

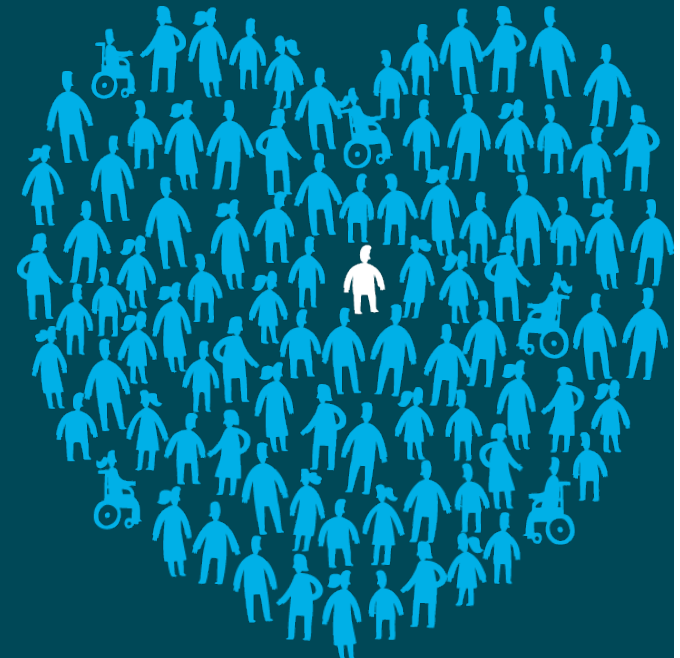
# Safer Recruitment Guidance

Presentation to the Christian Forum for Safeguarding

13 January 2010

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# Introduction



# What is CWDC and why was it created?

- CWDC is an Executive Non-Departmental Public Body (eNDPB), sponsored by the Department for Children, Schools and Families (DCSF).
- Set up in 2005 to make sure an important policy, Every Child Matters, was implemented.
- Sector skills role as part of Skills for Care & Development

# What CWDC do?

- Lead and invest in workforce reform.
- Develop and set the skills and standards for many people and volunteers who works with children and young people.

- Listen and respond to the voice of employers, the workforce, children, young people and their families.
- Influence the agenda.

# The 'Safer Recruitment' Agenda

- Following Sir Michael Bichard's recommendations, CWDC were asked by DCSF to develop guidance and training for safer recruitment for the wider workforce\*.
- Contract for development of guidance awarded to Action for Children to provide:
  - Full Guidance;
  - Summary Guidance; and
  - CDROM Toolkit.

\* CWDC awarded two contracts – one to develop the guidance and one to develop training.

# The 'Safer Recruitment' Agenda (Contd.)

- Further contract awarded to Manchester Metropolitan University to provide:
  - Online training;
  - Model for face-to-face training; and
  - Hosting online training for schools.

# Objectives of the presentation

- To give you a flavour of the robust procedures for safer recruitment detailed in the 'Recruiting Safely' Guidance
- To remind ourselves why this is important – it is not just a tick-box exercise
- To inform you of the support materials available for safer recruitment

# Introduction to Safer Recruitment





# Background: The Bichard Report

## Recommendations for Schools

### Recommendation 16:

Head Teachers and school governors should receive training on how to ensure that interviews to appoint staff reflect the importance of safeguarding children.

### Recommendation 17:

From a date to be agreed, no interview panel to appoint staff working in schools should be convened without at least one member being properly trained.

# Background: The 'Three Stages of Safeguarding'



Source:  
Staying Safe Action Plan, DCSF, 2008

# Background: The 'Three Stages of Safeguarding' (Contd.)

**Universal safeguarding** – Working to keep all children and young people safe and create safe environments for all children

**Targeted safeguarding** – Some groups of children are more at risk than others, and it is important to target policies and services to these groups, to help keep them safe from harm

**Responsive safeguarding** – Unfortunately, no matter what we do, there will always be some children and young people who suffer harm. We need to respond quickly and appropriately when this happens – supporting children and dealing with those who harm them

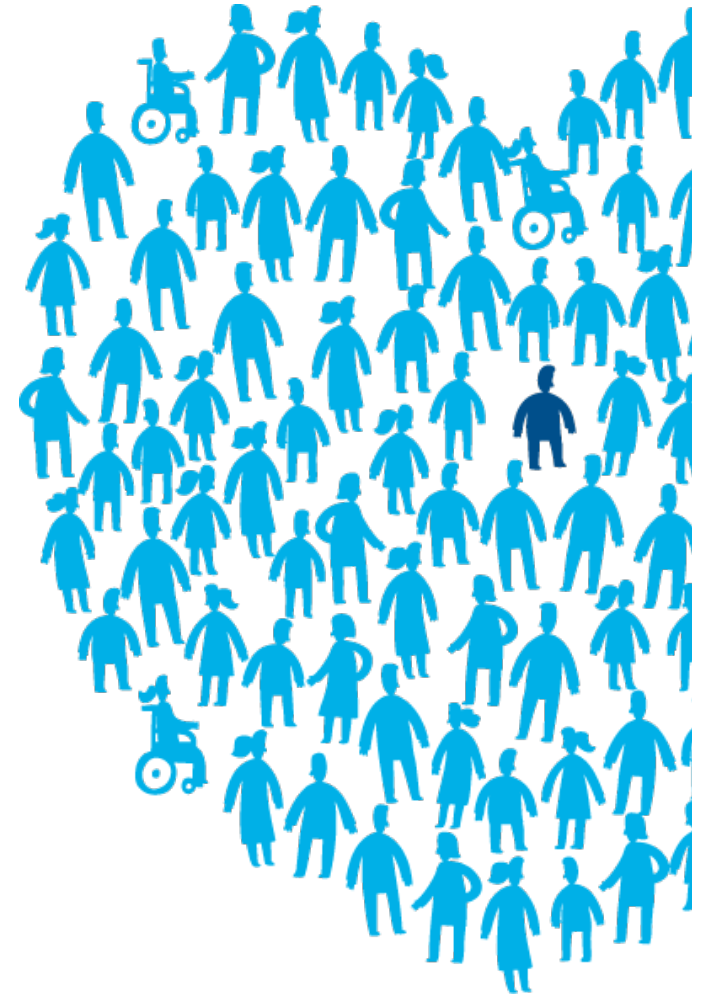
# Objectives of the safer recruitment guidance and training

**Based on an understanding of offender behaviour to:**

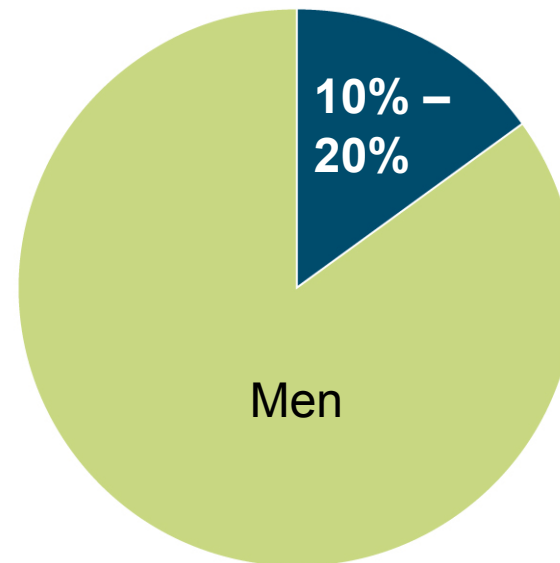
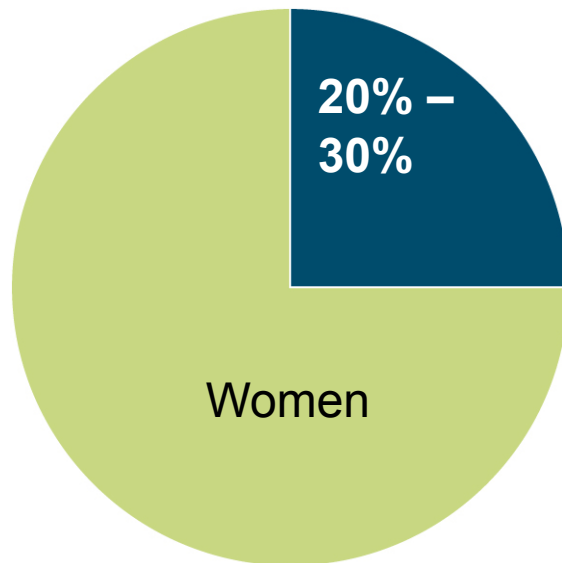
- Identify the key features of staff recruitment that help deter or prevent the appointment of unsuitable people.
- Consider policies and practices that minimise opportunities for abuse or ensure its prompt reporting.
- Help participants begin to review their own and their organisations' policies and practices in recruitment with a view to making them safer.

# Setting the scene: a refresher

- Background and context.
- The scale of abuse.
- Some characteristics of abusers.
- Model of offending behaviour.
- Implications for recruitment and selection and creating a safer environment in organisations.



# The prevalence of child sexual abuse



Sources:  
Wyatt 1985; Finkelhor 1979 & 1989; Cawson 2000; McGee 2005; Freyd 2005

# Reasons children don't report abuse

- “it was nobody else’s business”
- “didn’t think it was serious or wrong”
- “didn’t want parents to find out”
- “didn’t want friends to find out”
- “didn’t want the authorities to find out”
- “was frightened”
- “didn’t think would be believed”
- “had been threatened by abuser”

# Statistics

- On average, 1 in 8 schools will deal with an allegation of abuse each year.
- Of those, 66% will be allegations of physical abuse, 15% of sexual abuse and 15% of inappropriate behaviour.
- In 2005, 2416 people were reported to the DCSF to consider including them on List 99 or the PoCA List and 525 people were added to one or other of the lists.



# Conviction rate

Less than 5% of all allegations of sexual offence lead to a conviction



Source:  
*HM Inspector of Constabulary, 2007*

# Who are the sex offenders?

- Adult males approx. 50%
- Adult females approx. 20%
- Adolescents and children approx. 30%

*Source:*

*Home Truths about Child Sexual Abuse Itzin 2000  
Myths and Facts about Sex Offenders Center for Sex Offender Management 2000  
Preventing Child Sexual Abuse Smallbone 2008*

“The majority of perpetrators sexually assault children known to them, with about 80% of offences taking place in the home of either the offender or the victim”.

*Source:*

*Sexual Offending against Children: Understanding the Risk Grubin (1998)*

# Model of offending behaviour

- ***Precondition One***  
The perpetrator must be motivated to sexually abuse a child
- ***Precondition Two***  
The perpetrator must overcome internal inhibitions against such abuse
- ***Precondition Three***  
The perpetrator must overcome external inhibitions to abuse
- ***Precondition Four***  
The perpetrator must overcome the child's resistance.

'Four Preconditions of Child Sexual Abuse' David Finkelhor (1984)

# The role of recruitment in creating safer environments

Safer practice in recruitment means thinking about and including issues to do with child protection, safeguarding and promoting the welfare of children and young people.

It is crucial to ensure that all staff and volunteers are aware of the need to address and appropriate ways to help reduce allegations. It is equally important that everyone is able to raise concerns about colleagues and that those concerns are expressed along with concerns expressed by children, parents or others are listened to and taken seriously.

**"This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment."**

It is therefore important that applicants for positions working with children are aware of your commitment to recruitment and safeguarding in general.

It is equally important that everyone is able to raise concerns about colleagues and that those concerns are expressed along with concerns expressed by children, parents or others are listened to and taken seriously.

We recognise that many of these organisations, particularly the smaller community groups, projects and faith-based organisations (typically linked to places of worship), may be less familiar or less experienced in working with the wider implications of safeguarding and how this relates to recruitment. For many organisations recruitment is only one of many tasks they have to undertake with small numbers of staff, limited resources and without the support of a human resources department.

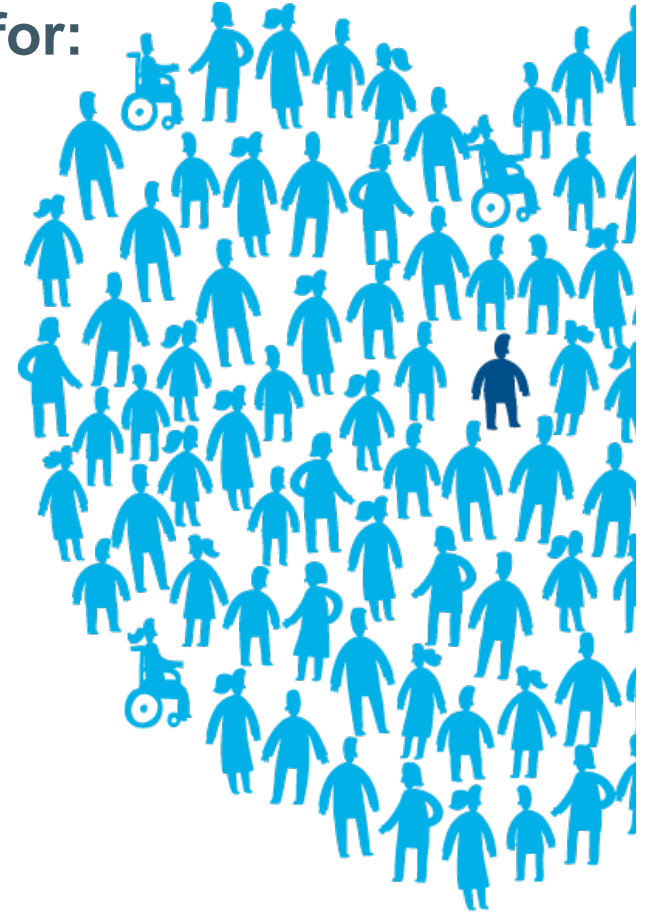
# Framework for Recruitment & Selection procedures

- **Features of a safer recruitment process for:**

- Paid employees
- Contractors and agency staff
- Volunteers and students

- **Sending the right message:**

- The advert and application form
- The selection criteria and interviews
- References and checks
- Review and next steps



## 12 steps to safer recruitment

### Before you release your post ...

Step 1

Ensure that you have an up to date recruitment and selection policy that describes the process and roles before you begin

Step 2

Ensure that your organisation has a safeguarding policy and that a statement about the organisation's commitment to safeguarding is included in all recruitment and selection materials

Step 3

Ensure that you have an up to date job description and person specification for the role(s) you wish to recruit to, that have been agreed with the recruiting manager

Step 4

Ensure that you have an appropriate advertisement prepared that contains all necessary information about the role, timetable for recruitment and your commitment to safeguarding

Step 5

Ensure that you have compiled a suitable candidate information pack containing all the required information about the organisation, role, recruitment timetable, safeguarding policy/statement and application form

### Before you interview ...

Step 6

Ensure that each application received is scrutinised in a systematic way by the shortlisting panel in order to agree your shortlist before sending invitations to interview

Step 7

Ensure that all appropriate checks have been undertaken on your shortlisted candidates, including references and ISA checks from 2010

Step 8

Ensure that all shortlisted candidates receive the same letter of invitation to interview, supplying them with all necessary information

### Before you select your preferred candidate...

Step 9

Ensure that a face-to-face interview is conducted for ALL shortlisted candidates based on an objective assessment of the candidate's ability to meet the person specification and job description

Step 10

Ensure that all specific questions designed to gain required information about each candidate's suitability have been asked, including those needed to address any gaps in information supplied in the application form

### Before you formally appoint ...

Step 11

Ensure that you are able to make a confident selection of a preferred candidate based upon their demonstration of suitability for the role

Step 12

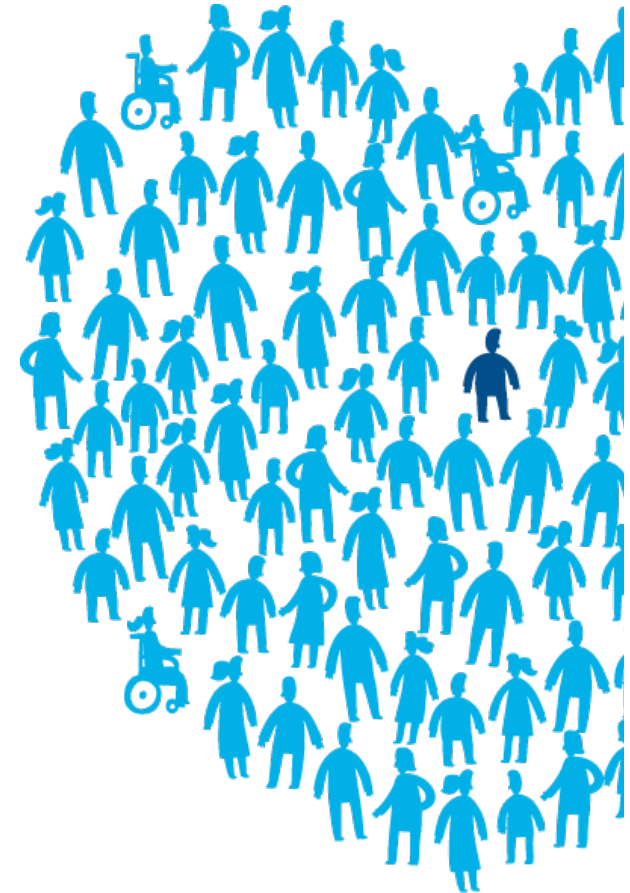
Ensure that your preferred candidate is informed that the offer of employment (including volunteer positions) is conditional on receiving satisfactory information from all necessary checks

# Features of a safer recruitment process

- Time set aside for planning and structuring the process
- Clear job role and person specifications to include safeguarding references and responsibilities
- Clear messages about safeguarding included in job advert
- Use of standard applications forms, not CVs
- Obtaining references prior to interview
- A selection process involving an interview and another selection method
- Using probing interview questions to explore motives, attitudes and behaviours
- Appropriate use of information surrounding criminal history
- No over-reliance on vetting checks (e.g. CRB Disclosures)
- An ongoing culture of vigilance within the organisation

# Framework for interviewing, vetting and checking: Sending the right message

- Importance of making the right decision
- The interview and the selection process
- Pre-appointment checks
- Using Criminal Records information
- Review and next steps





# Selecting the right people

## Interviews should:

- Include at least two people;
- Be structured using objective questions and criteria previously agreed;
- Probe gaps, frequent changes in employment, vagueness or areas of concern with specific questions;
- Ask about attitudes towards children and child protection and where appropriate motives for working with children;
- Avoid hypothetical questions and seek positive examples or evidence;
- Give and receive information;
- Clearly document decisions and supporting evidence; and
- Beware of prejudices and discrimination.

# Areas of potential concern

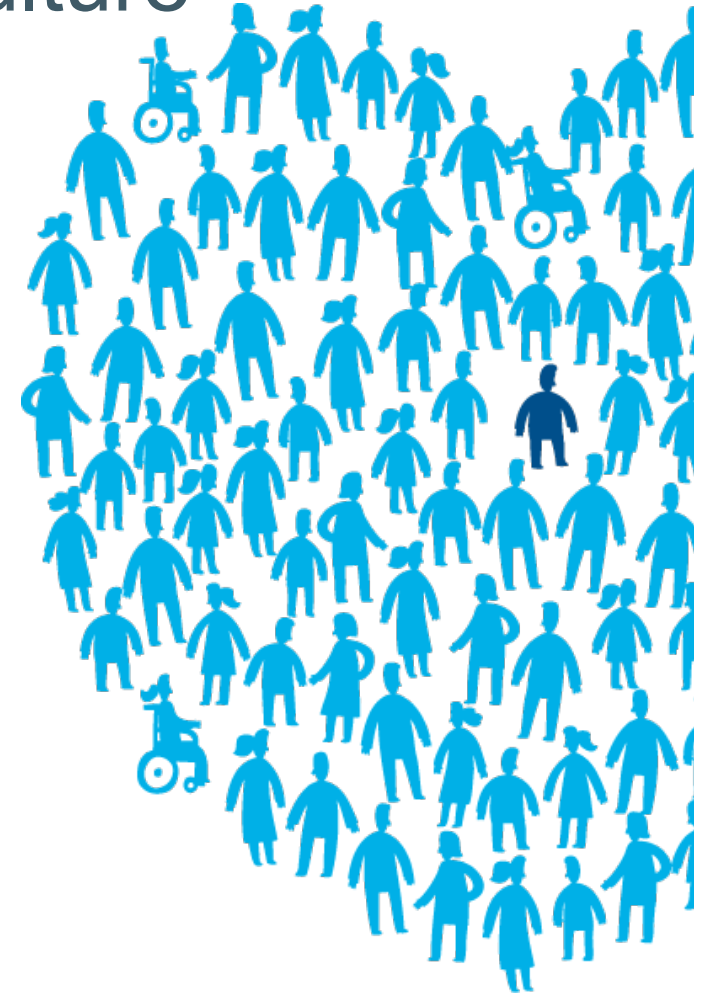
- No understanding or appreciation of children's needs or expectations
- Wanting role to meet own needs at the expense of children's
- Inappropriate language when talking about children
- Unclear boundaries with children
- Vagueness about experiences and gaps or unable to provide any examples to support what they tell you
- Maverick – non rule-following, unwilling to work with others

# Pre-appointment checks

- Identity (CRB published lists are helpful)
- ISA Barring Lists
- Criminal background and Disclosures
- Qualifications (certificates and/or transcripts of courses)
- Status and/or registration (GSCC, GTC, BPS, GMC etc)
- Eligibility to work in the UK
- Health and Sickness record
- Overseas applicants
- A conditional offer of employment can be made pending any of the above

# Framework for the Safer Culture

- Safer Workforce Cycle
- Features of a safer culture
- Dealing with Allegations
- An ongoing culture of vigilance
- Further resources and training



# Safer workforce cycle



# Features of a safer culture

- Open, no secrets
- Belief that 'it could happen here'
- Clear procedures for reporting concerns
- Support in raising concerns and commitment to take action
- Setting acceptable standards of behaviour (Codes of Conduct)
- Safeguarding policies and procedures put into practice
- Induction and probationary periods
- Commitment to safeguarding and an ongoing culture of vigilance

# Dealing with allegations

6.33 All organisations which provide services for children, or provide staff or volunteers to work with or care for children, should operate a procedure for handling such allegations which is consistent with the guidance in Appendix 5.

6.40 Those undertaking investigations should be alert to any sign or pattern which suggests that the abuse is more widespread or organised than it appears at first sight, or that it involves other perpetrators or institutions. It is important not to assume that initial signs will necessarily be related directly to abuse, and to consider occasions where boundaries have been blurred, inappropriate behaviour has taken place, and matters such as fraud, deception or pornography have been involved.

Source:  
Working together to safeguard children – Consultation; DCSF, 2010

# An ongoing culture of vigilance

- Underpinned by appropriate training and development opportunities to recognise signs and symptoms of abuse
- Use of awareness-raising materials (posters etc..)
- Supported by operating an understood 'Whistle-blowing' procedure
- Regular meetings and/or briefings on related topics
- Provide staff, volunteers, parents and carers with the confidence that concerns can always be raised



# Further resources and training

- The production of the CDROM Resources Toolkit is intended to improve accessibility and implementation and provides:
  - Full Guidance in electronic form for easy distribution;
  - Good practice examples of policies, procedures and other supporting documents and tools;
  - Glossary of terms;
  - Quick reference flowchart ('12 Steps to Safer Recruitment'); and
  - Links to other sources of support, supporting legislation and guidance.
- Online 'Recruiting Safely' training via CWDC web portal

# Summary

- Safeguarding is everybody's business
- Safer recruitment is one aspect of a wider picture that we cannot ignore
- Maintaining a safer environment for children and young people involves the development of a vigilant and open culture
- Our churches are places where children should feel safe and be safe
- Support is available to implement the required changes

# Next steps and further resources

- What needs to be done to ensure the principles and practices highlighted in 'Recruiting Safely' are effectively disseminated?
- What needs to be done to support the effective and timely implementation of the principles and practices highlighted in 'Recruiting Safely'?
- What are the potential challenges to the above?
- How can we strengthen our position?

**“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, p12, Para 79*

# For further information

[www.cwdcouncil.org.uk/safeguarding/safer-recruitment](http://www.cwdcouncil.org.uk/safeguarding/safer-recruitment)

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