

**DRAFT Working Agreement between Thirtyone:eight**

**and XXXX (2018-9) v3**

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**Safer**

**Recruitment**

**Handbook**

**(Webinar version)**

**Activity 1 – What is Abuse?**

Identify circumstances where a child or adult at risk of harm might be harmed by behaviour which falls into the category of abuse on the part of a member of staff or volunteer.

Using the grid provided below, record circumstances in which the behaviour might be inadvertent or accidental and other circumstances in which the behaviour is deliberate and intentional.

|  |  |  |
| --- | --- | --- |
|  | **Accidental/Inadvertent** | **Deliberate/Intentional** |
| **Physical** | Opening a door and hitting a child standing behind it  - grabbing a running child to prevent an accident  - | Using excessive force to restrain a child  -  - |
| **Emotional** | Inappropriate use of humour, e.g. sarcasm  - lack of sensitivity in discussions, e.g. children who are suffering from bereavement, parent in prison etc.  - | - Constant criticism  - Deliberate rudeness or blanking  -  -  - |
| **Neglect** | - Not noticing significant changes  in behaviour  -  - | - Leaving children unattended  - Allowing children to buy alcohol  -  - |
| **Sexual** | Being overheard making sexual remarks about a child in a personal conversation  - | Allowing children to see pornography of indecent material  - Use of sexual innuendo/comments  -  - |

**Activity 2 – Offender Video Clip**



**Wellbeing notification:**

This activity includes watching a video clip of an actor telling an offender’s story. There is no obligation for you to watch the clip, if you choose not to please mute your screen and sound, unmuting after **6 minutes** as the video will be finished by then.

If you become upset or distressed by the clip, please seek pastoral support from the host/co-host, thirtyone:eight helpline, or from your church.

**Listen to the person speaking:**

As the clip plays, think about the various stages that the offender goes through and reflect upon some of the subtle and not so subtle processes that he describes.

Look at the table on page 4 of your handbook, as you listen to the clip, put a tick beside each of the comments in the table when you hear them.

|  |  |
| --- | --- |
| **Motivation “wanting to”**  - Prior experience from own childhood (abused)  - Knows he is sexually attracted to children  - Describes them as, “good looking, slim, vulnerable” | **Internal Inhibitors**  - Strange set of beliefs, e.g. that, “children are sexy”, he “enjoyed sex when he was a kid”  - Believes that, “the law isn’t always right”  - Believes that a sexual experience he had aged 10 was pleasurable and therefore was, “ok”  - Believes colleagues comments normalised his thoughts and actions  - Believes he had so much power over them that he could’ “get away with it”  - Believes that himself and the victim were, “helping” each other |
| **External Inhibitors**  - Comments from male colleague, “she’s worth a few hours community service” – the attitude of others creates opportunity  - Porn tape from a colleague of a 14 year-old girl  - Built relationship with parents so they wouldn’t suspect anything, e.g. rented a home from one set of parents, had cups of tea with parents  - Developed a reputation of doing, “good work” by always praising the child to parents/ others  - The school environment meant children were always around and often with no other adults around – normalisation  -Over 30 years of no-one ever suspecting him | **Victim Resistance**  - As a teacher, “zoom in” on one particular child, befriend them, give them a special job to do, so he could get to know them more and make the child more dependent on them.  - Many children were poor so he would use money to gain their trust.  - Children believed he was “kind and thoughtful” , therefore it was “not really” a sin.  - He built up a relationship, “like a dad” so that the children, “owed” him something |

**Module 1 – Review & Questions?**

Take some time to review and reflect upon your learning from this section. If you have any questions, use the space below to write them down along with any answers or advice given.

**Write your own notes here:**

**Activity 3 – The Safer Recruitment Process**

**In breakout rooms, complete the activities below:**

1. Use the statement bank below to complete the timeline on the next page. Four statements need placed at the correct stage in the process.
2. Identify the two activities that are red herrings and are not part of the recruitment process.
3. Can you identify anything you do not do at present as part of your recruitment process?
4. How might the activities need adapting when recruiting volunteers?

|  |
| --- |
| Statement Bank |
| * Check qualifications and professional registration * Discuss criminal convictions history with the applicant * Make an unconditional offer of employment and give a start date * Design interview questions and/or other assessment activities * Arrange induction * Ask for CV’s to be sent in |

**Write your answers to questions 3 & 4 here:**

**Activity 3 – The Safer Recruitment Process**

|  |  |
| --- | --- |
| Stage | Recruitment process |
| 1 | * Design job description and person specification |
| 2 | * Advertise the post |
| 3 | * Give information about safeguarding policies, procedures and checks carried out * Train and brief those who are carrying out the interview or other assessments * Choose selection criteria * Choose methods of assessment |
| 4 | * Ask for a criminal record self-disclosure * Read the application form and check information * Request references * Scrutinise references |
| 5 | * Carry out an interview, role play or other assessment * Probe candidates' attitudes and motives towards safeguarding * Check identity documents * Check gaps or issues on application form with candidate |
| 6 | * Make a decision to offer the post to the successful applicant * Request a criminal records check |
| 7 | * On receipt of satisfactory checks, confirm post and arrange start date |
| 8 |  |

**Module 2 – Review & Questions?**

Take some time to review and reflect upon your learning from this section. If you have any questions, use the space below to write them down along with any answers or advice given.

**Activity 4 – Making decisions using structured questions and selecting criteria**

Your interview team has devised a question relevant to safeguarding. The question is:

*“Tell me about a time when you were concerned about the behaviour of a person (child/young person/adult at risk) towards a member of their peer group. What happened and how did you respond to safeguard those involved?”*

In breakout rooms, discuss what criteria you would use to establish positive and negative responses to this question. How would these criteria help you establish the candidates’ attitudes, motives and suitability for this aspect of the role?

**Write your own notes here:**

**Module 3 – Review & Questions?**

Take some time to review and reflect upon your learning from this section. If you have any questions, use the space below to write them down along with any answers or advice given.

**Write your own notes here:**

**Activity 5 – An Open Culture**

In your groups discuss:

1. What might stop me from reporting a concern?
2. What would help me to report any concerns?

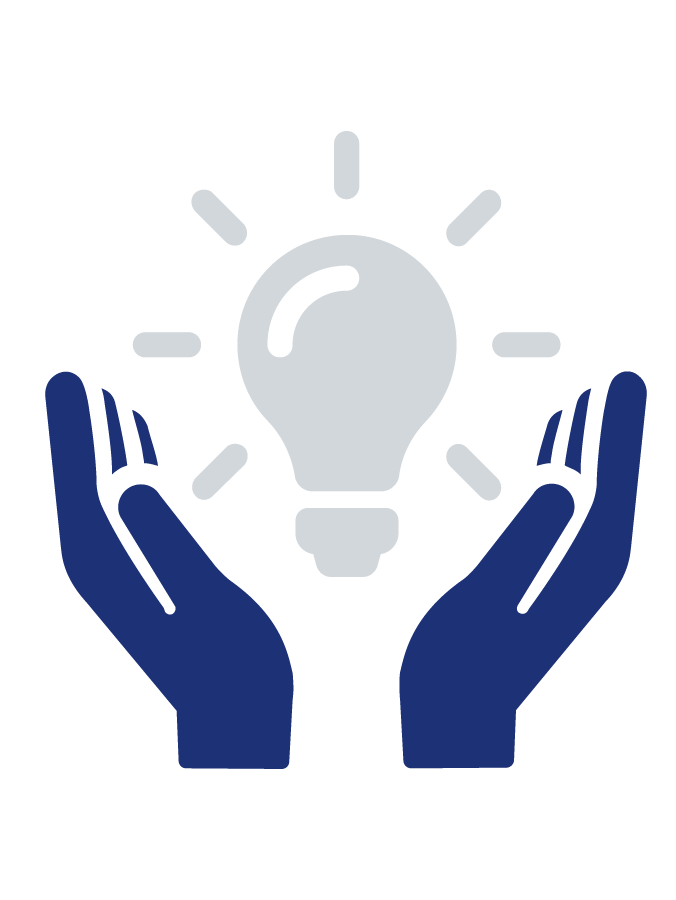
**Write your own notes here:**

**Module 4 – Review, Reflections, Questions?**

Take some time to review and reflect upon your learning from this section. If you have any questions, use the space below to write them down along with any answers or advice given.

**Write your own notes here:**

**If there’s one thing I’ve learnt......**



**Write your own notes**