Interview Safeguarding Questions

Interview Questions to Measure the Personal Attributes Relating to Safeguarding

|  |  |  |
| --- | --- | --- |
| Positive indicators | Personal attributes – pick at least one question from each heading | Negative indicators |
| * Convincing responses based on balanced understanding of self and circumstance.
* Has a realistic knowledge of personal strengths and weaknesses.
* Examples of having considered/tried other options and alternatives.
* A realistic appreciation of the challenges involved in working with children.
* Evidence of others having supported and encouraged based on observation of personal talent.
 | 1. Motivations for working with children

Self awareness/knowledge & understanding of self, interconnection between self & professional role.* *What were the main drivers which led you to want to work with children?*
* *How do you motivate young people?*
* *What has working with young people to date, taught you about yourself?*
 | * Unconvincing responses based on whimsical examples.
* Not self aware, don’t see themselves as others see them.
* Not realistic about personal strengths & weaknesses.
* Unrealistic impression of what working with children is really like.
* Failure to consider other options to test out alternatives.
* Pushed by others, or forced by circumstance to do something they don’t appear to have thought through for themselves.
 |
| * Behaves consistently and appropriately under pressure or in a position of authority.
* Has control over emotions with adults and with children.
* Understands position power and how to manage boundaries.
* Knows when and how to seek help in difficult circumstances.
 | 1. Emotional Maturity and Resilience

Consistency under pressure, ability to use authority & respond appropriately, ability to seek assistance/support where necessary.* *Tell me about time when you had to deal with very poor behaviour in the classroom. How did you react? What strategies did you employ to bring things back on course? How comfortable were you in this situation?*
* *Tell me about a person you have had particular difficulty dealing with. What made it difficult? How did you manage the situation?*
 | * Inappropriate responses when under pressure or when in a position of power.
* Inconsistent responses.
* Handles conflict badly.
* Fails to control temper/emotions with children and/or adults.
* Doesn’t seek help when needed.
* Fails to go to others for advice.
 |
| * Demonstrates a balanced understanding of rights and wrongs.
* Shows a contemplative approach, drawing on personal experiences and lessons from others.
* Builds values and judgements based on new information.
* Shows an appreciation of Safeguarding issues and an ability to contribute towards a protective environment.
* Shows respect for others feelings, views and circumstances.
 | 1. Values and Ethics

Ability to build and sustain professional standards and relationships, ability to understand and respect other people’s opinions, ability to contribute towards creating a safe and protective environment* *What are your attitudes to child protection? How have these developed over time?*
* *How have your own personal values evolved over time? How have they been shaped and influenced? What particular experiences have you drawn on?*
* *What are your thoughts about children who make allegations against members of staff?*
 | * Extreme opinions which don’t account for the views/feelings of others.
* Doesn’t show balance in opinion.
* Doesn’t build on new information or understanding.
* Opinions harden/become dogged.
* Doesn’t show a full or rounded appreciation of Safeguarding issues.
* Underplays the risks.
* Consistently puts the blame and responsibility for child protection elsewhere.
 |

Use this form to gather evidence displayed at interview or assessment. Circle evidence displayed on left and right of chart. Insert other criteria into left and right of chart as deemed relevant (depending on questions used). Use ratings to give an overall mark.

**A** Evidence exceeds the standard set **B** Evidence meets the standards set

**C** Some evidence, but falls short of standards set **D** No evidence provided or evidence fall completely short of standards set

Interview Questions to Test for Knowledge and Understanding of Safeguarding in Schools

|  |  |  |
| --- | --- | --- |
| Positive indicators | Possible questions to test for safeguarding in staff working in child/young people settings (select one or two or insert your own)Note: you could use these questions as the basis for a presentation or written exercise | Negative indicators |
| * Proactive and has personally taken actions to improve safeguarding culture.
* Has personal experience of having appropriately dealt with a challenging safeguarding issue.
* Personally committed towards making improvements. Sees it as part of their job.
* Prepared to challenge others in the workplace to make tangible improvements to safeguarding.
* Prepared to tackle difficult issues, confront individuals if necessary in order to promote best practice.
* Shows a good understanding of the issues. Up to date with events and legislation. Knows about test cases.
 | * *Tell us about what you have done in the last 12 months to actually improve child protection in the workplace. How did this action arise? Who did you talk to? What were the results?*
* *What is the Safeguarding policy in your workplace? How is it monitored? What steps have you taken to improve things?*
* *Has an allegation about acting inappropriately with a vulnerable group ever been made about you? What was the situation? What was the outcome? What did you learn from this?*
* *Give me an example of when you have had safeguarding concerns about a child. What did you do? Who did you involve? What was the outcome?*
* *Tell us about a situation which you felt fell short of safeguarding standards. How did it arise? Who did you speak to? What actions did you take?*
* *Tell us about how you have dealt with a child with ‘difficulties’?*
 | * No evidence of having taken steps in own right to make improvements.
* Passive approach to safeguarding issues.
* Reluctance to challenge people/systems/processes to make things better.
* No real experience of handling safeguarding issues. Naïve approach.
* Sees it as someone else’s job and/or responsibility.
* Not well versed or clear in understanding of the issues/sensitivities.
* Intolerant of the bureaucracy around safeguarding.
* Shows a tendency to take inappropriate chances/risks in area of safeguarding.
 |

Use this form to gather evidence displayed at interview or assessment. Circle evidence displayed on left and right of chart. Insert other criteria into left and right of chart as deemed relevant (depending on questions used) Use ratings to give an overall mark.

**A** Evidence exceeds the standard set **B** Evidence meets the standards set

**C** Some evidence, but falls short of standards set **D** No evidence provided or evidence fall completely short of standards set

Safeguarding Personal Interview Questions - Motivations for Working with Children

|  |  |  |
| --- | --- | --- |
| Positive indicators | Personal attributes – pick at least one question from each heading | Negative indicators |
| * Convincing responses based on balanced understanding of self and circumstance.
* Has a realistic knowledge of personal strengths and weaknesses.
* Examples of having considered/tried other options and alternatives.
* A realistic appreciation of the challenges involved in working with children.
* Evidence of others having supported and encouraged based on observation of personal talent.
 | Record notes here | * Unconvincing responses based on whimsical examples.
* Not self aware, don’t see themselves as others see them.
* Not realistic about personal strengths and weaknesses.
* Unrealistic impression of what working with children is really like.
* Failure to consider other options to test out alternatives.
* Pushed by others, or forced by circumstance to do something they don’t appear to have thought through for themselves.
 |

Use this form to gather evidence displayed at interview or assessment. Circle evidence displayed on left and right of chart. Insert other criteria into left and right of chart as deemed relevant (depending on questions used) Use ratings to give an overall mark.

**A** Evidence exceeds the standard set **B** Evidence meets the standards set

**C** Some evidence, but falls short of standards set **D** No evidence provided or evidence fall completely short of standards set

Safeguarding Personal Interview Questions – Emotional Maturity and Resilience

|  |  |  |
| --- | --- | --- |
| Positive indicators | Insert questions here | Negative indicators |
| * Behaves consistently and appropriately under pressure or in a position of authority.
* Has control over emotions with adults and with children.
* Understands position power & how to manage boundaries.
* Knows when and how to seek help in difficult circumstances.
 | Record notes here | * Inappropriate responses when under pressure or when in a position of power.
* Inconsistent responses.
* Handles conflict badly.
* Fails to control temper/emotions with children and or adults.
* Doesn’t seek help when needed.
* Fails to go to others for advice.
 |

Use this form to gather evidence displayed at interview or assessment. Circle evidence displayed on left and right of chart. Insert other criteria into left and right of chart as deemed relevant (depending on questions used) Use ratings to give an overall mark.

**A** Evidence exceeds the standard set **B** Evidence meets the standards set

**C** Some evidence, but falls short of standards set **D** No evidence provided or evidence fall completely short of standards set

Safeguarding Personal Interview Questions – Values and Ethics

|  |  |  |
| --- | --- | --- |
| Positive indicators | Insert questions here | Negative indicators |
| * Demonstrates a balanced understanding of rights and wrongs.
* Shows a contemplative approach, drawing on personal experiences and lessons from others.
* Builds values and judgements based on new information.
* Shows an appreciation of Safeguarding issues and an ability to contribute towards a protective environment.
* Shows respect for others feelings, views and circumstances.
 | Record notes here | * Extreme opinions which don’t account for the views/feelings of others.
* Doesn’t show balance in opinion.
* Doesn’t build on new information or understanding.
* Opinions harden/become dogged.
* Doesn’t show a full or rounded appreciation of Safeguarding issues.
* Underplays the risks.
* Consistently puts the blame and responsibility for child protection elsewhere.
 |

Use this form to gather evidence displayed at interview or assessment. Circle evidence displayed on left and right of chart. Insert other criteria into left and right of chart as deemed relevant (depending on questions used) Use ratings to give an overall mark.

**A** Evidence exceeds the standard set **B** Evidence meets the standards set

**C** Some evidence, but falls short of standards set **D** No evidence provided or evidence fall completely short of standards set

Interview Questions to Test for Knowledge and Understanding of Safeguarding

|  |  |  |
| --- | --- | --- |
| Positive indicators | Insert questions here | Negative indicators |
| * Proactive and has personally taken actions to improve safeguarding culture.
* Has personal experience of having appropriately dealt with a challenging safeguarding issue.
* Personally committed towards making improvements. Sees it as part of their job.
* Prepared to challenge others in the workplace to make tangible improvements to safeguarding.
* Prepared to tackle difficult issues, confront individuals if necessary in order to promote best practice.
* Shows a good understanding of the issues. Up to date with events and legislation. Knows about test cases.
 | Record notes here | * No evidence of having taken steps in own right to make improvements.
* Passive approach to safeguarding issues.
* Reluctance to challenge people/systems/processes to make things better.
* No real experience of handling safeguarding issues. Naïve approach.
* Sees it as someone else’s job and/or responsibility.
* Not well versed or clear in understanding of the issues/sensitivities.
* Intolerant of the bureaucracy around safeguarding.
* Shows a tendency to take inappropriate chances/risks in area of safeguarding.
 |

Use this form to gather evidence displayed at interview or assessment. Circle evidence displayed on left and right of chart. Insert other criteria into left and right of chart as deemed relevant (depending on questions used) Use ratings to give an overall mark.

**A** Evidence exceeds the standard set **B** Evidence meets the standards set

**C** Some evidence, but falls short of standards set **D** No evidence provided or evidence fall completely short of standards set