

Transcript for Safer Recruitment Webinar

[Introduction]

Hello, and welcome to our Safer Recruitment Webinar. This webinar is two and a half hours long and we'll have a five-minute break around halfway through the session. You should have received a link to the PDF of the slides and the handbook for this course. You will notice that the handbook is a long document. Please don't print it; it's available to support you in your safer recruitment journey after the course is over and has links to various online resources too. The first section is the questions and exercises for the webinar and you will need those throughout the discussion so please have them ready. There are accessible formats available, so please let the host or the co-host know if you would like those. Ideally, we would like your webcams enabled, but we ask that you keep microphones muted unless you are participating in a discussion or asking a question. We do this because we want to minimise the distractions that background noise could create for people, but we also want to

be able to see that everyone is here and engaged. We understand there might be occasions when you would prefer to have the webcam off. For example, if you're having problems with your internet speed, or you've got children who need your attention.

Just to say that information shared can be of a sensitive nature, and some of the content is not appropriate for children, so if children are in the room, please consider using headphones and angling your screen away. Also, if you're happy to share any of your own experiences, please bear in mind confidentiality. We ask that you anonymise any examples, experiences or stories that you share.

It is important to keep yourselves emotionally safe during the training and if you need to take a breather from the webinar, that's okay and you can rejoin whenever you feel able to. It might be good to think about somebody you could reach out to if uncomfortable feelings or memories come to the surface. You might need to find support for yourself, or it might be that you're concerned about someone else or another situation after the session. If that's the case, please do call our helpline as soon as you can because the trainer is not equipped to give specific advice on the webinar platform.

The chat facility can be used throughout for questions and for participation in activities. The co-host might answer the question, signpost you to further sources, or hold on to that question for the next pause and share it with the host. If a question is not answered, or a question is about a very specific issue, please do call our safeguarding helpline.

Thank you for choosing Thirtyone:eight for your training today. Our aim is to equip, empower and encourage you in your safeguarding responsibilities. As we start, we want to recognise the time, care and commitment you're investing in your church, charity or organisation by attending this training and in everything that you do, thank you. I hope that the message you get today is that you never have to do safeguarding alone. As we begin, I just want to tell you about our helpline; you may want to pop the number into your phone now if it's not already there. The helpline is there to support you with any questions regarding safeguarding. It might be queries about policy, or you might have a live situation which you'd value talking over with us and getting advice. The helpline operates from 7am till midnight, seven days a week, 365 days a year- nine to five Monday to Friday

for those regular questions about policies, guidance and process and the out of hours service for any more immediate concerns.

Everyone here today will have a different motivation for engaging with safeguarding. For us at Thirtyone:eight it comes from our passionate belief that safeguarding is close to God's heart. Our name comes from a verse in the Bible, Proverbs 31:8 that says, speak out on behalf of the voiceless and for the rights of all who are vulnerable. When we take care of the vulnerable, we are fulfilling God's call. If you're part of another faith group, you may well recognise this call from your own sacred scripts. Or you might be part of a charity that has care and dignity for the vulnerable at its heart. Whatever your motivation, we want to equip you.

This is a four UK nations friendly course. The principles for safer recruitment that we cover throughout the webinar are applicable across all four nations and we will flag any terminology that's nation specific. There are nation specific sections in the handbook outlining key practice models, terminology, legislation and sample forms.

Please find the section applicable to the nation or nations in which

you work, but feel free to explore the others too since they provide examples of best practice.

[Safer Recruitment Checklist and Spectrum of Formality]

This course is divided into five modules, each exploring one item on the safer recruitment checklist through teaching and interactive exercises. The checklist represents the key aspects of a safer recruitment process, we'll consider how we can apply the principles of safer recruitment to a variety of contexts: From working with volunteers in a small church or charity, to employing paid staff members in large organisations. The way these aspects will be experienced by those participating in them may be very different. But they should all always be present. You can see on that checklist that we've got an expression of interest, a role profile, an interview, and various checks. The last one we never fully tick as complete because it's ongoing; it's that support and supervision that every staff member needs.

Throughout the webinar, we'll refer to a spectrum of formality. You'll find this image along with a full explanation on page five of your

course handbook. We use this to recognise that safer recruitment will look and feel very different depending on the type of role you're considering. The experience of being recruited as a senior manager for a charity will not be the same as being recruited as a once-a-month volunteer, for example. The areas on our checklist need to be present for every role, regardless of pay or formality. Recruitment can be defined as 'any time someone is put into a position that they didn't previously hold', and we want to recruit safely. However, our aim is to equip you to apply these principles in a way that is proportional and appropriate for your particular context.

So just as we start, I'd like us to pause and consider this question, to answer either in the chat or by unmuting and speaking aloud: "Why do we follow a safer recruitment process?" We're thinking about the heart of safeguarding here, aren't we? There are ethical considerations, there are legal considerations, and we want to protect the vulnerable. We want to discourage those who seek to harm. It's a key part of creating a safer culture. We want to honour the people we serve. We value our teams, and we want to ensure we've got a shared understanding of the role, expectations,

processes and procedures. Safer recruitment also brings clarity. It helps us to avoid allowing our unconscious bias to sway decisions, and we can recognise that it's just the right thing to do. We want to follow best practice and comply with legislation. And it also meets the expectations or requirements of our charity regulators. It will avoid unnecessary pain. Following a safer recruitment process can seem like a lot of work in the moment, but it will avoid those much bigger strains on our time and emotions and resources that occur when things go wrong. We want to provide a safer environment for everyone who comes into contact with our organisation.

[Module One - Expression of Interest]

With all these things in mind we're going to start off with module one, which is all about the expression of interest. A written expression of interest, whether short and informal or a longer application form, is a key part of the safer recruitment process. This module will also consider the wider context of expressing interest: How does someone decide and communicate that they want to work or volunteer with us? We'll explore healthy and unhealthy motivations

for applying for a role. We'll consider when an offer of help requires a recruitment process, the risks and values of recruiting volunteers, and some practical steps for inviting involvement and collecting expressions of interest in a variety of settings. So over to you again, why might someone apply for a role? I'd like you to consider and again, type into the chat or unmute and speak out. What are the healthy motivations for someone to apply? Can you think of any unhealthy motivations. Healthy motivations might include a desire to serve. The role may reflect our skills and interests. We might be looking for paid employment to support ourselves or want to get work experience by volunteering. It can offer us a chance to belong to a community and can give us a sense of purpose. It's a way of outworking our faith. It's a way of giving back to an organisation we're grateful to. We want to make a difference. We might simply just notice that a need is there and we've got the capacity to fill it. Sadly, we must also recognise that people may have unhealthy motivations for expressing interest. These might include, gaining access to vulnerable people; gaining status or power; holding a position of trust that can be abused. Someone might want to

advance their own agenda through the influence a role will give them. Someone may even be seeking to groom or cause harm. Not only can a role give someone with unhealthy motivations access to vulnerable people, but the fact that they're trusted can make the abuse harder to recognise. This is expressed very clearly in a powerful quote from the BBC News report on the trial of Larry Nasser, the former Team USA gymnastics doctor who abused his position. "By projecting a sense of normality from his position of authority, Nasser made his victims feel they were wrong to believe that this was abuse, and that they will be in the wrong if they complained." One of the women who experienced this abuse said, "I just told myself it was normal, that he knows what he's doing and don't be a baby." This impactful testimony helps us to see that just by holding that position, Nasser's actions were enabled and legitimised, and women and girls were abused as a result. Who we place in roles in our organisation matters, and we must do all we can to ensure that staff and volunteers are safe and suitable people to hold their positions.

So, when does involvement require safer recruitment? When someone is appointed to a role in your organisation, whether that's voluntary or paid, a safer recruitment process should be followed. The level of formality will be appropriate and proportionate to the role for service users or members of your church or community. Once this person has a recognised role, there is an assumption that this person is safe and trustworthy, and they act as a representative of your organisation. Different positions will carry different levels of assumed trust, however, simply being connected with your organisation will suggest to others that you think a person is trustworthy. We have a particular duty of care to the vulnerable groups that we serve, whether that's children or youth or adults at risk of harm. Safer recruitment is a commitment to create safer environments and prevent vulnerable people being harmed or exploited. A safer recruitment process also allows us to communicate clear expectations to those who wish to work or volunteer with us. It's an opportunity to show that we take safeguarding seriously, which is a deterrent to those who seek to harm, and allows a person to make an informed decision about the

role in which they have expressed an interest. The term 'position of trust' has a legal and a general meaning. In general terms, as we said at the beginning, if people trust your organisation and somebody has a role within it, there can be assumed trust in that individual because of the role that they hold. There can be an element of power, influence or status there too. 'Position of Trust' is also a legal term that refers to certain roles and settings where an adult has regular and direct contact with children. It's against the law for someone in a Position of Trust to engage in sexual activity with a child in their care, even if that child is over the age of 16 and therefore over the age of consent. Examples of Positions of Trust include teachers, care workers, youth justice workers, social workers and doctors. In England, Wales and Northern Ireland changes to the law made in 2020 extended the definition to include faith group leaders and sports coaches. In Northern Ireland, legislation refers to 'Abuse of Position of Trust Offences' rather than 'Position of Trust'. Currently, the Position of Trust law in Scotland remains as originally set out in the Sexual Offences Act of 2009, which does not cover religious or sports settings.

If, at this stage, you're wondering about safer recruitment for those in your organisation who've already been in their positions for a long time, we've got some advice about a retrospective recruitment processes in Appendix Eight of the handbook, which you'll find on page 71.

We're going to have a discussion now around one of the most frequent dilemmas in relational communities like faith groups and charities: When does someone's offer of help become a role that requires a safer recruitment process? For each of our short scenarios, I'd like you to decide whether you think a safer recruitment process is necessary, and why and why not in each case. So the first one is that your church your charity organises family fun days each month where parents attend with their children. There are some parents who attend every month and know your building well, because they're part of your community. They help with the craft activities, they give out snacks, and offer to keep an eye on children of visiting families for short periods of time so their parents can get a coffee or go to the bathroom example. What do we think about that one? In this case, a safer recruitment process

does need to be followed and involvement formalised, including a criminal record check. There's other good practice we can implement here as well to ensure all helpers are clearly recognisable, maybe by particular t-shirts or lanyards, or stickers. Volunteers should complete some basic safeguarding training so they've got that raised awareness and an ability to spot concerns. There could be a danger here that we assume it's all okay, because we know these people and perhaps they already help out in our community in some capacity. We also need to make sure there's clarity at the events about who is responsible for the children attending. Is this an activity where parents can leave their children with our volunteers, or is it one where parents have responsibility for their children all the time?

Our next scenario is around giving lifts: Your church or charity hosts a lunch for older adults every Wednesday. A couple of people who have attended regularly until recently are no longer able to come because their health has deteriorated, and they can't walk or catch the bus safely anymore. A member of your community offers to set up a rota with two or three friends to give the adults lifts so they can

continue attending. Is a safer recruitment process necessary here?

First of all, we need to recognise that the people we want to give lifts to are 'adults at risk of harm' because of their health needs. If the lifts are being arranged by us as an organisation, then safer recruitment must take place. The fact that a community member is setting up a rota indicates that this is the case, and will very likely be the perception of those receiving the lifts, so clarity is key. The situation here has moved from a friend doing a favour to being a more organised activity. The people offering lifts on behalf of your organisation need business insurance and the insurance and MOT certificates would need to be checked, along with ensuring a clear driving licence through a declaration process. There needs to be a clear Code of Conduct here as well. Passengers should be in the back seats and the car must be suitable. Check that the service is actually needed and wanted by the older adults; do other family members need to know about the arrangement too? Clear choice needs to be given to the older adults about whether or not they accept these lifts. Also, we need to think through the physical safety of the older person and the possible need for physical touch to help

them get into a car safely. If you've ever had to give a lift to an older person with a degree of frailty, you'll know that there's a risk of hurting someone accidentally when supporting them to get into a vehicle. We need to consider issues such as consent and having a second worker present to do this in an accountable and transparent way.

How about this scenario? Someone in your community has professional skills in painting, decorating and electrical repairs. They offer to drop in whenever they have time between jobs to do some work on your community centre. The Community Centre hosts activities for various groups, including children. So, what do we think about this one? It's perhaps not as clear as the first two, is it? We've got some risk because it involves those using the community centre, therefore a risk assessment is required, which should take into account health and safety. Work can only take place in spaces when they're not being used. A drop-in arrangement will be just too informal, the person should at least ring ahead and check that it's a suitable time. It is such a generous offer and so we want to take it up, it could be tempting to accept it without doing due checks, or it

could seem offensive to put any parameters in place. But it's the right thing to do. We need to make sure that the person is qualified, are they insured for the work that they're doing? This role wouldn't qualify for a criminal record check, so the risk assessment and the other safer recruitment checks really are essential. Are there any times when the building is empty or particularly good for the work to happen? Is there a specific need for this work? And how will it be managed? Could another person from your organisation be present to supervise in some capacity? There are potential 'lone working' and 'working at height' risks here. Would we be liable if an accident occurred? Do children and adults move around the building unsupervised for the toilets etc.? There are several safer recruitment elements to consider even when our initial instinct might be a simple 'Yes please!'.

Here is our next situation: a group of long-standing members of your community offer to serve refreshments to the children and their families at your weekly stay and play group. Does this require a safer recruitment process?

It's fantastic that people want to help. There will be no unsupervised or individual access to children in this role, so a criminal record check isn't going to be necessary here. But they are being put into a position that they didn't previously hold and so an informal safer recruitment process is necessary. There needs to be discussion about the code of conduct and expectations and a group conversation or training around safeguarding, health and safety, that sort of thing. There may be rules about who is allowed to work in the kitchen, what the emergency procedures are, etc. People need to be aware that of their own duty to report any safeguarding concerns that they might observe.

And then finally, what about these one-off activities? Our situation here is that your charity is organising a Christmas fun event and an uncle of one of your regular volunteers offers to dress up as Santa and give presents to the children.

So, what do we think about this situation? Well, the first thing we might think is that we just don't know anything about this uncle, we definitely can't simply take him up on his offer. We would need to know more about him. Has the possibility of having a Santa already

been raised and requested. The fact that the individual has offered this service, rather than someone responding to a request for a Santa may raise a red flag. If the organisation did want a Santa, is there anyone already within the safely recruited team available to do this role? There needs to be a clear code of conduct just making it really clear that parents need to stay in the same room with their children that there's going to be no sitting on laps or hugging or anything like that. Consider, how would this role add to or contribute to this event? Clear risk assessment must be drawn up and shared. The specifics of every safer recruitment process will be dependent on the situation. Only a registered umbrella organisation for criminal record checks can properly advise on those basic, enhanced or enhanced with barred list checks, it goes beyond the scope of this webinar. So if you do have those questions around any role you are recruiting to, please contact your umbrella organisation to discuss them.

Okay, we're going to have a very short time in breakout rooms now. Just three minutes. In your group, if you're in rooms one and two, could you come up with a list of the risks of bringing new people into

work with your organisation? And if you're in rooms three and four, can you consider the benefits of this? Please nominate someone to feed back to the rest of the group when you return.

We know that the recruitment of new people brings so much potential value but our awareness of the potential risk means that it is worth doing this well.

So what does this mean for us, in terms of our spectrum of formality? What would an expression of interest look like in an informal process, that medium level process or a formal process. It might seem strange to have a written expression of interest for an informal process at all, but we work on that safeguarding record keeping principle that if it isn't written down it hasn't happened! On a more serious note, the Charity Regulators all expect trustees to ensure their charity has a safer recruitment process and to be able to evidence it. Expression of interest forms would comprise part of this. An example of an informal process would be that you want to get volunteers to help in the creche each month or serve refreshments at a lunch club. We might start a call for help through word of mouth; in a church this might be as part of notices in a

Sunday service or on an email chain, there might possibly be something on the website or social media page, it might come up in conversation. We'd ask anyone interested to complete a short expression of interest form, which is like a very short informal application form, to say why they would like to be involved, what skills they could bring, their availability etc. The person could be supported to complete this over coffee if they find written forms daunting for any reason, and many people do. The expression of interest should then be assessed for suitability by at least two people, the team lead and perhaps the safeguarding lead. If we're considering a medium level of formality, like a paid youth worker for a community project, the advertising would vary. There might be notices on community social media pages, newsletters, LinkedIn, job sites, fliers or posters. We'd want to have an application form with just a bit more detail that's shortlisted by the project leaders. And for a formal process, like a regional manager for national charity, this is going to be advertised in press and recruitment websites. There will be a multi-page application form based on the job description the person specification, it will ask for qualifications

and experience, and it should be shortlisted by a panel or an HR team. For examples of expression of interests and application forms along the spectrum of formality, please refer to Appendix Two in your handbook.

Okay, so that's the end of module one.

[Module Two: Role Profile]

We're going to move on to our second module now, which is around the role profile, the second item on our safer recruitment checklist. In this module, we're going to consider the importance of a role profile for creating a shared understanding. We'll look at some practical steps around what to include. And we'll look at equality and equity. We're going to start off looking at the importance of a role profile by considering a scenario. As you listen to this scenario, look at our safer recruitment checklist and decide for yourself if a full safer recruitment process was followed. It's quite an informal situation, but can you see any or all of the elements included? Is there anything missing from the process? And what are the implications of this? You can find this on page eight of your handbook if you prefer to

follow that way. Asha's church asked for volunteers to join the pastoral team to visit and share communion with housebound church members. Asha completes the expression of interest form giving her reasons for wanting to be involved, the skills she can bring and noting her availability. Siobhan, the pastoral team leader, calls Asha and arranges to have coffee with her and discuss the role further. When they meet, they talk about Asha's day job as a 'home from hospital' carer and her passion for keeping housebound members of the church part of the community. They agree that Asha will bring her ID documents to church on Sunday so that Ciaran, the church administrator, can start to process her Access NI (criminal records check for Northern Ireland) and she also gives Siobhan contact details for her line manager at work and the deputy of her children's school, where she served as a parent governor, as references. When the checks come back as Asha starts pastoral visiting. Siobhan arranges to meet Asha in the church cafe the following month to check how she's getting on and see if she needs any support. Asha says that she's really enjoying pastoral visiting, and has got to know Mrs. Baker particularly well. She mentioned

that she often picks up groceries for her while she's shopping for her work clients, and has agreed to take her to a hospital appointment next week, as Mrs. Baker's daughter is on holiday. So, what do we think about the answers to our questions? Was a safer recruitment process followed. In fact, even though what we're considering here is quite an informal situation most aspects of that safer recruitment process are covered. There's an expression of interest, there's an interview, that conversation over coffee, we've had checks such as the Access NI check and the references, and the support and supervision in this follow up a month later. But what's missing? Well, not surprisingly, as we're in the Module Two about the Role Profile, it's that role profile and code of conduct that is missing. And what are the implications of that not being present? Well, for Asha in this situation it means that she's working outside the boundaries of her role. The level of criminal record check required for handling money and transport to hospital is higher than general visiting. Also, Mrs. Baker may come to rely on Asha, potentially masking her need for support from elsewhere and increasing demand on Asha to a level that feels unmanageable. Asha is open to allegation when handling

money. The church could be accused of being inconsistent with its level of pastoral support and there's a lack of healthy boundaries. We need to review our role profile or code of conduct here. Asha needs clarity about what this role does and doesn't involve. This church, like any faith group or charity, has a responsibility towards the vulnerable people it serves, their volunteers and its own governance to ensure there are shared expectations. Asha can't know the boundaries of home visiting if she hasn't been told, perhaps particularly because she has a similar role in her work life that has different boundaries. Mrs Baker, and others who receive home visits, also need to know what to expect. This particular scenario is about conversation and communion [a key part of Christian life where people eat bread and drink wine or juice to pause and reflect on the death of Jesus], but home visits from any charity or organisation would need clear safeguarding guidelines. The people being visited need to be assured of their right to cancel at any time, told who to report concerns to and things like that. Siobhan will now have some work to do to make this situation better – supporting Asha and ensuring she has a role profile now, checking

if she still feels ok to visit Mrs Baker with these revised boundaries or should a different volunteer take on those visits, check how Mrs Baker feels and explain the situation, does there need to be communication with Mrs Baker's daughter? Siobhan should talk to the safeguarding lead as part of a process of openness and accountability and together agree safe parameters for the pastoral visiting role.

A role profile really does help to create a shared understanding. Our next exercise is to consider this question: Without this shared understanding, what are the risks for: vulnerable groups, for the volunteer or employee, and for your own organisation? In terms of vulnerable groups, they might come to harm either deliberately or through unsafe practice. They could receive an inconsistent or confusing experience; they might not be getting the appropriate support; it might lead them to have unrealistic expectations of your organisation and stop them from seeking support from elsewhere. For your volunteer or employee, the demands of the role could end up being greater than anticipated. They might feel insecure or unprepared. They could lack clear boundaries on their time and

expectations. They could find themselves in risky situations or open to allegations. The organisation risks making an inappropriate appointment. If somebody doesn't realise what they're applying for, ends up being recruited and then can't manage what's being asked then you're still under resourced. You might end up managing an awkward or difficult situation. There could be reputational damage, and there could be legal implications too.

So, now we appreciate the importance of having a clear and informative role profile, we're going to have a go at producing one ourselves. I'm going to give you a few minutes to work together to improve the role profile for either a children's worker or food bank volunteer. In your handbooks you will find two inadequate role profiles. What additional information would you require? Where might you need clarification? A role profile should help a candidate decide if they are interested in a role. They need to understand what it involves, and perhaps what it doesn't, and decide whether they've got the skills to do it. Are they available to do it? Are they happy to comply with the necessary checks? If the level of detail is too much to put on a role profile, this can be included in a code of conduct

that's given at the same time. Think about the who, what, where, when, and why questions to prompt what needs to be included. Who will the person be working with? What will they be doing? Where will they be working? When will they need to be available? Why are certain things for example criminal records, checks for qualifications or skills required? Once again, it's really important to note that organisations need to get expert advice on what level of check a role is eligible for and the role profile must give sufficient detail to do this. This in turn informs decisions around a self-declaration or declaration of suitability that we'll cover in module four. So over to you! In your breakout rooms, please consider how you could improve these role descriptions so that they're more specific and informative.

So, with our children's worker, the given role profile stated: "Help the children as required; model good behaviour; communicate with parents; report to the children's leader; this role is eligible for a criminal records check. Something more specific could be, "Support primary-aged children at monthly after school homework clubs at our City and Riverside sites." "Work with team members to plan and

deliver fun and engaging activities appropriate for the children's ages and abilities." "Assist children with..." and now here, clarity in the role profile is essential as the level of criminal record check may be affected, especially if a worker will be helping with personal care, feeding, toileting etc. You may consider being explicit in saying "This role does not involve assisting children with toileting etc." You might want to put in some of the other time commitments like attending quarterly planning meetings with the children's team; be available every Monday evening between 5 and 7pm in term times etc. Other suggestions could be: "Greet parents at the start of each session and support them to complete the register." "Welcome new families and support them to complete contact forms in the induction session." "Pass on any concerns about a child's safety and wellbeing to the safeguarding lead." And we need to state that this role is eligible for an enhanced criminal record check. Again, by sharing a role profile that's thorough and clear with your umbrella body, then you'll be able to state with certainty what level of check there is for the person who will be taking that on.

And for a food bank volunteer, the starting point was to: “Help clients as necessary; sort food donations; communicate appropriately; report to the project manager and undertake required training.”

Some suggestions for this one could be “Make food bank visitors feel welcome, engage in conversation and offer a listening ear.”

“Signpost visitors to further support as required using the signposting folder or database.” “Be available for at least one morning or afternoon shift per week.” “Load and unload food items from our delivery van.” “Check dates and quality of stock donated.” “Undertake food hygiene training and implement expected standards.” “Model behaviour in line with our Code of Conduct, see attached.” “Pass on any safeguarding concerns to the safeguarding lead.”

Hopefully you can see that, by adding those specifics, somebody could make a more rounded decision about whether they want to take this role on. Will it fit in with their lives? Will it suit their skill set?

Is it something that they are going to find fulfilling and possible?

What support might they need? It is much better to know that information up front. We can find in our communities that sometimes

people say 'yes' to fill a gap or help when they know that a team is short on numbers and end up serving beyond their capabilities or beyond their comfort. We really want to avoid that; it's not a good situation for them or for us or for the people they are serving.

[Equality and Equity]

Now we've looked at creating that clear role profile, we're going to spend a few minutes considering how we can open it out to as many people as possible, with no unnecessary barriers created either by our own perceptions or our environment. To start this, let's consider the difference between equality and equity of opportunity. We've got an image here to illustrate it. In that first circle, we've got three people of differing heights, who've all been given exactly the same platform to stand on. They've been given equality of opportunity. But has it brought them all to the same level? Is their experience genuinely equal? No, the tallest person is still taller than the others and the shortest still shorter. In the second circle, we've given each of the people the support that they need to be able to

achieve an equal experience. And it's that second box that demonstrates equity. So, how does this relate to safer recruitment? For an equitable recruitment process, we want to consider how we can ensure that our role profile and our wider recruitment process doesn't unnecessarily exclude anyone. What barriers can be removed or overcome to make a role truly accessible to all those with healthy motivations to serve? This might involve some creative thinking, and more careful consideration than simply saying everyone is welcome to apply.

We've got someone with lived experience here, telling us how small adaptations to certain roles can make a significant difference: "I'm happier because I now work from home and can control my lifelong medical condition in my own environment. It's also given me more control over how I react to my condition, and not worry about what other people are thinking or saying. And thinking that I have to adapt to keep everyone happy at the expense of my health, my life." That quote is from a participant in the UK Disability Survey of 2021.

When we're looking at bringing anyone into a position, we want to make the scope of our recruitment as broad as is safely and

realistically possible. Aside from criminal record checks, there are other laws that help us to consider how to do this and we've included more detail on this in your handbook. The key takeaway is to think through what parameters should be in place. Are there occupational requirements you need to consider? Can you adjust the role to include more people? Are there projects you can put in place around the recruitment process, or ways to communicate that will encourage groups who are underrepresented to apply?

Remember, your role description should only incorporate things that are genuinely essential for the role. If you want to find out more about this area, and we would encourage you to do so, there's Appendix Three, on fair recruitment, which starts on page 62 of your handbook. For further exploration, you could read the details of the Equality Act 2010 and research the terms 'reasonable adjustments' and 'positive action'.

So then, back to our spectrum of formality. Do all roles in your organisation have a role profile? Is each role profile clear and informative? Do the people doing this role know what is expected of them and what isn't? Do the people they serve know this too? If

there are no role profiles, perhaps you could co-produce these with your team. It will spark some helpful and interesting conversations. How could you apply the principles of equity of opportunity to your role profiles and communicate this clearly in your next recruitment?

[Break]

Now it's time for a coffee break, and we're going to pause here for just five minutes, and then rejoin when we've had chance to stretch our legs and get a drink. Thank you.

[Module 3: Interview]

Welcome back, I hope you had a good break. We're going to start off the second half of the training thinking about the interview, which is the third item on our checklist. In terms of an interview, we want to ensure that any interviews, of any level of formality, are useful and give us the detail we need to make an informed decision. We'll consider suitability criteria, who to involve in an interview process and some practical steps for interviewing candidates.

In terms of suitability criteria, we need to consider what we are hoping to hear. However formal or informal your interview is, you

want to ensure that it's useful, that it gives you the information you need to make an informed decision. Look through your role profile, and devise questions to check key skills, experience and values. What will constitute a good response? What would be excellent? What do you really need to hear? Make sure you include a question about safeguarding. Ensure there is opportunity for the candidates to give their best. Are the questions clear and relevant? Are they designed to enable people to demonstrate that they are suitable for this role? Are there reasonable adjustments you can make for candidates with disabilities? An interview is also an opportunity for a candidate to explain any gaps, maybe in their employment history, for example, and provide information that was missing from the initial expression of interest. Make sure you have refreshed your memory of the application shortly before the interview, or even have a copy with you as a prompt. As well as the positive suitability criteria, that's what you're hoping to hear, consider what will give you cause for concern or show that someone is not suitable. That might be an attitude in particular group, a discrepancy from the information on the application form or a gap in key knowledge.

Here is an opportunity to try this for yourselves. Attitude and value questions allow someone to explain how and why they make certain choices. They also give recruiters an insight into a person's character and motivations. Interview questions should ideally give applicants chance to reflect on and relate real life experiences, rather than respond to a hypothetical situation. If you'd like to explore more about value-based interview questions after the webinar, you can refer to Appendix 4 in your handbook. On pages nine and 10 of your handbook, there's the instructions for our activity: I'd like you to devise an interview question to explore somebody's attitude to people with additional needs, and the value of honesty. You can write these questions to suit your own context, or, if you prefer, consider this situation: "Your Food Bank has several young adult volunteers who attend a local college and have a range of additional needs. You want to ensure that anyone you employ will be a suitable addition to your team." What question could you ask to find out more about a candidate's attitude here? The second scenario is this: "Honest reflection and healthy accountability are key parts of your organisation's culture. You want to ensure your

volunteers understand the need for honesty and an ability to learn from their mistakes.”

Okay, so now we're going to use a poll to consider who might be involved in an interview process for a creche helper and a deputy safeguarding lead. Just choose 'yes' or 'no' for each of the given options. For the creche helper, suitable people could be the creche team leader, the safeguarding lead and an experienced volunteer in the same role. And for the deputy safeguarding lead it would be the safeguarding lead, the trustee for safeguarding and the lead minister or operations manager. When deciding who should be involved, we don't want somebody who's going to be too close or biased and we would particularly want to avoid involving someone who is related to the candidate. We also don't want to have somebody who's too far away from the day-to-day nature of the role, or who wouldn't fit well in that recruitment process.

[Formal and Informal Interviews]

So, across a spectrum of formality, what's an interview going to look like? An interview is an additional opportunity, after the application or

expression of interest to gather information to make a good decision.

The format, length and tone of the interview should be suited to the role and organisation. For example, a three-person panel interview is unlikely to be suitable for a volunteer creche worker in a church or community group. Most likely, the creche leader will meet the candidate for coffee and conversation, but the other two people will help come up with the questions and criteria and the leader will share notes with them to make an assessment afterwards. Others could be involved if it felt comfortable and appropriate. There could be an invitation to team coffee or lunch for example, a Zoom conversation with the team leader and another member of the team. Whatever level of formality you decide is appropriate for the role, make sure that the same format is used for all interviewees. This is needed to make the recruitment process as fair as possible.

For formal interviews, a panel of three people is a good practice.

Only having one person interviewing risks subjectivity and even discrimination; with two people there is an extra level of

accountability and it enables a mix of genders, but be aware of

potential power dynamics between the two. Three people ensures a

range of perspectives as well as enabling a fairer assessment. Once you've decided who should be involved meet in advance to determine who will ask which questions and how you'll assess the person's suitability. Using an assessment task, in addition to the interview questions, gives the panel extra insights into the candidates approach the role. An assessment task could be a presentation on a relevant subject, a model session which is common for teaching or preaching roles, an aptitude test of physical skill or accounting, for example, or interactive assessments with the other candidates.

Using the same, structured questions for each candidate enables fair assessment, you may consider using a scoring sheet for your interview to reduce subjectivity. If you're doing this, ensure you agree first on what your scoring system means. A scoring system going from 1 to 10 maybe unhelpful. As, for one person, 5 out of 10 is an adequate, average answer. But for another this is just not good enough. The job site 'Indeed' recommends a 1 to 4 scoring system, with the meaning of each score put into words in advance to help

interviewers be consistent. There's a link we can give you for that resource if you are interested in reading more.

Interviews should take place in a calm, professional environment that is accessible for all your candidates, whether this is a physical or virtual space. If one of your candidates requires the interview to be either physical or virtual, for accessibility reasons, then try to mirror that across all of the interviews to give a fair experience.

Some questions to consider about the environment: is your environment free of extraneous noise, distractions or other stimuli that would place those with sensory sensitivities at a disadvantage? Can someone who uses a wheelchair get into your building, access your toilets etc.? Have you offered a virtual interview as an alternative to anyone who would benefit from this? Have you got sufficient internet speed to stay well connected through a virtual interview? Are the captions enabled on your Zoom account? Have you given someone sufficient instructions to be able to find your building or access your virtual interview platform? Is your building a comfortable temperature? Have you allowed sufficient time for the interview, including the opportunity for the candidate to ask

questions - including reasonable adjustments for processing and communicating information? This may seem like a long list, but taking some time in the planning stages to get this right will make interviewing a smoother, less stressful experience for you and your team and a fairer and more comfortable experience for your candidates. These are not difficult steps, but they can make a huge difference to somebody who wants to come and be part of your team.

The list of considerations on the previous slide may seem completely otherworldly if the reality of an interview for your context is more like a drink and a chat. And this is fine. Coffee and conversation really can constitute part of a robust safer recruitment process. You still need to think through how the conversation will be fair and useful though. So again, consider the environment.

Accessibility is just as necessary in informal as formal situations. If you're meeting in a cafe, is there a quiet corner you can reserve so that you and the person you're talking to can focus well? It's particularly important if either of you have hearing impairments that are affected by background noise. If you're talking after a church

service or community group meeting, are both of you sufficiently free of distractions, for example, you're not also looking after your children or being greeted by other friends. Prepare your questions in advance with the other people involved in the recruitment process. Make sure that you give the person opportunity to demonstrate how they fulfil the role profile, and give them time to ask any questions they have about becoming involved. Consider how you record your answers. Is your memory good enough to write notes of the conversation once it's over? Would it be better to take some notes at the time? Would you want to use a predesigned form to do this with space for answers to key questions? You'll need a record to share with the other people involved in the process. It will help make a fair decision if there are more people expressing interest in the roles available, or to ensure that the person who wishes to volunteer meets the suitability criteria. This is an important step for us to consider when volunteers are scarce, and we just want to say a grateful 'yes' to everyone who comes forward. But if I'm speaking to a person and it becomes apparent that they are not suited to this role, then they should be redirected to another opportunity to serve,

even if there's nobody else to take on the role. This can seem daunting in small communities; volunteers are desperately needed and we don't want to discourage someone or hurt their feelings, However, an unsuitable appointment will cause more problems and pain in the long run than not recruiting at all.

Just a note on fair assessment and unconscious bias here. We all carry unconscious biases, and it's not something we can control - it's unconscious! However, awareness of them can help us reduce how they impact on our interaction and decision making. Unconscious bias can affect recruitment as, if we have in our mind a set of characteristics that we would expect to see in a certain role, we may be more likely to recognise the suitability of one candidate and overlook another. For example, if the majority of your creche workers are women with young children, we might be predisposed to find merit in another mum from our community. If the majority of existing youth workers are in their 20s, a person in their 70s may be overlooked. It can also go deeper than this. If you have personally had a difficult experience with someone with a particular accent, facial feature or the characteristic, then you may be negatively

inclined towards someone who shares these features without even realising that's the case. That's why involving more than one person in a recruitment decision is important. Similarly, if the interviewer has never experienced someone with a disability or of a particular ethnicity, for example, fulfilling the role to which they're recruiting, a person with this characteristic may be at a disadvantage before the interview is even begun. This means that an interview process that is as objective and accountable as possible is vital. Having scoring criteria, as we mentioned earlier, can help with this as it involves that extra step of evaluating an answer against an agreed set of criteria to justify a concrete score. There are several useful resources available on unconscious bias, including one we're going to put in the chat now, and many organisations also offer training in this area.

[Module Four: Checks]

The fourth part of our safer recruitment checklist is 'checks'. In the past, this was sometimes considered to constitute a safer recruitment process all by itself. And it is important, but I hope that what we've covered so far helps to illustrate that it's just one of many parts.

In this section, we're going to be considering criminal records checks of different levels and the legislative legislation from across all four nations that relates to this. We will consider the value of references, reflecting on what they can and cannot tell us. We'll explore other types of check to consider and weigh their advantages and disadvantages. As always, we will discuss the practicalities of undertaking checks within a safer recruitment process of an appropriate level of formality.

What checks might be involved as we move along our spectrum of formality? Maybe you could share with us about what checks were involved for role that you've recruited to most recently? Criminal record checks are a legal requirement based on what the role involves rather than any level of formality. References are also essential, but type and number will vary across our spectrum.

Formal processes may involve other types of checks, such as psychological evaluations and social media screening. Qualifications may be relevant across all levels of formality, not academic for informal process perhaps, but a driving licence if the role involves

delivering or offering transport, for example. We will consider some checks during this module and there are others included in your handbook.

So, why do we undertake pre-employment checks? These are another way for us to establish that a person is safe, suitable and legally able to fulfil the role in question. We're checking things like somebody's right to work in the UK, whether or not they have criminal convictions that will prohibit them from working with certain groups or fulfilling certain roles, whether they're of suitable character to fulfil the role etc. For some roles, we might need to check qualifications or registration with relevant professional bodies. The timing of pre-employment checks is key. Pre-employment checks are undertaken as part of a conditional job offer once a successful candidate has been identified. They shouldn't be done before this stage as we don't have the right to obtain this information about someone we don't recruit, and it might prejudice our selection process. A candidate shouldn't start working, volunteering, or be given an unconditional offer before these checks are complete. I understand that sounds very formal. What this means for our

informal end of the spectrum is that we don't do these checks before we even talk to a potential volunteer to decide if they're suitable, but we must do them before that person actually starts volunteering in our team.

So why do we need to do checks at all? Well, some checks carry a legal duty, and we'll look briefly at the legislation that underpins safer recruitment on the next slide, and further information is again in your handbook. But even when legislation doesn't apply to certain roles, we still want to do due diligence as part of our safer recruitment process. We want to ensure that the people who work and volunteer in our organisations are safe and suitable, that they will do good and not harm, will represent our church or charity well, and that the appointment will be positive for our organisation, the candidate and the community we serve.

The main thing I want to do for this slide around legislation is to signpost you to your handbooks. Pages 13 and 14 have got the laws laid out and your nation-specific sections will expand them a little further. Across all four UK nations, our safeguarding practices and processes are underpinned by law, and safer recruitment is no

exception. Legislation recognises that organisations have a duty of care to vulnerable groups to ensure that the people recruited to work with them are safe and suitable to hold their roles. They must do due diligence in this area because, without it, people are exposed to avoidable harm. Indeed, much of our legislation is sadly based on lessons learned from serious case reviews when people were killed or experienced significant harm, when appropriate safeguarding measures were not in place and then laws were made to close these gaps. One of these gaps came from the Bichard Inquiry following the murders of Holly Wells and Jessica Chapman. Ian Huntley was employed despite being known to police for sexual offences. Our current criminal record checks consider the previous failure to search for known aliases.

It's good to acknowledge at the outset that we could have an entire course just on criminal record checks. In fact, if you use Thirtyone:eight as your umbrella body for processing checks, then we do! In fact, we have three. What we will discuss here is why criminal records checks are an important part of a safer recruitment

process and a review of the basic principles involved. If you're a lead recruiter, and want to explore the eligibility criteria for specific roles and the practicalities of processing checks, contact your own umbrella body or registered body or the organisation that processes checks in your nation. In Northern Ireland, that's Access NI, in Scotland, Disclosure Scotland is the place to go with checks of any level and there's also a disclosure scheme called the PVG (Protection of Vulnerable Groups) Scheme that covers regulated activity with vulnerable groups. Those working closely with vulnerable groups apply for membership with this scheme. In England and Wales, we've got the DBS (Disclosure and Barring Service). And the Home Office has information about applying for criminal records checks for overseas applicants, including general information and specific advice for different countries. If a role involves working closely with children, young people or adults at risk of harm, it's likely to qualify for an enhanced criminal record check. As a general principle, whether a role requires a criminal record check, and if so what level, is determined by the nature of the work. It's not legal for an employer to apply for a check that is not relevant

to the role in question. But equally, Charity Regulators expect organisations to carry out the highest level of check for which a role is eligible in order to fulfil their safeguarding duties. This is why getting specific advice from your registered body is so important. The criteria is complex and beyond the scope of this webinar, it's enough to know that this isn't something you need to decide for yourself, your umbrella / registered body will advise you on this. Organisations may wish to apply for basic checks when a role doesn't meet the criteria for an enhanced criminal record check or PVG check but does involve a level of trust and representation of the organisation.

Now we're going to consider a self-declaration form. The purpose of a self-declaration form is to provide an opportunity for honesty.

Either a candidate will state that there is nothing that would make them unsuitable for the role, or they can give a transparent account of any relevant information that might be shown on a criminal record check or included in a reference. We've included templates and signposting to these forms in the nation specific portions of your handbook. In Scotland, it's an organisation's decision as to whether

this is put in place or not. Volunteer Scotland can advise you on when it is most appropriate to use one. The timing of this process is important. Knowing what's on this form might prejudice you against someone unfairly. And if they don't do well in the interview, you don't need to know this confidential information. We recommend that a self-declaration form is given in a sealed envelope alongside the application or expression of interest; then candidates are interviewed or talked to; and then, if successful, we read a candidate's self-declaration form; and then we proceed with the criminal record check. We don't want to turn down other applicants until we've seen the self-declaration form of the chosen candidate. At Thirtyone:eight, we also recommend using something called a 'Declaration of Suitability' form for any role where an enhanced criminal record check is not possible, but it's desirable for the applicant to support the expectations of the organisation in relation to safe conduct. We've included a template form that can be used across the UK nations in your handbook, you can see that in Appendix Seven. The resources included in this training are just two of many more forms, checklists, policy templates and resources

available to our members in the online resources library. If you're members with us, do make sure you're benefiting from these resources.

One advantage of these declaration forms is to open a dialogue. A candidate has the chance to explain, in their own words, something that you might find out from another source. It also feeds into any risk assessment you need to do. If a candidate doesn't declare a conviction, caution or disciplinary that comes to light on a criminal record check or reference, then this would be a cause for concern. A self-declaration form also allows you to include information that might not show on a criminal record check, a safeguarding concern raised at a previous church, for example. If you don't offer the applicant the role, then we just shred these forms without reading them. It's important to ensure that any form you ask people to complete doesn't contravene their rights. This information should not be read by the recruiter until after a successful interview, so it doesn't prejudice selection. You also need to consider how to safely store these forms, who should have access to them, and how long they can be kept.

Now we're going to consider references. One of the most debated aspects of the safer recruitment process, particularly for voluntary roles in smaller organisations, is the request for references. It's recognised that the information given in a reference may be limited, and asking for them may seem overly formal. Yet it is part of a strong safer recruitment process because the practice of asking is another deterrent to those who wish to cause harm. The term 'reference' refers to information given by an employer or peer to help assess someone's suitability for a role. There are three main types of reference: a basic factual reference, an enhanced factual reference, and a character reference. The basic factual reference simply states the position held by someone in an organisation and the dates of employment or volunteering. Many organisations will now only provide this type of reference. An enhanced factual reference provides this information plus the main duties held, any relevant disciplinary records, sickness absence, salary, and the reason for leaving. A character reference provides an opinion on somebody's strengths, qualities and other aspects of their character. This could come from anybody who knows the applicant but isn't

related to them, not just an employer. ACAS provides some useful information on references, including sample request letters for each of the three types of reference. References must be fair and accurate; unfair or misleading references can be challenged in court. There is not a set number of references that must be sought. Just as with an interview panel, diverse perspectives can give a fuller and more balanced picture. Check your organisation's policy to see if there is a specified number and consider the role and formality of your application process when deciding what's appropriate.

Requesting three employment references from someone who wants to be on a coffee morning welcome team would seem excessive.

Basic or enhanced factual references should always include the current or most recent employer. After that, encourage the applicant to nominate people who can give perspectives that are relevant, trustworthy and objective as possible. If someone has done a similar type of volunteering before, for example, their supervisor could provide a reference. References from family members are not appropriate but references can be personal. So, if someone would

like to help in a creche, a parent whose child they've babysat for would be an appropriate reference.

Many organisations now undertake online or social media checks on prospective employees to ensure they are suitable for people to work in a particular role. The most recent Keeping Children Safe in Education (KCSIE) publication recommends this as part of the safer recruitment process for teaching staff, for example. The benefit is that you can see how the person presents themselves, the views they publicise, and if any concerning information is available about them in the public domain. However, it's important to tell the candidate that you're undertaking these checks, and that the information you glean doesn't prejudice your selection process. That is why we recommend only doing these checks once a conditional offer has been made, not at an earlier stage. This can be done through a professional organisation; doing so yourself informally is legally a grey area, so we really don't recommend you doing this. These checks and what they tell us about the views people publicise can be really informative. We've got another voice of someone with lived experience here who may have been spared pain if more

checks had been undertaken as part of a safer recruitment process. This was a statement from a woman who received sexually inappropriate social media messages from a PCSO (Police Community Support Officer) who had a history of being abusive to women on social media and in person. She says, "Although I'm not a vulnerable person, he visited me during a vulnerable time in my life. And I feel he may have targeted me because I was vulnerable. He must be stopped from ever being in a position to do this again, as he is supposed to be in a position of trust and confidence, and he's clearly abusing this position." Various checks, including references and social media checks may have shown the PCSO's history of problematic language. This person was ultimately added to the barred list.

You must ensure that anyone you employ has the legal right to work in the UK. Their right to work will depend on the paperwork that they have around their nationality and immigration status or visa. There is an eligibility checker from gov.uk. Right to Work checks may even be necessary if a person from outside the UK is working in a voluntary capacity. The National Council for Voluntary Organisations

(NCVO) has some useful guidance around this. But in short, there is a distinction in the Home Office guidance between a 'volunteer' - someone who doesn't have to commit their time; and a 'voluntary worker' - someone with a contract, expectations of their time and responsibilities. We can post a link if you would like to read more around this.

For some roles, particular qualifications or professional licences are essential: nurses, qualified teachers and driving instructors, for example. The paperwork to give evidence for these things should be checked at this stage. Some roles require a person to register with a particular professional or regulatory body, and candidates will be required to show evidence of membership at this stage. For charity trustees, organisations must check that the candidate is not on the register of people disqualified from acting as a charity trustee.

We're going to do a short activity now you can find it on page 11 in your handbook. Who might provide references for each of the following individuals? What type of reference will be helpful? And when do you think you'd ask for multiple references? So first of all,

we've got Nish. Nish is 18, and just finished college. He wants to volunteer at the food bank once a week. Secondly, Beryll, who is 78 and has attended your church for years. She wants to be part of the Messy Church team. Next, we have Konrad. He is 25 and has recently arrived in the UK for work. He wants to volunteer as a youth leader in your community group. Finally, Chipso. She is 46 and is a hospital chaplain. She's applying for the role of lead pastor at your church. So, who would you consider to be suitable people to give references in each of those situations?

We finish this module with a look at this pre-employment checklist, the elements of which we've talked about individually as we've worked through this module. You're now ready to appoint someone to their new role. Once all the checks are back, and any other agreements have been made, you can agree a start date and your new volunteer or employee can sign their contract or volunteer agreement.

[Module Five: Ongoing Support and Supervision]

The final part of the safer recruitment process is support and supervision. This is an ongoing process that will continue for as long as a person is in their role. In this module, we'll consider appointment and onboarding (how to start well), we'll look at supervision and providing the support necessary for a person to thrive as part of a healthy culture. There will be periodical updates and practical steps to consider as well.

When we think about appointment and onboarding, this might involve an induction. This could also be called 'on the job training', 'orientation' or 'buddying'. It could be a formal process with scheduled meetings with key members or teams in your organisation, there could be a folder of initial tasks, processes, and workflows. It could be equipment agreements, mandatory training in basic safeguarding, health and safety etc. Or it could be less formal. It might involve coffee with the team, or a walk around the building to see the different areas, basic safeguarding training and a gradual introduction to the work. Whether formal or informal, or somewhere in between, think through what needs to be done before the employee or volunteer is able to undertake different parts of their

role profile, have contact with your service users or members of your community (particularly those vulnerable groups), and to fulfil their role safely.

Shadowing another team member can be a helpful way to start a new role. The new employee or volunteer can experience the role with support and see how policies and the role profile or code of conduct are outworked. Shadowing reduces the risk of misunderstanding or misinterpreting written policies or acting on assumptions formed in advance. It also allows the children or teenagers or adults they'll be serving to get to know a new person in the company of a trusted adult who can support communication as necessary.

Everyone who has contact with children, young people or adults at risk of harm should have at least a basic level of safeguarding training before starting any role, so that they've got an awareness of signs and indicators of abuse and what to do if they have a concern.

Some roles require a higher level of training, and government or umbrella body requirements must be followed. For example, in Wales, if you have regular contact with adults, children and

members of the public, you'll need at least Group B or 'intermediary' training, and registered or regulated practitioners with an assessing, planning, intervening, and evaluating role will require Group C or 'advanced' training. There may be other training relevant to the role, too, like first aid, manual handling, or food hygiene. Agreeing dates for undertaking such courses will be part of the employment and onboarding process.

An agreed probation period is key, however formal the recruitment process is. For paid employment, probation is essential and often ends three or six months after the start date. If successful, terms of employment change after this point. An employee might be granted access to a pension or benefit scheme, and the notice period often extends. If there are concerns over an employee's suitability or ability to fulfil the role, probation can be extended for another set period of time with support and monitoring measures in place.

Remember to write things down and keep a paper trail. Even for an informal process, it's healthy to have an agreed period of time where the volunteer will have regular check-in meetings and additional support and supervision. It's an opportunity for you and them to see

if this way of serving is the best use of their time and skills, and they should be free to step away if it's not what they expected. Don't be afraid to redirect someone to a different area of service if they don't seem well suited to this one; being mindful, obviously, to do this sensitively, with advice and for the right reasons. If someone is contravening safe practice or behaving in a way that causes concern, don't wait for the probation meetings to address this. Talk to your safeguarding lead straightaway. A sign of a healthy culture is that workers and volunteers have permission to approach one of multiple people for support, this gives wider accountability for everyone.

In this section we're going to discuss supervision. As we start, I just want to recognise that we're not talking about supervision in the same sense it's used in criminal records checks, that is, being with another worker when working with people at risk. Supervision here is about enabling someone to grow and develop in their role through regular opportunities for support and reflection with another person.

If you want a bit more information about supervision, you can look in Appendix 9 in your handbook.

There are several different models of supervision, some of them focus on pastoral support, and some focus on knowledge, skills and competence. Often there is a combination of the two. A useful model is given by the Social Care Institute of Excellence, also known as SCIE, and you can see this in your handbook.

Supervision supports a healthy safeguarding culture as it encourages accountability, transparency, and reflective practice: when we learn from experiences both good and bad. Regular supervision meetings allow employees and volunteers to raise concerns, ask for clarification and build positive relationships with team leaders. Supervision also reduces the risk of misunderstanding and unsafe practice; sometimes we don't know what we don't know. Team leaders can check understanding through structured questions and ensure employees and volunteers are equipped, empowered and encouraged in their roles. If we don't set aside this regular time, and just say, "Come to me if you need any help," the

employee or volunteer might be reluctant to ask for help or might not even realise they need it.

Emotional support or 'pastoral' supervision recognises that the volunteer or employee is a whole person, that their role and their life outside their role interact with and have an impact on each other.

This type of supervision can prevent burnout and ensures the organisation is taking care of the safety and wellbeing of its people.

Pastoral supervision, or the pastoral elements of a wider supervision meeting, don't need to be recorded and can be confidential, with the usual safeguarding limits on this.

Role specific or 'task assistance' supervision focuses on developing skills, confidence and competence. It could involve setting and reviewing objectives, working through case studies or discussing a live issue that the supervisee is working on and has questions about. These meetings should be supplemented by a written record.

The supervisee needs a copy of meeting notes and objective agreements.

Think about who would be a suitable person to undertake supervision meetings. Will it be the same person to cover pastoral

and role specific elements or two different people? Often supervision will be conducted by a line manager or team leader but there are benefits to peer supervision or external supervision as well. In terms of practical steps, consider how often supervision meetings should be held, who should be involved and where they should take place, including giving virtual options. Will there be some standard questions or areas for discussion? What length of meeting are we thinking about? And what are the desired outcomes?

An employee or volunteer should never be appointed to a role and then left to get on with it for years; support and supervision should be ongoing. There are some aspects of the safer recruitment process that need to be updated periodically in order to support healthy safeguarding culture. Safeguarding is an ever-evolving field so it's important that training is regularly refreshed, at least every three years. Some organisations have mandatory training annually, and new guidance suggests that safeguarding leads should have their training every two years.

Criminal record checks should be renewed on a regular cycle as they only contain information up to the date the check was

completed. Organisations won't automatically be sent details of any new convictions or advisory statements. It's recommended that criminal record checks are repeated every three to five years, but check with your umbrella organisations or denominations about central policies if that's applicable for your context.

Your safeguarding policy should be reviewed annually by trustees and those in leadership. Think through how policy updates can be communicated with staff, and volunteers. Similarly, if procedures change in light of new legislation or as a result of reflective practice, how will this be communicated?

All staff and volunteers need support and supervision. What this involves and how it feels will vary across our spectrum of formality.

But everyone needs to feel valued, accountable, and reassured that they're not alone.

I'm going to hand over to you again now for our final discussion.

What good practice can you share from your organisation around ongoing support and supervision for staff and volunteers? And what could you do to make things even better?

We have come to the end of our webinar, so let's review our safer recruitment checklist. We have considered an expression of interest, a way of putting in writing why someone wants to get involved; we've looked at a role profile, how we can provide clarity for everyone; we've thought about an interview, an opportunity to have a conversation with someone to further assess their suitability; we've considered the checks that need to happen due to legislation and best practice and then we have thought about how we can continue to support the people who work and serve with us through ongoing support and supervision.

We encourage you to take a moment to note down one or two key things you have learned or been reminded of through the course of this session; particularly if there is an action point you want to follow up in the coming days. We would also really value and appreciate your honest feedback about this webinar so we can continue to provide courses that serve and support our delegates. Please take a moment to complete the feedback survey.

And finally, thank you so much for your participation in this training and for all you do to serve your organisations.

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