

**FRONT SHEET**

**SAFE NETWORK**

**CORE STANDARDS AND GUIDANCE FOR THE THIRD SECTOR IN  
SAFEGUARDING CHILDREN AND YOUNG PEOPLE**

**APPROPRIATE IMAGES**

**LOGOS – CHILDREN ENGLAND  
NSPCC  
DCSF**

**SAFEGUARDING MADE SIMPLE...**

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**FOREWORD**

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## **INTRODUCTION**

This has yet to be written but will include the following points:

- who the standards are designed for
- why it is important to have them, and the unique relationship of trust that vol sector orgs often have with their CYP
- acknowledgement of the challenges to the vol sector in creating a safe organisation and the understandable fear that an over-cautious approach could stifle their work
- stresses importance of safeguarding being seen in the context of clear and strong governance, a wider health and safety agenda, anti-oppressive practice/equal opportunities
- acknowledgement of all the things that vol sector organisations are doing already to work safely
- acknowledgement of the limitations of a 'one size fits all' approach
- stresses that this is why we have sought to balance clarity with flexibility, to keep the standards framework as simple as possible, with opportunities to 'drill down' and refer to more intricate frameworks where needed
- who/what groups have been involved in developing the standards

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### **STANDARD AREA ONE: SAFER RECRUITMENT**

#### **What to aim for**

Your staff and volunteers are the right people for your group or organisation and are safe people to work with children

#### **Why it is important**

Your paid staff and volunteers are your most important resource. A good recruitment process will help you to select the best people for the job and to check that there is nothing in their background that makes them unsuitable for working with children.

The great majority of people who work with children want the very best for them. A few, sadly, abuse their position either unintentionally or deliberately and may harm the children in their care, for example through bullying or abusive behaviour.. A few people even deliberately target groups or organisations without safeguards, because they think that it will be easier to harm children.. So, in building safe practice into recruitment, you are doing several important things:

- Keeping the children and young people who use your service safe
- Respecting, supporting and backing all your staff who are honest and trustworthy in their dealings with children
- Sending out clear messages to anybody who might be thinking of trying to work with you for the wrong reasons, telling them to keep away
- Giving yourself the best possible chance of spotting anybody in your group or organisation who is a risk to children and young people

#### **How you can achieve it**

1. Produce a clear job description, describing roles and responsibilities
2. Make sure that all staff and volunteers complete an application form covering essential information and attend an interview prior to appointment
3. Prior to appointment, ask applicants to provide at least two references, two pieces of identification and proof of necessary qualifications
4. Ensure that all relevant people have a satisfactory CRB check and are registered with the Vetting and Barring Scheme
5. Provide an induction for all new staff and volunteers, within 3 months of starting work, including, as a minimum, basic awareness training in safeguarding children, young people and vulnerable adults (as appropriate)
6. Establish a trial period for all staff and volunteers, with a review before they are confirmed in post
7. Provide regular supervision for all staff and volunteers.

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### **Evidence to show that you are achieving it**

These are just examples, and you may not need all this in your organisation, but it is important to be able to provide some evidence that you are doing what you say you are doing, and for some organisations it will be essential. You will find lots of examples of many of these things in the Resources section below, and you could adapt these to your own use

- Written recruitment policy and procedures
- Application forms
- Reference forms
- Job descriptions and person specifications for each post
- A staff induction pack
- A standard induction programme
- Information about safeguarding training attended by staff
- Certificates to prove that staff have attended safeguarding training
- Interview notes
- Supervision notes
- Notifications from the CRB and the ISA
- A spreadsheet to show when staff and volunteers were last CRB checked and when this is due for renewal
- Policy and procedures around trial periods
- Policy and procedures around supervision

### **Tips for involving children, young people and families in developing and achieving this aim/standard**

- Think about how you can involve children, young people and families in recruitment and selection. There are resources available to help you with this
- Children and Young People might be able to act as volunteers
- If they are, they will need basic safeguarding training for too

### **Useful resources**

- Example of application form
- Example and guidance on writing person specifications and job descriptions
- Guidance on what to ask for in references and how to check them out
- Guidance on what is acceptable ID
- Guidance on how to conduct an interview
- Guidance on how to deal with concerns on CRB report
- Information about the ISA and Vetting and Barring
- What to include in induction training and in safeguarding training
- What to look for when identifying safeguarding training from elsewhere
- Managing the trial/probationary period and dealing with concerns
- How to ensure that staff supervision covers safety issues
- Evidence checklist
- Toolkit on involving children and young people in recruitment and selection

**See the 'Where next?' Section, located after the Action Plan, for ideas on where to go to develop the area of Safer Recruitment further**

## **STANDARD AREA TWO: CHILD PROTECTION**

### **What to aim for**

The children and young people who you work with are protected from abuse and neglect.

### **Why it is important**

We all know that abuse and neglect can be very harmful to children, both in the short and long term, and in extreme cases can be fatal. This is why there is a legal requirement that children be protected from all forms of abuse, neglect and exploitation. All adults who work with children and young people have responsibilities to protect them; it is 'everybody's business'.

### **This is how you can achieve it**

1. Produce a written statement of your organisation's commitment to protecting children and young people from harm (often called a Child Protection Policy)
2. Produce clear written procedures for dealing with situations where a child says that she/he is being abused or is showing signs of suffering harm
3. Produce clear written procedures for dealing with situations where allegations of abuse are made against someone in your organisation. This could be either an adult or a child/young person)
4. Identify a named person in your organisation who has special responsibility for dealing with child protection and who can be easily contacted
5. Create a written code of behaviour for everyone involved in your organisation, both children/young people and adults. It should include a 'whistleblowing' procedure for anyone who feels that the code has been broken
6. Make sure that information about child protection and about your organisation's policy, procedures, named person and code of behaviour are all made easily available to paid staff, volunteers, children and young people and parents/carers

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### **Evidence to show that you are achieving it**

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- Copy of child protection policy
- Copies of procedures relating to child protection
- Examples on children's records and on staff supervision notes which show the procedures in action
- Copy of the system of checking that the procedures are being used correctly and that they work
- Copy of the results from a child protection check or audit
- Copy of the behaviour code
- Copies of child friendly and accessible leaflets which make children, young people, parents and carers aware of the behaviour code, the child protection policy, of who they can talk to and of how to contact that person
- Copy of the role and duties of the named person

### **Tips for involving children, young people and families in developing and achieving this aim/standard**

- Ask them what they think needs to be in a child protection policy
- Ask for their input on the development and review of the procedures, eg how would they like someone to respond if they told them about someone they knew being abused
- Seek their views on what should be in a behaviour code, and encourage them both to uphold it themselves and to say something if they feel that it is not being upheld by others
- Ask them to help design leaflets and posters
- Involve them in the audit process
- Have child/family friendly leaflets, posters and magazines about child protection around for them to browse
- Consider having a children and young people's committee in the organisation or find out where there might be existing groups of children and young people whom you could ask

### **Useful resources**

- Examples of child protection policy and procedures
- Example of audit system
- Examples of behaviour code
- Job description for a named person

**See the 'Where next?' Section, located after the Action Plan, for ideas on where to go to develop the area of Child Protection further**

## **STANDARD AREA THREE: DEALING WITH BULLYING**

### **What to aim for**

Your group or organisation welcomes diversity and is found by all its members to be a friendly and comfortable place

### **Why it is important**

Research published in 2000 and 2002 stated that 31% of children experienced bullying by their peers and that 25% of children who were bullied reported long term harmful effects into adulthood. (Cawson et al 2000 and Cawson, P 2002). Other research published in 2005 stated that 20% of children had experienced bullying or threats via email, internet chat room or text message. (NCH and Tesco Mobile 2005 'Putting U in the picture: mobile bullying survey 2005). Bullying can occur in any group of children or young people, whatever its size, type or the age of its members. Children who may seem different from the others, who have other difficulties or who are seen as vulnerable can become particular targets.

Bullying can take many forms: at one end of the scale it can be verbal teasing and at the other it becomes serious assault or harassment. Sexual and racial harassment are particularly serious forms of bullying.

It is also important to remember that sometimes verbal and psychological bullying, including the spreading of hurtful rumours, can be just as harmful and hurtful as physical violence. Use of mobile phones and computer technology is now very common in this form of bullying, and means that unkind and harmful rumours and images can be circulated very quickly and to an infinitely large number of people. Such material can also be extremely difficult to destroy and its impact on a young person can therefore be even more damaging.

### **This is how you can achieve it**

1. When your club/organisation uses images (eg on its publicity or letters/newsletters to members), make sure that these are of children and families with varied characteristics (eg in terms of gender, ethnic origin, or levels of ability/disability). Likewise, take care to make sure that the language you use does not contain assumptions about members being, for example, of a particular gender, ethnicity or family background.
2. Take positive steps to attract members from diverse groups, to make all new members welcome and to help them settle in. If your organisation is for a specific group (eg only for girls, or only for members of a particular community), you need to be able to explain why this is, and can still aim for diversity in other areas.
3. Provide training and support for all staff on diversity and on dealing with bullying
4. Make sure that the Code of Behaviour (see Standard Area Two, achievement Point 5) includes a clear statement on zero tolerance of bullying and on adults' responsibility to put a stop to it

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5. Make sure that the Code of Behaviour refers to the fact that adults sometimes bully as well as children and young people
6. Produce a written procedure for dealing with incidents of bullying

### **Evidence to show that you are achieving it**

These are just examples, and you may not need all this in your organisation, but it is important to be able to provide some evidence that you are doing what you say you are doing, and for some organisations it will be essential. You will find lots of examples of many of these things in the Resources section below, and you could adapt these to your own use

- Examples of publicity materials and other images used by your group/organisation that show a positive and inclusive approach to diversity
- Membership list of your group shows diversity in such areas as gender, ability/disability and ethnic origin
- There is evidence of your sensitivity to the needs of children and young people who are not financially well-off (eg some financial subsidies for trips, administered in a way that is discrete and appropriate)
- Examples of ways in which you welcome new members eg buddy schemes and feedback from new members
- Examples of training courses and other support you offer to staff on issues of diversity and dealing with bullying
- Examples of feedback from staff on how this training and support has helped them in their work
- Copy of your written Code of Behaviour, including statements on bullying, adults' responsibilities to put a stop to it, and an acknowledgement that adults sometimes bully too
- Copy of your 'dealing with bullying' procedure, perhaps including reporting form, recorded outcome of incident and agreed action

### **Tips for involving children, young people and families in developing and achieving this aim/standard**

- Regular meetings that focus on the group members' responsibilities to look after one another, to practice skills such as listening to each other, to make sure that no-one is without friends and to deal with problems that come up in a positive way
- Young people asked to audit the effectiveness of the behaviour code, including its anti-bullying aspects
- Use of buddying and young mentor schemes, with training provided to the young people
- Children and young people are involved in providing a young people's perspective into adults' training on diversity and dealing with bullying
- Young people involved in designing posters, leaflets and publicity materials that reflect diversity and promote a safe group culture

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### **Useful resources**

- Examples of leaflets and publicity that reflect diversity, the promotion of a safe and welcoming organisational culture, and zero tolerance of bullying
- Example of training feedback form
- Example of bullying reporting form
- Examples of inclusion and anti-bullying statements to include in policies and behaviour codes

**See the 'Where next?' Section, located after the Action Plan, for ideas on where to go to develop the area of Dealing with Bullying further**

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### **STANDARD AREA FOUR: AVOIDING ACCIDENTS**

#### **What to aim for**

You take appropriate and sensible steps to ensure that the risks associated with the activities undertaken by the children and young people in your group/organisation, are managed and controlled

#### **Why it is important**

Children cannot grow and thrive without taking risks, a fact well known to parents, carers and all others involved in their upbringing. An environment that is completely free of risk is not a healthy environment for the child, and will not provide the challenge and stimulation to enable him/her to develop essential skills and abilities. This is recognised by the Government in its Green Paper, 'Every Child Matters: Change for Children' (2003) (enshrined in legislation in The Children Act 2004), which stresses the importance of children being active as part of living a healthy lifestyle.

However, it is important that unnecessary risks are kept to a minimum and that the risk element in children's activities is assessed and controlled. The task for those working with children is to strike an appropriate balance between potential hazards and potential benefits, keeping the child's welfare as the primary focus.

#### **This is how you can achieve it**

1. Carry out risk assessments of the building where the group meets, and for any specific activities/outings involving children and young people, included clear statements about how any identified risks are managed. Review these regularly and keep them up to date.
2. Produce clear policies on parental consent to activities and, where appropriate, children's and young people's own consent
3. Make sure that fire precautions and first aid facilities are in place, and that you have designated, trained staff to act as fire wardens and first aiders
4. Before a child starts to attend the group, gather information about her/his medical and dietary needs, allergies and specific developmental requirements
5. Make sure that parents'/carers' contact details are always available when the group is meeting, and there is always access to a telephone
6. Check that you have adequate insurance for all the group's/organisation's needs and that details of this are clearly displayed

#### **Evidence to show that you are achieving it**

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- Copies of assessment forms and of completed assessments
- Copies of parental/young person consent forms

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- Copies of letters to parents and notes of information meetings prior to trips and outings
- Notices about who are the designated fire wardens and first aiders
- Copy of form for listing child's medical/dietary needs, allergies, specific developmental needs and parents' contact details
- Copies of insurance policies and level of cover

### **Tips for involving children, young people and families in developing and achieving this aim/standard**

- You may be able to involve children and young people in discussing the building where the group takes place eg in giving their views on the exterior of the building, lighting, heating and toilet facilities
- They can also be involved in discussions about the importance of encouraging each other not to get involved in 'dares' and to support each other in keeping safe
- Children can attend meetings about trips and outings, and can help to think about what they need to do to enjoy themselves safely

### **Useful resources**

- Example of risk assessment form
- Example of consent forms
- Information on child:adult ratios for meetings and trips
- Medical/diet/needs form
- Information on levels of insurance required for third sector organisations

**See the 'Where next?' Section, located after the Action Plan, for ideas on where to go to develop the area of Avoiding Accidents further**

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**SELF ASSESSMENT TOOL**

Use this graph to identify the safeguarding areas where your organisation is doing well, and those you need to develop further

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**ACTION PLAN**

<b>STANDARD AREA ONE: SAFER RECRUITMENT</b>		
ACTION	WHO	TO BE DONE BY WHEN?

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**ACTION PLAN CONT.**

<b>STANDARD AREA TWO: CHILD PROTECTION</b>		
ACTION	WHO	TO BE DONE BY WHEN?

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**ACTION PLAN CONT.**

<b>STANDARD AREA THREE: DEALING WITH BULLYING</b>		
ACTION	WHO	TO BE DONE BY WHEN?

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**ACTION PLAN CONT.**

<b>STANDARD AREA FOUR: AVOIDING ACCIDENTS</b>		
ACTION	WHO	TO BE DONE BY WHEN?

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### WHERE NEXT?

- 'Positively Safe' – Children England
- 'Are They Safe' Pack – Safe Network
- Safe Network website
- 'Safetycheck' - NSPCC
- 'Safe/Sound Systems' – NCVYS
- CRB website
- ISA website
- Safe Network website
- Standards for Safeguarding and Protecting Children in Sport – CPSU, NSPCC
- 'Kidscheck' – NSPCC
- 'Time to Listen' – NSPCC, CPSU
- 'Make Them Go Away' – free Educare training
- Anti-bullying Alliance
- [www.childrensworkforcematters.org.uk](http://www.childrensworkforcematters.org.uk)

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**ACKNOWLEDGEMENTS**

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