

NSPCC

Safeguarding Standards and Guidance

For the Voluntary and
Community Sector

Working with children, young
people and young adults
aged 0-25

2017 edition (England)

EVERY CHILDHOOD IS WORTH FIGHTING FOR



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“What helps you to feel safe when you come to your group?”

This is a question that we have asked many children and young people, including young adults. The responses will not be a surprise to those working in the voluntary and community sector:

- *You are with people just like yourself*
- *It’s a great community and feels like a family*
- *We all believe in the same things*
- *There is always someone to talk to if you have a problem*
- *Everyone is 100% committed to helping each other*
- *There are always adults around*
- *Our leaders care about us and would never let any harm come to us*

It is reassuring and inspiring to hear young people speak with such trust and confidence in their groups and leaders. Such a sense of safety means they can relax and get on with enjoying all the benefits that their activity can yield. It means that they are learning the value of community and of being an active part of society. And it is, of course, a powerful reflection of the dedication and commitment of the thousands of employees and

volunteers who work to make this happen; it does not come about by accident.

But there is an equally powerful message of caution in these comments that should challenge any temptation we may feel to be complacent – trusting someone means lowering your defences and potentially making yourself more vulnerable. We all, especially children and young people, need to do it in order to grow and develop as human beings. But if that trust is betrayed and we are hurt, either directly or indirectly, by those in whom we place our trust, the impact can be worse than if we had never trusted in the first place.

So here then is the balance we must strike: our children and young people, including young adults, need to be able to trust those they work with. While we must teach children how to keep themselves safe, and involve them in that process, we cannot and should not expect them to do this alone. Operating safeguarding policies, preserving their safe spaces, and allowing them to enjoy their activities free from worries that someone might harm them means that we, as groups and organisations in the voluntary and community

sector, need to strive continually to honour the trust that they and their families place in us.

This is not just about how we, ourselves, behave, it is also about how we demonstrate to any potential abuser that child protection and safeguarding children and young adults is not an optional ‘add-on’ to which we pay lip service. It is part of a set of values and attitudes at the heart of our work, driving the enthusiasm we have for all our involvement with children and young people.

The NSPCC has been working with groups and organisations in the voluntary, community (VCS), and faith sectors for many years. For a number of years this was, in part, via the Safe Network initiative. Now that Safe Network has closed, the NSPCC remains committed to supporting the VCS and faith sectors, particularly those smaller organisations and projects that do not have the capacity to fund their own safeguarding provision.

As part of our commitment we have revised and rebranded some of the resources that were previously associated with Safe Network. These include our popular [self-assessment](#)

[tool](#), Standards booklet, *Are They Safe* resource, Multi-faith Safeguarding Hub and, for leaders in BME communities, our *Keeping our Children Safe* resource. We have also reworked parts of the old Safe Network website and have transferred these pages onto the main NSPCC website, where material can be linked to other NSPCC resources relevant to safeguarding in VCS and faith communities. See, for example, our page on writing a safeguarding policy.

We hope that these online resources, combined with other aspects of our wider offer to the voluntary and community sector, will continue to make sure that we are available and accessible to all non-statutory organisations, large and small, who work with children, young people, and young adults.

Christopher Cloke



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Acknowledgements

Many people and organisations have contributed to the development of these Standards and to the various revisions since they were first launched in 2011.

Contributors include a wide range of voluntary and community groups and organisations; children, young people and young adults; parents and carers; commissioners of services; local safeguarding children boards (LSCBs); organisations like local councils for voluntary services; colleagues within the Department for Education; Safe Network and NSPCC delivery partners and ambassadors; and other individuals who have offered their time and expertise as critical friends of the project.

The NSPCC thanks them all warmly for their input, including those who have worked with the Standards since they were last revised and reviewed, and have provided comments and helpful feedback.

Thanks are due also to the many colleagues in the NSPCC who have helped with the revision of these Standards, particularly Cate Meredith, our senior consultant for the VCS, who has led this work and, as ever, shown great commitment both to children and young people, and to the wide-ranging voluntary and community sector that is working with them.

Introduction

This 2017 edition of the NSPCC's national safeguarding Standards and accompanying guidance is designed to help non-statutory organisations put in place clear safeguarding arrangements for children, young people and young adults up to the age of 25.

The Standards are accessible and easy to use within the voluntary, community and faith sectors. The first four (Safer staff and volunteers; Child protection and protecting young adults at risk; Preventing and responding to bullying; and Avoiding accidents and running safe activities and events) are aimed primarily at smaller groups and organisations that may have limited resources; the final two Standards (Recording and storing information, and Sharing information and working with other agencies) are designed for groups offering more specialised social care services, although smaller groups may also find aspects of them useful.

The Standards are also aimed at social enterprise organisations and other not-for-profit organisations that may not consider themselves to be within the voluntary, community and faith sectors.



What are these Standards for?

The purpose of the Standards is to help ensure that work undertaken by groups and organisations with children, young people and young adults up to the age of 25:

- takes appropriate responsibility for protecting children, young people and young adults from abuse
- minimises as far as reasonably possible the risk that those taking part will suffer serious accidental injury
- takes into account the specific safeguarding issues involved in working with young adults up to the age of 25
- is enjoyable, adventurous and rewarding for all involved
- complies with legislation and national guidance across the four nations of the UK.

They are relevant to organisations who work specifically with children, young people and young adults, and also to those who may work with these groups as part of their wider activities.

Child protection and safeguarding both children and young adults can present real challenges for voluntary, community and faith-based organisations. For example, media coverage of high-profile cases and situations can raise anxiety for staff and volunteers who may have limited awareness of what safeguarding means. New and changing legislation makes additional and different demands.

Commissioners, funders, local safeguarding children boards (LSCBs), safeguarding adults boards (SABs) and even trustees and management committees within the voluntary sector organisations themselves, all need evidence that adequate safeguarding arrangements are being put in place and rigorously followed.

Tackling concerns in a practical way

Smaller organisations can feel overwhelmed by the demands of new legislation and guidance. Consequently, they may take an over-cautious approach to their work, or may even avoid involving children or young adults with specific needs in their activities altogether.

These Standards and guidance aim to encourage organisations to be realistic and practical in their approach to safeguarding children and young adults. This means creating a safe environment where children, young people, young adults and those working with them can take part in fun and adventurous activities – and take appropriate risks.

The Standards aim to set a minimum level of practice consistent with operating a safe organisation, and should complement and underpin rather than replace other standards frameworks.

Providing a coherent response to a diverse sector

The wide diversity of organisations and groups within the voluntary, community and faith sectors makes it very difficult to design a one-size-fits-all approach to safeguarding standards. The needs and capacity of a small, recently established group, supported by volunteers, are very different from those of a well-established national organisation with many paid staff.

These Standards and guidance use as simple a framework as possible and seek to balance clarity with flexibility, referring to more detailed systems where needed. They take account of the fact that there is a wealth of high-quality material available in the form of local or regional standards frameworks, safeguarding standards for specific communities or parts of the voluntary and community sector, good practice guides and other similar resources.

At a more general, national level, key sources of safeguarding standards, resources and information can be found on the websites for:

Ofsted

'Safeguarding Children' at www.gov.uk

The Charity Commission

'Protecting vulnerable groups' at www.gov.uk

Association of Directors of Children's Services (ADCS)

'Safeguarding' at <http://adcs.org.uk>

Care Quality Commission

'Safeguarding people' at www.cqc.org.uk

Social Care Institute for Excellence

www.scie.org.uk

Finally, we need to emphasise that although policies, procedures and processes to keep children, young people and young adults safe are a vitally important part of a well-run organisation, they are not all that is needed. They should sit within a range of other policies, such as those covering compliance and disciplinary measures, financial management, effective governance and quality assurance.

What is new about this edition?

As in previous years, we have taken account of the suggestions and feedback from our previous edition of the Standards, and have incorporated any changes linked to new legislation and guidance, while trying to keep changes to a minimum.

Working Together 2015 (DfE, HM Government, 2015) was published in March 2015, and changes from this, compared with the previous 2013 edition of *Working Together*, are reflected in the Standards. They include:

- the creation of a single point of contact for referrals relating to both concerns about a child and allegations against those who work with children. This has led to the removal of specific references in the guidance to the LADO (Local Authority Designated Officer), although this role has not been disbanded, but rather linked more closely to first-line response teams for Children's Social Care
- clarification of guidance on incidents that require Ofsted to be notified
- clarification on what constitutes 'serious harm' for the purposes of a serious case review (SCR)

- specific reference to whistleblowing procedures as a requirement under S11
- updating of *Working Together* 2015 to incorporate new duties to assess young carers and parent carers, following the progress made via the Children and Families Act 2014 and the Care Act 2014 to strengthen the rights of these groups. These changes have led to amendments to the Children Act 1989 and introduces the right to an assessment to all young carers and parent carers
- changes that make explicit the requirement for children and young people returning home from care to receive continued assessment and support
- small revisions reflecting current concerns regarding child sexual exploitation, radicalisation, female genital mutilation and other targeted safeguarding concerns.

In response to numerous requests, we are also making two major changes to the Standards:

1. We have incorporated safeguarding for young adults up to the age of 25 into the framework; this includes references to
 - The Care Act 2014
 - The Care Act 2014 *Care and Support Statutory Guidance* (specifically the safeguarding section of this)
 - The Mental Capacity Act 2005
 - The Human Rights Act 1998
 - The Data Protection Act 1998
2. This booklet is for use in an English context rather than elsewhere in the UK. However, we are integrating into the framework relevant information about safeguarding law, guidance and policy across the whole of the UK. This is a phased process, as we seek to engage with partners in Scotland, Northern Ireland and Wales, and explore with them the ways in which the framework may be used most beneficially within our devolved nations.

In summary, the specific changes to these Safeguarding Standards and the accompanying toolbox resources are:

1

Safer staff and volunteers

- incorporation of requirement for DBS-registered bodies to have a written policy on the recruitment of ex-offenders, and to make this available to potential new recruits
- new resource with an example of recruitment of ex-offenders policy
- re-issuing of a separate self-declaration form with example provided
- re-issuing of a simpler application form for smaller groups
- incorporation of government code of practice on preventing illegal working in the UK
- more clarification on using the DBS update service and making sense of information provided via the DBS checking system

2

Protecting children and young adults at risk

- integration of issues from *Working Together 2015* and *The Care Act 2014 Care and Support Statutory Guidance*
- adoption of the term 'Designated Safeguarding Officer' (DSO) to replace the term 'Named person for safeguarding'.
- amended example role description and list of responsibilities for Designated Safeguarding Officer
- new resource offering example role description and list of responsibilities for senior (board level) lead for safeguarding
- enhanced resources on early help and online safety

3

Preventing and responding to bullying

- reflection of the issue of bullying in an adult safeguarding context as well as in safeguarding children and young people

4

Running safe activities and events

- new resource ('Safer venues') setting out the safeguarding steps for a group to take if they are hiring out a venue for use by another group, or if they are renting a venue from another organisation
- specific mention of a first aider

5

Recording and storing information

- integration of recording issues specific to young adults

6

Working with others

- integration of recording, information sharing and multi-agency issues specific to young adults
- enhanced resources on early help and online safety

General amendments across all Standards

Input from children, young people and young adults

In 2015, the British Youth Council undertook a piece of work on our behalf with a group of children, young people and young adults, asking for their comments and input into this edition of the Standards. The work was carried out both using face-to-face methods and digital communication. Contributors were asked to make any general comments on how they felt that the aims of the Standards could be met (for example, how staff and volunteers could be recruited, supervised and supported safely), and also to consider the section of each Standard that focuses on the involvement in children, young people and young adults in developing and meeting each standard in their organisation. This piece of work yielded many useful insights, some of which have been incorporated into this edition of the Standards.

Training impact evaluation

A new tool has been added across to the toolboxes for each of the Standards. It is designed to assist in the evaluation of the impact of training.

Special educational needs and disability (SEND) Code of Practice: 0–25 years

This statutory guidance for organisations that work with and support children and young people who have special educational needs or disabilities applies to England and relates to Part 3 of the Children and Families Act 2014. For the most part, it came into force in September 2014. It replaces the previous SEN code of practice issued in 2001. This edition of the Standards is influenced by this guidance.



Safeguarding responsibilities for all agencies

The government statutory guidance, *Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children (2015)*, sets out the responsibilities for all agencies, including voluntary and private sector organisations, to make arrangements for safeguarding and promoting the welfare of the children and young people with whom they work. These responsibilities are integrated succinctly with agency requirements under Section 11 of the Children Act 2004 and are listed in note 1 of Appendix A.

Appendix B demonstrates how the VCS Standards map onto Section 11 requirements.

The Care Act 2014 Care and Support Statutory Guidance (updated 2016) (safeguarding section) sets out the responsibilities that organisations have towards adults with care and support needs who may be at risk of abuse and unable to protect themselves. Appendix C of this Standards document summarises these.

Use of terminology

We use the terms “safeguarding”, “promoting children’s welfare” and “child protection” in a way that is consistent with *Working Together 2015*, which defines “safeguarding and promoting the welfare of children” as:

- protecting children from maltreatment
- preventing impairment of children’s health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best life chances.

Working Together 2015 also defines “child protection” as:

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

We use the term “safeguarding young adults at risk” in a way that is consistent with the safeguarding section of *The Care and Support Statutory Guidance 2016* (updated 2016). The Guidance clarifies that safeguarding duties apply in respect of any adult who:

- has needs for care and support (whether or not the local authority is meeting any of those needs), and
- is experiencing, or at risk of, abuse or neglect, and
- as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect

Appendix C provides more information on types of care and support needs that may apply to young adults up to the age of 25, on examples of the different types of abuse that young adults may experience, and on the circumstances in which a safeguarding response may be required. Appendix C also clarifies what the relevant guidance and legislation says about an appropriate safeguarding response.

What is in the Voluntary and Community Sector Standards?

You will find everything you need to meet recommended minimum standards for children's and young adults' safeguarding and protection:

The Standards themselves

We recommend that you start by aiming for compliance with the first four Standards, which cover:

- safer staff and volunteers
- child protection and protecting young adults at risk
- preventing and responding to bullying
- avoiding accidents and running safe activities and events.

You may then want to consider the last two Standards, particularly if you are providing a more specialised service to vulnerable children, young people or young adults with care and support needs. These cover:

- recording and storing information
- sharing information and working with other agencies.

A set of resources for each Standard

This contains guidance on specific points, templates or examples for you to use and adapt, and links to other useful resources.

An online safeguarding tool

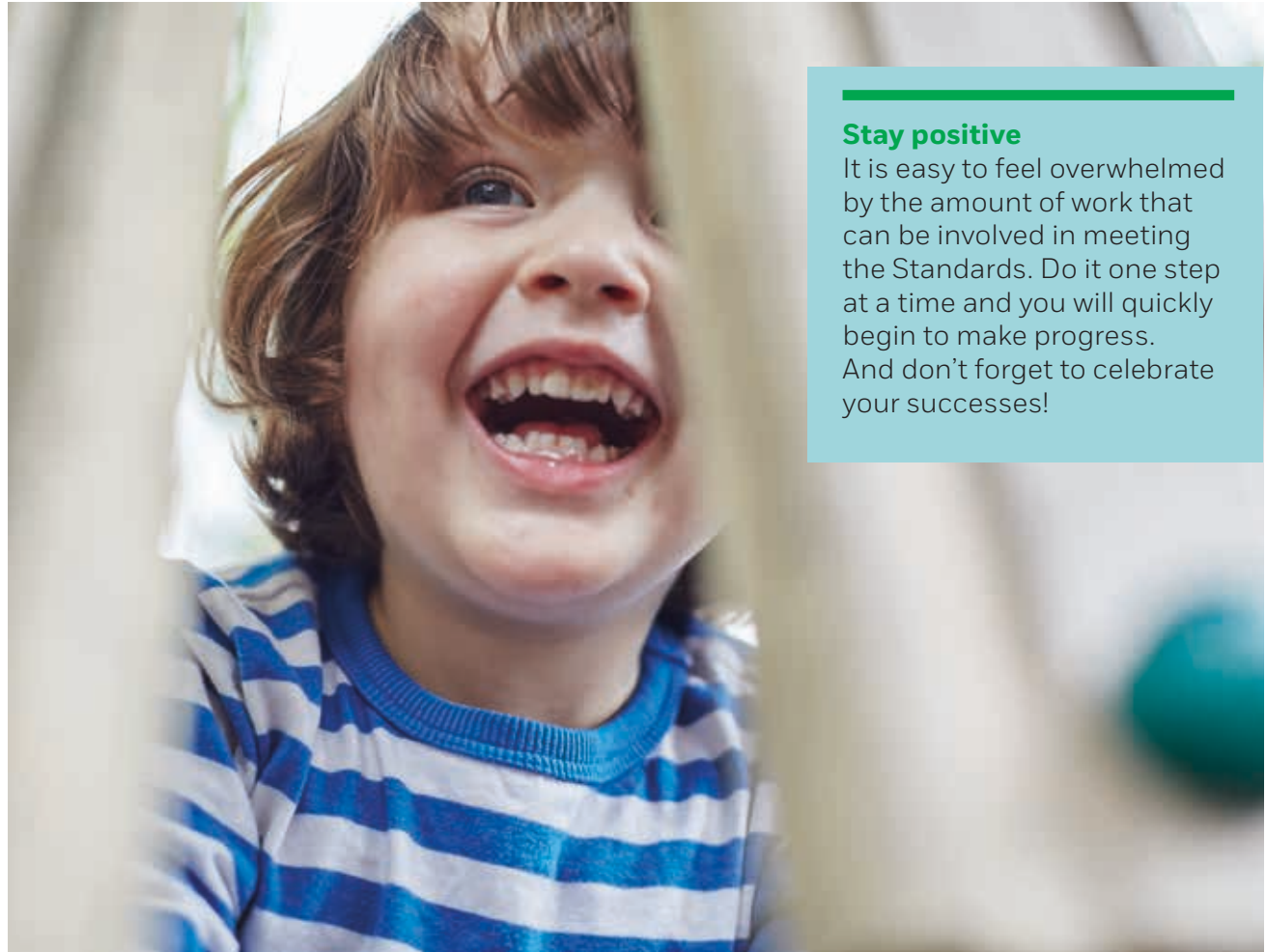
This is designed to help you assess where you are strong and where you need to improve your safeguarding arrangements.

Your action plan

This template is completed automatically as you use the safeguarding tool. It will help you to use the Standards to improve your work in keeping children, young people and young adults safe.

How to use the Standards

- 1** Read through the Standards framework – this is a lot to do all at once, so you might want to start with just one section.
- 2** Complete a self-assessment for your organisation, using the [safeguarding tool](#) on the NSPCC website.
- 3** Read through the action plan generated for you by the safeguarding tool.
- 4** Use the resources to help you improve in the areas that need attention.
- 5** Agree a date to review your action plan and to carry out a new self-assessment.



Stay positive

It is easy to feel overwhelmed by the amount of work that can be involved in meeting the Standards. Do it one step at a time and you will quickly begin to make progress. And don't forget to celebrate your successes!



Standard 1: Recruitment, induction and supervision

Standard

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Standard

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Standard

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Standard

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Standard

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Standard

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Standard 1

Recruitment, induction and supervision

Safe practices are used to recruit staff and volunteers, introduce them to their role, and help them carry out their duties safely.

Why it matters

Your most important assets are the people who work in your group or organisation, whether paid staff or volunteers. A good recruitment process will help you choose the best people for the job – people who are well suited to your organisation and who are less likely to harm children or young adults, intentionally or accidentally.

Good recruitment, induction and supervision processes help to show your staff, volunteers and those interested in working in your organisation how much you value the safety and wellbeing of those who use your group or service (see Appendix A, notes 2–3).

Public attention is often focused on the aspects of recruitment that concentrate on official vetting procedures via the Disclosure and Barring Service (DBS). These procedures are obviously an important part of staff and volunteer selection, but they are only one aspect of recruiting and supporting people to work safely and appropriately with children, young people and young adults. On their own, official checks and vetting procedures will not be enough to protect children and young adults, and they need to be carried out in the context of a wider set of practices and an organisational culture that supports safe practice.

How to meet this Standard

The Standard is broken down into 17 elements that are listed in the form of questions (set out on the following page). If you can answer 'yes' to the question, and have the evidence to prove it, then you are compliant with that element of the Standard. To be fully compliant, you need to have all the elements in place.



Recruiting and selecting your staff and volunteers

1. Do you have a written recruitment and induction policy?
2. Have you included a written policy on the recruitment of ex-offenders?
3. Do you have clear person specifications and role descriptions for all posts?
4. Do you advertise all posts?
5. Do you provide an information pack for people interested in each post?
6. Do you use a standard application form?
7. Do you ask your applicants to complete a separate self-declaration form?
8. Is there a process for shortlisting candidates for interview, involving more than one person?
9. Do you have face-to-face interviews with a panel of more than one person?
10. Have you adopted a transparent scoring system for shortlisting and interviews?

Checks and references

11. Do you ask applicants to provide two references before appointment?
12. Do you ask them to provide proof of identity and original copies of qualifications?
13. Do you seek enhanced DBS checks (and barred list checks for regulated activity) on anyone eligible?

Inducting staff and volunteers

14. Have you developed an induction process for all new staff and volunteers?
15. Do you provide safeguarding training for all staff and volunteers during their induction?
16. Do you have a trial period for staff and volunteers, with a review before they are confirmed in post?

Ongoing support and management of staff and volunteers

17. Do your staff and volunteers get regular supervision, support and annual appraisal?

Involving children, young people, young adults and families in developing and achieving this Standard

- Ask children, young adults and their families to help you develop the person specification for a new role.
- Ask them for ideas on what makes a good children's, youth or adult project worker.
- Create a children's/service users' panel to be involved in the interview process.
- Ask young people or young adults to be part of a wider group of staff, volunteers and families to whom applicants are invited to give a presentation as part of their selection process.
- Get in touch with an existing advisory group of children, young people or young adults (for example, a young people's reference group for your LSCB) and ask if they can help you with the recruitment process.

Involving children, young people and young adults in the recruitment and selection process can be a genuine help in ensuring that you get the right person for the job. However, this needs to be properly planned, resourced and supported to be useful for everyone involved in the process.

Here are some comments from a group of young people we talked to from the British Youth Council:

From personal experience in helping to interview candidates... I know how vital it is that young people's views are taken into consideration, particularly around whether the children feel they can trust the candidates and how candidates interact with people much younger than themselves.

...there are a large number of young people who might not actively seek opportunities such as sitting on a panel, but whose views are just as valid as any other young person's – and these are the most difficult to target. Perhaps turning to social media could be a way of reaching out, or alternatively running small workshops in areas where a large number of these young people might be found (including but not limited to foster homes, youth centres, etc.)

Further support

Please refer to the supporting materials and links available with our [safeguarding tool](#). This resource contains written examples you can copy and adapt, as well as links, tips, ideas and checklists that will help ensure you are achieving this Standard for your group or organisation.

A photograph of four young people (two men and two women) standing outdoors in a grassy area, smiling and looking towards the right. The image is partially overlaid by a pink text box on the left and a vertical sidebar on the right.

Standard 2: Protecting children and young adults at risk

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Standard 2

Protecting children and young adults at risk

Measures are in place to protect children, young people and young adults known to the group or organisation who are identified as being at possible risk of abuse and neglect.

Why it matters

We all know that abuse and neglect can be very harmful to children, young people and young adults, both in the short and long term, and, in extreme cases, they can be fatal (see Appendix A, note 4). This is why there is a legal requirement to protect those at risk from all forms of abuse, neglect and exploitation.

We also need to remember that in an increasingly digital world, perpetrators can access and abuse others in ways that were not possible until recently. Our understanding of abuse, of how we can guard against it and of how we can stop it needs to keep pace with and even anticipate the ingenuity of those who seek to use new technologies to harm those who are vulnerable.

Within the voluntary and community sector, the requirement to protect children, young people and adults with

care and support needs is not just the job of statutory services, such as the local authority and the police. As *Working Together 2015* reminds us, voluntary organisations, private sector providers and faith-based groups all play an important role in providing activities and services for children and in safeguarding them:

Voluntary organisations and private sector providers... should have arrangements described in paragraph 4 of this chapter in place (ie Section 11 safeguarding requirements)... Paid and volunteer staff need to be aware of their responsibilities for safeguarding and promoting the welfare of children..., how they should respond to child protection concerns and make a referral to local authority children's social care or the police if necessary. *Working Together 2015*, p63

The Care and Support Statutory Guidance 2016 makes a similar point in relation to adults at risk:

Voluntary organisations need to work with commissioners and the SAB to agree how their role fits alongside the statutory agencies and how they should work together. This will be of particular importance where they are offering information and advice, independent advocacy, and support or counselling services in safeguarding situations. This will include telephone or online services. Additionally, many voluntary organisations also provide care and support services, including personal care. All voluntary organisations that work with adults need to have safeguarding procedures and lead officers. *Care and Support Statutory Guidance*, para 14.223

Tragedies like the deaths of Victoria Climbié, Peter Connolly and Steven Hoskin have shown that groups and organisations outside public sector services are often in a good position to alert relevant agencies to developing concerns, either about children themselves or about shortcomings in the professional communication network, particularly in the case of children, young people and adults who may be especially vulnerable (see Appendix A, note 5).

This additional vulnerability faced by some children and adults can be caused by any of a number of issues, such as someone's disability, their means of communication or their care needs. In some cases, children, young people or young adults may be dealing with complex circumstances, such as caring for a parent or sibling. Some people, both under and over the age of 18, may have had previous harmful experiences that may make it difficult for them to recognise unsafe situations or may have affected their self-confidence and sense of self-worth.

For your child protection and safeguarding young adults' arrangements to be effective, they must be supported and owned at the highest level in your group or organisation. In the case of many small groups, there is very little internal hierarchy, and the designated person for child protection or safeguarding (element 9, on the following page) is often the most senior person in the organisation.

However, where this is not the case, it is most important that senior managers and trustees promote a culture of taking safeguarding seriously, making it clear that ultimate responsibility for child protection and adult safeguarding rests with them and that safeguarding is part of their duty of care to their organisation. The designated person should be seen to be acting on their behalf and with their full support. If this is not made explicit, there is a risk that the issues of child protection and safeguarding young adults, and the position of the designated person will become marginalised and undermined.

In order to keep safe those who are at risk of abuse and to promote their welfare, it is vital to link with other organisations – for example, when referring a child or young adult about whom there may be concerns, or when your group or organisation is part of a network of agencies supporting a child or adult who is at risk.

For many voluntary agency and faith groups, there will be limits to their capacity to work

consistently in a multi-agency way, but for others it will be a key component of all their work. Regardless of the size and capacity of your group or organisation, we would urge you to ensure that you are aware of your local multi-agency procedures, developed by your LSCB and SAB, and based on guidelines in *Working Together 2015* and in the *Care and Support Statutory Guidance 2016*.

How to meet this Standard

The Standard is broken down into 18 elements that are listed in the form of questions (set out on the following page). If you can answer 'yes' to the question, and have the evidence to prove it, then you are compliant with that element of the Standard. To be fully compliant, you need to have all the elements in place.

Standard

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Standard

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Standard

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Standard

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Standard

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The elements of Standard 2

Written statements and procedures for dealing with abuse and allegations

1. Have you developed a written safeguarding/child protection policy and/or one for safeguarding adults, as appropriate?
2. Is your safeguarding policy signed by the most senior person in your organisation?
3. Do you have a written procedure for situations where a child is in need of early help services, and/or preventative measures in place to support young adults who may be at risk of abuse?
4. Do you have a written procedure for situations where a child/young adult may be at risk of abuse or neglect?
5. Do you have a written procedure for situations where allegations of abuse are made against an adult in your organisation?
6. Do you have a written procedure for situations where allegations of abuse are made against a young person in your organisation?
7. Do your procedures set out the processes for sharing information with other professionals?
8. Do your procedures cover referrals to the DBS and local authority designated officer/team?

Designated officers and safeguarding leads

9. Is there a designated safeguarding officer (DSO) in your organisation for children and/or adults, as appropriate?
10. Can your DSO be easily contacted and are there arrangements for cover if the normal DSO is not available?
11. Is there someone at the top level in your organisation who takes responsibility for safeguarding?

Additional procedures and codes of behaviour

12. Do you have a written behaviour code for everyone in your organisation?
13. Do you have a whistleblowing procedure?

Informing, listening to and supporting the workforce and users of your service or project

14. Can staff, volunteers, families, children and young adults easily access information about how you keep children/young adults safe?
15. Do you have a system for taking children's and/or young adults' views into account?
16. Do you audit your safeguarding arrangements?
17. Do you provide ongoing support and training so that your workforce is competent in safeguarding?
18. Do you make sure that everyone feels comfortable about raising concerns?

Involving children, young people, young adults and families in developing and achieving this Standard

- Ask children, young people and young adults what they think your organisation should be doing to show that it is committed to keeping them and others like them safe.
- Ask for input on the development and review of the procedures. For example, if a child/young adult knew about a friend being abused, and they told someone about it, what response would they expect?
- Seek their views on what should be in a code of behaviour, and encourage them to use it and to speak out if they feel that it is not being respected by others.
- Ask them to help design leaflets and posters.
- Have leaflets, posters and magazines around that deal with child/young adult protection and safeguarding; make sure they are attractive and appealing to those for whom they are intended.
- Consider having a committee of children, young people and/or young adults in your organisation or find out if there are existing groups whom you could ask.
- Involve parents and carers as much as possible. This helps to create an open and welcoming atmosphere and reassures them that your group/organisation has nothing to hide.
- Recognise that children, young people and young adults often prefer to approach a friend or family member rather than an adult leader if they are worried.



Standard

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Standard

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This is part of what the young people from the British Youth Council said on the subject of what would help them feel able to talk about worries, and how they would like leaders to pass on any concerns:

I would like to be informed about every step of the process – the last thing I would want is for my words to be misconstrued or taken further than I would like, more quickly than I can process.

If someone is having a tough time and needs to talk about it with someone, it is very important that they have a space they can go to and feel like they are not in danger, be that verbally or physically.

I would like to be involved in the process of what was being said to other people; so that I knew what I had said was being told correctly.

Further support

Please refer to the supporting materials and links available with our [safeguarding tool](#). This resource contains written examples you can copy and adapt, as well as links, tips, ideas and checklists that will help ensure you are achieving this Standard for your group or organisation.

It is important that you check out national organisations that may support your specific type of activity or service, and also local sources of help and support. For example, you need to know how to contact your local Council for Voluntary Service (CVS) and your LSCB/SAB.



DIVIDER PAGE DO NOT PRINT

**Standard 3:
Preventing and
responding to
bullying**

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Standard 3

Preventing and responding to bullying

Effective measures are taken to minimise the risk of bullying and to stop it when it occurs.

Why it matters

The harmful impact of bullying on the wellbeing of children and young people can be serious and prolonged, and is a top concern for children, young people, young adults with care and support needs, and their families (see Appendix A, note 6). As is the case with child protection and the safeguarding of young adults, we all have a part to play in dealing with it, including the voluntary, community and faith sectors.

The Government's Bullying at school guide, last updated in October 2016 can be found on the www.gov.uk website. It points out that there is no legal definition of bullying but that it is usually behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation (disability could also be usefully added to this list)

Appendix A (note 7) offers further detail on the forms that bullying may take. These definitions and descriptions are equally applicable to the over 18 age group. Although there is little specific reference to bullying in the Care and Support Statutory Guidance 2016, available on the www.gov.uk website, cyberbullying is included in a list of possible behaviours that may constitute psychological abuse. It is easy to imagine how bullying - whether online or face-to-face - may form part of other forms of abuse perpetrated towards young adults with care and support needs.

Bullying can occur in any group of children or young people, and sometimes between adults. It can take many forms and, as we have seen, is often perpetrated remotely by, for example, using mobile devices, email, instant messenger or social networking sites, when it is known as 'cyberbullying' (See Appendix A, note 8)

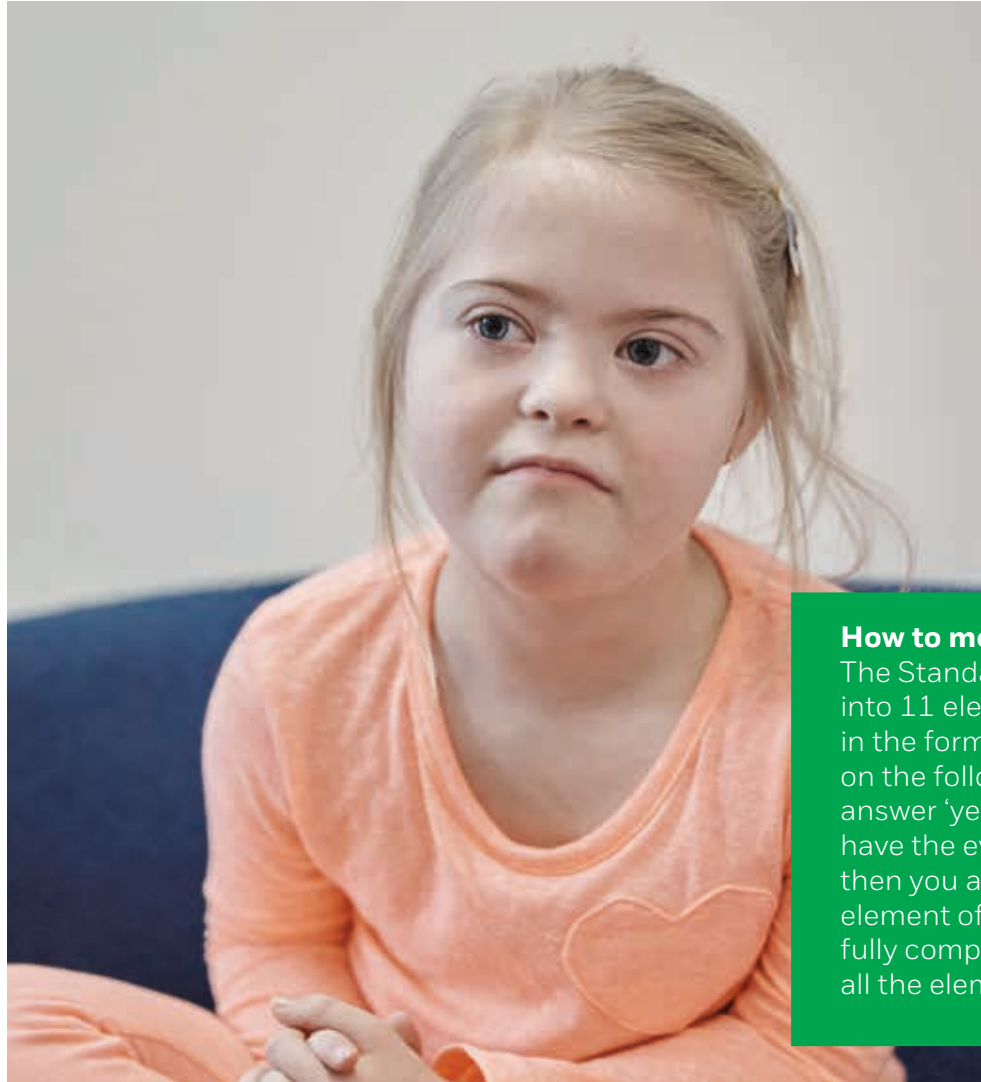
Opportunities for online or 'cyberbullies' are growing as technology develops and as children, young people and adults at risk make increasing use of digital and online ways of interacting. Cyberbullying means that it is possible to circulate unkind and harmful rumours, messages or images to large numbers of people very quickly. Such material can be extremely difficult to destroy.

Some forms of bullying are illegal and should be reported to the police. These include violence or assault, hate crimes, theft, harassment or intimidation, including threats, abusive phone calls or abusive messages.

Bullying can become serious enough to be a child or adult protection issue and should be dealt with under relevant procedures.

Independent research supports the view that children, young people and young adults at risk can be particularly vulnerable to being bullied if they seem different from others or are seen as outsiders. Many of the young people to whom we spoke while preparing these Standards said that they believed that bullying often occurs as a result of a lack of awareness about differences, for example, in culture, religion, disability or other aspects of a person's background.

This suggests that effective anti-bullying work is closely related to and cannot be considered in isolation from how we celebrate and welcome difference. This means that everyone in your group should feel that they belong there and no one should feel left out. You should actively encourage people with different backgrounds and abilities to participate, and you should encourage the group to respect the varied perspectives and experiences of individual members.



How to meet this Standard

The Standard is broken down into 11 elements that are listed in the form of questions (set out on the following page). If you can answer 'yes' to the question, and have the evidence to prove it, then you are compliant with that element of the Standard. To be fully compliant, you need to have all the elements in place.

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The elements of Standard 3

Preventing bullying

1. Do you have a written anti-bullying policy?
2. Does your code of behaviour set out dos and don'ts on how to behave?
3. Do you have regular discussions about bullying with the young people and/or young adults in your group/organisation?
4. Do you have a policy and procedure for complaints?

Responding to bullying

5. Can staff, volunteers, families, children, young people, young adults and carers easily access information about how you deal with bullying?
6. Have you developed a written anti-bullying procedure for responding to bullying?
7. Do your policies and procedures address cyberbullying?

Welcoming new members and encouraging diversity

8. Do you operate a welcome policy for new children, young people, young adults and their families and carers?
9. Does your welcome policy aim to attract members from diverse groups?
10. Do you give each new child, young person or young adult a welcome letter or pack?

Training and supporting staff and volunteers

11. Do you provide support for all staff and volunteers on dealing with bullying?

Involving children, young people, young adults and families in developing and achieving this Standard

- The young people with whom we spoke felt strongly that, rather than being imposed upon the group by adult leaders, codes of behaviour and anti-bullying procedures should be written by young people themselves (including young adults), with support from their adult leaders.
- Equally, they felt that children, young people and young adults should encourage each other to use and uphold the code and its procedures; they believed that adult leaders alone cannot create an anti-bullying culture in a young people's or young adults' group or organisation, and that it was not realistic to expect this.
- Neither of these points means that leaders can opt out, however. Adult leaders are ultimately responsible for making sure that appropriate behaviour is maintained, and young people/young adults need the reassurance that this is happening
- Mentor schemes play a vital role and have significant training implications for the children, young people and young adults concerned.
- You could ask young people/young adults to audit the effectiveness of your code of behaviour, including its anti-bullying aspects.
- You could involve young people/young adults in designing posters, leaflets and publicity materials that promote a safe and welcoming group culture.
- Parents and carers appreciate feeling that adult workers and helpers in groups/organisations listen to them, take their concerns seriously and show they care about individual children and young people/young adults by attending to their specific needs, especially when concerns have been raised.



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This is part of what the young people from the British Youth Council said on the subject of welcoming diversity and dealing with bullying:

...if two young people are given the opportunity to sit and do something they both enjoy doing, whatever that may be, they are more likely (in my opinion) to begin seeing underneath the prejudice they had developed.

In my experience, many bullies can only be reasoned with on a one-to-one basis, away from peer pressure, and with a person to whom they show respect i.e. an authority figure or a liked youth worker.

...training young people in peer mediation and conflict management is key to allow them to own the process themselves.

Sometimes the best approach is to come to the session with a ...basic code of conduct that is non-negotiable and then create a team charter, which is discussed and owned by the young people themselves.

I think that running cultural sessions can help to instil mutual respect...a fun spin to community cohesion through doing rather than just listening...when a couple of refugees from Afghanistan joined a youth group I was involved in, inviting the local Mosque's education officer in to talk about Islam really helped us to understand the two boys better – their background, their beliefs.

...there should be a way for them to access online information about bullying and how to deal with it.

Further support

Please refer to the supporting materials and links available with our [safeguarding tool](#). This resource contains written examples you can copy and adapt, as well as links, tips, ideas and checklists that will help ensure you are achieving this Standard for your group or organisation.

DIVIDER PAGE DO NOT PRINT

**Standard 4:
Running safe
activities and
events**

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Standard 4

Running safe activities and events

Arrangements are in place to ensure that the physical risks associated with the activities undertaken by the children, young people and young adults in the group or organisation are identified and managed.

Why it matters

Children, young people and young adults with care and support needs can be seriously hurt or even killed in accidents, so we need to do whatever we can to stop such tragedies from happening (see Appendix A, note 9). But it can sometimes feel as if accident prevention is all about saying “no” and avoiding risk altogether.

In fact, the very opposite is true. Leading specialists in play provision, physical activity and injury prevention, and even the Health and Safety Executive all favour a “risk–benefit” approach (see Appendix A, note 10). When working with children, we should recognise that, as they get older, they need and want to take risks when they play. Children cannot grow and thrive without learning to cope with the possibility that things can sometimes go wrong.

A similar approach applies – perhaps to an even greater extent – when working with young adults who have care and support needs. The Care Act 2014 and the

Mental Health Act 2005 enshrine principles of empowerment and proportionality, stressing the need for adults with care and support needs to be supported in having as much autonomy and control over their own lives as possible, and for intervention to be kept to a minimum level consistent with their wellbeing. As the *Care and Support Statutory Guidance 2016*, available on the www.gov.uk website, states:

Organisations should always promote the adult’s wellbeing in their safeguarding arrangements. People have complex lives and being safe is only one of the things they want for themselves. Professionals should work with the adult to establish what being safe means to them and how that can be best achieved. Professionals and other staff should not be advocating ‘safety’ measures that do not take account of individual wellbeing, as defined in Section 1 of the Care Act. (Paragraph 14.8)

The Making safeguarding personal initiative, favoured by many local authorities and partners, develops this person-led and outcome-centred approach.

As providers, we need to gain skills in successfully managing risks and keeping children, young people and young adults safe from serious injury, while simultaneously securing the benefits of adventurous and healthy activities. In that way, we can enable those we work with to take control of their own activities and thus learn to negotiate some of life’s risks and challenges.

You may find these principles helpful:

1. Distinguish between serious risks to children's health (such as head injuries, spinal injuries, burns and scalds) and more minor injuries that are simply part of active children growing up (such as grazed knees and bruises). Focus most of your energies on preventing serious accidents, such as those that lead to hospital admission.
2. Understand that accidents are closely linked to children's ages and stages of development. This will help your group to understand how children and young people can suffer accidental injury – and to keep one step ahead as they grow and develop.
3. Think about which accidents are most likely to cause serious injury to children, young people and young adults. This will help you to focus on preventing the most common serious accidents for those in your group (such as hot drink scalds at a stay-and-play session for children and their carers). It may also enable you as an organisation to model safe behaviour that young people, young adults and families can maintain on an everyday basis.
4. Take account of the fact that children's understanding of risk and consequences develops over time. While helping children to develop skills to recognise and manage risks, you need to protect them from serious harm they may not yet understand. For example, children under nine find it hard to judge the speed of traffic, so will need help from an adult crossing the road. But there is a lot you can do while out walking with younger children to help them build road safety skills.
5. Weigh up the risks and benefits of activities and, where there are clear benefits, consider options that will recognise both. An example used by the Play Safety Forum is that of tree-climbing. This activity can lead to injuries but can also be great fun and can yield benefits in terms of children's health, confidence and wellbeing. Rather than banning it altogether, is there a way of supporting and educating children to learn how to do it safely?
6. When working with young adults with care and support needs, it is important to understand whether and how their needs impact on their capacity to assess risk and live independently, and then to use this knowledge in such a way as to maximise their choices and independence. Appendix C provides more information on these issues.

In addition, there is a wide range of government legislation on the issue of health and safety, which can be daunting for small groups and organisations (see Appendix A, note 11). It is helpful to understand that the purpose of health and safety legislation is not to ban things for the sake of it, but to minimise the risk of serious injury – to children, young people, young adults and also to workers, volunteers or members of the public.

How to meet this Standard

The Standard is broken down into 21 elements that are listed in the form of questions (set out on the following page). If you can answer 'yes' to the question, and have the evidence to prove it, then you are compliant with that element of the Standard. To be fully compliant, you need to have all the elements in place.

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The elements of Standard 4

Risk evaluation and management

1. Do you have an accident prevention policy and plan?
2. Does your policy allow for a risk–benefit analysis of activity?
3. Do you have an up-to-date risk–benefit assessment of the venue where your group meets?
4. Do you carry out assessments in advance of outings and special events?
5. Can you evidence that you have taken action to manage the identified risks?
6. Do you involve children, young people and young adults in your risk–benefit assessments?

Equipment safety checks

7. Do you carry out regular checks on equipment used by children, young people, young adults, staff and volunteers in your organisation?

Information and consent

8. Do you have a policy on parental consent to activities with children/young people and, where appropriate, the consent of young people/young adults?
9. Does your registration form for each member of your group ask for details about their needs (medical, dietary, allergies, care and support needs)?
10. Do you keep contact details for parents/carers easily available?
11. Do you have access to a phone during group meetings and activities?

In case of an incident

12. Do you have a trained designated first aider?
13. Do you check and refill your first-aid boxes regularly?
14. Do you have a simple procedure for reporting accidents and ‘near misses’?
15. Do you have an accident book or standard accident forms kept in a file?
16. Do all members of your workforce have details for contacting local health, social care, police and emergency services?
17. Do you have adequate insurance for all circumstances, which is clearly displayed?

Training and supervision

18. Do you provide guidance to staff and service users on the safe use of equipment?
19. Do you supervise children, young people and, if necessary, young adults, if they are using equipment that could be dangerous?
20. Do you provide training on accident prevention and health and safety for all staff and volunteers?

Legislative requirements

21. Do you comply with regulations on fire safety, first-aid, food hygiene, hazardous substances, reporting injuries and diseases, staff ratios, and transport?

Involving children, young people, young adults and families in developing and achieving this Standard

- You may be able to involve children and young people/ young adults in discussing the building where the group meets. For example, ask their views on the exterior of the building and its lighting, heating and toilet facilities.
- You can also involve them in discussions about the importance of encouraging each other not to get involved in dares and to support each other in keeping safe.
- It is likely to be much easier to manage risks to people using your group/service if you involve them in the risk assessment and they understand why specific rules exist about what to do during events, trips or activities. They can attend meetings about trips and outings, and help to think about what they need to do to enjoy themselves safely.
- If you are considering activities with inherent risks, use these as opportunities to encourage and educate children, young people and young adults through discussion and training about how they can recognise and minimise risk while still taking part in the activity.
- Think about whether the context of your activity enables you to run events with families on issues like fire safety or road safety – perhaps in conjunction with the local fire and rescue service or road safety team.



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Here are some comments from the young people from the British Youth Council on the subject of avoiding accidents and running safe activities:

Ownership of health and safety is important and trying to pass that onto the young people is good practice. The example I would use is tramlining: while one person is on the equipment you should get other people around to ensure they do not fall off, eg spotters. If you can get your young people to take responsibility and take into account the risks around you, this will be a valuable skill while at the same time ensuring you monitor the overall picture

Making activities safe presents two options, either you put safety measures in place to minimise, not eradicate, the risks of any accidents or you prohibit the activity. The latter should be a last resort because this can make groups harder to deal with if you are constantly telling them not to do something.

Further support

Please refer to the supporting materials and links available with our [safeguarding tool](#). This resource contains written examples you can copy and adapt, as well as links, tips, ideas and checklists that will help ensure you are achieving this Standard for your group or organisation.

DIVIDER PAGE DO NOT PRINT

**Standard 5:
Recording
and storing
information**

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Standard 5

Recording and storing information

Arrangements are in place to ensure that personal or sensitive information about children, young people, young adults and families is recorded appropriately and stored securely.

Why it matters

In this Standard, “personal data” or “personal information” means information from which a living person can be identified. “Sensitive information” is personal data about matters like someone’s ethnic origin, political or religious beliefs, physical or mental health or condition, or criminal record (see Appendix A, note 12).

Keeping records about the children, young people, young adults and families with whom we work is important for several reasons:

- An attendance register, essential information about members’ care needs and contact details of parents and carers are, as we have seen in Standard 4, vital in keeping children and young people/young adults safe and promoting their welfare.

- Keeping written records is often essential in the delivery of what *Working Together* 2015 describes as “effective, evidenced-based services” that involve “regular review” and can “demonstrate the impact they are having on the outcomes for the child” (p14–15, para 13). This is just as important for services for young adults.
- Clear and accurate records are an absolute necessity if you are ever in the position of having to make a referral to a child protection or adult safeguarding agency because you believe that someone may be at risk of abuse or in need.

However, “Respect for your private and family life” is seen as a fundamental right (Article 8) of the Human Rights Act, adopted in the UK in 2000. This includes a stipulation that personal information should be kept securely and should not be shared without consent, except in special circumstances. This is a very important consideration whether working with children or adults, and can be challenging, especially when working with young adults of 18 and over and issues of mental capacity are involved (see Standard 6 and Appendix C).

Some of the principles of the Data Protection Act 1998 (see Appendix A, note 13) are also relevant. For example:

- Personal data shall be obtained only for one or more specified and lawful purposes.
- Personal data shall be adequate, relevant and not excessive in relation to the purpose or purposes for which they are processed.
- Personal data shall be accurate and, where necessary, kept up to date.
- Personal data processed for any purpose or purposes shall not be kept for longer than is necessary for that purpose or those purposes.
- Appropriate technical and organisational measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.

So, you need to be clear about why you are recording and keeping information about people. You should maintain a balanced and proportionate approach to the amount and level of written information you hold. You need to give careful thought to how you record interactions with or about children, young people, young adults and families, especially if related to adult safeguarding or child protection. You should store such information securely, whether paper-based or electronic. You should set time limits on the period for which records are held and put in place clear procedures for disposing of them safely.



How to meet this Standard

Before embarking on this Standard, elements 9 and 10 of Standard 4 Running safe activities and events are pre-requisite essentials.

You should already have addressed elements 11 and 12 when you covered element 3 of Standard 2 Protecting children and young adults at risk. If not, revisit this and consider amending your procedure accordingly.

Standard 5 is broken down into 17 elements that are listed in the form of questions (set out on the following page). If you can answer 'yes' to the question, and have the evidence to prove it, then you are compliant with that element of the Standard. To be fully compliant, you need to have all the elements in place.

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The elements of Standard 5

What to record and how to do it

1. Do you keep a record of each contact that you have with a child or young person/young adult and their family/carer?
2. Do your records clearly distinguish between fact and opinion?
3. Do you keep personal information, other than the individual's name, separate from information about other people?
4. Are your records signed and dated by the person who makes them?
5. Do you have time limits for making records?

Access to records

6. Do the children, young people, young adults and families/carers in your organisation know that you keep records and the reasons why?
7. Do you have a policy for granting children, young people/young adults and families access to their records?

Storing your records securely and conveniently

8. Do you store hard copies of personal records and portable electronic equipment securely?
9. Do you protect your records by security measures like user names, passwords and encryption?
10. Do you make sure that information needed in an emergency is readily available?

Recording concerns and passing them on

11. Do you record any concerns that a child or young person/young adult may be in need or at risk of abuse?
12. Are records of concerns and your response to them placed on the child's or young adult's file?
13. Do you confirm in writing any referrals to a statutory agency within 48 hours?

Disposing of records

14. Do you have a clear policy on time limits for retaining records?
15. Do you destroy personal records securely?

Support and training for your workforce on record keeping

16. Is your workforce aware of your expectations on the recording and storage of information?
17. Do you support your workforce to meet these expectations?

Involving children, young people, young adults and families in developing and achieving this Standard

- You could ask children, young people/young adults to help you design a leaflet for other people using the service or group about why you need to keep records, what they are used for and how service users can access them.
- In many organisations that need to keep more than a very basic record of a child's, young person's/young adult's or family's attendance, it is possible to write the record jointly with the person or their family, or to share with them what you have written as part of recapping at the beginning of the next session. The jointly produced records could form a workbook for the person or family to take with them at the end of their involvement with you. However, if they do this, remember to consider whether there could be any issues around other people gaining access to the material while in their possession.
- In group work situations, you may find it appropriate to make a short, jointly agreed record of each session as part of the group programme. If needed, you could then add in detail afterwards for each person who was present.
- If a record relates to a child, young person or young adult who has done some individual work with you, remember that you need to give careful thought to the consent issues involved in sharing this record with a parent or carer.
- If a child or young person/young adult is granted access to records that they have not co-produced with the worker, you may need some preparation and support for them before, during and after the time that they are reading the records, especially if they contain potentially upsetting information. Consider the person's age, level of development, their physical, mental and emotional health, their support networks, and their capacity to read and understand the material to which they are being given access. Offer them the chance to have someone with them when they look through the records, and make sure that, even if they want to look at them alone, there is someone available to whom they can talk if they need.
- Records of work with either children or adults should enable the reader to hear the voice of the child or adult clearly – they should not just be about the worker giving information or offering their opinion. If there is a difference of view between the worker and the person who is the subject of the record, this should be reflected. The record should be person-centred and focused on the needs and wishes of the child, young person/young adult who is involved in the work.



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Here are some comments from the young people from the British Youth Council on the subject of record keeping:

...all should at least be given the option to find out what kinds of records are being held, to ease their mind and ensure fair treatment.

You should try to explain the data collection purposes etc to children and families as a way of showing them that it's a two-way relationship based on trust and transparency – this could make it easier for young people and/or their families to voluntarily give extra information that changes or becomes relevant over time.

My main wish would be that the child be the first port of call for any dealings with parents or guardians. Given that it is their data, not the guardians', they have a right to know who will be viewing it and a right to vocally oppose this.

Further support

Please refer to the supporting materials and links available with our [safeguarding tool](#). This resource contains written examples you can copy and adapt, as well as links, tips, ideas and checklists that will help ensure you are achieving this Standard for your group or organisation.

DIVIDER PAGE DO NOT PRINT

Standard 6: Working with others

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Standard 6

Working with others

Policies and practices that support effective information sharing and working with other agencies are embedded in the organisation's safeguarding arrangements.

Why it matters

In outlining the key arrangements that organisations should have in place under Section 11 of the Child Care Act 2004, *Working Together 2015* makes it clear that these include:

...arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB). (p53)

Working Together 2015 places special emphasis on information sharing, both in order to put children and families in contact with services providing early help, and also in terms of describing the processes for dealing with situations where children may be in need or at risk of protection. The point is made that serious case reviews and public enquiries into the deaths of children failed by the child protection system have repeatedly highlighted poor communication between agencies as a factor:

...fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. (p17)

Similarly, information sharing about safeguarding concerns in respect of adults with care and support needs is a topic that is given careful consideration in *The Care and Support Statutory Guidance 2016*, available on the www.gov.uk website. The guidance states that:

Agencies should draw up a common agreement relating to confidentiality and setting out the principles governing the sharing of information, based on the welfare of the adult or of other potentially affected adults. Any agreement should be consistent with the principles set out in the Caldicott Review, 2013, available at www.gov.uk, ensuring that:

- information will only be shared on a 'need to know' basis when it is in the interests of the adult
 - confidentiality must not be confused with secrecy
 - informed consent should be obtained but, if this is not possible and other adults are at risk of abuse or neglect, it may be necessary to override the requirement
 - it is inappropriate for agencies to give assurances of absolute confidentiality in cases where there are concerns about abuse, particularly in those situations when other adults may be at risk (paragraph 14.187)
- A group's or individual's fears about sharing information – particularly if it is without consent – can revolve around a number of issues, including:
- losing their relationship with a child, young adult or family, and the negative impact on that person or family of their decision to stop their contact with the group/organisation;
 - the group's or individual's reluctance to do something that they feel may be a betrayal of a service user or a local community;
 - possible reprisals directed towards the individual or their organisation by an aggrieved service user or group;
 - worries on the part of the group about whether they would be in breach of legislation, such as the Data Protection Act 1998 or the Human Rights Act 1998;
 - a perceived risk of legal action being taken against a group, and, in consequence, damage to the organisation and to the worker/volunteer involved.

While understandable, many of these fears can be allayed by the way in which the group explains the boundaries of its work and its safeguarding responsibilities to service users from the start of their involvement. It is also the case that fears about legal action being taken against a group or an individual can sometimes be based on widespread misunderstandings about what the law actually says. For example, there is nothing in the Data Protection Act that stops a group from being allowed to share information about a child or family without their consent if they believe that such action is necessary to protect the vital interests of the child/young person about whom they hold information or another person. Indeed, in such circumstances, the Act would suggest that the group **should** be sharing such information – preferably with consent, but, if necessary, without it. Furthermore, even

if the person at risk is an adult, has mental capacity and withholds consent, this can still be overridden if the situation is of “vital interest”, for example if another person is also at risk or a serious crime has been committed (for more information about what might constitute a “vital interest” in respect of an adult, see Appendix C, section 6)

It should never be assumed that it is another person’s job to pass on information they think may be needed in order to protect a child or young adult. The message about child protection and adult safeguarding being “everybody’s business” is underlined once again. We all have responsibilities to make sure that concerns about children’s welfare and the welfare of young adults with care and support needs are passed on to a statutory organisation, such as the relevant social care department or the police (see also Appendix A, note 14).

Vital though it is, however, sharing information is only one aspect of working with other organisations to keep children, young people and young adults safe. For children or young people/young adults who are in need or at risk of abuse, it is equally important that organisations with whom they come into contact can:

- identify when they may benefit from services
- develop a joint analysis of their situation, and
- work together to deliver a package of support responsive to fluctuations in their level of need.

Effective multi-agency work takes time and investment. Staff and volunteers must be able to present information in a lucid and coherent way to demonstrate the impact that your work is having on the child’s, young person’s, young adult’s or family’s situation.

How to meet this Standard

Before embarking on this Standard, you should revisit Standard 2 Protecting children and young adults at risk and ensure that you are fully compliant with it.

Standard 6 is broken down into 12 elements that are listed in the form of questions (set out on the following page). If you can answer ‘yes’ to the question, and have the evidence to prove it, then you are compliant with that element of the Standard. To be fully compliant, you need to have all the elements in place.

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Standard

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Standard

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Standard

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The elements of Standard 6

1. Do you have written guidelines and procedures on sharing information? If you are working with young adults with care and support needs, you need to pay particular attention to issues around consent and mental capacity.
2. Are your information-sharing procedures compatible with LSCB/SAB expectations?
3. Do you draw up a written agreement made with individual service users and, if appropriate, families at the start of their involvement with you?
4. Does this agreement specify the work to be done and the basis for sharing information with other agencies?
5. Do you provide guidance to staff on identifying children who may benefit from early help assessments and/or young adults who need additional support?
6. Do you train your workforce on how to contribute to early help assessments for children, young people and/or young adults?
7. Do you have a process to measure the impact on children and young adults of early help or preventative services you provide?
8. Do you make up-to-date information about local services available to staff, volunteers, young people/young adults and families?
9. Do you ensure that your workforce is competent to participate in multi-agency responses to local needs?
10. Is your staff team familiar with their LSCB's/SAB's threshold document?
11. Do your staff members take part in reviews of your organisation's practice?
12. In your business plan and tender applications, do you build in capacity to engage in multi-agency work?

Involving children, young people, young adults and families in developing and achieving this Standard

- The written agreement (see element 3 above) reached with a child, young person/young adult and family at the beginning of your work is essential in developing and maintaining an honest relationship with them. It needs to reflect the views of the children, young adults and families involved, as well as that of the organisation. It needs to spell out the purpose of the work, as well as arrangements for sharing information with third parties, such as the local authority. It should be worded in a way that is understandable and accessible to the child/young adult and family. Sometimes, a child/young adult will need an agreement separate from that of their family, which can be developed using creative processes and can form an integral part of any work with them.
- If your organisation is involved in an early help assessment, you need to make it clear to the child/young adult and the family that this can only happen with their consent, which they are free to withdraw at any time.
- You also need to involve children/young adults and families in the preparation of any reports or feedback to multi-agency review meetings; they should never be surprised by any information that is shared and should have been made well aware of this, unless doing so would have compromised the child's/young adult's safety or been against the wishes of the young adult.
- When your organisation is reflecting on its work and considering changes to services, you should always take account of the perspectives of children, young adults and families.



Standard

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Here are some comments from the young people from the British Youth Council on the subject of sharing information and working with other agencies:

Child-friendly versions of the agreements are a fantastic idea, in order to act as a lasting reminder of what was discussed and to provide a source of information if the young person has questions.

I think some people are reluctant to accept help, at least initially. So, explaining how the support would be structured would be the place to start: who you'd be dealing with, how regularly, what form the support would take...sometimes it's feeling as though you're a burden to others that puts you off, so convincing young people in particular that they're not alone, that organisations want to help them and that asking for help makes them human are important steps.

I think that if someone is the subject to a report, they should be free to view the report before it is sent to the other service and the young person should be able to make an informal statement giving their side of the story.

Further support

Please refer to the supporting materials and links available with our [safeguarding tool](#). This resource contains written examples you can copy and adapt, as well as links, tips, ideas and checklists that will help ensure you are achieving this Standard for your group or organisation.

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Note 1

Definitions of abuse (children and young people) and S11 requirements

Section 11 of the Children Act 2004 places duties on a range of listed public sector organisations and individuals to make sure that their functions and any that they contract out to other organisations (including those in the voluntary and community sector) are carried out having regard to the need to safeguard and promote the welfare of children.

Although voluntary, community and faith sector organisations that are not providing services under contract with a public sector body listed in Section 11 are not required to comply with the key arrangements listed in *Working Together 2015*, the guidance makes it clear that they should comply with them in a way that is reasonable and proportionate to the type of work that they are doing (p63–64, paras 43 and 44).

The key safeguarding requirements under Section 11 are:

- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- a senior board-level lead to take leadership responsibility for the organisation’s safeguarding arrangements;
- a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- clear whistleblowing procedures, which reflect the principles in Sir Robert Francis’s Freedom to Speak Up review and are suitably referenced on staff training and codes of conduct, and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed;
- arrangements that set out clearly the processes for sharing information, with other professionals and with the LSCB;
- a designated professional lead for safeguarding;
- safe recruitment practices for individuals whom the organisation will permit to work regularly with children, including policies on when to obtain a criminal record check;
- appropriate supervision and support for staff, including undertaking safeguarding training:
 - employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children, and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
 - staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child’s safety or welfare; and
 - all professionals should have regular reviews of their own practice to ensure they improve over time.
- clear policies in line with those from the LSCB for dealing with allegations against people who work with children. An allegation may relate to a person who works with children who has:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Working Together 2015, p53–54

In addition, organisations should, within one working day, inform the local authority designated officer or team of all allegations against people who work with children, and should also make appropriate referrals to the DBS (*Working Together 2015*, p55).

Section 11 requirements are covered in these NSPCC Safeguarding Standards. You will find a diagram in Appendix B that maps Section 11 onto the Standards.

Definition of child abuse

“A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.”

(*Working Together* 2015)

Specific categories of abuse of children and young people are set out in *Working Together* 2015:

Physical abuse – a form of abuse which 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.

Emotional abuse – 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 a child 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 a 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.

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.

Neglect – 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.

Definitions of abuse and organisational safeguarding requirements (young adults)

See Appendix C

Note 2

Abuse by adults in organisations

Children and young people 0–18

As an indicator of the extent of abuse by those in a position of trust, research carried out by Cawson et al (2000) showed that 16 per cent of children under the age of 16 said that they had been sexually abused during childhood. Most of this abuse was perpetrated by someone outside the family but known to the child. For 70 per cent of these children abused outside the family, the abuser was a boyfriend or girlfriend, but another source of abuse was someone in a position of trust in relation to the child (for example, this could be someone working at the child's school or offering private lessons, a religious leader, care/social worker, youth worker or voluntary group leader). This does not, of course, include perpetrators of other forms of harmful behaviour towards children and young people, although the Cawson study did cover this.

In 2011, the NSPCC published a new national study of the prevalence of abuse and neglect, based on self-reporting, which was used to make a comparison with the findings of the Cawson study in 2000 (Radford et al, 2011). This more recent survey suggested an overall reduction over the previous 30 years in the number of young adults experiencing severe beatings, regular physical discipline, and forced sexual acts during childhood. For example, forced or coerced sexual acts showed a decline from 6.8 per cent in the earlier study to 5 per cent in the more recent one. However, as with the Cawson study, known adults outside the family (including adults in an organisation, such as teachers and others with duties of care towards young people) form a significant, if small, minority of perpetrators. Recent events, such as the abuse scandal within football and abuse with the Catholic church, indicate that such perpetrators can operate in voluntary, community and faith organisations as well as in formal settings like schools.

All age groups

Guidance on employing ex-offenders has been produced by Nacro with support from the Chartered Institute of Personnel and Development (CIPD) and the Disclosure and Barring Service (DBS): *Recruiting safely and fairly: A practical guide to employing ex-offenders* (2015). See: www.nacro.org.uk/data/files/recruiting-safely-and-fairly-1060.pdf

Note 3

Abusers targeting organisations

Children and young people 0–18

Unsurprisingly, there is only limited research evidence on the question of perpetrators of sexual abuse being drawn to specific organisations where there is a lack of safeguarding arrangements. A clear exploration of the issue is contained in Marcus Erooga's study (2009), in which he refers to previous work undertaken by Sullivan and Beech (2004).

This research by Sullivan and Beech was carried out with 41 men who had admitted abusing children in a professional capacity. Of these, 15 per cent admitted that gaining access to children in order to sexually abuse them was part of their career choice. A further 42 per cent admitted that the desire to abuse formed part of their motivation for choosing their job.

All age groups

More recently, the case of Jimmy Savile clearly indicates his preference to work with both children AND vulnerable adults living in secure or hospital establishments.

Ex-BBC DJ Jimmy Savile sexually assaulted victims aged five to 75 in NHS hospitals over decades of unrestricted access, investigators find. (BBC News, 27 June 2014). While this does not constitute research, the link can clearly be made with the work of Erooga and Sullivan and Beech described above.

Note 4

Prevalence of abuse

Children and young people 0–18

The facts about child abuse can be shocking. Here, in contrast to the gradual decline reported by the 2011 prevalence study in some forms of abuse (see note 1), are two examples from the NSPCC's *How safe are our children?* report (2016):

Between 2010/11 and 2014/15, the number of police-recorded sexual offences rose significantly across all four nations in the UK, ranging from an 80 per cent rise in England to a 48 per cent increase in Wales. Over the same period, police-recorded offences of cruelty and neglect have risen in every nation apart from Scotland – up 60 per cent in Northern Ireland, up 48 per cent in Wales and up 46 per cent in England.

We have seen a sharp increase in recorded offences related to “obscene publications”, including the production, distribution and viewing of child abuse images. In the past five years, there has been a 134 per cent increase in recorded offences of this kind in England, a 184 per

cent increase in Wales, a 292 per cent increase in Northern Ireland and a 168 per cent increase in Scotland.

A positive interpretation of this information, and one that is advanced in the report, is that much of this increase in reporting and identification of abuse is related to increased public awareness and confidence on the part of victims. Improved systems for information gathering and detection may also be responsible. However, evidence suggests that a significant gap remains between the number of children and young people who experience abuse and, on the other hand, the numbers that come to the attention of statutory services (reported in the 2013 version of the report). This, and facts like the increase in the number of children calling Childline and expressing suicidal feelings (also reported in the 2016 edition of *How safe are our children?*), bear witness to the continuing struggle to identify, help and support children who are abused, and to the human cost of this.

Young adults

The data relating to the extent of abuse of young adults at risk is limited, but the following evidence review conducted by

the Lankelly Chase Foundation (2014), *Women and girls at risk: Evidence across the life-course*, is of interest. It specifically considers the underlying causes of risk and disadvantage for women and girls.

The review looked across the life course of women and girls who experience poor outcomes (offending, homelessness, prostitution and exploitation, chronic mental health and substance abuse) and, while highlighting significant gaps in the evidence in this area, drew out key messages (those relevant to this resource are included but you are directed to the references for more information):

- Gender inequality affects all women, but there is a gradient of gendered disadvantage with poor, black and minority ethnic women at the bottom.
- Prevalence research shows that girls are at greater risk of most kinds of abuse, including severe maltreatment and child sexual abuse.
- In Britain, 1 in 4 women experience physical violence perpetrated by a partner at some time in their lives.
- There is an accumulation of risk over the life course and the poorest outcomes are for those

who experience abuse and violence as both children and as adults.

- Many of the negative outcomes of violence and abuse increase the risk of further victimisation; women who become homeless, misuse drugs and/or are involved in criminality are highly likely to experience further violence.
- Responses to adversity, including abuse, tend to be differentiated by gender, with boys more likely to externalise problems (and act out anger and distress through anti-social behaviour) and girls to internalise their responses in the form of depression and self-harming behaviours.
- For women, there is co-existence of different negative life experiences and that women with multiple problems frequently experience difficulty in accessing support.
- The evidence from service evaluations and research with women at risk supports a model of integrated, holistic, one-stop, women-centred services as being valued and engaging for those who use them, although the evidence for achieving specific outcomes is under developed.

Note 5

The role of the VCS and faith sectors in keeping people safe

Children and young people 0–18

In his report following the death of Victoria Climbié, Lord Laming (2003) reminded us that the voluntary and community sector is often the “eyes and ears” for keeping children and young people safe, particularly those children and young people who may be among the most vulnerable.

This has been underlined on numerous occasions as agencies have tried to understand and implement lessons from serious case reviews and enquiries that focus on issues as disparate as child sexual exploitation, neglect and domestic abuse. Abusive situations often develop or deteriorate without statutory services being aware of what is happening. In such situations, the voluntary, community and faith sectors can contribute vital knowledge, information and skills to a multi-agency assessment and support plan to keep children and young people safe.

Young adults

There are similar findings relating to the deaths or serious injury of vulnerable adults or young adults at risk. A serious case review (SCR) into the case of a mother who killed herself and her disabled daughter after suffering years of harassment from a local gang questioned the ability of safeguarding adults’ policies to protect vulnerable victims of anti-social behaviour.

The SCR into the case of Fiona Pilkington and her daughter (2008) said policies based on the *No Secrets* guidance could be leaving people who were not eligible for social care services “at risk of falling through the safeguarding net”. At that time, *No Secrets* was the national framework for safeguarding adults, and was viewed by some as being too prescriptive and insufficiently person-centred in terms of defining those who were in need of protection.

The inquest ruled that Pilkington had killed herself and 18-year-old Francesca Hardwick in October 2007 due to the ongoing anti-social behaviour they and Pilkington’s severely dyslexic son Anthony had faced over more than 10 years.

Its key recommendation was for the adult safeguarding board to examine whether its current definition of vulnerability was inclusive enough and whether current procedures enabled “effective responses to individuals or families subject to significant community pressures”. More information can be found by search on www.communitycare.co.uk.

Another SCR with important lessons about safeguarding young adults at risk concerned Steven Hoskin. Steven was a young man with learning disabilities and lived alone in St Austell. He was tortured and murdered in 2006 by people who targeted him because of his learning disabilities. Investigations showed that Steven had made numerous calls to a number of agencies, including the police, health and social care services, so they should have been aware that he was in danger. More information can be found by search on www.scie.org.uk

Following the serious case review into Steven’s murder, there have been significant improvements in communication, information sharing and partnership working between the agencies in the area. Staff training has also

been improved. In addition, the police have introduced a ‘neighbourhood harm register’, which ensures that an alert is raised when there are repeat calls from the same people with the same problems. In such cases, data is shared with the appropriate agencies and they work together to provide a joint response. Similarly, a system for recognising and responding to ‘cluster calls’ has been developed within the ambulance service.

The key lessons from this review are important and of equal importance to the voluntary or community sector:

1. Information sharing and partnership working between agencies is vital for the effective safeguarding of adults.
2. People who are on the margins of social care eligibility criteria and receiving little or no support may highlight their need by repeatedly calling on emergency services. Such people may be at risk of either being abused or perpetrating abuse.
3. Staff in all frontline health and social care services should be trained in the identification of indicators of abuse.

Note 6

Prevalence of bullying

Children and young people 0–18

Bullying (including cyberbullying) was the third most common primary concern for children and young people contacting Childline during 2015–2016 (NSPCC, 2016)

Research carried out in 2012 examined specific bullying concerns in relation to homophobia. It found that over half of lesbian, gay and bisexual young people had experienced homophobic bullying at school (Guasp, 2012).

The impact of bullying in terms of school attendance found that more than 16,000 young people were absent from school due to bullying (Red Balloon, 2011).

A large study of over 15,000 young people aged 14 was carried out in 2004, with young people being interviewed regularly over three years up to 2006 (Green et al, 2010). Almost half (47 per cent) of the young people in the study said that they were bullied at age 14, but this decreased with age (29 per cent at age 16). Girls were more likely to be bullied by name-calling or social exclusion, whereas boys

were likely to be threatened with violence or were actual victims of violence.

Young people with special educational needs were particularly likely to be bullied, especially by being forced to hand over money or possessions. Young people in care were more likely to be bullied continually. Other vulnerable groups identified were those living with stepfamilies, and young people with caring responsibilities in the household. The report also found that children who reported being bullied at secondary school level had significantly lower GCSE scores than those who were not.

Research on the proportion of children who say that they have bullied other people can be found in Katz et al (2001). Similarly, research on whether children told anyone that they had been bullied can be found in Smith and Shu (2000).

Young adults

There is little research that looks specifically at the bullying of young adults. However, many of the findings relating to the bullying of children or young people under the age of 18 are equally applicable to young adults over the age of 18.

Note 7

Forms of bullying

All ages

Bullying can take many forms, such as:

1. Verbal teasing or making fun of someone.
2. Excluding children from games and conversations.
3. Pressurising other children not to be friends with the person who is being bullied.
4. Spreading hurtful rumours or circulating inappropriate photographs, images or drawings.
5. Shouting at or verbally abusing someone.
6. Stealing or damaging someone's possessions.
7. Making threats.
8. Physical or sexual assault.
9. Forcing someone to do something embarrassing, harmful or dangerous.
10. Harassment on the basis of race, gender, sexuality, culture, or disability.

Note 8

Cyberbullying

All ages

Between 2011/12 and 2012/13, there was an 87 per cent increase in Childline counselling sessions about cyberbullying. The number of sessions completed about this issue more than doubled between 2010 and 2013. Eighty-four per cent of the sessions were with children and young people aged between 12 and 18 (NSPCC, 2014).

Findings from some 2012 research conducted by the University of Suffolk into the experiences of young people and vulnerable adults in relation to cyberbullying and cyber abuse, found that 19 per cent of young people in Suffolk claimed to have been cyberbullied. Ten per cent of those surveyed also claimed to have personally received some form of homophobic insult, message or action directed against them.

Results from the Suffolk cyber survey, conducted by UCS lecturers Dr Emma Bond and Pelham Carter, were released during a regional conference held in conjunction with Suffolk County Council, in the lead up to Safer Internet Day and Anti-Bullying Week – national

campaigns aimed at raising awareness of internet safety and tackling the issues of bullying.

Cross et al (2009) provide the following note on the definition of cyberbullying:

Cyberbullying is 'the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else' (Department for Children, Schools and Families, 2007). Expanding on this definition, we would argue that 'upsetting' someone can take a variety of forms. It can involve threatening, distressing or humiliating a target, and, as such, encompasses a wide range of behaviours.

They go on to explain that:

Many children do not consider certain acts such as saying hurtful things or passing on images to constitute bullying because they happened in cyberspace rather than face-to-face. This is compounded by the impersonal nature of online communication. Although emotions can be used to clarify intention, users do not have the benefit of the sometimes very subtle cues (tone of voice, posture, expression, etc)

that people pick up on when talking in person. This can create an intention gap: what is perceived as a joke or idle remark by the perpetrator may be taken extremely seriously by the target.

This suggests that the definition of cyberbullying must consider and focus on the intensity and harm caused. The following behaviours are commonly viewed as falling within the definition of cyberbullying:

1. Sending threatening or discomfoting text messages to a mobile phone.
2. Making silent, hoax or abusive calls to a mobile phone.
3. Making and sharing embarrassing images or videos via mobile phone or website.
4. Broadcasting unsuitable webcam footage that is threatening or manipulative.
5. Leaving hurtful messages on social networking sites or sending the same message to that person's peer group.
6. "Outing" people by publishing or disseminating confidential information online.

7. Stealing an online identity in order to cause trouble in that person's name.
8. Deliberately excluding people from online games or groups.
9. Setting up hate sites or hate groups against an individual.
10. Sending menacing or upsetting responses in chatrooms, online games, or messenger "real-time" conversations.
11. Voting for someone in an insulting online poll.
12. Sending someone "sexts" that try to pressure them into sexual acts.

Note 9

Prevalence of accidents Children and young people 0–18

The Child Accident Prevention Trust provides the following information about the prevalence of childhood accidents:

1. In England and Wales in 2011, 143 children aged under 15 died as the result of unintentional injury, 68 of whom were under 5. This figure is in gradual decline.

2. Hospital admissions in England for 0–17-year-olds in the year 2007–2008, due to unintentional and deliberate injuries (excluding road traffic injuries) totalled 133,741.
3. Deaths and serious injuries on the roads are counted separately from other types of accident. In 2011, 2,412 under 16s were seriously injured in Great Britain on the roads; 60 of them died. This figure is also in decline but still amounts to an average of almost seven children every day. Children are most at risk when they are on foot.
4. The most common causes of accidental death for under 15s, after road accidents, are asphyxia (29.1 per cent) and drowning (12.8 per cent). Fire related injuries, poisoning and falls are also significant causes.

(Source: Child Accident Prevention Trust at [Making The Link](#))

Note 10

A risk–benefit approach

Managing risk in play provision: implementation guide (Ball et al, 2012), produced for Play England on behalf of the Play Safety Forum, and endorsed by a wide range of organisations, including the Health and Safety Executive, opens as follows:

This guide shows how play providers can develop an approach to risk management that takes into account the benefits to children and young people of challenging play experiences, as well as the risks. The guide is based on the Play Safety Forum’s position statement *Managing Risk in Play Provision: A position statement* (Play Safety Forum, 2002). It starts from the position that, while outside expertise and advice are valuable, the ultimate responsibility for making decisions rests with the provider.

In 2012, the Health and Safety Executive published a statement entitled *Children’s Play and Leisure – promoting a balanced approach*. The key messages from this statement, reinforced by the

second edition of *Managing Risk in Play Provision*, are that:

- Play is important for children’s wellbeing and development
- When planning and providing play opportunities, the goal is not to eliminate risk, but to weigh up the risks and benefits
- Those providing play opportunities should focus on controlling the real risks, while securing or increasing the benefits – not on the paperwork
- Accidents and mistakes happen during play – but fear of litigation and prosecution has been blown out of proportion

For more information on child’s play and the statement visit www.hse.gov.uk.

Young adults

Many of these principles around assessing risks and taking an informed approach to adventurous activities could be applied to activities for young adults with care and support needs when, for example, planning outdoor activities for those with a physical or learning disability. The principles of empowerment, prevention and proportionality (see Appendix C) are relevant here in order to

ensure an inclusive approach for those with care and support needs, and an approach that takes account of additional arrangements that may need to be made to enable those involved to take part safely.

Note 11

Statutory health and safety regulations

All ages

This includes, for example, regulations about child–adult ratios, the provision of toilets and washrooms, fire regulations, food hygiene, reporting injuries and diseases, the use and storage of hazardous substances, and lifting and handling.

Note 12

“Personal” and “sensitive” information

All ages

The definition of “personal data” and “sensitive information” is in line with *Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers* (HM Government, 2015).

Note 13

Data Protection Act 1998

All ages

For more information about the Data Protection Act 1998, see: ‘guide to data protection’ at <https://ico.org.uk>.

Note 14

Information sharing

Children and young people 0–18

Please refer to *Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers* (HM Government, 2015).

Young adults

Please note the additional issues that need to be considered when sharing information about young adults (see Appendix C).

Appendix B: Section 11 requirements

In this table, the first column refers to the arrangements under Section 11 of the Children Act 2004 set out in *Working Together 2015*, and the second column refers to elements of the Standards that correspond to each Section 11 requirement. For example, '3.3' indicates the third element ('Do you have regular discussions about bullying with the young people and/or young adults in your group/organisation?') of the third Standard ('Preventing and Responding to Bullying').

The elements of the NSPCC Standards for the Voluntary and Community Sector referred to in the diagram are summarised on the following pages using a colour-coded format.

Safeguarding standards for VCS organisations working with children and young people *Working Together 2015*, ch 2, para 4 Section 11, Children Act 2004

Section 11 requirements set out in <i>Working Together 2015</i>	Corresponding standard and element numbers in NSPCC Safeguarding Standards for the VCS					
Culture of listening to and consulting with children		2.15, 2.18	3.3	4.6, 4.8	5.6, 5.7	6.3
Effective recruitment, selection and contractual procedures including safeguarding checks	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13					
Staff/volunteer supervision, support, training, induction, review, competence	1.14, 1.15, 1.16, 1.17	2.17, 2.18	3.11	4.18, 4.20	5.16, 5.17	6.5, 6.9, 6.10, 6.11
Staff aware of safeguarding policies and procedures including what to do if concerned about a child		2.1, 2.3, 2.4, 2.6, 2.12, 2.17	3.1, 3.2, 3.4, 3.6, 3.11	4.1, 4.8, 4.14, 4.16, 4.18, 4.20	5.1, 5.7, 5.8, 5.9, 5.11, 5.12, 5.13, 5.16, 5.17	6.1, 6.3, 6.5, 6.6, 6.9, 6.10
Procedures for dealing with allegations against staff/volunteers		2.5				
Requirement to refer to DBS and local authority designated officer or team dealing with allegations against those who work with children (formerly known as LADO)		2.8				
Supportive environment for staff/volunteers that encourages sharing of safeguarding concerns and provides clear whistleblowing procedures	1.17	2.13, 2.18				
Clear lines of accountability for safeguarding arrangements		2.9, 2.10, 2.11, 2.16				6.11
Senior board level/management commitment to safeguarding		2.2, 2.11				
Designated professional lead for safeguarding		2.9, 2.10				
Arrangements for information sharing with other professionals and LSCB		2.7			5.13	6.1, 6.2, 6.4, 6.6, 6.9, 6.10

Standard 1: Safer staff and volunteers – recruitment, induction and supervision

Safe practices are used to recruit staff and volunteers, introduce them to their role, and help them carry out their duties safely.

1. Do you have a written recruitment and induction policy? []
2. Have you included a written policy on the recruitment of ex-offenders? []
3. Do you have clear person specifications and role descriptions for all posts? []
4. Do you advertise all posts? []
5. Do you provide an information pack for people interested in each post? []
6. Do you use a standard application form? []
7. Do you ask your applicants to complete a separate self-declaration form? []
8. Is there a process for shortlisting candidates for interview, involving more than one person? []
9. Do you have face-to-face interviews with a panel of more than one person? []
10. Have you adopted a transparent scoring system for shortlisting and interviews? []
11. Do you ask applicants to provide two references before appointment? []
12. Do you ask them to provide proof of identity and original copies of qualifications? []
13. Do you seek enhanced DBS checks (and barred list checks for regulated activity) on anyone eligible? []
14. Have you developed an induction process for all new staff and volunteers? []
15. Do you provide safeguarding training for all staff and volunteers during their induction? []
16. Do you have a trial period for staff and volunteers, with a review before they are confirmed in post? []
17. Do your staff and volunteers get regular supervision, support and annual appraisal? []

Standard 2: Protecting children and young adults at risk

Measures are in place to protect children, young people and young adults known to the group or organisation who are identified as being at possible risk of abuse and neglect.

1. Have you developed a written safeguarding/child protection policy and/or one for safeguarding adults, as appropriate? []
2. Is your safeguarding policy signed by the most senior person in your organisation? []
3. Do you have a written procedure for situations where a child is in need of early help services, and/or preventative measures in place to support young adults who may be at risk of abuse? []
4. Do you have a written procedure for situations where a child/young adult may be at risk of abuse or neglect? []
5. Do you have a written procedure for situations where allegations of abuse are made against an adult in your organisation? []
6. Do you have a written procedure for situations where allegations of abuse are made against a young person in your organisation? []
7. Do your procedures set out the processes for sharing information with other professionals? []
8. Do your procedures cover referrals to the DBS and local authority designated officer/team? []
9. Is there a designated safeguarding officer (DSO) in your organisation for children and/or adults, as appropriate? []
10. Can your DSO be easily contacted and are there arrangements for cover if the normal DSO is not available? []
11. Is there someone at the top level in your organisation who takes responsibility for safeguarding? []
12. Do you have a written behaviour code for everyone in your organisation? []
13. Do you have a whistleblowing procedure? []
14. Can staff, volunteers, families, children and young adults easily access information about how you keep children/young adults safe? []
15. Do you have a system for taking children's and/or young adults' views into account? []
16. Do you audit your safeguarding arrangements? []
17. Do you provide ongoing support and training so that your workforce is competent in safeguarding? []
18. Do you make sure that everyone feels comfortable about raising concerns? []

Standard 3: Preventing and responding to bullying

Effective measures are taken to minimise the risk of bullying and to stop it when it occurs.

1. Do you have a written anti-bullying policy? []
2. Does your code of behaviour set out dos and don'ts on how to behave? []
3. Do you have regular discussions about bullying with the young people and/or young adults in your group/organisation? []
4. Do you have a policy and procedure for complaints? []
5. Can staff, volunteers, families, children, young people, young adults and carers easily access information about how you deal with bullying? []
6. Have you developed a written anti-bullying procedure for responding to bullying? []
7. Do your policies and procedures address cyberbullying? []
8. Do you operate a welcome policy for new children, young people, young adults and their families and carers? []
9. Does your welcome policy aim to attract members from diverse groups? []
10. Do you give each new child, young person or young adult a welcome letter or pack? []
11. Do you provide support for all staff and volunteers on dealing with bullying? []

Standard 4: Running safe activities and events

Arrangements are in place to ensure that the physical risks associated with the activities undertaken by the children, young people and young adults in the group or organisation are identified and managed.

1. Do you have an accident prevention policy and plan? []
2. Does your policy allow for a risk-benefit analysis of activity? []
3. Do you have an up-to-date risk-benefit assessment of the venue where your group meets? []
4. Do you carry out assessments in advance of outings and special events? []
5. Can you evidence that you have taken action to manage the identified risks? []
6. Do you involve children, young people and young adults in your risk-benefit assessments? []
7. Do you carry out regular checks on equipment used by children, young people, young adults, staff and volunteers in your organisation? []
8. Do you have a policy on parental consent to activities with children/young people and, where appropriate, the consent of young people/young adults? []
9. Does your registration form for each member of your group ask for details about their needs (medical, dietary, allergies, care and support needs)? []
10. Do you keep contact details for parents/carers easily available? []
11. Do you have access to a phone during group meetings and activities? []
12. Do you have a trained designated first aider? []
13. Do you check and refill your first-aid boxes regularly? []
14. Do you have a simple procedure for reporting accidents and 'near misses'? []
15. Do you have an accident book or standard accident forms kept in a file? []
16. Do all members of your workforce have details for contacting local health, social care, police and emergency services? []
17. Do you have adequate insurance for all circumstances, which is clearly displayed? []
18. Do you provide guidance to staff and service users on the safe use of equipment? []
19. Do you supervise children, young people and, if necessary, young adults, if they are using equipment that could be dangerous? []
20. Do you provide training on accident prevention and health and safety for all staff and volunteers? []
21. Do you comply with regulations on fire safety, first-aid, food hygiene, hazardous substances, reporting injuries and diseases, staff ratios, and transport? []

Standard 5: Recording and storing information

Arrangements are in place to ensure that personal or sensitive information about children, young people, young adults and families is recorded appropriately and stored securely.

1. Do you keep a record of each contact that you have with a child or young person/young adult and their family/carer? []
2. Do your records clearly distinguish between fact and opinion? []
3. Do you keep personal information, other than the individual's name, separate from information about other people? []
4. Are your records signed and dated by the person who makes them? []
5. Do you have time limits for making records? []
6. Do the children, young people, young adults and families/carers in your organisation know that you keep records and the reasons why? []
7. Do you have a policy for granting children, young people/young adults and families access to their records? []
8. Do you store hard copies of personal records and portable electronic equipment securely? []
9. Do you protect your records by security measures like user names, passwords and encryption? []
10. Do you make sure that information needed in an emergency is readily available? []
11. Do you record any concerns that a child or young person/young adult may be in need or at risk of abuse? []
12. Are records of concerns and your response to them placed on the child's or young adult's file? []
13. Do you confirm in writing any referrals to a statutory agency within 48 hours? []
14. Do you have a clear policy on time limits for retaining records? []
15. Do you destroy personal records securely? []
16. Is your workforce aware of your expectations on the recording and storage of information? []
17. Do you support your workforce to meet these expectations? []

Standard 6: Working with others

Policies and practices that support effective information sharing and working with other agencies are embedded in the organisation's safeguarding arrangements.

1. Do you have written guidelines and procedures on sharing information? If you are working with young adults with care and support needs, you need to pay particular attention to issues around consent and mental capacity. []
2. Are your information-sharing procedures compatible with LSCB/SAB expectations? []
3. Do you draw up a written agreement made with individual service users and, if appropriate, families at the start of their involvement with you? []
4. Does this agreement specify the work to be done and the basis for sharing information with other agencies? []
5. Do you provide guidance to staff on identifying children who may benefit from early help assessments and/or young adults who need additional support? []
6. Do you train your workforce on how to contribute to early help assessments for children, young people and/or young adults? []
7. Do you have a process to measure the impact on children and young adults of early help or preventative services you provide? []
8. Do you make up-to-date information about local services available to staff, volunteers, young people/young adults and families? []
9. Do you ensure that your workforce is competent to participate in multi-agency responses to local needs? []
10. Is your staff team familiar with their LSCB's/SAB's threshold document? []
11. Do your staff members take part in reviews of your organisation's practice? []
12. In your business plan and tender applications, do you build in capacity to engage in multi-agency work? []

Appendix C: Safeguarding young adults at risk

1. Definition

Adult safeguarding responsibilities apply to:

- Adults with care and support needs who are experiencing or at risk of abuse and neglect and cannot keep themselves safe because of those needs.

They also apply to:

- carers of adults with care and support needs
- individuals covered by the local authority's 'wellbeing' duty under Section 1 of the Care Act 2014

2. What types of care and support needs may young adults have?

- Disability (physical, sensory or learning)
- Drug or alcohol misuse that affects their ability to manage day-to-day living
- Mental health issues
- Long-term physical health needs
- Subjection to relationship violence
- Subjection to sexual and/or financial exploitation
- Asylum seeking or refugee status
- Victims of trafficking or modern slavery
- Subjection to forced marriage
- Subjection to or at risk of Female Genital Mutilation (FGM)
- Homelessness

This is not an exhaustive list.

3. How might young adults with care and support needs be at risk of abuse or neglect?

Some of the care and support needs listed above involve abuse or neglect by definition. Others do not, but may exist in combination with each other in such a way that abuse or neglect is inevitable (for example, someone who has a learning disability who is also subject to relationship violence). Other types of abuse and neglect that may be experienced by a young adult with care and support needs could include:

• Physical abuse

Examples of this might include:

- assault
- hitting
- slapping
- pushing
- misuse of medication
- restraint
- inappropriate physical sanctions

• Sexual abuse

Examples of this might include:

- rape
- indecent exposure
- sexual harassment
- inappropriate looking or touching
- sexual teasing or innuendo
- sexual photography
- subjection to pornography or witnessing sexual acts
- indecent exposure
- sexual assault
- sexual acts to which the adult has not consented or was pressured into consenting

• Psychological abuse

Examples of this might include:

- emotional abuse
- threats of harm or abandonment
- deprivation of contact
- humiliation
- blaming
- controlling
- intimidation
- coercion
- harassment
- verbal abuse
- cyberbullying
- isolation
- unreasonable and unjustified withdrawal of services or supportive networks

• Financial or material abuse

Examples of this might include:

- theft
- fraud
- internet scamming
- coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions
- the misuse or misappropriation of property, possessions or benefits

• Discriminatory abuse

Examples of this might include:

- discrimination on any grounds including sex, race, colour, language, culture, religion, politics or sexual orientation
- discrimination based on a person's disability or age
- harassment and slurs which are degrading
- hate crime

• Organisational abuse

Including neglect and poor care practice within an institution or specific care setting, such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one-off incidents to ongoing ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

• Neglect and acts of omission

Examples of this might include:

- ignoring medical, emotional or physical care needs
- failure to provide access to appropriate health, care and support or educational services
- the withholding of the necessities of life, such as medication, adequate nutrition and heating

• Self-neglect

This covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour like hoarding.

Again, this list is not exhaustive.

4. Specific factors relevant to safeguarding young adults as distinct from older people

- Young people do not suddenly stop needing safeguards when they reach their 18th birthday – their legal status might change but independence is a gradual process that starts at birth and goes on well into adulthood.
- New challenges arise when a young person enters the adult world. This is an exciting time for anyone, but creates the potential for new risks and new areas of vulnerability. Many young people are moving away from home for the first time, or starting work or volunteer placements. Most are starting to take full control of their finances, and many are starting relationships with adult partners. Some are becoming parents.
- Service providers continue to have a duty of care to the young people that use their services, even after those young people are 18. However, young adults who may have previously received health or local authority services (for example, those who have been ‘in care’ or ‘looked after’ by a local authority) may find that on attaining 18 years, these services are withdrawn and they are in danger of ‘falling through the net’ and of being denied services they require on an ongoing basis.
- Some young adults are ‘at risk’ or ‘vulnerable’ to a greater extent than most others, due to issues already listed. These risk factors may exist singly or in combination, and, in some cases, could be triggered by or exacerbate the vulnerability of young people who are already trying to deal with the normal pressures of young adult life; there may be complex causal pathways and relationships between some of the various factors.
- A young adult (or indeed anyone) who may be considered by others to be at risk, may not think of themselves as vulnerable, and may in fact feel insulted at being viewed in this way. It is, therefore, important to take into account the perceptions and feelings of a young adult in your organisation, who you deem to be vulnerable but who prefers not to be placed in this category. Care and sensitivity should be used if you find that there are safeguarding concerns relating to them.
- A further final reminder about this age group is that some young adults at risk of abuse are also young parents, thus their children (or unborn children) may also be at risk of abuse or harm.

5. When is a safeguarding response required?

The legislation and guidance is clear in specifying that simply because a young adult (or adult of any age) has care and support needs and is at risk of or even experiencing abuse or neglect, this does not necessarily mean that a safeguarding response is appropriate. Such a response is only appropriate if the person in question is, as a result of their care and support needs, unable to protect themselves. However, it may still be appropriate to provide such young adults with advice, guidance and support, and it is very clear that preventative services to reduce the risk of abuse play an important part in the range of provision that should be available to adults who may have care and support needs.

The key components of a preventative approach include:

- supporting people to have more control over their lives and more choices

- delivering a service in a person-centred way rather than according to rules and routines that are convenient to the organisation but not to the individuals who depend upon its services
- helping people to recognise abusive situations and how to keep themselves safe
- supporting people to retain their independence and develop resilience
- supporting people to have goals and to make proactive decisions about how they want to live
- helping people to recognise and build up their strengths, existing resources and informal networks
- providing information to people about their rights and where to get help
- effective management, recruitment, staff training and supervision, communication and recording practices within the organisation

6. What is involved in making an appropriate safeguarding response, according to the Care Act 2014 and Guidance, the Mental Capacity Act 2005, the Data Protection Act 1998 and other legislation/guidance?

- A clear procedure for making safeguarding referrals to adult social care and for working on a multi-agency basis, linked to adult safeguarding board procedures
- Clear procedures for making referrals to/notifying the Care Quality Commission, NHS Clinical Commissioning Group, or other service commissioner or provider if there are concerns about poor practice in another organisation used by their service users
- Clear procedure for dealing with abuse or neglect or poor practice in their own organisation, such as whom to inform and what action to take
- Evidence of awareness within the organisation of local authority responsibilities under Section 42 of the Care Act 2014 (for example, to respond and, if necessary, make enquiries

if there are indicators that an adult with care and support needs who is unable to protect themselves is experiencing or is at risk of abuse)

- Evidence of awareness and use of good safeguarding principles within the organisation when participating in any S42 enquiry, such as:
 - Empowerment – people should be supported and encouraged to make their own decisions and give informed consent
 - Prevention – it is better to take action before harm occurs rather than waiting until it does occur
 - Proportionality – the response should be the least intrusive and the most appropriate to the risk presented
 - Protection – there should be support and representation for those in greatest need
 - Partnership – services should work with their communities to produce local solutions; communities have a part to play in preventing, detecting and reporting neglect and abuse
 - Accountability – safeguarding practice should be accountable and transparent

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- Evidence of awareness within the organisation and use of recognised principles of good practice under the Mental Capacity Act (MCA) 2005, such as:
 - Assume that a person has capacity to make decisions, unless there is evidence otherwise.
 - Do all you can to maximise a person's capacity (this includes making available any help and support that a person may need to make a specific decision. This could include help with communication or, wherever possible, making sure that you talk to the person at a time when they are best able to make the decision for themselves.
 - Remember that unwise or eccentric decisions do not in themselves prove lack of capacity.
 - If you are making a decision for or about a person who lacks capacity, act in their best interests.
 - Look for the least restrictive option that will meet the need.
 - Evidence of awareness in the organisation that there may be some safeguarding situations where the person may be subject to coercion or undue influence by someone else.
 - Evidence of ability in the organisation to apply the principles of the MCA and the two-stage process for assessing capacity to decisions about safeguarding, with help from appropriate professionals. The two-stage process involves deciding whether a person has an impairment or disturbance in the functioning of their brain or mind, and then deciding whether this impairment/ disturbance is sufficient that the person lacks the capacity to make a particular decision. For the majority of voluntary, community and faith-based organisations, this process will be undertaken primarily by an outside expert professional, but the organisation will need to know whom to consult, when to do so and how to support the process. See 'at a glance' at www.scie.org.uk
 - Evidence of awareness in the organisation of circumstances when it may be legitimate to share safeguarding information without consent, even if the person has mental capacity. This could be in a situation deemed to be of 'vital interest' under the Data Protection Act 1998. For example:
 - Other people are being put at risk
 - A child is involved
 - The alleged perpetrator has care and support needs and may also be at risk
 - A serious crime has been committed
 - Staff are implicated
 - Coercion is involved

Again, professional advice may be needed.
 - Evidence of awareness within the organisation of the role of an advocate appointed either under the Care Act 2014 or the Mental Capacity Act 2005 to support someone who lacks the capacity to make specific decisions and does not have a family member or friend to support them; evidence of willingness to cooperate with a service user's advocate.
 - Evidence of awareness of how to support someone after a safeguarding incident, including:
 - Listening to the person's views about the support they received, with a view to learning what was effective and what could be improved.
 - Using a strengths-based approach to support the person, helping them to make use of and build on their existing personal resources, networks and relationships.
 - Working, where appropriate and in a multi-agency context, with the person who has caused the harm, to reduce the risk that it will happen again.

NSPCC

Together we can help children who've been abused to rebuild their lives. Together we can protect children at risk. And, together, we can find the best ways of preventing child abuse from ever happening.

We change the law. We visit schools across the country, helping children understand what abuse is. And, through our Childline service, we give young people a voice when no one else will listen.

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