

TrinityLearning Recruitment Policy for Staff and Volunteers

This policy has been developed in accordance with the principles established by the Children Act 1989 and in line with the following:

- [“Keeping Children Safe in Education 2023”](#)
- [Working Together to Safeguard Children 2018](#)
- <https://schools.oxfordshire.gov.uk/schools-hr/recruitment>

This policy should be read in conjunction with:

- The TrinityLearning Recruitment Procedure for recruiting Volunteers (Appendix 1)

At TrinityLearning our Trustee Board takes seriously its responsibility under Section 11 of the Children Act, and its duties under “Working Together to Safeguard Children 2018” to safeguard and promote the welfare of children, and to work together with other agencies to ensure adequate arrangements exist within our setting to identify and support those children who are suffering harm or are likely to suffer harm.

TrinityLearning will ensure that all staff and volunteers are recruited in line with the current advice given in Keeping Children Safe in Education 2023 (Part 3) and our Recruitment Checklist (Appendix 1). As such, volunteers must provide two references, including one from a former employer, minister, or previous child-facing volunteer role co-ordinator. This reference will be cross verified by telephone or in person. Referees are asked to comment on the applicant's qualities with reference to the specified role and all referees are directly asked about the applicant's suitability to work with children. All volunteers will be informally interviewed by 2 people, at least one of whom will have received Safer Recruitment training.

Many TrinityLearning volunteers carry out tasks that are defined as **regulated** within the Keeping Children Safe in Education document. Although some supervision of volunteers may occur, this can vary between schools and activities, therefore TrinityLearning will ensure that all volunteers working in schools, or regularly with children have an enhanced DBS check with children's barred list information. Volunteers will continue to be supported in adding their DBS to the Update Service. Non-Updated DBS checks will be renewed within 3 years and volunteers are encouraged to add them to the update service at this time.

TrinityLearning will keep a Secure Central Record of DBS checks and references for both staff and volunteers. This will be stored in a password-protected folder on an encrypted service.

Appendix 1

TrinityLearning Recruitment Procedure for recruiting Volunteers

Planning for Volunteer recruitment:

- The Education Development Officer and Workshop Leader to have Safer Recruitment Training
- All Volunteer roles to have written role descriptions
- Include clear time commitments
- Include details on interview and selection procedures
- Include timescales

Advertising Volunteer Posts

Include:

- Information about TrinityLearning, its achievements, size, structure, interest factors, new initiatives, and future projects
- Role Description including time commitments, responsibilities, interest factors, and support.
- Role Descriptions also need to include key requirements/ expectations (Split into essential and desirable), key competencies, personal attributes, and any training required.
- All volunteer advertising, including informal Facebook, newsletters, and similar notices or appeals, must include a statement demonstrating TrinityLearning's commitment to safeguarding children and young people through following safer recruitment best practice.
- How to request an application form and/ or further information

Application Pack

The volunteer application pack should include

- Application Form
- Role Description for the role applied for
- Equal Opportunities and Safeguarding statement
- Information about the Recruitment and selection process
- Details about reference collection and DBS check

Selection

On receipt of the application the Education Development Officer or Workshop Leader will:

- Scrutinise the application, looking for how well the application meets the role description, gaps in employment, repeat and regular changes in employment, inconsistencies or anomalies
- Obtain and verify references and ensure they are sufficient for the role applied for.
- Interview the prospective volunteer, interview panel of 2 people at least one of whom must have completed Safer Recruitment Training

- Begin the DBS check process before the interview so that documents can be checked at the interview. All volunteers working with children must have enhanced DBS including the Barred List Check.

Interview Questions

- Ask why they have applied for this role.
- Ask what they think they can bring to the role.
- Ask about any gaps in employment.
- Ask about any anomalies or inconsistencies in the application.
- What do you understand this volunteer role to be?
- What do you understand by the term safeguarding (answers do not have to be 'technically' accurate but give a good idea of a broad-brush understanding).
- Use NSPCC example questions (attached below)

Next steps

Education Development Officer to check documents and complete the DBS application.

Volunteers to add DBS to Update Service as soon as it arrives and let the Education Development Officer know when they have done this.

Induction Procedure for Volunteers

Volunteers working with children must:

- Read the TrinityLearning Safeguarding Policy and accompanying policies and sign to confirm they have read these.
- Read Keeping Children Safe in Education part 1 and sign to confirm they have read this.
- Complete an Oxfordshire Schools Safeguarding Briefing.

In addition:

- Some projects require specific training e.g. Thinking Books, which must be completed before starting the project.
- Volunteers awaiting completion of a DBS check may be supervised in the role by the Workshop Leader or Education Development Officer.
- Volunteers new to their role, or those with limited experience of working with children may be mentored in the role by the Workshop Leader or Education Development Officer.
- Volunteers working in schools may be required by the school to complete additional training e.g., Prevent Training and FGM Training.

Ongoing Development and Support

- Oxfordshire Safeguarding briefing annually for those volunteers working with children
- Regular Volunteer Meet-Ups to share training and best practice
- Volunteers working with children to read the TrinityLearning Safeguarding Policy and accompanying Policies and must sign to confirm they have read these annually.

- Volunteers working with children must read Keeping Children Safe in Education part 1 and must sign to confirm they have read this annually.

Policy Written: March 2022

Policy Updated: June 2024

Policy Due for Review June 2026

Signed by:

Chair of Trustees for TrinityLearning

Candidate name:..... **Interviewer names:**.....

What do you understand this volunteer role to be?

Why have you applied for this role?

What do you think you can bring to the role?

Ask about any gaps in employment.

Ask about any anomalies or inconsistencies in the application.

What do you understand by the term safeguarding? (answers do not have to be 'technically' specific but should show a good general understanding).

Candidate name:..... Interviewer names:.....

Here are some example behavioural interview questions, along with possible probing questions. These additional questions are used to draw out further information from the candidate. The positive and negative indicators outline the behaviours you should and should not expect to see. These indicators are used to assess the candidate responses and their suitability for work with children.

Example interview questions

Question: Give an example of how you have gone about establishing clear boundaries and expectations in your relationship with a child or young person?

Possible probes: Why did you do it this way? Why is it important to do this? How did they respond? What were the main challenges? What have you learned?

Positive Indicators	Negative Indicators
<ol style="list-style-type: none"> 1. Can describe and adhere to appropriate boundaries 2. Is clear about the expectations and responsibilities of their role 3. Understands the limitations of own power and authority 4. Recognises where boundaries have been crossed or blurred 5. Has strategies for re-establishing boundaries 6. Acknowledges personal feelings and maintains professional integrity 7. Able to sensitively challenge others who are acting in an unprofessional manner 8. Seeks support appropriately 9. Able to reflect on experience, own behaviour, and learn from mistakes 	<ol style="list-style-type: none"> 1. Does not differentiate between personal or professional boundaries 2. Unaware of impact their position and behaviour may have on children/ others 3. Fulfilment of own needs is more important 4. Unwilling to accept or unable to recognise where boundaries have been crossed 5. Departs from established procedures without discussion 6. Wants to save or rescue children, believes they are acting in children’s interests in spite of organisation and policies 7. Unwilling to accept challenge or address own behaviour 8. Works in isolation, does not acknowledge they need support/advice 9. Easily manipulated or swayed to work outside agreed professional boundaries, no evidence of learning from experiences

Candidate name:..... Interviewer names:.....

Example interview questions

Question: Tell us about a time when you had to deal with a child or young person who was behaving in a difficult or challenging way?

Possible probes: What were the main challenges? What did you do to diffuse the situation? How did this impact on you? How did you feel? What was the outcome in terms of your relationship with the child? What learning have you taken from this experience? What would you do differently if faced with the situation again?

Positive Indicators	Negative Indicators
<ol style="list-style-type: none"> 1. Establishes close professional, trusting relationships with children 2. Shows understanding of issues which are important to children – can see things from their perspective 3. Puts the needs of the child before their own 4. Understand how actions and behaviours can be misinterpreted by children and is aware of the impact they have on others 5. Works within agreed procedures and protocols 6. Open and transparent – involves and informs manager in work plan with the child 7. Builds relationships with difficult children – understands the causes of difficult behaviour 8. Seeks support when lacks confidence about own abilities 9. Is non-judgemental, does not jump to conclusions, takes time to listen and understand the child’s situation 	<ol style="list-style-type: none"> 1. Establishes personal not professional relationships with children – sees children as adults, friends, peers 2. Over identifies with issues relevant to children – sees self as a child 3. Is motivated by meeting own needs through relationships with children 4. Unaware or unwilling to accept impact own behaviour and actions have on a child 5. Sees self as acting in the child’s interests despite the organisational policies; does not follow rules 6. Does not seek support or approval from manager on activities with child – has secrets; inconsistent in their behaviour and messages 7. Blames children for difficult behaviour – behaves inappropriately in dealing with difficult behaviour 8. Works alone, not willing to admit if unsure of how to act 9. Is intolerant and judgemental – makes assumptions, does not make an effort to understand children

Candidate name:..... Interviewer names:.....

Example interview questions

Question: Describe an occasion when you had concerns about a child but felt that your power was limited?

Possible probes: What did you do? Why did you take this action? How did you manage the situation? How did you work with others to change this? How did you feel? What was the outcome?

Positive Indicators	Negative Indicators
<ol style="list-style-type: none"> 1. Clear that the child is central and most important; demonstrates empathy for the child 2. Clear about their role / responsibilities 3. Able to follow procedures appropriately 4. Able to appropriately challenge situations where action is not being taken; speaks up to protect/prevent harm 5. Seeks support for themselves appropriately, acts transparently 6. Works effectively with other professionals 7. Clear about the need for confidentiality and the need to share information if in doubt or child is at risk 8. Able to recognise personal feelings about a situation and deals with internal conflict effectively 9. Willing to undertake training/update knowledge on issues linked to taking action, roles and/or responsibilities 10. Is aware of their power and responsibility for the children’s welfare 	<ol style="list-style-type: none"> 1. Places own or another adult's needs above that of the child 2. Unclear of own role and responsibility 3. Does not challenge situations where action is not being taken when it is required, challenges inappropriately 4. Does not access support from others, does not make use of available resource 5. Does not show evidence of co-operating with others 6. Does not seek solutions, presents problems 7. Does not share information where necessary or breaches confidentiality inappropriately 8. Allows own beliefs or values to prevent taking action in certain situations 9. Unwilling to undertake training/update knowledge 10. Allocates blame and responsibility to others, does not accept their role in protecting a child