

Advanced Training

Thank you for joining us:

Safer Recruitment – part 1



Creating safer places. Together.

Before we start



2.5 hours with a short break



Copy of slides available after the session



Webcam and microphones



Sensitive and confidential



Chat facility



Get support



Training delegates



Our Mission

Equip Empower Encourage

0303 003 1111
Helpline
Option 2

Our biblical mandate

‘Speak out on behalf of the voiceless, and for the rights of all who are vulnerable.’

Proverbs 31:8 (CEB)

Course content

Part 1


Module 1
The wider context of safer recruitment

Module 2
Planning the recruitment process

Part 2


Module 3
Making the right decision

Module 4
Developing a safer culture



Learning objectives

1. To understand the wider context of safer recruitment and it's parallel links with safeguarding.
2. To identify the key features of staff recruitment (paid and volunteers) that help deter or prevent the appointment of unsuitable people to roles within the church or charitable organisation.
3. To explore selection methods, the use of structured interviews and interview questions and the importance of pre-employment checks and the use of criminal background information
4. To help delegates begin to review their own and their church/organisational policies and practices with a view to ensuring that recruitment procedures are robust and contribute to creating safer places for all.



Module 1: The wider context of safer recruitment



In this module we will explore:

- Abuse and how it is linked to safer recruitment
- The scale of abuse and what research and statistics tell us
- What is known about workers who abuse; sexual offenders in particular



Bichard Inquiry Report

"For those agencies whose job it is to protect children and vulnerable people, the harsh reality is that if a sufficiently devious person is determined to seek out opportunities to work their evil, no one can guarantee that they will be stopped. Our task is to make it as difficult as possible for them to succeed..."

Bichard Report, 2004, p 12, para 79



What is the scale of abuse?

1. Elderly adults who experience abuse 8%
2. Children who experience sexual abuse 5%
3. Children aged 11-18 who have been asked to send sexual images of themselves online 15%
4. Sexually abused children who did not tell anyone about the abuse at the time 33%
5. Number of people trafficked annually in UK tens of thousands



Activity 1 – What is abuse?

- In breakout rooms, 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. Think about how this would apply in the context of your organisation.
- Complete the table on page 2 of your workbook, record circumstances in which the behaviour might be inadvertent or accidental and other circumstances in which the behaviour is deliberate and intentional.

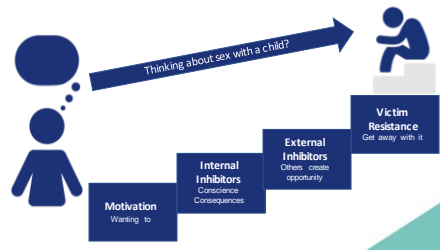


Who are the Sex Offenders?

- Adult Males 50 % ?
- Adult Females 2.2 - 20% ?
- Adolescents and Children 30 % +



Finkelhor Four Preconditions



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 own support network.



Activity 2:

Offender Video Clip

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.



Activity 2:
Offender Video Clip – Discussion



What can we do?

Key Principles to Safer Recruitment

- **Deter** – Invite applications
- **Reject** – Interview applicants
- **Prevent** – Appoint and induct staff
- **Detect** – Develop and maintain safer culture



Safer Workforce Cycle



Questions so far?



thirtyone:
eight 


Comfort break



thirtyone:
eight 

Stretch your legs...

5:00

thirtyone:
eight 

Module 2:
Planning the recruitment process



In this module we will explore:



- The key features of a safer recruitment process (employees, volunteers, contractors)
- Sending the right message to potential applicants
- The application form
- References and referees
- Selection criteria and shortlisting



Activity 3: The Safer Recruitment Process


In breakout rooms, complete the activities below:

1. Use the statement bank on p6 of the activity book to complete the timeline on p7. Four statements need to be 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?



Activity 3

Stage	Recruitment process
1	<ul style="list-style-type: none"> Design job description and person specification
2	<ul style="list-style-type: none"> Advertise the post
3	<ul style="list-style-type: none"> Give information about safeguarding policies, procedures and checks carried out Train and brief those who are carrying out the interview or other assessments Design interview questions and/or other assessment activities Choose selection criteria Choose methods of assessment
4	<ul style="list-style-type: none"> Ask for a criminal record self-disclosure Read the application form and check information Request references Scrutinise references


thirtyone: eight 

Activity 3

5	<ul style="list-style-type: none"> Carry out an interview, role play or other assessment Probe candidate's attitudes and motives towards safeguarding Check identity documents Discuss criminal convictions history with the candidate Check gaps or issues on application form with candidate
6	<ul style="list-style-type: none"> Make a decision to offer the post to the successful applicant Request a criminal records check Check qualifications and professional registration
7	<ul style="list-style-type: none"> On receipt of satisfactory checks, confirm post and arrange start date
8	<ul style="list-style-type: none"> Arrange induction


Red herrings:

- Make an unconditional offer of employment and give a start date
- Ask for CV's to be sent in

thirtyone: eight 

Key features of a safer recruitment process

- Time set aside for planning clear processes and procedures
- Clarity as to who should be involved in the recruitment process
- Clear job description/role profile and person specifications
- Clear message about safeguarding in Job Advert
- Use of application forms, not CVs
- Obtaining references (prior to interview where possible)

thirtyone: eight 

Key features of a safer recruitment process

- A pre-agreed selection process involving an interview
- Using probing interview questions
- Appropriate use of information about criminal history
- No over reliance on vetting checks
- Ongoing culture of vigilance within the church/organisation



Safer recruitment for volunteers

- Clearly defined role profile/ description
- Application form
- One reference
- Informal two-way discussion
- Disclosure check
- Taster sessions/ induction period/ buddy
- Ongoing support through training and regular debriefing
- It is ok to say 'No' if a person is not suitable for a particular role

Volunteer recruitment should be balanced in its approach – recruit safely whilst also encouraging people to participate.




Defining the role

- Produce a clear Job Description, Person Specification/Volunteer Role Profile
- If the job is 'regulated activity' clearly state that it is
- The **Person Specification/ Volunteer Role Profile** should explain the skills and qualities you would expect the successful applicant to have. It should always include:
 - qualifications
 - skills and level of experience
 - abilities, behaviours, values and attitudes



Defining the role


- Make reference to the post holder's responsibility for safeguarding
- Clarify the boundaries of the role and the churches' expectations of the post holder
- Ensure the necessary skills, abilities, experience, behaviours and attitude/motivation for working with children and young people or adults is clear for the applicant

thirtyone: eight 

Advertising: Sending the right message

Three deterrents:


- State the churches/organisations commitment to safeguarding
- Include statements about the safeguarding responsibilities of the post in the Job Description, Person Specification
- The need for a Disclosure check from DBS/ Disclosure Scotland/ AccessNL

thirtyone: eight 

Advertising: Sending the right message

What should the advert include?

- Job/ role title
- Location
- Length and type of post (permanent/ temporary/ fixed term)
- Safeguarding statement
- Diversity and equality statement
- Level of criminal record check required
- Salary (if applicable)
- Hours (full-time/ part-time)

thirtyone: eight 

Applicant Information Pack

Other considerations:

- Where and who?
- Genuine Occupational Requirements (GOR) as specified in the Equality Act (2010)
- Relocation expenses
- Avoid making blanket statements



Key Information on the application form

- Personal details including date of birth*
- Present and past employment and reason for leaving
- Full history since leaving school (education and employment or voluntary work)
- Qualifications
- Referees

* Some information may need to be collected separately to comply with data protection policies.



Key Information on the application form

- Personal statement to meet person specification
- Signed declaration about any criminal record (and statement about the limitations of the Rehabilitation of Offenders Act)
- Signed declaration that all information is true and that applicant is not barred from working with children



Criminal Background

- Depending on the role, employers are entitled under the **Rehabilitation of Offenders Act (1974) Exceptions (Order) 1975 (as amended 2013)** to ask applicants to disclose any criminal record history
- If the role is covered by the Act, you can only ask for disclosure of convictions that are **not yet spent**
- If the role is exempt from the Act you can ask about any convictions, cautions, final warnings and reprimands that are not protected or eligible for filtering



Criminal Background: Self Disclosures

Purpose

- To give candidates an opportunity to share relevant information at an early stage
- To allow information to be discussed and considered before the DBS check comes back
- To deter unsuitable applicants



Criminal Background: Self Disclosures

Process

- It is discriminatory to use disclosure information for shortlisting.
- The information of the potential successful applicant only should be considered.
- It should not be used to rule someone out – use fair assessment criteria.
- DBS check should be processed and compared to information in the self-disclosure document.
- A risk assessment policy and process should be in place, should this scenario occur.



Selection criteria and shortlisting

- Same criteria used for short listing and assessment based on person specification and job description/role profile.
- Must be consistent for all candidates.
- Include at least one criterion specific to suitability to work with children/adults at risk of harm (according to the setting).
- Review criteria regularly.



Scrutinising applications and short-listing

- Take time to carefully scrutinise the detail.
- Shortlisting panel should be a minimum of two people.
- Identify any inconsistencies and make sure the application forms are fully completed.
- Check that evidence provided relates to person specification and job description.
- Highlight gaps to be explored and apply shortlisting criteria equally across all candidates.



References

- Recognise that references form an important part of the process of information gathering.
- Secure a reference from current employer.
- Collect at least one reference from previous employer where the role involved working with children/adults (where appropriate), if not working with that group currently.
- Ask whether the referee is aware of any behaviour that might give rise to concerns.



References

- Ask specifically about conduct and behaviour towards children/adults.
- Ask about any disciplinary action.
- Use references to confirm specific details and responsibilities of previous post provided by applicant.



Why use a reference request form?

- Allows the receiving organisation to clearly provide the information you require
- Provides a consistent approach to requesting references
- The introduction of the **General Data Protection Regulation** and the **Data Protection Act 2018** means employers need to carefully consider consent when asking for personal information
- Providing the reference form in the Information Pack allows the applicant to see what information will be asked about them



Checking and verifying references

Read references carefully to ensure that:

- The referee has responded to all the questions
- The information corresponds with the information given by the applicant



Legal responsibilities of referees

- There is no detailed legislation specifically to deal with the provision of references to employers. However, there is a legal obligation to use **due care** when compiling references to ensure they are based on relevant and accurate information.



Dangers of open references

- Could be written by the applicant.
- Could be the outcome of a compromise/settlement agreement from a previous employer.
- Should never be used as part of the application process.



Review & Q and A







Advanced Training – WEBINAR

Welcome back:

Safer Recruitment

Part two



Creating safer places Together.

Before we start



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Course content

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Day 2

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Making the right decision

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Module 3:
Making the right decision




In this module we will explore:

- Selection methods
- Structured interviews and interview questions
- Using criminal background information
- Pre-employment checks



Safer selection

- Where feasible use other selection tools as well as an interview
- Explore motives/attitudes as well as skills and experience.
- Make sure interviewers are well briefed or trained
- Assess interaction with others



Checking applications

- At least two people should be involved in checking and shortlisting applications
- Check that applications are fully completed.
- Discrepancies – are there any inconsistencies in the application form?



Interviews

- Minimum of two people on the panel.
- Probe for information about gaps in employment history, frequent changes in employment, vagueness or areas of concern.
- Ask about attitudes towards children, safeguarding, adults at risk of harm and where appropriate their motive for applying for the post.



Interviews

- Make an accurate record of the interview and document decisions clearly.
- Beware of prejudices and discrimination.
- Be cautious of using telephone interviews for overseas candidates.



Virtual interviews

- Ensure the interviewer is familiar with the technology prior to the interview
- Check you have a good reliable internet connection
- Body language is still important, e.g. look at the camera, respond appropriately with non-verbal responses etc
- Ensure your background is professional
- Turn off notifications on laptop/computer/mobile
- Find a quiet space in a brightly lit room
- Inform other members of your household that you are interviewing
- Understand that even with planning, unexpected noises and technology issues may occur
- Do the questions/activities you were planning still work in the virtual environment?



Interview questions

- Try to avoid hypothetical questions and seek positive examples or evidence
- Use structured questions around criteria agreed in advance
- Ask open questions which invite longer responses
- Closed questions may be used to establish facts



Interview Tips

- Ask follow up questions and probe to check understanding
- Past behaviour is a good predictor of future performance
- Focus on examples of what people have actually done not what they say they will do
- Apply the same safeguarding standards to recruiting volunteers as you would to staff



Areas of potential concern

- Little understanding or appreciation of the needs of the children/adults with whom they will be working.
- Desire to meet own needs at the expense of others.
- Use of inappropriate language when talking about children or adults and unclear boundaries with children or adults.
- Vagueness about experiences and gaps in history or is unable to provide any examples to support what is said.
- Maverick – non rule-following qualities, unwilling to work with others.



Activity 4:

Making decisions using structured questions and selection 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?



Activity 4:

Positive indicators

- Consistent under pressure
- Has control over emotions
- Knows when to seek help
- Knows how to manage the situation in terms of good safeguarding practice
- Makes appropriate decisions to support the vulnerable person



**Activity 4:
Negative indicators**

- Inappropriate responses under pressure or when in charge of others
- Does n't handle conflict well
- Does n't seek help when needed
- Does n't manage the situation in a way that safeguards all involved
- Inappropriate decision making



Possible pre-employment checks

- Identity
- Disclosure checks (incl. checks against Barred Lists where eligible)
- Qualifications*
- Status (e.g. HCPC, QTS, GTC etc)*
- Eligibility to work in the UK*
- Overseas disclosure checks for applicants out with the UK*
- Health and Sickness record (with reference to Equality Act, 2010)*

* These checks may not be required for all volunteers



Relevance of criminal background information

When risk assessing information about an applicants' criminal background, consider the information in terms of:

- Nature, seriousness and relevance of the offence
- How long ago it occurred
- If it was a one-off or part of a history
- Circumstances of it being committed
- Changes in applicant's personal circumstances
- Country of conviction
- Decriminalisation
- Remorse



Criminal Record Disclosures

- All positions which involve 'Regulated Activity', are eligible for an Enhanced Disclosure check.
- For non-regulated activity, you may ask the successful applicant to complete a Basic Disclosure check.
- Only the candidate selected for appointment can be checked and employers must get the candidate's consent.
- Application for Disclosure must go through a registered/umbrella body such as thirtyone:eight (except in Scotland).
- There are legal/criminal implications for the inappropriate use of Disclosure schemes.



Disclosure and Barring Scheme

- The DBS keeps a list of people who are barred from working with children and a list of people barred from working with adults. A person may be on either or both lists.
- Certain offences against children and adults will still result in a person being 'barred' from working with either group of vulnerable people.

England and Wales – Disclosure and Barring Scheme
Scotland – Disclosure Scotland
Northern Ireland - AccessNI



Barred persons

No-one on the list of people who are barred from working with children can be employed in any capacity, paid or voluntary, that is also defined as "regulated activity" with children under the relevant legislation:

- **England and Wales** - Safeguarding Vulnerable Groups Act 2006.
- **Scotland** – Protecting Vulnerable Groups Act 2007
- **Northern Ireland** – Safeguarding Vulnerable Groups (Northern Ireland) Order 2007
- Automatic disqualification: trustees and senior leaders



Barred persons

- Employers must satisfy themselves that a person is not barred before allowing the person to start work in "regulated activity".
- It is an offence for both the employee and employer to knowingly engage in work with vulnerable people if the applicant is barred from doing so.
- Any organisation wishing to carry out criminal record checks should have a policy on employing ex-offenders and show it to any applicant who asks to view it.
- An Enhanced Disclosure obtained in regard to work with children or work with vulnerable adults will show if the person is on the relevant barred list.



Overseas Disclosures

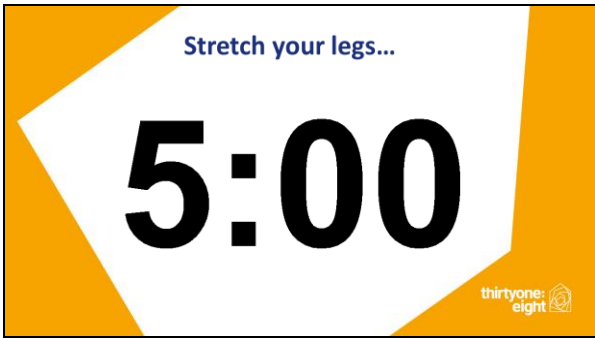
- UK disclosure checks may not show overseas criminal records
- The Home Office provides details on how to apply for overseas disclosures from almost every country
- There are statutory requirements for some jobs to complete an overseas check on both foreign nationals and UK nationals who have spent time working/volunteering abroad, for others it is best practice
- Any documents not provided in English must be accompanied by a certified translation, the translators credentials and a declaration that the translation is accurate



Review, Reflections and questions?









In this module we will explore:

- Features of an unsafe culture
- Features of a safer culture.
- Individual responsibilities for reporting a concern.
- Managing allegations.
- Safer workforce cycle.



Features of an unsafe culture

If a workplace has any of these negative traits, then there is a need to change the culture:

- Silent
- Sexualised
- Complacent
- Appointed by God
- "It wouldn't happen here/this is a great place to work"
- Gap between policy and practice



Features of a safer culture

- Transparency and a belief that 'it could happen here'
- Clear procedures for reporting concerns
- Support in raising concerns
- Setting acceptable standards of behaviour
- Induction and probationary periods
- An ongoing culture of vigilance



Induction

- Clear structure and process to induction
- All staff and volunteers go through an induction process
- Does not need to be a formal process, especially if it is for volunteers
- Effectively delivers the safeguarding ethos of the church/organisation



Safeguarding at induction

- Code of Conduct
- Training and access to the churches/organisations safeguarding policies and procedures
- Support/mentoring from a suitable staff member
- Who is the safeguarding co-ordinator/ lead within the organisation?
- Access to whistleblowing services if required



Activity 5: An Open Culture

Task

In your breakout rooms discuss:

- What might stop me from reporting a concern?
- What would help me to report any concerns?



Remaining vigilant

- You can never do much in terms of promoting safer recruitment
- Believe it can happen where you are
- Review recruitment processes regularly
- Keep safer recruitment high on everyone's agenda
- Never rely on any one process when recruiting staff



Safer Culture



We offer a complete safeguarding solution


- DBS Service
- Training
- Policy and Guidance
- Consultancy
- 24 hour helpline




Guide to services
Your complete
safeguarding toolkit



**Final Review, Reflections
- Q and A**




thirtyone:
eight 

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



thirtyone:
eight 

**Your feedback is
important to us!**



Please complete the online
feedback form which will
be emailed to you – thank
you!

thirtyone:
eight 