

Policy Document	2.17
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## Safeguarding Children and Young People Policy

This policy applies to everyone working for or on behalf of Staffordshire Wildlife Trust Ltd or its subsidiaries, hereafter referred to as “the Trust”. It applies to all staff, including senior managers, Trustees, paid staff, sessional workers, agency staff, students, volunteers or anyone working on behalf of Staffordshire Wildlife Trust. The policy and procedures have been written using National and Local guidance; Working Together to Safeguard Children 2018 (HM Government), Charity Commission guidance and the Stoke on Trent and Staffordshire Safeguarding Children Board Child Protection Procedures – [www.staffsscb.org.uk](http://www.staffsscb.org.uk); [www.safeguardingchildren.stoke.gov.uk](http://www.safeguardingchildren.stoke.gov.uk)

**Staffordshire Wildlife Trust is committed to safeguarding and promoting the welfare of children and young people engaged in the breadth of its activities. This policy applies to all children and young people aged up to 17 years and young people with SEND up to 25 years.**

**A separate “Safeguarding Adults at Risk of Abuse and Neglect” policy exists and should be referred to for all safeguarding for those aged 18 and over.**

### The purpose of this policy:

- to protect children who receive Staffordshire Wildlife Trust’s services. This includes the children of adults who use our services;
- to provide staff and volunteers with the overarching principles that guide our approach to protecting children from abuse;
- Staffordshire Wildlife Trust believes that a child should be valued and never experience abuse of any kind. We have a responsibility to promote the welfare of all children and to keep them safe. We are committed to practice in a way that protects them.
- to protect staff by having a clear framework, robust procedures and transparent reporting

### We recognise that:

- the welfare of children is paramount;
- all people, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse;
- working in partnership with children, their parents, carers and other agencies is essential in promoting children’s welfare.

**We will seek to keep children safe by:**

- valuing them, listening to and respecting them;
- adopting child protection practices through procedures and a code of conduct for staff and volunteers;
- developing and implementing an effective e-safety policy and related procedures;
- providing effective management for staff and volunteers through supervision, support and training;
- recruiting staff and volunteers safely, ensuring all necessary checks are made;
- sharing information about child protection and good practice with children, parents, carers, staff and volunteers;
- Keeping adequate records.
- sharing concerns with agencies who need to know, and involving parents, carers and children appropriately.

**We are committed to reviewing our policy and good practice on an annual basis or after a major incident.**

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**Versions of this document**

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Comments / modifications</b>
1.0	19.05.14	Jo Olivant	Original
2.0	27.01.16	Jo Olivant	Updated and approved by Board
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7.0	28.06.21	Katie Shipley	Updated and approved by Board
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## Glossary of terms

**All Appropriate Staff** - Refers to all staff who either work face to face with children or young people or manage/support this work as defined by their job description

**Appropriate Volunteers** – Refers to all volunteers who supervise or undertake activity face to face with children or young people on behalf of the Trust or support this work as defined by their role description.

**All Staff** – Refers to everyone in paid employment/receiving remuneration for work with Staffordshire Wildlife Trust, this includes sessional workers. They may or may not have contact with children and young people as part of their job description

**Children** – refers to all persons under the age of 18 and young people with SEND under 26 years

**Supervised Activity** – where SWT personnel act as loco parentis for children – signed consent forms must be held for children at these activities.

**Accompanied Activity** – where parents/carers remain with the children, i.e. SWT personnel are not acting Loco parentis. E.g. school visits, family events, nature tots

## Safeguarding Procedure

Staffordshire Wildlife Trust endeavours to encourage vigilance and awareness of the issues surrounding the protection and safety of children and young people, within which suspicions or allegations can be made in good faith without fear of reprisal.

The Trust will include a commitment to the welfare and safety of children in our policies and procedures. We will monitor emerging legislation and evolving best practice to ensure necessary policies and procedural guidelines are appropriate, up to date and accessible.

We recognise that The Charity Commission hold trustees to account when there are serious incidents relating to Safeguarding and will investigate internal governance to ensure the correct frameworks are in place to understand how and why the incident happened.

*These procedures should be read in conjunction with several SWT procedures, **Recruitment, Complaints, Anti Bullying and Harassment, Data Protection, Grievance, Social Media, Whistleblowing, Disciplinary and Health and Safety**. Equally the Trust is aware that all policies should reflect the Safeguarding Children guidance. Appropriate risk management processes will be applied to all contact with children.*

### To deliver the policy we will:

#### **Keep policies and procedural guidelines appropriate, up to date and accessible**

- There will be two named people for child protection (**See Appendix A**) who will be responsible for dealing with any concerns about the protection or welfare of children. These people are currently **Jo Olivant & Katie Shipley** (Designated Safeguarding Leads or DSL), with **Carol Gamble and Sarah Warom** in place as deputies.
- There will be a nominated Trustee for Safeguarding who will be responsible for reviewing the policy together with the Designated Safeguarding Person and as a contact should there be any issues with the DSLs. This person is currently **Lisa Stephenson** (Nominated Safeguarding Trustee or NST), with **Paul Hackney** in place as deputy.
- Safeguarding policy and procedures will be reviewed and updated every year or as necessary with new legislation or after any major incidents. Full audits will take place every 2 years.
- The Safeguarding policy and procedure will be available on our server, on google drive and a file on each office server/shared drive (who cannot access the main server) and on our website.

#### **Ensure that all staff and volunteers are properly informed, supported, managed and trained**

- All appropriate staff and volunteers will be carefully selected and vetted to try and ensure they do not pose a risk to children to include the taking up of 2 written references, clear role description and responsibilities (**See Recruitment Policy**).
- All appropriate Staff & Volunteers will be subject to a Disclosure and Barring (DBS) check as defined by **Appendix B**. DBS checks will be repeated every 3 years or for those subscribing to the update service, 3-yearly updates carried out.
- All staff, trustees and appropriate volunteers will adhere to Staffordshire Wildlife Trust's mandatory training schedule (**Appendix P**) within 3 months of their start date by completing the "E learning Level 1 Awareness: Safeguarding Children and Protecting them from abuse" available from Staffordshire Safeguarding Children's Board (SSCB). Some staff may also be required to complete the Safeguarding Children with Disabilities training. This training should be repeated every 3 years.
- All staff, appropriate volunteers and third parties will receive the "Reporting Guidance for Staff & Volunteers" (**Appendix C**) and "Code of Conduct" (**Appendix D**) on successful appointment and upon starting employment with SWT must sign the "Code of Conduct". Updates and refreshers will be provided through the department meeting structures.
- All staff and appropriate volunteers will receive 'Recognising Signs and Symptoms of Abuse' (**Appendix E**)
- All staff and appropriate volunteers will receive Recognising the signs of mental ill health (**Appendix N**) and What to do if you have concerns that a child is suffering from mental ill health (**Appendix O**)
- All staff and appropriate volunteers will receive Keeping Children and Young People safe online (**Appendix R**)
- To ensure we comply with safer recruitment all managers will complete safer recruitment training

**Have clear processes for reporting and addressing any concerns or allegations relating to safeguarding children.**

- SWT will have clear, written processes for reporting, recording and addressing concerns or allegations relating to safeguarding children (**Appendix F**)
- SWT will have clear, written processes for reporting, recording and addressing concerns relating to the mental health and wellbeing of children and young people (**Appendix O**)
- Any information given to users about activities of the organisation will include information about the safeguarding policy and procedure. We will have a code of conduct for adults attending our sessions and parents and carers of any children using supervised activities for children will be given specific information about the child protection policy and procedure (**Appendices G & H**).
- There will be a written procedure for processing complaints (**See Complaints Policy**)

- There will be a clear system for reporting and processing allegations against staff and volunteers (**Appendix I**)

### **Run Safe activities for Children and Young People**

- We will strive to maintain a safe environment for our activities by following the Guidance on running safe activities for Children (**Appendix J**).
- All staff and volunteers involved in running an activity will have clear roles and responsibilities, this applies to equally to 'external' staff or assistants attending with school or other visiting groups.
- Risk management for activities targeting children will recognise the specific needs of each group.
- All staff will be aware that Children with special educational needs (SEN) and disabilities can face additional safeguarding difficulties.
- All appropriate staff and volunteers will be made aware of issues of particular vulnerability arising from an individual's background or abilities e.g. those facing barriers in communication or who are dependent on others for personal care.
- All Staff and volunteers will be suitably qualified and/or experienced to supervise and deliver the activities they undertake and will have up to date Competency records.
- Any third party individual or organisation involved in delivering activities as part of a Trust event will have appropriate experience and where relevant hold the appropriate qualifications and/or accreditation and insurance. If they are operating with any degree of autonomy i.e. not under the close supervision of Trust staff or volunteers, they should have safeguarding children procedures at least equivalent to ours.
- All Staff and volunteers that commission third parties/contractors to work with children should have appropriate experience and this should be recorded on their competency form.
- We will run safe work experience placements for young people between the age of 14 – 18 (**Appendix Q**)

### **Store Children's data and digital images appropriately**

- There will be a standard set of forms to be used when collecting children's data
- All staff and appropriate volunteers to be aware of the guidelines on storage, and removal of digital images (Appendix K)
- Parents and carers to be made aware of how we use children's data and images
- Have systems in place for deletion of old records or images, which ensures we only keep information for as long as we need it.

## **APPENDIX A**

### **Designated Safeguarding Person**

This organisation will have two designated members of staff and at least one deputy to take responsibility for safeguarding children matters. The organisation will also have a designated safeguarding Trustee.

The designated member of staff will usually hold a Manager's position responsible for our children & youth engagement work and at least one DSL will attend H&S SLT meetings. The deputy should also hold a senior position within the Trust.

**Designated Safeguarding Staff: Jo Olivant**

**Designated Safeguarding Staff: Katie Shipley**

**Deputy Safeguarding Staff: Carol Gamble**

**Deputy Safeguarding Staff: Sarah Warom**

**Designated Safeguarding Trustee: Lisa Stephenson**

**Deputy Safeguarding Trustee: Paul Hackney**

All designated safeguarding contacts must have attended Level 2, 3 and 4 safeguarding training, have an Enhanced + barred DBS check undertaken and 2 references taken up.

Their role is to;

- Ensure the organisation's child safeguarding policy and procedures are followed.
- Ensure they know how to make contact with First Response- Staffordshire or for Stoke – Advice and Referral Team and the police who are responsible for dealing with child protection concerns both during and after office hours.
- Report any concerns to First Response- Staffordshire or for Stoke – Advice and Referral Team or the police. (N.B. Urgent concerns should be reported immediately by those aware of them even if the designated person is not available.)
- Act as a source of advice on all child protection matters and seek further advice and guidance from local statutory agencies as needed.
- Ensure that a record is kept of any concerns about a child or adult and of any conversation or referrals to statutory agencies.
- Report monthly to the H&S committee any action taken, concerns recorded, or incidents. Also report when any 'new' situations may arise, such as undertaking a new type of work where safeguarding may need to be reviewed.
- Maintain and regularly update their knowledge of child protection and safeguarding children through relevant training, including refreshing their Level 2 Safeguarding training every 3 years.

- Conduct regular audit activity to ensure the organisation is working in line with current practice.
- Trustees are expected to take responsibility for putting Safeguarding on the agenda for the strategic direction of the charity as well as ensuring policy and procedures reflect current legislation and guidance.





## **APPENDIX B**

### **Guidance on DBS Checks**

Before an organisation considers asking a person to make an application for a Disclosure and Barring Service (DBS) check, they are legally responsible for ensuring that they are entitled to ask that person to reveal their conviction history.

The Ministry of Justice has stated that organisations should not insist that a DBS check forms part of a recruitment exercise or bid when tendering for contracts, unless the services provided meet the criteria for an eligible DBS check as defined by the exceptions, as this would breach employment law. Please note the minimum age for DBS checks is 16 years old.

**Basic checks** – This is a discretionary check, which we may choose to carry out on anybody who is not eligible for the following checks.

**Standard checks** - To be eligible for a standard level DBS check the position must be included in the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975.

**Enhanced checks** – To be eligible for an enhanced level DBS check, the position must be included in both the ROA Exceptions Order and in Police Act Regulations.

**Enhanced checks with children's and/or adults' barred list check(s)** – To be eligible to request a check of the children's or adults' barred lists, the position must meet the new definition of regulated activity. There are a small number of other positions for which you can also request list checks.

#### **The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975**

- Any employment as a teacher in a school or establishment for further education and any other employment which is carried out wholly or partly within the precincts of a school or establishment for further education, being employment which is of such a kind as to enable the holder to have access to persons under the age of 18 in attendance at the school or establishment for further education in the course of his normal duties.
- Any employment by a youth club, local authority or other body which is concerned with the promotion of leisure or recreational activities for persons under the age of 18, being employment which is of such a kind as to enable the holder to have access to such persons in the course of his normal duties.

#### **Police Act 1997**

- A position is within this subsection if it involves regularly caring for, training, supervising or being in sole charge of persons aged under 18.

## **Regulated Activity**

### Part 1: Regulated activity in relation to children

- The new definition of regulated activity (i.e. work that a barred person must not do) in relation to children comprises:
- Teaching, training or instruction of children, carried out by the same person frequently (once a week or more often), or on 4 or more days in a 30-day period, or overnight\*.
- Day to day management or supervision on a regular basis of a person providing this activity which would be regulated if unsupervised.
- With the exceptions of;
- Supervised activity - under reasonable day to day supervision by another person engaging in regulated activity.
- Activity relating to a child in the course of his employment, not by a person for whom arrangements exist principally for that purpose.
- Activity merely incidental to activity with adults.

### Part 2: Regulated Activity in relation to Children – Establishments

An activity is regulated activity in relation to children if carried out (subject to exceptions below):

- in one of the following establishments;
- schools (all or mainly full-time, for children);
- pupil referral units (also known as Short Stay Schools) not falling within the above;
- nursery schools;
- institutions for the detention of children;
- children's homes;
- children's centres in England;
- childcare premises (including nurseries).
- day-to-day management or supervision on a regular basis of a volunteer activity which would be regulated if unsupervised.
- frequently (once a week or more often), or on 4 or more days in a 30-day period;
- by the same person, engaged in work for or in connection with the purposes of the establishment; and
- it gives the person the opportunity, in their work, to have contact with children;
- day-to-day management or supervision on a regular basis of a person providing the above regulated activity for children is regulated activity for children.

The table below is a guide (but NOT an exhaustive list) of positions and relevant DBS checks and is agreed with our DBS provider - Disclosure Services.



Role/Job Title/Task	Does it meet the criteria for:			Level of check
	ROA 1974	Police Act 1997	Regulated Activity	
Occasional work experience support – at Wolseley				None (but can do a Basic for reassurance)
Work parties (over 18s)				None (but can do a Basic for reassurance)
Leading Guided walks				None (but can do a Basic for reassurance)
Utilising Social Media				None (but can do a Basic for reassurance)
Talks or sessions for 'supervised children (i.e. guides scouts etc)				Basic
Reception duties				Basic
Recruiter				Basic
Subscriber Login				Basic
Providing pre-recorded online activities	✓	✓		Enhanced
Environmental Ed Delivery at Centres	✓	✓		Enhanced
Family Events (Wild Families, Festival)	✓	✓		Enhanced
Birthday Parties	✓	✓		Enhanced
Trustee		✓		Enhanced
Occasional Work experience support – out of Office	✓	✓		Enhanced
Providing LIVE online activities and workshops	✓	✓	✓	Enhanced & Barred
Outreach Delivery (no matter what activity) in Schools	✓	✓	✓	Enhanced & Barred
Forest Schools	✓	✓	✓	Enhanced & Barred
Work Experience Supervisor (under 18s)	✓	✓	✓	Enhanced & Barred
Youth Work parties	✓	✓	✓	Enhanced & Barred
Wildplay (Loco parentis)	✓	✓	✓	Enhanced & Barred
Watch Leader	✓	✓	✓	Enhanced & Barred
Nature Tots/Wildlings	✓	✓	✓	Enhanced & Barred
Supervising/Managing those carrying out regulated activity			✓	Enhanced & Barred
Designated Safeguarding Staff			✓	Enhanced & Barred

## APPENDIX C

### Reporting Guidance for Staff and Volunteers

This organisation believes that **EVERYONE** has a responsibility to safeguard children from harm. Please read this guidance carefully. It will tell you what you need to know to safeguard children. All staff and volunteers are expected to follow this guidance.

The Safeguarding designated staff for Staffordshire Wildlife Trust are listed below. If you have any queries around the welfare of any child please contact them to discuss your concerns.

**Designated Safeguarding Lead:** *Jo Olivant 01889 880107/07960 874900 and/or email [j.olivant@staffs-wildlife.org.uk](mailto:j.olivant@staffs-wildlife.org.uk)*

**Designated Safeguarding Lead:** *Katie Shipley 07854 532400 and/or email [k.shipley@staffs-wildlife.org.uk](mailto:k.shipley@staffs-wildlife.org.uk)*

**Deputy Safeguarding person:** *Carol Gamble\_01889 880128/07866 973311 and/or email [c.gamble@staffs-wildlife.org.uk](mailto:c.gamble@staffs-wildlife.org.uk)*

**Deputy Safeguarding person:** *Sarah Warom\_01889 880100 and/or email [s.warom@staffs-wildlife.org.uk](mailto:s.warom@staffs-wildlife.org.uk)*

Only if your query relates to the conduct of designated safeguarding staff should you contact the designated safeguarding trustee

**Designated Safeguarding Trustee:** *Lisa Stephenson [l.stephenson@staffs-wildlife.org.uk](mailto:l.stephenson@staffs-wildlife.org.uk)*

**Deputy Safeguarding Trustee:** *Paul Hackney [p.hackney@staffs-wildlife.org.uk](mailto:p.hackney@staffs-wildlife.org.uk)*

Please read: -

- The full safeguarding policy & procedure document including appendices
- This guidance
- The Code of Conduct for staff and volunteers
- You may also find 'What To Do If You're Worried A Child Is Being Abused' (DfES) useful information <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

You must follow the advice given in the documents above. If there is anything that you do not understand or do not agree with please talk to either of the Designated Safeguarding Leads about this.

- Please attend any training and activity planning meetings that you are invited to.
- All staff and volunteers must inform one of the Designated Safeguarding Leads if they are: -
  - Charged with a criminal offence involving a child, violence, breach of trust or a criminal offence relevant to their duties, for example driving offence if they are driving as part of their duties.
  - Investigated by any authority due to concerns that you may have had involvement in causing harm to a child.
  - Diagnosed with any medical condition that may affect your ability to carry out your role with children safely, for example psychotic illness.

- Make sure you know what to do if a child tells you or you suspect that they are being harmed.

**Key points are:**

**DO NOT**

- Carry out your own investigation by talking to parents or carers etc.
- Put words in any child's mouth by asking direct questions such as "Did your dad do it?"
- Feel that you must inform parents/carers if you think it may put the child at risk of further harm or cause them to be silenced.
- Ignore your worry.
- Promise the child anything, especially that you will keep it secret

**DO**

- Ask open-ended questions to clarify your concern e.g. "What happened to your arm?"
- Listen to the child / your gut feelings.
- Take action.
- Keep a record of any conversations, incidents or concerns using the Incident form (stored on Intranet)

**Action to take:-**

1. If a child has a serious injury (for example involving pain and bleeding) or is in immediate danger (for example parent has arrived to collect a child and is unfit to care for them, such as being drunk and intending to drive, or a child left alone at home) dial **999** and request assistance from the ambulance service and/or police. If you know or suspect the child has come to harm through the actions of another make sure that the professional staff you hand the child over to understand this and take their name and record it. It will generally be appropriate to inform the child's parent or carers what has happened once the child is safe with an appropriate professional.
2. If it seems that a child has been abused in any way including sexual abuse (but is not in immediate danger) report this immediately to the service for the area where they live. The numbers are;

<b>Staffordshire</b>
New referrals for children who meet the threshold for Level 3 and Level 4 who are not known or are currently closed to children's services, should ideally be made by phone: 0300 111 8007 or by using the online enquiry form, which can be found at <a href="http://www.staffordshire.gov.uk/firstresponse">www.staffordshire.gov.uk/firstresponse</a>
<b>Staffordshire</b> <b>Staffordshire Children's Advice and Support (SCAS)</b> <b>0300 111 8007</b> <b>8.30am – 5.00pm Monday to Thursday</b> <b>8.30am- 4.30pm Friday</b> <b>or</b> <b>EDS (out of hours) Tel No. 0345 604 2886</b> <b>Or email: eds.team.manager@staffordshire.gov.uk</b> <b>Non-emergency – call Staffordshire Police on 101</b>



**Staffordshire Police: call 101 and ask for M.A.S.H  
(Multi Agency Safeguarding Hub).  
Outside of MASH hours, report to the Area Communications Room.**

<https://www.staffscb.org.uk/children-and-families/parents-and-carers/concerned-about-a-child-or-young-person/>

#### **Stoke-on-Trent**

The new Children's advice and duty service (CHAD) is a conversation based referral service. Therefore, all new referrals should be made via the above telephone number, where a consultant social worker, experienced and trained in child protection and safeguarding, will discuss with you your concerns; and progress with the most appropriate service / outcome for that child/ren. All referrals should be phoned through to the CHAD service, with the exception of emergency services who may still require to complete a Multi-Agency Referral Form (MARF)

**Call Stoke-on-Trent Children's Advice and Duty Service (CHAD):  
Phone 01782 235100  
Monday – Thursday 8:30am – 6:00pm Friday 8:30am – 6:00pm  
Emergency Duty Team (Out of hours)  
Telephone: 01782 234234**

[https://www.stoke.gov.uk/info/20009/children\\_and\\_families/391/stoke-on-trent\\_safeguarding\\_children\\_partnership](https://www.stoke.gov.uk/info/20009/children_and_families/391/stoke-on-trent_safeguarding_children_partnership)

3. If the concern is long term rather than immediate, for example a child who is often dirty, smelly or who has disruptive behaviour, or you have reason to believe the child is self-harming you should discuss this with the safeguarding designated lead who will decide whether to make a referral.
4. If you have had to make an emergency referral tell the safeguarding designated lead as soon as possible. They should follow up and take further advice if they think the action that First Response/Advice and Referral Team take leaves the child in danger.
5. Following a referral, you may be asked to complete a Multi-Agency Referral Form (MARF) within a maximum time of 48 hrs. These forms are available on the server in the safeguarding folder, labelled C09 MARF SOT Feb 2020 & C09 MARF STAFFS Feb 2020.
6. You must also complete an 'SWT Safeguarding Incident recording form' located on the I Drive here: I:\Health & Safety\Safeguarding and submit it to a designated safeguarding lead.

## APPENDIX D



### Code of Conduct for All Staff and Appropriate Volunteers

Not all staff or volunteers will have regular contact with Children, however all staff and appropriate volunteers should be aware of what is expected of them in the case of face to face or online encounters with children. They should be able to demonstrate exemplary behaviour in order to keep children safe and to protect themselves from allegations of misconduct.

- Always remember that while you are caring for or in the presence of other people's children you are in a position of trust and your responsibilities to them and the organisation must be uppermost in your mind at all times.
- Do make sure you have read the Safeguarding Policy & Procedures and that you feel confident that you know how to recognise when a child may be suffering harm, how to handle any disclosure and how to report any concerns.
- You must act upon concerns about a child's welfare or the inappropriate behaviour of any adults that you encounter whilst working or volunteering for the trust.
- Always aim to work in an open environment and exercise caution about being alone with a child or young person. In situations where this may be needed (for example where a young person wants to speak in private) think about ways of making this seem less secret - for example by telling another worker or volunteer what you are doing and where you are, leaving a door ajar, being in earshot of others and lastly note the conversation in a log.
- Physical contact should be open and initiated by the child's needs, e.g. for a hug when upset. Always prompt children to carry out personal care (such as applying sunscreen, adjusting clothing) themselves and if they cannot manage ask if they would like help.
- Do work as a team with your co-workers/volunteers. Agree roles and responsibilities when delivering sessions in loco parentis and agree with them what behaviour you expect from young people and be consistent in enforcing it.
- If you have to speak to a child/young person about their behaviour remember you are challenging 'what they did' not 'who they are'.
- Do listen to children and young people and take every opportunity to raise their self-esteem.
- Do talk explicitly to children and young people about their right to be kept safe from harm.
- Do treat all children equally, and with respect and dignity, challenge discriminating comments and behaviour and promote positive attitudes towards differences.
- Generally you should not give children presents or personal items. The exceptions to this would be a custom such as a small birthday token, leaving present or help to a family in need such as equipment to enable them to participate in an activity. Both should come from the organisation and be agreed with the DSL and the child or young person's parent. Similarly do not accept gifts yourself other than small tokens for appropriate celebrations, which you should mention to your Line Manager as appropriate.

- Always give enthusiastic and constructive feedback rather than negative criticism.
- Always be easily identifiable: where possible wear your SWT clothing and Identification badge at all times during activities with children
- Always secure parental consent in writing using SWT standard forms when in loco parentis
- Always question any unknown adult who enters an activity area where children are present and/or who attempts to engage with the children.

**You must NEVER:**

- use any kind of physical punishment or chastisement such as smacking or hitting, or use physical force against a child or young person.
- engage in rough, physical or sexually provocative games, including horseplay.
- engage in any form of inappropriate touching.
- make sexually suggestive comments to a child, or use any racist, sexist, discriminatory or offensive language - children’s inappropriate use of language and/or behaviour should always be challenged.
- reduce a child to tears as a form of control.
- behave in a way that frightens or demeans any child or young person
- invite a young person to your home or arrange to see them outside the set activity times or off-site.
- smoke, take unprescribed drugs or drink alcohol in the company of/whilst responsible for children.
- use internet or web-based communication channels to send personal messages to/ befriend children / young people (see Keeping Children and Young People Safe Online **Appendix R**)
- give your personal contact details / personal website details to children or young people.
- Take photos of children without the written consent of parents/guardians (see social media policy for guidance on using cameras and mobile phones)

I, the undersigned, declare that I have read and will adhere to the above Code of Conduct in the event that I, or the group I represent, encounter children whilst working or volunteering on behalf of SWT. I understand that failure to do so may result in disciplinary action.

Staff/Volunteer signature.....

Name (print).....

Role.....

Date.....



## **APPENDIX E**

### **Recognising the Signs and Symptoms of Abuse**

Staff and appropriate volunteers should be aware of the definitions, signs and symptoms of child abuse as listed below.

All staff, trustees and appropriate volunteers will complete the “E learning Level 1 Awareness: Safeguarding Children and Protecting them from abuse” module available from Stoke-on-Trent and Staffordshire Safeguarding Children’s Board (SSCB): <https://training.ssscb.org.uk/elearning-list> .

The DfE document “[Working Together to Safeguard Children \(2018\)](#)” defines the main categories of child abuse, which is also used for the purposes of drawing up child protection plans for children at risk of harm. The categories are as follows:

#### **Neglect**

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

#### **Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

#### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a

child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Child Sexual Exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

### **Other forms of abuse include**

Child on Child  
Bullying and Cyber bullying  
Child trafficking  
Criminal Exploitation and Gangs  
Female Genital Mutilation  
Grooming  
Historical (non-recent)  
Online

More information can be found on other forms of abuse here:  
<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

### **Signs and Symptoms of Abuse**

There is no clear dividing line between one type of abuse and another. The following section is divided into four areas to help categorise what may be seen or heard. Children/young people may show symptoms from one or all of the categories. This should not be used as a checklist. Staff and volunteers should be aware of anything unusual displayed by the child.

### Children with special educational needs (SEN) and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding difficulties.

Additional barriers can exist when recognising abuse and neglect among such children. These can include:

- assumptions that signs of possible abuse such as behaviour, mood and injury relate to the child’s disability, without further exploration
- being more prone to peer-group isolation than other children
- the potential for these children to be disproportionately affected by behaviours such as bullying, without showing any outward signs, and
- communication barriers and difficulties in managing or reporting these challenges.

<b>PHYSICAL SIGNS OF ABUSE</b>	<ul style="list-style-type: none"> <li>○ Bruise marks consistent with either straps or slaps</li> <li>○ Undue fear of adults - Fear of going home to parents or carers</li> <li>○ Aggression towards others</li> <li>○ Unexplained injuries or burns – particularly if they are recurrent and especially in non mobile babies</li> <li>○ Any injuries not consistent with the explanation given for them</li> <li>○ Injuries that occur to the body in places which are not normally exposed to falls, rough games, etc</li> <li>○ Reluctance to change for, or participate in games or swimming</li> <li>○ Bruises, bites, burns, fractures etc which do not have an accidental/ satisfactory explanation</li> <li>○ Cuts/scratches/substance abuse</li> <li>○ Hitting (with the hand or implement) smacking, punching, kicking, slapping, twisting/pulling ear, hair or fingers, holding/squeezing with a tight grip, biting, and burning</li> <li>○ Fabricated illness –see SSCB website for the procedure inc signs and symptoms</li> </ul>
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<b>NEGLECT</b>	<ul style="list-style-type: none"> <li>○ Exposure to danger/lack of supervision</li> <li>○ Neglect - under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care etc.</li> <li>○ Injuries that have not received medical attention</li> <li>○ Inadequate/inappropriate clothing</li> <li>○ Constant hunger</li> </ul>
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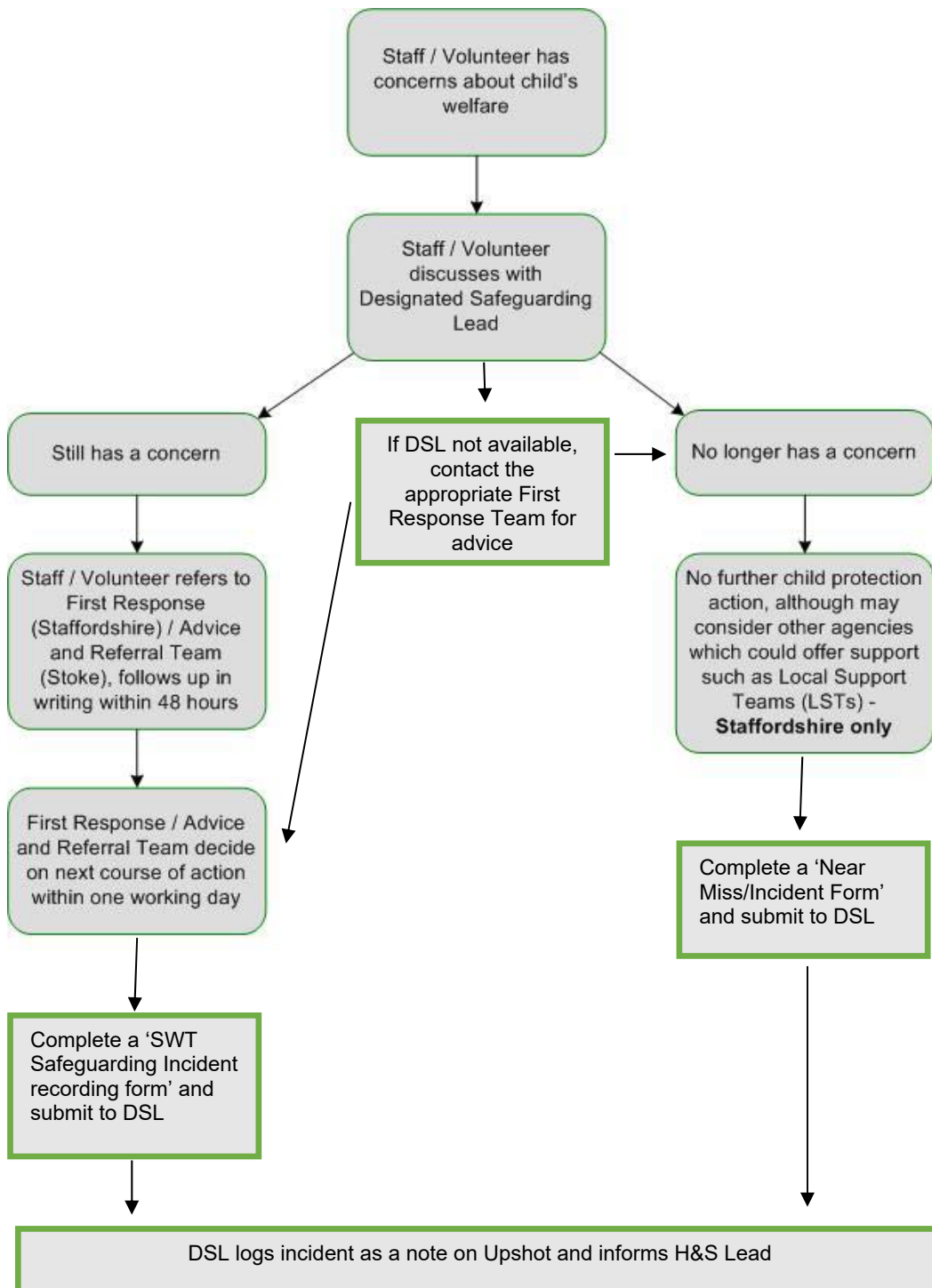
	<ul style="list-style-type: none"> <li>○ Poor standards of hygiene</li> <li>○ Untreated illnesses</li> <li>○ Persistent lack of attention, warmth or praise</li> </ul>
<p><b>EMOTIONAL SIGNS OF ABUSE</b></p>	<ul style="list-style-type: none"> <li>○ Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging. Also depression/ aggression, extreme anxiety</li> <li>○ Nervousness, frozen watchfulness</li> <li>○ Obsessions or phobias</li> <li>○ Sudden under-achievement or lack of concentration</li> <li>○ Inappropriate relationships with peers and/or adults</li> <li>○ Attention-seeking behaviour</li> <li>○ Persistent tiredness</li> <li>○ Running away/stealing/lying</li> <li>○ Self-Harm</li> <li>○ Humiliating, taunting or threatening a child whether in front of others or alone.</li> <li>○ Persistent lack of attention, warmth or praise.</li> <li>○ Shouting/yelling at a child</li> <li>○ Radicalisation – use of inappropriate language, possession of violent extremist literature, behavioural changes, the expression of extremist views, advocating violent actions and means, association with known extremists, seeking to recruit others.</li> </ul>
<p><b>INDICATORS OF POSSIBLE SEXUAL ABUSE</b></p>	<ul style="list-style-type: none"> <li>○ Language and drawing inappropriate for age.</li> <li>○ Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour</li> <li>○ Regularly engages in age inappropriate sexual play</li> <li>○ Sexual knowledge inappropriate for their age</li> <li>○ Wariness on being approached</li> <li>○ Soreness in the genital area or unexplained rashes or marks in the genital areas</li> <li>○ Pain on urination</li> <li>○ Difficulty in walking or sitting</li> <li>○ Stained or bloody underclothes</li> <li>○ Recurrent tummy pains or headaches</li> <li>○ Bruises on inner thigh or buttock.</li> <li>○ Any allegations made by a child concerning sexual abuse</li> <li>○ Sexual activity through words, play or drawing</li> <li>○ Child who is sexually provocative or seductive with adults</li> <li>○ Inappropriate bed-sharing arrangements at home</li> <li>○ Severe sleep disturbances with fears, phobias,</li> </ul>

	<p>vivid dreams or nightmares, sometimes with overt or veiled sexual connotations</p> <ul style="list-style-type: none"><li>○ Eating disorders - anorexia, bulimia</li><li>○ Unaccounted sources of money</li><li>○ Telling you about being asked to 'keep a secret' or dropping hints or clues about abuse.</li></ul>
<p><b>Remember- Signs and symptoms often appear in a cluster, but also many of the indicators above may be caused by other factors- if in doubt check it out.</b></p> <p><b>The most important factor is a <b>report by the child</b></b></p>	

## APPENDIX F



### What to Do if you have Concerns that a Child is Being Abused



Staffordshire's First Response Team/LADO: 0300 1118007  
Stoke on Trent Safeguarding Referral Team/LADO: 01782 235100  
Police: 101

## APPENDIX G

### Information for Parents

We want Staffordshire Wildlife Trust to be a safe place for children. We have a child protection policy and procedure. You can ask for a full copy of this. Below is a brief summary of the key points.

We aim to keep children safe by:

- Having designated safeguarding leads for child protection who are **Jo Olivant: 07960 874900 j.olivant@staffs-wildlife.org.uk and Katie Shipley 07854 532400 k.shipley@staffs-wildlife.org.uk**. Please contact them if you have any concerns about any child or the behaviour of anyone using the project.
- Ensuring all appropriate staff and volunteers are properly checked and vetted.
- Making proper arrangements for all activities.
- Having a code of conduct for staff/volunteers and making sure that all staff and volunteers know what to do if they have concerns about a child.
- Having a code of conduct for parents and carers using our services (**Appendix G**)
- Following National and Local Child Protection Procedures and particularly do this by reporting any serious concerns to First Response or the Police as appropriate.

We would ask you to support us in keeping children safe by:

- Following the code of conduct and treating people with respect
- Supervising your child at all times unless they are in an organised activity, in which case we would ask you to provide basic details about your child and make sure that we can contact you if there is an emergency.
- Talking to the designated person for child protection if you have concerns about any child using the organisation or the behaviour of any adult in the organisation.
- You can find more advice on best safeguarding practice by reading this document '**Guidance for parents and carers on safeguarding children in out-of-school settings**' produced by the Department of Education

## **APPENDIX H**

### **Code of Conduct for Adults attending our Children's Activities**

We hope you and your children enjoy your experience with Staffordshire Wildlife Trust. In order to make this a safe and enjoyable place for all, please familiarise yourself with this code of conduct for adults attending our activities.

Please Do:

- Share information on your child's health and wellbeing on any day they attend our activities
- Collect your child on time and have pre-agreed collection or going home procedure. If someone else is collecting your child please make staff aware and think about using a password for your child
- Feedback any worries, concerns or positives about how your child has felt during their time with us
- Ensure your child is adequately dressed for the weather, we always try to go outside so waterproofs/warm hat/scarves/wellies/boots/sun-hats/sun screen/sunglasses etc
- Provide your child with a drinking bottle that can be refilled – we are happy to provide water and occasionally squash to ensure your child stays hydrated.

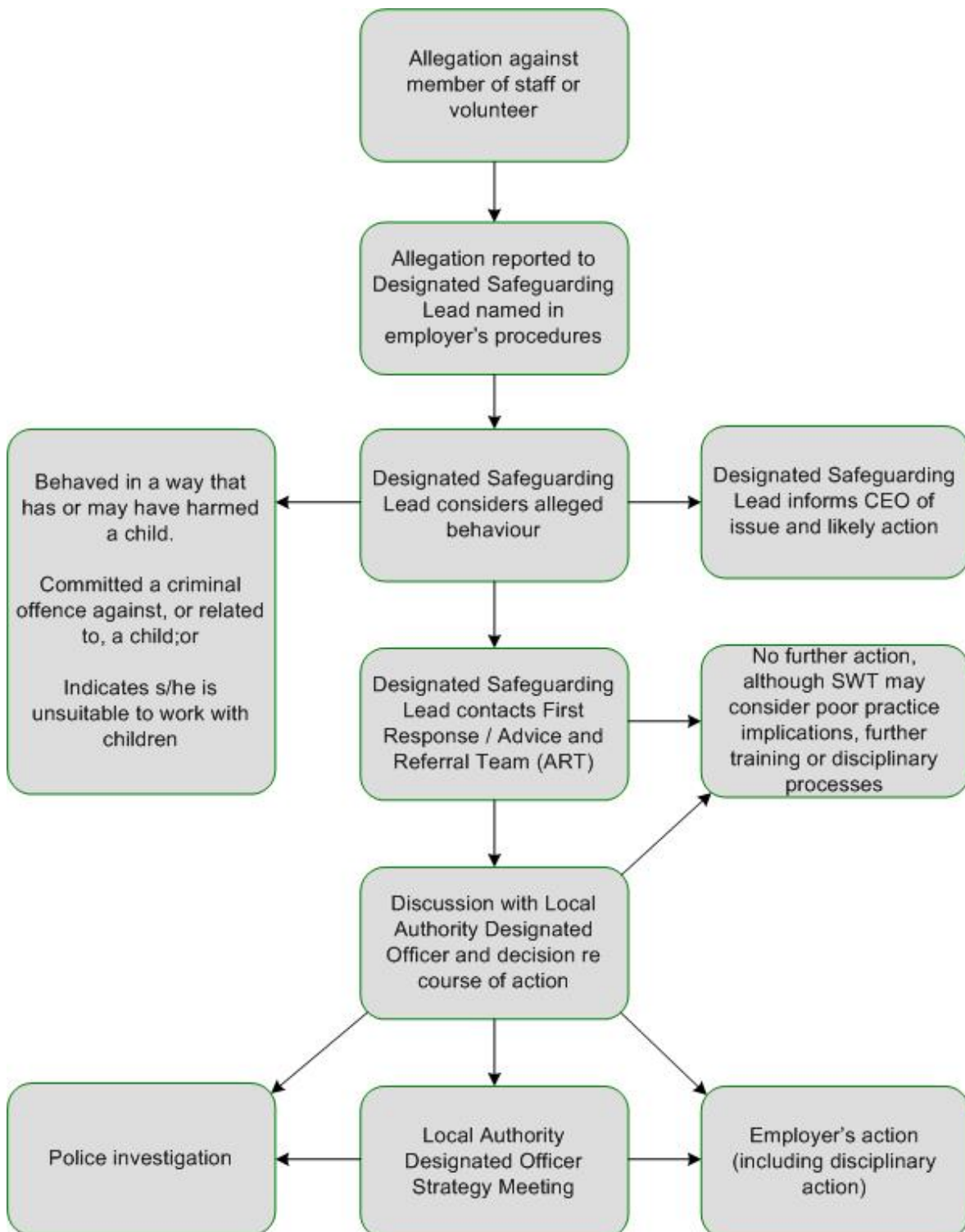
Please refrain from:

- Using inappropriate language or displaying aggressive or threatening behaviour to staff, children or other parents or carers in writing, over the phone or in person.
- Shouting at, smacking or physically punishing your child(ren) or any other children at our sessions
- Taking videos or photos of children other than your own
- Consuming alcohol, drugs or any other substance that impairs your judgement or responses while attending sessions or collecting your children from sessions
- Discussing sensitive issues about your children within earshot of other children or adults.



## APPENDIX I

### Managing Allegations against Staff and Volunteers



Local Authority Designated Officer tracks progress, monitors outcomes and reports to Local Safeguarding Children's Board and Disclosure and Barring Service (DBS)

## Guidance on handling safeguarding allegations in a charity

Every organisation that delivers charitable activities has a responsibility to safeguard people from harm or abuse, whether they are staff members, volunteers, or other people who come into contact with your charity through its work.

This tool will help charities in England to handle the reporting of safeguarding allegations about the behaviour or actions of a person in their charity.

<https://safeguarding.culture.gov.uk/>

An allegation or concern means that a person has or may have behaved in a way that has harmed a child or adult, has possibly committed a criminal offence against a child or adult, or behaved towards a child(ren) or adult(s) in a way that indicates they may pose a risk of harm to others.

As a regulated activity provider Staffordshire Wildlife Trust is subject to obligations under the Safeguarding Vulnerable Groups Act 2006. This means SWT has a legal duty to refer an individual to the DBS, where relevant, as set out below:

- You have withdrawn permission for a person to engage in regulated activity with children or moved them to an area of work that isn't regulated activity (or both).
- You think at least one of the following statements apply to the person:
  - Their action or inaction has harmed a child or put them at risk or harm, or if repeated against or in relation to a child would endanger the child (this is termed 'relevant conduct').
  - They have satisfied the harm test regarding children or vulnerable adults (or both); for example, there has been no relevant conduct but a risk of harm to a child still exists.
  - They have been cautioned or convicted of a relevant offence.

The legal duty on a regulated activity provider to make a referral still applies if these conditions have been met and the individual has been re-deployed (e.g. to another location), or has resigned, retired, or left the organisation.

You can make a referral to DBS using an online form. This is a legal duty.  
DBS helpline: 0300 0200 190

Failure to refer when the criteria are met is a criminal offence.

## APPENDIX J

### Guidance on Running Safe Activities when Working with Children.



This is intended as guidance only and should be read in conjunction with the Trust's Health and Safety Policy. All staff and volunteers should receive training and competency forms should reflect this before attempting to prepare their own risk assessments when working with children.

Personal (and group) competencies can in some circumstances negate the need for written risk assessments to be prepared. Line managers should provide guidance to staff and volunteers in this respect. Residential events, whether a repeat event or not, should be viewed as new activities and a new and complete risk assessment carried out for each one and discussed with the designated safeguarding person

#### Undertaking a risk assessment

Site Visits should be undertaken several days before using a site for first time to ensure it is appropriate for the session and user group. This will allow time for action to be taken to rectify any problems and help to minimise the likelihood of unforeseen risks during the visit. (For work on school sites and at other educational establishments a site visit is recommended, but it is accepted that teachers will be able to give assurances about site safety)

#### **Consider:**

- The type of visit/activity and the numbers and ages of those involved.
- The location, routes and modes of transport.
- The competence, experience and qualifications of supervisory staff.
- The ratios of supervisory staff to participants
- The group members' age, competence, fitness and temperament and the suitability of the activity.
- The special needs (educational, medical or mobility for example) of participants.
- The quality and suitability of available equipment.
- Seasonal conditions, weather and timing
- First Aid and Emergency procedures.
- How to cope when a participant becomes unable or unwilling to continue.
- Going home procedures

#### **1. Suggested working ratios and age limits with regard to specific activities**

At least two 'registered/recognised' adults and ideally a third should be present at all your activities. This is because should an accident occur you need one person to go for help, one to look after the injured person and one to supervise the rest of the group. Try to have both male and female leaders present if possible.

The adult to child ratio will vary according to the activity you are doing, the site you are using and the type of group you have. Aim at an adult to child ratio of

1:10, but in higher risk situations the adult to child ratio must be higher. Below are a few examples of tasks and suggested appropriate ratios:

- A ratio of 1:4 for under 5's
- A ratio of 1:8 for 5 to 8 year olds
- For pond dipping a ratio of at least 1:8 is recommended
- Practical conservation work with children 5 to 8 years old a 1:3 ratio is recommended
- Practical conservation work with children 8 to 14 years old a 1:6 ratio is recommended
- Practical conservation work with children 14 years old and over 1:8 ratio is recommended

## 2. Parental Consent

Parental consent should be gathered for events where children are attending without parents. Children must be over 8 years old in order to stay unaccompanied. Standard Parental Consent forms are located on the Intranet/Team Space

## 3. Length of sessions

There are many factors, not purely safeguarding, that will affect how long a session is; such as the weather, time of day, type of activity, access to facilities or the needs and requirements of your group. [The Children's Act \(2004\)](#) however, does place a limit of certain activities where we have unsupervised children.

If the duration of the visit is over two hours, takes place more than six days a year, and the children are below the age of 8 years, then registration under the Children Act is needed. As most of the visits made by under 8's are made by members of organisations or playgroups they should already be covered by their own regulations or registration. At present other activities do not occur on a regular basis or are for over 8's so do not need to be registered.

## 4. Going Home Procedure

For use at sessions where we have unsupervised children, such as

*Booked GetWild, Wildplay or Watch.*

Remember you must do all that is reasonable to ensure that your group is safe and goes home with the correct adult. 'Going home time' can be when your children are at high risk.

- Record on consent forms who is collecting each child
- Use an attendance register (Mitingu)
- Ask children to come and tell you when they are going home, so you can tick them off the list.
- Leaders stand in a prominent place to observe the going home procedure.
- Try and have someone with you to intercept questions from adults. It is very easy to become distracted and you could easily miss something

### *Open Access Wildplay*

Many Wildplay sessions are designed to be open access and so children can effectively 'drop in' without a parent or guardian. In this situation the following guidance should be followed:

- Keep a register of children attending and try to have a signing in and out system
- In engaging with the children when they first arrive try to ascertain (i) how close they live to the place you are delivering the session and (ii) how they plan to get home.
- Ask children to come and tell you when they are going home, so you can tick them off the list.

## **5. Third Parties**

If you are running a face to face event that will require a third party lone adult to take part such as; a contracted activity provider, guest speaker or other circumstance as deemed appropriate to the activity. The third party must do one of the following before taking part in the event

- SWT staff or volunteer – should be considered as an Appropriate Member of Staff or Volunteer and trained and checked as mentioned above in this document.
- Third Party - provide proof of a current DBS check, appropriate safeguarding policy and training and have read our Safeguarding policy and signed our Code of Conduct.
- Third Party second option - or before the event, should have a basic DBS check completed by SWT that is successfully returned, have read our Safeguarding policy and signed our Code of Conduct.
- For advice on digital events please see **Appendix R**

## **6. Schools or other groups**

When delivering an activity on behalf of a school or other group (onsite or offsite) it is the responsibility of that third party to check that we are compliant with their safeguarding policy. Schools are legally obliged to adhere to the statutory guidance 'Keeping Children Safe in Education 2021'

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

To comply with this guidance, in advance of delivery our staff may be asked to

- provide a Letter of Assurance that details DBS references for all SWT staff involved, and SWTs commitment to safer recruitment **APPENDIX T** and located here: I:\Health & Safety\Safeguarding\DBS\DBS Letters 2021
- read and agree to their safeguarding policy and provide our own

## **APPENDIX K**

### **Storing Children's Data and Digital Images**



Please refer to the **Data Protection Policy** for information on collecting personal data and the **Social Media Policy** for collection and use of Digital Images.

#### **Children's Data**

We routinely need to collect and store Children's data, to gain consent for them to attend a child only event, to fulfil obligations to commissioners, to ensure relevant permissions and for grant funded projects. This data should only be stored and accessed via our recognised databases – Upshot and Subscriber. Both are password protected, and the data is accessed only by people with the appropriate level of DBS check. The following guidelines must be adhered to when collecting and storing this data. Children's data is defined by 2 or more of the following pieces of information being stored together: Name, Address, Date of Birth, School, Phone number, Disability or Image.

- All template forms are stored in the safeguarding folder on the I Drive I:\Health & Safety\Safeguarding\Consent forms. They can be adapted for project use, but any changes must be agreed by a Designated Safeguarding Lead.
- We should not have computer files that store children's data outside of Upshot or Subscriber with the exception of grant reporting files.
- Paper files (for example consent forms) containing children's data must be kept in locked drawers for a maximum of 12 months and accessible only by staff or volunteers with the appropriate level of DBS check.

#### **Digital Images**

##### *Internal use, documentation*

- Photos which are to be used for fulfilment of obligations to commissioners and grant funded projects may be stored for the length of our contract or project. Photos kept for this purpose are minimal.
  - Any photos used for reporting may be kept for 12 months in a password-protected Excel or Word document alongside a scanned image of the appropriate photo consent form. All others must be deleted upon the submission of report. You must use the standardised photo consent form (stored I:\Health & Safety\Safeguarding\Consent forms) to collect written consent. There is also a photo consent option on the parental consent form.
- Written photo consent forms must be scanned and images of those forms then placed in a password-protected Excel or Word document along with any photographs they are linked to and saved on the server. Parents and carers may withdraw permission, in writing, at any time.

- Digital images must be uploaded onto the server within 7 working days. Images must then be deleted immediately from the capture device (phone, camera or video camera).

#### *External use*

- Pre-arranged staff days will be used as an opportunity to hire a professional photographer and produce stock images that illustrate delivery. All participants at the events are to be made aware of how the photos will be used and this will be stated explicitly in the event invitation as its primary purpose.
- Only these stock photos will be used for publicity purposes, i.e. website, leaflets, social media etc. and must be stored in the P Drive.
- Live images uploaded to social media sites via mobiles should only ever be of an activity and not have children's faces visible. If a photo of a child or vulnerable person is required, it should always be taken from the WildNet Image Library.
- Staff, volunteers, and members of the public do occasionally gift photographs they have taken to us. It must be made clear at the time that these photos will be uploaded to WildNet.

### **Digital Images of Public Events**

As access to these public events in publicly accessible areas is not restricted, we consider that any person who is present at these events is considered to have given implied consent to appear in the background of any photograph or film (this is in line with the provisions of the GDPR).

We will however make every effort to ensure the public is aware a photographer is on site taking photos for publicity purposes by:

- Putting signs at the entrance to the venue to warn the public that photographs may be taken at the event;
- Including a notice in the programme or tickets where possible for example 'Please take note an official photographer is on site taking photographs/filming for publicity purposes'
- Providing wristbands for children whose parents do not wish for them to appear in photographs

## APPENDIX L

### Missing Children at Trust run Visitor Centres & Large Events



In the event of a child being reported missing at a Visitor Centre or an Event run by SWT, please follow this guidance.

All large Trust run events will have a designated, clearly signposted lost child point. This will usually be in the same location as First Aid provision.

Whoever is the First Point of Contact (i.e. the member of staff who can coordinate the response – this should not be a volunteer) needs to get as much information as possible including;

- Childs Name
- Age
- How long they have been missing
- Where they were last seen
- Where has been checked so far (if anywhere?)

At this point, the First Point of Contact is to make the decision about how to proceed. If they are uncertain about situation, they are to seek advice from the most senior member of staff in the building at that time or to phone the Designated Safeguarding Lead in the event that they are lone working.

First Point of Contact must then stay on reception to coordinate the response, record actions as they happen and be contactable. You can use an incident report form for recording any action taken.

If the decision is to send members of staff out to search the site, a coordinated approach is required

- Send staff or volunteers in pairs, with a mobile phone
- If parents/carers joining the search, ensure you take their mobile number and ask them to report back if they find the child. Ideally 1 parent/carer would remain at reception.
- Send to specific locations and ask them to report back when area checked (i.e. Walk wet meadow path. Then phone in for next area to check)
- Record who going where and the mobile contact number
- In the event that the searching staff/volunteers locate the child, firstly the adults should assess if the child is injured or require immediate medical attention – in which case follow First Aid & H&S procedures. If the child does not require immediate medical attention either both adults should escort the



child back to reception and into their parents care, or the parent escorted to the child's location \*

- Report incident to Designated Safeguarding Lead by using the incident report forms. This is the case however 'minor' the incident seems and is best completed straight away to ensure the information is fresh and relevant.
- Incident report form to be kept in a secure (lockable) location until passed on to a Designated Safeguarding Lead within 2 working days.

Any phone call to Police to report a missing person should be carried out by the Parent or Carer. Police may want to talk to the First Point of Contact to discover what attempts have been made to find the child. If the police wish to carry out further searches of the site then a member of staff must stay behind, this does not necessarily have to be the First Point of Contact but they should be identified to Police and be in possession of centre keys and the ability to lock up.

\* There may be occasions where the child does not want to return to the visitor centre or their parents care. This should be dealt with as a safeguarding issue and the Designated Safeguarding Lead contacted immediately.

## **APPENDIX M**

### **Guidance on Responding to Bullying at Trust-run Events**



We are committed to providing a caring, friendly and safe environment for all of children and young people so they can learn and have fun in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our sessions. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell the staff.

#### What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of internet such as; email & internet chat room misuse mobile threats by text messaging & calls misuse of associated technology, i.e. camera & video facilities

#### Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving. SWT have a responsibility to respond promptly and effectively to issues of bullying.

#### Objectives of this Policy

- All staff and volunteers, children and parents should have an understanding of what bullying is.
- All staff and volunteers should know what the SWT procedure is on bullying, and follow it when bullying is reported.
- All children and parents should know what the SWT procedure is on bullying, and what they should do if bullying arises.
- As an organisation we take bullying seriously. Children and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

#### Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Many of these signs will not be evident during the sessions that we run however adults should be aware of these possible signs and that they should investigate if a child:

- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering

- attempts or threatens suicide or runs away
- has possessions which are damaged or "go missing"
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home very hungry (money / lunch may have been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

#### Procedures

- 1 Report bullying incidents to staff
- 2 In cases of serious bullying, the incidents will be recorded by staff
- 3 In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
- 4 If necessary and appropriate, police will be consulted
- 5 The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- 6 An attempt will be made to help the bully (bullies) change their behaviour

#### Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension or even exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

#### Prevention

We will use [KIDSCAPE](#) methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of group rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a group
- making up role-plays
- having discussions about bullying and why it matters

## APPENDIX N

### Recognising the Signs of Mental Ill Health

Mental health can be described as someone's overall psychological and emotional wellbeing. Mental ill health is when a situation or problem affects the way someone thinks and feels and leads to them finding it hard to cope with family life, school or the wider world. It can happen to anyone, regardless of age, ethnicity, religion or IQ. Often, it occurs if someone experiences something traumatic, such as bereavement, bullying or abuse, or a stressful family life, but sometimes it can happen without these triggers. It isn't the person's fault and is nothing for them to be ashamed about.

**Self-harm:** Self-harm is how some young people try to deal with difficult and overwhelming feelings that build up inside them. It refers to a broad range of behaviours that involve harming yourself or putting yourself at risk of being harmed, physically and emotionally. Self-harming behaviours include cutting, burning, scratching, hitting objects, drinking too much, drug overdoses and putting yourself in risky situations.

Signs/symptoms: unexplained cuts or scratches, reluctance to change clothes or expose skin, changes in mood. Self-harm is a behaviour which can develop due to depression, anxiety, psychosis or other mental health conditions.

#### **Family & relationships**

**Family issues:** All families have ups and downs. This can be upsetting for everyone, and may leave you feeling overwhelmed. Family issues include separation and divorce, losing a family member, arguments, domestic abuse, sexual abuse, alcohol or drug abuse and parental mental health concerns.

**Relationship issues:** relationship with a girlfriend or boyfriend can be really fun and exciting, but at times can also be difficult and confusing. Sometimes people need support because of arguments, abuse or break-ups in their relationships, or to think about sex and sexuality and gender, especially when these problems are affecting their mood or ability to manage day-to-day life.

**Anger:** We all get angry sometimes, and it's normal and healthy to feel angry when there is a good reason to be. Sometimes, young people can feel angry a lot and they don't know why. If managing their anger becomes a problem for them, and gets in the way of their learning or relationships with others they might need help.

**Conduct disorder:** This diagnosis can be used to describe when someone is acting out aggressively or expressing anger inappropriately. People given this diagnosis often have low self-esteem and may have had a difficult time at home or at school, which has contributed towards their difficult behaviour. Their behaviour can sometimes lead to them being in trouble with the police

**Drug & alcohol abuse:** Drug and alcohol abuse (also called substance misuse) can include alcohol, drugs or glue. Some people that use substances develop a 'dependence'. This means they feel the need to use the substance regularly and find it really hard to stop using it. Over time, this can interfere with a user's day-to-day life as well as their physical health. They often feel like they need to use the substance to have a good time and to go out with their mates. Drug or alcohol

abuse can also affect mental health, with effects from some drugs including paranoia, anxiety and depression.

**Psychosis:** Psychosis describes someone's experience of seeing, hearing or thinking things that aren't real. They might experience hallucinations (when you see or hear things that others can't) or delusions (when you believe things that seem unrealistic to others). These experiences can be confusing and worrying, both for the person who it happens to as well as for people around them. Psychosis in children is rare, but onset tends to occur from adolescence. Psychosis is not a constant condition. At any time, a young person may experience severe symptoms (a psychotic episode), mild symptoms or none at all.

Signs/symptoms: depression/anxiety, suspiciousness, mood swings, irritability, withdrawal, changing beliefs, perception that things have changed, hallucinations, delusions.

**Bipolar disorder:** Everyone has ups and downs but people with this condition experience dramatic fluctuations (swings) between feeling very depressed and feeling very energetic and excited (known as mania). Bipolar disorder can take 10 years to diagnose.

**Depression:** Everybody feels sad or unhappy sometimes, but people suffering from depression feel very down and struggle to shake off constant feelings of unhappiness. A diagnosis would require symptoms to be present for at least 2 weeks. They can start to feel like everything is too much effort, lose interest in activities they usually enjoy, and feel bad about themselves or that they are useless. They might sleep a lot or struggle to sleep at all, lose their appetite or find they eat more than they normally would. Sometimes people feel so low that they have thoughts of harming themselves.

Signs/symptoms: fatigue, crying, frequent self-criticism, indecisiveness, guilt, lack of self-care/hygiene.

### **Stress & anxiety**

**Stress:** We all feel stressed out at times, especially when we feel like we're under pressure and things are getting on top of us. Having a lot of stress for a long time can become difficult to manage and lead to us feeling very anxious.

**Generalised anxiety disorder (GAD):** anxiety is triggered when someone gets nervous or worried about things going on in their life, big and small. Some anxiety is normal but if it goes on for too long, or starts to take over everyday life, they might need some support to manage their worries.

**Obsessive compulsive disorder (OCD):** this is an anxiety-related condition which involves a person having 'obsessions' (unwanted thoughts or images that are difficult to stop) and 'compulsions' (rituals of checking or asking for reassurance or repetitive actions) to try to relieve their anxiety.

**Panic attacks:** a panic attack is a sudden, intense feeling of fear or anxiety, often with physical symptoms such as a rapid heartbeat, sweating, fast breathing and feeling faint.

**Phobia:** a phobia is an irrational or extreme fear of a situation or an object. Some common phobias are claustrophobia (fear of confined spaces), arachnophobia (fear of spiders) and social phobia (fear of social or public situations).

**Post-traumatic stress disorder (PTSD):** it is normal to feel a high level of stress in the weeks following a traumatic event. For some people, the feeling of stress does not decrease over time and they develop PTSD.

**Separation anxiety:** it is common for young people to feel some anxiety when apart from people they are close to, especially in new situations. However, if this anxiety is so severe it stops them doing things independently, or if it carries on for a very long time, it can be called separation anxiety.

Signs/symptoms of anxiety: rapid heartbeat and breathing, sweating, muscle pains, stomach or headaches. Indecision, irritability, restlessness, avoidance of situations, procrastination

### **Eating disorders**

**Anorexia nervosa:** people diagnosed with anorexia have an intense fear of being fat and tend to go to great lengths to avoid eating fattening foods and to lose weight, including exercising too much and making themselves sick. This is usually because they have a distorted body image, even when they look very thin to other people. Anorexia can lead to long term health problems and death if it is not dealt with.

Signs/symptoms: weight loss, stunted physical development, changes in character, distress around mealtimes and food, excessive exercising, constantly feeling cold.

**Binge eating disorder (BED):** people diagnosed with BED may eat large amounts of food in a short period of time (perhaps not at a normal meal time and often while alone) and feel a lack of control during these binges. However, unlike someone with bulimia (see below), the person does not try to get rid of the food. They may feel their eating is out of control, eat an unusually large amount of food, eat more quickly in binges, eat until uncomfortably full or eat large amounts of food when they are not hungry. This accounts for about half of all reported eating disorders.

**Bulimia nervosa:** people diagnosed with bulimia binge (eat a lot) and then purge (get rid of it) by vomiting, fasting, using laxatives or over-exercising in order to stop gaining weight.

Signs/symptoms: tooth decay, bad breath, mood swings, throat infections

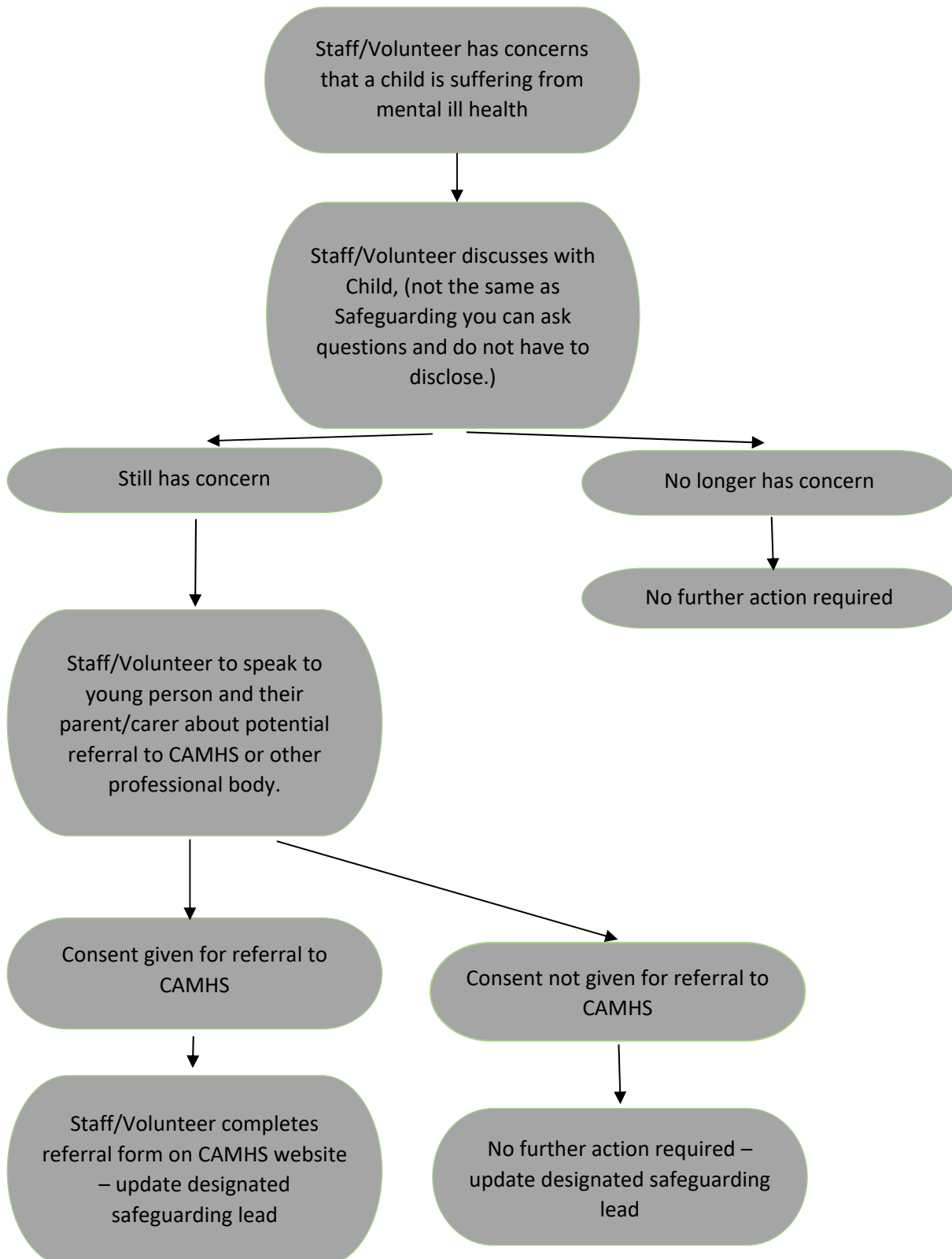
**Suicidal thoughts:** Suicidal thoughts means thinking about ending your life. People who have thoughts like this can be helped. Suicidal thoughts can come from a specific traumatic event, or from long periods of time with mental ill health. Warning signs can include desperation, anger, guilt, or comments such as “better off without me”.

## APPENDIX O

### What to do if you have Concerns that a Child is Suffering from Mental Ill Health

Suicide: If you think someone's life is in immediate danger call 999 or take them to your nearest emergency department. Do not leave them on their own.

If you are unsure about any of this procedure, please contact a Designated Safeguarding Lead (**Appendix C**)





**Always complete an incident report form: I:\Health & Safety\Near Miss Form and submit to a DSL.**

**This will be noted on Upshot records and H&S Lead will be informed.**

## **CAMHS**

Child and Adolescent Mental Health Services (CAMHS) are a multi-disciplinary team of professionals trained to support children experiencing emotional and behavioural problems, and their families. They provide a range of therapeutic support, and work together as a team to understand and support the needs of individual children and families that are referred to them.

Following assessment, they design a package of care around a child which links in with the support currently being provided to the family by other agencies and professionals. To this aim they often take part in, or initiate meetings to plan care and gain the perspectives of others involved with a family (for example, 'Team Around a Family' meetings').

They believe strongly in good inter-agency working. They work directly with children, families and parents, sometimes at a CAMHS base and sometimes in the community (for example, at schools or in the home).

<b>Our Local CAMHS</b>		
<b>Norths Staffordshire CAMHS Central Referral Hub</b>	CAMHS (Child and Adolescent Mental Health Services) Central Referral Hub  Contact details Crisis Care Centre Harplands Hospital Hilton Road Stoke-on-Trent ST4 6TH  Tel: 0800 032 8728 option 19am-5pm – Monday to Friday	<a href="https://www.combined.nhs.uk/our-services/children-and-young-people/">https://www.combined.nhs.uk/our-services/children-and-young-people/</a>
<b>South Staffordshire CAMHS</b>	01785 221 665 - Stafford  01543 442012 - Lichfield District (CAMHS East)  01827 51183 - Tamworth (CAMHS East)  01283 505 820 - East Staffs, Burton (CAMHS East)  01543 479099 - Cannock	<a href="https://camhs.mpft.nhs.uk/south-staffordshire">https://camhs.mpft.nhs.uk/south-staffordshire</a>



## **Referrals**

### **Who can make a referral?**

Professionals involved with children and young people, including GPs, teachers, youth workers, educational psychologists, school nurses and social workers can make a referral to CAMHS. Please discuss the referral with the young person and parent or carer first, and get their consent before making the referral. Some CAMHS are able to accept self-referrals.

In addition, they are happy to offer support and advice to professionals who work with children and young people, such as those in education, children's centre staff and social services.

### **How to make a referral**

If you have concerns about a child or young person's mental health, contact your local CAMHS to discuss making a referral. Different clinics have different referral processes, however, it is useful to have certain key information when making a referral, including:

- The full name(s) of the child or young person being referred
- The surname of their parent/carer if different from the child or young person
- Date of birth
- Address, including postcode
- Telephone numbers; for young people aged over 16 this should include a mobile phone number (if they have one) so that CAMHS can contact them directly (if appropriate)
- Names and ages of family members
- Name of school
- Name of registered GP
- Other agencies known to be involved (e.g. education, social services)
- Significant medical problems/medication
- A brief history of presenting problems, with your opinion of the effect these have on the child and their mental health and his/her family members
- An indication of your opinion of the degree of risk to self or others and to what degree the problem is affecting everyday life for the individual and family

Even if a referral is not appropriate, they may be able to point you in the direction of useful support services for the young person/ family.

### **Referral criteria:**

It is not possible to give absolute definitions about which children or young people should be referred to CAMHS. CAMHS supports children, young people and families whose social, emotional and behavioural needs are not met by universal services, such as those in the community and primary care.

### **What happens after the referral has been made?**

New referrals are discussed by CAMHS teams at their weekly referrals meetings. Each referral is prioritised according to the information given in the referral.

The family and referrer are then contacted with information, either about an appointment or alternative next steps. A CAMHS worker may contact you for further information, or to think with you about the best way of engaging the family in an assessment.

If a family or young person's problems worsen whilst you are waiting to hear the outcome from a referral, please contact the CAMHS team and provide them with an update. In cases where someone's safety may be at risk, either as a result of self-harm, potential harm to others or child protection issues, please contact the relevant agency immediately and directly (for example, accident and emergency (A&E), police, social care). Please update CAMHS if this has happened, but do not wait until you are able to talk to them/hear the outcome of a referral before taking action.

### **Routine Outcome Measures**

Once a referral has been accepted at CAMHS, they sometimes ask professionals involved in families lives to fill out Routine Outcome Measures. These questionnaires will help us understand families from the professionals' perspective. They will include questions about difficulties they may have in a particular environment e.g. a teacher may complete them about a child's behaviour in school. A professional will only be asked if the family give permission for contact to be made.

### **Other professional support we can signpost CYP to:**

- GP
- School nurse
- social workers
- social services
- voluntary agencies
- clinical child psychologists
- family therapists
- child psychotherapists

## APPENDIX P

### Mandatory Safeguarding Training Schedule



All staff, trustees and volunteers Staffordshire Wildlife Trust will adhere to Staffordshire Wildlife Trust's mandatory training schedule below. Staff must complete this training **within 3 months of their start date**.

<b>All staff, trustees and appropriate volunteers</b>	Staff induction meeting including 20-minute introduction to safeguarding  Level 1 Awareness safeguarding training – core slides/e-learning/face to face - <b>To be renewed every 3 years</b>
<b>All Managers</b>	In addition Safer Recruitment Training
<b>Designated Safeguarding staff and trustees</b>	In addition Multi Agency Level 2 – face to face – <b>when new to the role</b>  Multi Agency Level 3 – face to face – <b>renew every 2 years*</b>  Multi Agency Level 4 – face to face – <b>renew every 2 years*</b>
*must complete SSCB Working Together – The Staffordshire Way, Level 2 Multi Agency training in order to progress onto SSCB Multi Agency Level 3 and Level 4 Designated Lead training.	

#### **E-Learning**

Safeguarding training is available for free via the Staffordshire Safeguarding Children Board learning zone on their website

- E learning Level 1 Awareness: Safeguarding Children and Protecting them from abuse: <https://training.ssscb.org.uk/elearning-list>
- Other events and courses: <https://staffsscb.event-booking.org.uk/>

Safer recruitment training is available on the NSPCC website:

[https://learning.nspcc.org.uk/training/safer-recruitment-education?gclid=Cj0KCQiAmKiQBhCIARIsAKtSj-I7ncoj3f0y7gwW2O3uU4mn7TPnc5t9ZrpZvY\\_PmQ5MBNA99Nh3OhAaArq6EALw\\_wcB&gclsrc=aw.ds#booking-container](https://learning.nspcc.org.uk/training/safer-recruitment-education?gclid=Cj0KCQiAmKiQBhCIARIsAKtSj-I7ncoj3f0y7gwW2O3uU4mn7TPnc5t9ZrpZvY_PmQ5MBNA99Nh3OhAaArq6EALw_wcB&gclsrc=aw.ds#booking-container)

#### **Face to Face Briefings**

The Designated Safeguarding Lead is able to make use of **Safeguarding Level 1 Core Slides** to run face to face safeguarding briefings if it is deemed more practical than individual e-learning course.

## Appendix Q

### Guidance on Running Safe Work Experience Placement

The Trust encourages student and young people to become involved in our work through work experience placements and youth volunteering.

This can take two forms:

Volunteers from the age of 14-17 can enrol in our work experience placements. SWT can take a maximum of 2 work experience placements at any one time, to a maximum of 12 placements per year.

Or

Volunteers between 16-18 years of age can attend our practical work parties held at reserves across the county

#### Procedures for Youth Volunteering

There are nominated Work Placement Supervisors who will deal with all requests, arranging tasks and supporting the young people. **Shaun Rimmer** currently performs this role.

#### Procedure for Work Experience Placements (14-17 years old)

1. Prospective placement student fills in enquiry form and sends back to Work Placement Supervisor (WPS)
2. Work Placement Supervisor arranges a meeting with the placement student and their parent/carer. This is to establish the nature and motivation of the student, and to ensure that the student and their responsible adult are aware of the nature of the work experience and risks involved. Forms to be signed are:
  - Code of conduct
  - Under 18 consent form
  - Work placement agreement
3. On the first day of their placement, the student is supervised by the WPS. The WPS inducts the student using the SWT volunteer induction checklist, and also instructs them on safe use of tools in preparation for practical tasks during the week.
4. During the week, where possible (i.e. where appropriate staff are available) the student will join in practical work parties with the conservation delivery team. and should supervise the student, ensuring that they are not left alone with any other volunteers for long periods of time (see below).
5. The supervising staff member should ensure that the work experience student is not left alone with other volunteers for long periods of time. They should also be aware of the potentially unskilled nature of the student, and

complete a thorough health and safety brief at the start of the day for all volunteers. Young people will be able to travel in Trust vehicles (see below).

6. Young people may also be asked to shadow education/Wildchild activities, during which they will be supervised by the Learning Team/Wildchild staff and will not be left alone with the children.
7. Young people are expected to arrange their own travel to and from the work placement, which will run from 9am-4pm. SWT are not responsible for the student outside of these hours.

### **Procedure for Student joining Practical Work Parties on an Irregular basis (16-18)**

1. Student fills in enquiry form and sends back to Work Placement Supervisor (WPS)
2. WPS arranges a meeting with the student and their parent/carer. This is to establish the nature and motivation of the student, and to ensure that the student and their responsible adult are aware of the nature of the work experience and risks involved. Forms to be signed are:
  - Code of conduct
  - Under 18 consent form

Where possible, the work party leader is also introduced to the student at this point.

3. The student can now attend work parties as a volunteer. Staff on these days will hold a DBS check and Safeguarding training, and should supervise the student, ensuring that they are not left alone with any other volunteers for long periods of time (see below). The staff member should be aware of the potentially unskilled nature of the student, and complete a thorough health and safety brief at the start of the day for all volunteers. Young people will be able to travel in Trust vehicles (see below)
4. Where possible, the student should make the work party leader aware that they are intending to attend prior to the activity.
5. If a student between the ages of 14-16 wishes to join a SWT work party on an irregular basis, the above steps must be followed, and an adult must accompany them on the work parties at all times.

### **Working alone with a student:**

Wherever possible, staff and volunteers should not work alone with a young person, however there are some instances where this is not possible to implement. In these circumstances, staff must conduct a dynamic risk assessment to review the situation, taking actions to minimise the risks highlighted:

- Ensure that the staff or volunteer alone with the student is known, trusted by SWT and DBS checked if appropriate
- In an emergency situation, if no DBS checked/safeguarding trained staff/volunteers are available the Designated Safeguarding Person should be notified and an incident form completed for the record
- Ensure that the one to one situation is as brief as possible – for example, they should not be alone together for a whole day. Where possible, the student should be working in public view or in sight of the rest of the group.
- Ensure that the parents/carers are aware of the possibility of this happening, and are happy with the situation (addressed in initial meeting).
- There should be no under-18's travelling alone in a vehicle with a staff member or volunteer. It is acceptable for two under-18s to travel with a member of staff in a branded vehicle together. When travelling in vehicles, ensure all parties are wearing seatbelts, and that the students are travelling in the rear seats. Students should only travel in SWT branded cars, never staff or volunteers private vehicles.

## Appendix R

### Keeping children and young people safe online

All staff using virtual methods to communicate and present to children, young people and families should first comply with all safeguarding guidance contained in the Safeguarding Children and Young People Policy 2.17 and the Social Media Policy and adhere to the Online Activity Risk Assessment. This guidance is intended to be supplementary and refer to specific steps you must follow when using online platforms or video conferencing to work with Children & Young People.

Before producing online content or taking part in online activities intended for children and young people all staff must have attended an e-safety course, either the NSPCC online training course is recommended  
<https://learning.nspcc.org.uk/training/online-safety>

The guide includes information on:

- Producing online content
- Video conferencing
- Communicating with children and young people

Be aware that any breach of the Trust's policies and procedures for working with children and young people will be subject to disciplinary action up to and including termination of employment.

#### **Producing Online Content**

- Wear SWT branded Uniform for the recording
- Adhere to the Code of Conduct during filming
- Use appropriate language and be aware that you are representing SWT
- Make sure you credit any funders either during filming or in accompanying text when uploaded.
- Only upload content to appropriate websites such as our Family Activities Facebook page or YouTube Channel.
- Only upload using your organisational account
- If sharing with third parties ideally ask them to share our original post or if unable to do so do everything you can to ensure they are a reputable organisation and that SWT and any funders are credited when shared.
- Do not post information on line which could bring children or young people into disrepute
- When uploading content to social media platforms such as videos make sure that the relevant criteria is selected such as 'suitable for adults only' to ensure the content reaches the appropriate target market
- If a third party is intended to be a part of your pre-recorded content, they must first read our Safeguarding policy and sign our Code of Conduct.

## Video Conferencing

1. Before using any video chat platform for workshops, activities or meetings;

- You must ensure you are familiar with all the features and security tools.
- You must ensure you are using the most up to date version of the app/software – and make sure your participants are too

2. The following guidance relates specifically to Zoom, as that is the tool we are most commonly using. If you are considering using a different piece of software, please speak to the safeguarding leads to help you identify the right steps to take to minimise the risk of harm to Children & Young People.

### Use of Zoom

Zoom is a useful tool that allows us to work with Children & Young People remotely, the following steps should be followed to minimise the risk of harm to participants:

- Where possible wear SWT branded clothing for the event
- Consent should be sought from parents or carers before any child or young person under the age of 18 takes part in a meeting
- parents should be supervising children whenever they are using Zoom unless children are over 16 (they can then have their own zoom account)
- ensuring meetings are password protected
- use a new meeting each time, do not use personal meeting room or repeat meetings
- if you're hosting a public meeting ensure only the host can share their screen by turning on the function when setting up the call
- Disable screen sharing. If the children and young people are creating content that you wish others to see arrange for this to be emailed to the host before the meeting so they can collate, check and share the content on behalf of the children and young people.
- ensure the waiting room feature is on at all times and only let in people you know
- do not allow the attendees to join before the host
- mute all attendees on joining
- do not take screen shot photos or record meetings without consent
- do not share meeting details or passwords publicly or on social media, including in 'closed' groups, and only share them privately with attendees you know and trust
- lock your meetings once all attendees have joined
- do not share personal details, use personal zoom accounts
- do not agree to meet children & young people in a zoom chat alone unless a parent is present and it is to discuss an element of the activity they are involved in, interview or concern etc
- think about the background of your screen, if you can, choose an 'anonymous' picture – such as a photo of a nature reserve - as your personal background to.



- think about background noise, and the likelihood of any inappropriate language or images accidentally being picked up by your microphone or webcam
- remind participants of appropriate behaviour, and be prepared to eject people for inappropriate comments or upsetting images etc
- Remind all attendees to respect others, and to report any incidences of bullying
- When you want the attendees to use the chat, you can set up the chat so the attendees can only talk to the host, or everyone (removing private chats as an option) [As Zoom host - open chat -> click on the 3 dots in the bottom right (above message box) and select option]
- If any lone adult is intended to be a part of your event, they must:
  - A) SWT staff or volunteer – should be considered as an Appropriate Member of Staff or Volunteer and trained and checked as mentioned above in this document.
  - B) Third Party - provide a current DBS check, appropriate safeguarding policy and training and have read our Safeguarding policy and signed our Code of Conduct. Or before the event, should have a basic DBS check completed by SWT that is successfully returned, have read our Safeguarding policy and signed our Code of Conduct.

### **Communicating with children and young people**

This may be publicly via social media, in direct messages on social media, email or during online activities such as Zoom Workshops or Webinars.

- Only make contact with children and young people for professional reasons and follow the Trust's code of conduct on safeguarding children and young people.
- Only ever use organisational accounts to communicate with children and young people via email or social media. Do not share your personal social networking profiles with children and young people
- Always use age-appropriate language in your communications and make sure all your communications are relevant to the work of the project you're involved in.
- Ensure that all communications are open and transparent
- Be careful to avoid any possible misinterpretation of your communication
- Report any inappropriate behaviour to a Designated Safeguarding Lead and be prepared to complete a safeguarding report form
- Do not share any personal information such as personal email addresses, phone numbers or addresses. Contact a Designated Safeguarding Lead if you suspect your personal details have been compromised
- Do not request or respond to any personal information, other than that which might be appropriate as part of your professional role
- Only our staff must have access to our organisational social media and virtual meeting accounts.

## Appendix S

### Guidance for Attending Online Events

This guide should help you understand the software that we will be using and ensure that the events are welcoming, friendly and safe environments. We hope that our online events are as interactive as possible whilst upholding safeguarding measures for the safety of you and others.

#### **Why do you ask people to sign up to events?**

We ask interested participants to sign up to an event for a few reasons;

- **To obtain parental consent (if aged 17 or under)** – we treat online events like we would a face to face event so your parent/guardian know who you are talking to online.
- **To meet your needs** – if you have any additional needs, the person planning the webinar can try to meet these in the session.
- **To send the details of the event to you** – to make this as secure and as safe as possible, these are private sessions, so those that have signed up will be sent the meeting details on the email address that they provide.

#### **What safety measures are there?**

To keep the discussion secure, we are able to:

- **Send the meeting details via email** – only those who have signed up will receive this – to keep random people out
- **Access with a password** – even if someone obtains a link, they would still need to enter a password to access the call.
- **Waiting Rooms** – the host will be able to control who enters the call – this will be based on the name given by the participant matching with the sign-up information.
- **Muting and Blocking** – the host has the control to mute people and block them entering or interacting in the call – this would be if someone ignores the code of conduct repetitively.
- **Private messaging will be turned off** – so that participants are not getting private messages from each other or people they do not know well. You will still be able to send messages to everyone or the host.

#### **What is Zoom and how do I access it?**

Zoom is an online platform which allows people to audio call, video call and instant message in group chats and discussions. It also has other features including a whiteboard, screen sharing and virtual backgrounds.

When the Zoom details are sent to you, they will be sent via email. You do not have to download Zoom as you will join the call through the website.

1. To join the meeting just click on the link in the email
  2. Click 'Join'.
  3. Enter your name when instructed. Please write a name that the host would recognise so that they know who you are to invite you into the call.
  4. A screen will appear showing that you are waiting to be allowed entry into the call by the host.
  5. A box will ask if you want to show video camera or not and whether to enter with audio on or not.
- Choose the options you would like. We may ask you to show your face quickly to prove who you are; after that you can turn your camera off. (All participants will join muted anyway).

In 'Test Speaker & Microphone...' you can test to see if your microphone is working.

In 'Audio Settings...' you can change the options for microphone or sound – you might need to do

this if you're operating with headphones or a headset.

You can switch off video by clicking 'Stop Video'.

Change the webcam you might be using in 'Video Settings'.

You can use the 'Clapping' and 'Thumbs Up' emoji on the call at any time, this will appear on your screen for everyone else to see.

This could be a great way of reacting to people's opinions whilst remaining on mute, so you don't

interrupt them. These might also be used to make sure that everyone can hear the meeting. or see what is being shared.

To leave the meeting, press the 'Leave Meeting' in the bottom right corner of the screen. (This shows 'End Meeting' for the Host screen who can shut down the meeting at any time).

## Code of Conduct for Online Events

For online events, we expect the same behaviour that we hope you would conduct at a face to face

event. We can modify and adapt this at each session to suit the group.

- **Listen and allow the time for other people to speak** – in an online webinar or discussion it is

sometimes harder for people to speak with some talking over others without realising it. Muting

yourself when you're not talking will help with this.

- **Be respectful of other people's opinions and be supportive** – although there can be discussion and

debate, there will be zero-tolerance towards bullying or abusive behaviour.

- **Do not share any personal details with others** – keep yourself safe on this platform.

- **Watch your language** – please try to refrain from using derogatory language.

Anyone who uses this

will be warned and if used repetitively will be permanently muted or removed from the meeting.

### Things to do before joining the call

- **Ensure you're able to be in a quiet space** – this is so that everyone will be able to hear you on the call.
- **Try and make sure you're not interrupted** - mute yourself if you are.
- **Consider your background** – is there anything that we could see behind you that you may not wish people to see?
- **Consider what you are wearing** – make sure it is appropriate for a meeting and for the other people who can see you.

**We are committed to the safety of children and young people online, if you have any concerns about your own or a child's safety please contact [info@staffs-wildlife.org.uk](mailto:info@staffs-wildlife.org.uk) – our safeguarding policy can be viewed here: <https://www.staffs-wildlife.org.uk/our-policies>**

## Appendix T

### Letter of Assurance

To Whom it may concern

**Re: DBS and Safeguarding Assurance**

I confirm that Staffordshire Wildlife Trust complies fully with the Disclosure and Barring Service (DBS) Code of Practice and Safer recruitment requirements.

We have a Safeguarding Policy that is updated annually, it is available here:  
<https://www.staffs-wildlife.org.uk/our-policies>

We strictly adhere to our policy and procedure which ensures that all people working or volunteering with children or adults at risk are appropriately vetted, supported and trained.

All members of staff representing this organisation will wear an ID badge, which clearly shows identity and role.

I can confirm that Staffordshire Wildlife Trust obtained a DBS check at [...] level for [...] who is employed by us as [...]

Number: [...] Dated [...]

Yours sincerely



Katie Shipley

People Engagement Manager

*Designated Safeguarding Lead*

[k.shipley@staffs-wildlife.org.uk](mailto:k.shipley@staffs-wildlife.org.uk)

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