal experiences &amp; lessons from others;</li> <li>• Builds values &amp; judgements based on new information;</li> <li>• Shows an appreciation of Safeguarding issues &amp; an ability to contribute towards a protective environment;</li> <li>• Shows respect for others' feelings, views &amp; circumstances.</li> </ul>	<p><b>3. Values &amp; Ethics</b></p> <p><i>Ability to build &amp; sustain professional standards &amp; relationships, ability to understand &amp; respect other people's opinions, ability to contribute towards creating a safe &amp; protective environment.</i></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• What are your feelings about children and/or adults experiencing, or at risk of, neglect and/or abuse who make allegations against volunteers/staff?</li> <li>• Have you ever had concerns about a colleague? How did you deal with this?</li> </ul>	<ul style="list-style-type: none"> <li>• Extreme opinions which don't account for the views / feelings of others;</li> <li>• Doesn't show balance in opinion;</li> <li>• Doesn't build on new information or understanding;</li> <li>• Opinions harden / become dogged;</li> <li>• Doesn't show a full or rounded appreciation of Safeguarding issues;</li> <li>• Dismissive of, or underplays the risks;</li> <li>• Consistently puts the blame &amp; responsibility for child protection elsewhere;</li> <li>• Fails to believe in suspicions / reports of abuse.</li> </ul>

Positive Indicators	Personal Competencies	Negative Indicators
<ul style="list-style-type: none"> <li>• Proactive &amp; has personally taken actions to improve Safeguarding culture;</li> <li>• Has personal experience of having appropriately dealt with a challenging Safeguarding issue;</li> <li>• Personally committed towards making improvements. Sees it as part of their job;</li> <li>• Prepared to challenge others in the workplace to make tangible improvements to Safeguarding;</li> <li>• Prepared to tackle difficult issues, confront individuals if necessary in order to promote best practice;</li> <li>• Shows a good understanding of the issues. Up to date with events &amp; legislation. Knows about test cases.</li> </ul>	<p><b>4. Safeguarding Knowledge &amp; Understanding</b></p> <p><i>Example Questions (pick one or two – NOT ALL):</i></p> <ul style="list-style-type: none"> <li>• 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? ⇒ <b>Follow up with:</b> Who did you talk to? What were the results?</li> <li>• 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. ⇒ <b>Follow up with:</b> What did you do? Who did you involve? What was the outcome?</li> <li>• Have you ever had to challenge the views of someone more senior than yourself in relation to Safeguarding concerns? ⇒ <b>Follow up with:</b> What were the circumstances? How did you go about it? What was the outcome?</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of having taken steps in own right to make improvements;</li> <li>• Passive approach to Safeguarding issues;</li> <li>• Reluctance to challenge people / systems / processes to make things better;</li> <li>• No real experience of handling Safeguarding issues. Naive approach;</li> <li>• Sees it as someone else's job and / or responsibility;</li> <li>• Not well versed or clear in understanding of the issues / sensitivities;</li> <li>• Show a tendency to take inappropriate chances / risks in area of Safeguarding.</li> </ul>