

## Evaluating safeguarding competencies

Sample questions to test safeguarding and understanding (pick one or two – not all)		
Positive indicators	Questions re: General safeguarding experience	Negative indicators
<p>Proactive and has personally taken actions to improve safeguarding culture.</p> <p>Has personal experience of having appropriately dealt with a challenging safeguarding issue.</p> <p>Personally committed towards making improvements. Sees it as part of their job.</p> <p>Prepared to challenge others in the workplace to make tangible improvements to safeguarding.</p> <p>Prepared to tackle difficult issues, confront individuals if necessary in order to promote best practice.</p> <p>Shows a good understanding of the issues.</p> <p>Keeps up-to-date with events and legislation. Knows about test cases and Serious Case Reviews.</p>	<p>Tell us what you have done in the last 12 months to actually improve learner protection in the workplace. How did this action arise?</p> <ul style="list-style-type: none"> <li>• Follow up with: Who did you talk to? What were the results? What is the safeguarding policy in your workplace?</li> <li>• Follow up with: How is it monitored? What steps have you taken to improve things? Give me an example of when you have had safeguarding concerns about a learner.</li> <li>• Follow up with: 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.</li> <li>• Follow up with: How did it arise? Who did you speak to? What actions did you take? Have you ever had to challenge the views of someone more senior than yourself in relation to safeguarding concerns?</li> <li>• Follow up with: What were the circumstances? How did you go about it? What was the outcome?</li> </ul>	<p>Passive approach to safeguarding issues.</p> <p>Reluctance to challenge people / systems / processes to make things better.</p> <p>No real experience of handling safeguarding issues. Naïve approach.</p> <p>Sees it as someone else’s job and / or responsibility.</p> <p>Not well versed or clear in understanding of the issues / sensitivities.</p> <p>Intolerant of the bureaucracy around safeguarding.</p> <p>Shows a tendency to take inappropriate chances / risks in area of safeguarding.</p> <p>No evidence of having taken steps in own right to make improvements</p>

<b>Positive indicators</b>	<b>Questions re:</b> Motivations for working with children. Self-awareness / knowledge & understanding of self, interconnection between self and professional role	<b>Negative indicators</b>
<p>Convincing responses based on balanced understanding of self and circumstance.</p> <p>Has a realistic knowledge of personal strengths and weaknesses.</p> <p>Examples of having considered / tried other options and alternatives.</p> <p>A realistic appreciation of the challenges involved in working with children.</p> <p>Evidence of others having supported and encouraged based on observation of personal talent.</p>	<p>Example questions:</p> <ul style="list-style-type: none"> <li>• What do you feel are the main drivers which led you to want to work with children?</li> <li>• How do you motivate children and engage them in activities?</li> <li>• What has working with children to date taught you about yourself?</li> </ul>	<p>Unconvincing responses based on whimsical examples.</p> <p>Not self aware, does not see themselves as others do.</p> <p>Driven by personal needs, not needs of others.</p> <p>Not realistic about personal strengths and weaknesses.</p> <p>Unrealistic impression of what working with children is really like.</p> <p>Failure to consider other alternatives.</p> <p>Pushed by others, or forced by circumstance to do something they don't appear to have personally thought through.</p>

<b>Positive indicators</b>	<b>Questions re:</b> Emotional maturity and resilience Consistency under pressure, ability to use authority and respond appropriately, ability to seek assistance / support where necessary	<b>Negative indicators</b>

<p>Behaves consistently and appropriately under pressure or in a position of authority.</p> <p>Has control over emotions with adults and young people.</p> <p>Understands position power and how to manage boundaries.</p> <p>Knows when and how to seek help in difficult circumstances.</p> <p>Demonstrates a balanced understanding of rights and wrongs.</p> <p>Puts the child first.</p> <p>Alive to the realities of abuse.</p> <p>Prepared to believe.</p> <p>Shows a contemplative approach, drawing on personal experiences and lessons from others.</p> <p>Builds values and judgements based on new information.</p> <p>Shows an appreciation of safeguarding issues and an ability to contribute towards a protective environment.</p> <p>Shows respect for others feelings, views and circumstances</p>	<p>Tell me about a time when you have been working with children when your authority was seriously challenged.</p> <p>How did you react? What strategies did you employ to bring things back on course? How comfortable were you in this situation?</p> <ul style="list-style-type: none"> <li>• Tell me about a person you have had particular difficulty dealing with. What made it difficult? How did you manage the situation?</li> </ul>	<p>Inappropriate responses when under pressure or when in a position of power.</p> <p>Inconsistent responses.</p> <p>Handles conflict badly.</p> <p>Fails to control temper / emotions with children and adults.</p> <p>Doesn't seek help when needed.</p> <p>Fails to go to others for advice.</p>
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Positive indicators	Questions re: Values & Ethics	Negative indicators
<p>Ability to build and sustain professional standards and relationships.</p> <p>Ability to understand and respect other peoples' opinions.</p>	<p>What are your attitudes toward child safety? How are these developed over time?</p> <ul style="list-style-type: none"> <li>• What are your feelings about children who make allegations against teachers or staff?</li> </ul>	<p>Extreme opinions which don't account for the views / feelings of others.</p> <p>Doesn't show balance in opinion.</p>

<p>Ability to contribute towards creating a safe and protective environment.</p>	<ul style="list-style-type: none"> <li>• How do you feel when someone holds an opinion which differs to your own?</li> </ul> <p>How do you behave in this situation?</p> <ul style="list-style-type: none"> <li>• Have you ever had concerns about a colleague?</li> </ul> <p>How did you deal with this?</p>	<p>Doesn't build on new information or understanding.</p> <p>Opinions harden / become dogged.</p> <p>Doesn't show a full or rounded appreciation of safeguarding issues.</p> <p>Dismissive of, or underplays the risks.</p> <p>Consistently puts the blame and responsibility for child protection elsewhere.</p> <p>Fails to believe in suspicions / reports of abuse.</p>
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