



Staffordshire
Wildlife Trust

020 Safeguarding Policy



Staffordshire Wildlife Trust

Safeguarding Children

	Page
1. Purpose	3
2. Scope	3
3. Policy Statement	4
4. Glossary of terms	4
5. Context	5
6. Recognising signs and symptoms of abuse in children and young people	6
7. Recognising signs and symptoms of mental ill health in children and young people	8
8. Roles and Responsibilities	8
9. Code of Conduct: to be signed by all staff and appropriate volunteers	11
10. Procedures	13
1. Safer Recruitment	13
2. Running Events:	16
3. Undertaking a risk assessment	16
4. Suggested working ratios and age limits with regard to specific activities	17
5. Parental Consent	17
6. Length of sessions	17
7. Going Home Procedure	17
8. Schools or other groups	18
9. Large Scale Events	18
10. Guidance on Responding to Bullying at Trust-run Events	18
11. Handout: Information for parents	20
12. Handout: Code of Conduct for Adults attending our Children's Activities	21
13. Missing Children at Trust run Visitor Centres & Large Events	22
14. Work Experience	23
15. Photography and Filming	24
16. Digital Safety Guidance	25
17. How to respond to Safeguarding concerns	30
18. How to respond to Mental ill health concerns	34
19. Allegations against Staff, Volunteers, Trustees or Safeguarding leads	37
20. Reporting of serious incidents	40
21. Storage of personal information	40
11. Appendix	
· Appendix 1: Recognising signs and symptoms of abuse in children and young people	42
· Appendix 2: Recognising signs and symptoms of mental ill health in children and young people	49
· Appendix 3: Guidance on Responding to Bullying at Trust-run Events	51
· Appendix 4: SWT Safeguarding incident recording form	54
· Appendix 5: example Letter of DBS and Safeguarding Assurance for schools	59
12. Version control & Approvals	60

1. Purpose

This policy outlines Staffordshire Wildlife Trust's commitment to Safeguarding Children from abuse and maltreatment or neglect.

The purpose of this policy and the associated procedures is to provide clarity to all staff, trustees, volunteers, and members of the public on Staffordshire Wildlife Trust's approach to Safeguarding CYP. A separate "Safeguarding Adults at Risk" policy exists and should be referred to for all safeguarding for those aged 18 and over.

Staffordshire Wildlife Trust is committed to the highest standards of charity governance for Safeguarding and this policy is the foundation of a universal approach across the organisation that puts Safeguarding at the heart of Staffordshire Wildlife Trust's work.

Staffordshire Wildlife Trust has a duty of care to CYP, their parents, carers and/or families that connect with us. We endeavour to provide a safe and friendly environment that celebrates all achievements. We will achieve this by ensuring that staff, volunteers and trustees comply with all legal, contractual and professional standards and responsibilities in their work – whether within a group situation or one to one.

2. Scope

This Policy applies to everyone working for or on behalf of Staffordshire Wildlife Trust Ltd including its trading subsidiaries, hereafter referred to as "The Trust". It applies to all staff, including senior managers, Trustees, paid staff, sessional workers, agency staff, students, volunteers or anyone working on behalf of Staffordshire Wildlife Trust.

Where Staffordshire Wildlife Trust undertakes activities with third parties, staff shall have due regard to the Safeguarding policies of the third-party provider.

This policy will be reviewed annually or in line with key legislation updates or changes and will be promoted through induction, training and ongoing supervision and support.

This policy should be read in conjunction with the following associated documents:

- Safeguarding Children Procedures
- Social Media Policy
- Safeguarding Adults at Risk Policy & Procedures
- Recruitment
- Complaints
- Anti Bullying and Harassment
- Data Protection
- Grievance
- Images of People
- Whistleblowing
- Disciplinary
- Health and Safety

3. Policy Statement

The Wildlife Trusts Safeguarding Commitment

The Wildlife Trusts believe that everyone has a responsibility to Safeguard children, young people and adults at risk; as a movement we are committed to ensuring their safety and wellbeing is at the heart of our engagement with people.

We will:

- Not tolerate any form of abuse or neglect within The Wildlife Trusts
- Take all reasonable steps to protect children, young people and adults at risk who visit our sites, take part in our activities or engage with us online
- Give equal priority to keeping all children, young people and adults at risk safe from harm, regardless of their age, disability, gender, race, beliefs, sex, or sexual orientation
- Provide our staff, volunteers and trustees with the knowledge and tools to guide them in protecting children, young people and adults at risk from abuse and neglect

We will achieve this by:

- Supporting staff and volunteers by establishing a clear policy and procedural framework, transparent reporting and by promoting a culture of learning throughout the movement
- Encouraging staff and volunteers to discuss any concerns immediately or as soon as practically possible with their line manager/supervisor or designated safeguarding lead
- Listening to and hearing the voice of children, young people and adults at risk and respecting their views
- Recruiting our staff and volunteers safely including references, disclosure and barring checks as appropriate
- Recording and storing information safely and in accordance with the UK General Data Protection Regulation and our Images of People policy
- Recognising the position of trust in which staff and volunteers are regularly placed and use our procedures and work with our local authorities to manage any allegations against staff and volunteers appropriately
- Adhering to Staffordshire Wildlife Trust digital safety guidance to keep children, young people, adults at risk and staff safe when using any device over the internet
- Ensuring that we provide a safe physical environment for children, young people, adults at risk, staff and volunteers, by adhering to health and safety measures in accordance with the law and regulatory guidance
- Working in partnership with the statutory agencies responsible for the Safeguarding of children, young people and adults at risk
- Ensuring that any third-party individual or organisation involved in delivering activities on behalf of The Wildlife Trusts has appropriate experience, qualifications and/or accreditation and insurance. If they are operating with any degree of autonomy, The Wildlife Trusts staff will assure themselves that safeguarding procedures are equivalent and arrangements are adequate for the activity.

4. Glossary of terms

Child/Children - In England a child is defined as anyone who has not yet reached their 18th birthday. Child protection guidance points out that even if a child has reached 16 years of age and is:

- living independently

- in further education
- a member of the armed forces
- in hospital; or
- in custody in the secure estate

they are still legally children and should be given the same protection and entitlements as any other child (Department for Education, 2018a).

Young People – refers to older or more experienced children who have the maturity and understanding to make important decisions for themselves but are still legally considered children and therefore covered by the scope of this policy.

CYP – refers to children and young people

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

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

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

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

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

Adult at Risk – an individual aged 18 years and over 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.

5. Context

In England where Staffordshire Wildlife Trust operates there are child protection systems, laws and guidance to help keep CYP safe.

In England; The Children Act of 1989, 2004 and subsequent Working Together to Safeguard Children Guidance 2018

In their simplest forms the laws and guidance are there to:

- ensure CYP/s voices are heard
- set out when a CYP can take part in various activities
- make sure CYP have access to education
- provide for CYP having a safe home
- provide support for CYP who need to leave home
- make sure CYP are safe if they decide to get a job
- make sure CYP's personal information is safe

Safeguarding and promoting the welfare of CYP means:

- protecting CYP from maltreatment
- preventing impairment of CYP's mental and physical health or development
- ensuring that CYP grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all CYP to have the best outcomes

All of the legislation and guidance across the UK is very clear that as a charity working with under 18's, we have a duty to work together to safeguard and promote the welfare of CYP. This responsibility is two-fold. We will:

- ensure our staff, volunteers and trustees can recognise the signs of abuse, neglect and maltreatment and understand when we need to share these concerns with professionals to help keep CYP safe
- through safer recruitment, training and governance structures we will take all reasonable steps to have the appropriate and trained people in place to keep the CYP in our care safe from harm.

At Staffordshire Wildlife Trust we engage with CYP in the following types of situations:

- School visits
- Family Activities
- Visitor Centres
- Watch group
- Young rangers & volunteers
- Work Parties
- Work placements/ work experience
- Youth forums
- Young people only activities

In line with the purpose of this policy we are committed to providing a safe and friendly environment that protects CYP. Each activity is carefully planned and risk assessed to consider both the safety of our beneficiaries as well as our staff and volunteers.

Many of these activities are supported by school staff or CYP attend with their parents. Those activities whereby Staffordshire Wildlife Trust has direct supervision of a CYP, consent is required ahead of the activity taking place. Risk assessments and Safeguarding Procedures must be adhered to.

6. Recognising the signs of abuse in Children and Young People

It is important to be alert to the signs of abuse and maltreatment. If you feel something isn't right, question the behaviour of CYP, staff, volunteers, trustees or parents/carers – don't be afraid to speak up and discuss concerns with your Designated Safeguarding Lead or line Manager.

You may become aware of a safeguarding issue through noticing a change in the behaviour of a CYP person or perhaps observing bruising or another sign of physical abuse. A CYP could tell you about a situation that is happening in their life, this is called a disclosure.

Consideration should be given to staff and volunteers conduct when interacting with CYP such as not taking part in physical games, trying to avoid being alone with a CYP (staying within sight and hearing of others whenever possible) and maintaining professional boundaries including any contact over digital devices. Further details regarding conduct can be found in the Safeguarding Procedures.

There are four main categories of types and indicators of abuse for CYP. You should be aware of the warning indicators for each of these.

Please see further details in Appendix 1 and how to respond in the Safeguarding Procedures.

Safeguarding risks may also come from outside of the home environment, these are called Contextual Safeguarding Risks. These are indicators covered by this policy and that all staff should be aware of. Please see Appendix 1 for further information.

Radicalisation

The Prevent Duty was created under the Counter-Terrorism and Security Act 2015 and requires certain organisations 'to have due regard to the need to prevent people from being drawn into terrorism'. The aim of this is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism, and in particular to prevent people being exposed to extremist ideology and being radicalised in the first place. Whilst Staffordshire Wildlife Trust are not bound by the Prevent duty legislation, partner agencies such as Local Authority, Health and Social Care will carry this responsibility and we must be in a position to recognize warning signs in CYP and notify the appropriate agencies if we have concerns regarding terrorism or extremism.

The Charity Commission specifies that it requires all charities to prevent abuse for extremist purposes and refer any instances of concern to the Local Authority. Further details can be found in Appendix 1.

Bullying

Bullying can occur between CYP, adults or between adults and CYP. Bullying can take many different forms and be physical, verbal or non-verbal. Mobile phones, social media and digital platforms such as online communities can be used to bully.

Staffordshire Wildlife Trust will not tolerate any form of bullying between CYP who are part of our organization or access our sites to take part in groups or activities.

Bullying can become serious enough to be a child protection issue and, if so, it should be dealt with under the Staffordshire Wildlife Trust's Safeguarding procedures. Staffordshire Wildlife Trust will endeavour to intervene at the earliest point, working with schools, leaders and parents/carers.

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

For more information on how to respond to bullying please see Appendix 3

7. Recognising the signs of Mental ill Health in Children and Young People

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

Due to the nature of the activities we deliver with CYP our staff or volunteers may become aware of mental ill health in our activity participants. We have many Mental Health First Aid trained staff who can help staff and volunteers support the CYP we work with. The main types of mental ill health you may identify are:

- Self-Harm
- Family & Relationship issues
- Anger and Conduct issues
- Drug and Alcohol misuse
- Psychosis
- Depression and Anxiety
- Eating Disorders
- Suicidal thoughts

More information about recognising the signs of mental ill health can be found in Appendix 2

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

8. Roles and Responsibilities for Safeguarding within The Trust

Designated Safeguarding Lead: Jo Olivant

Tel: 07960874900

Email: j.olivant@staffs-wildlife.org.uk

Designated Safeguarding Lead: Katie Shipley

Tel: 07854532400

Email: k.shipley@staffs-wildlife.org.uk

Deputy Safeguarding Lead: Sarah Warom

Tel: 01889 880100

Email: s.warom@staffs-wildlife.org.uk

Trustee Lead for Safeguarding: Paul Hackney

Deputy Trustee for Safeguarding: Alana Wheat

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

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

Role	Responsibilities
Trustee lead for Safeguarding	<ul style="list-style-type: none"> • taking an overall lead in this area on behalf of the board of trustees • challenging any strategic decisions which adversely affect anyone’s wellbeing • with the CEO, reporting serious incidents as necessary to the Charity Commission.
All Trustees	<ul style="list-style-type: none"> • support the lead trustee in creating a positive safeguarding culture that works to protect CYP and adults at risk within the wildlife trusts • approve safeguarding policy and procedures and ensure that safeguarding is considered at every stage of decision making within the movement
CEO of The Trust	<ul style="list-style-type: none"> • ensure that safeguarding is embedded within all decisions made by the Senior Leadership Team by: • maintaining a clear strategic and operational focus on safeguarding CYP and adults at risk • ensure Staffordshire Wildlife Trust meets the required legislative standards • making sure everyone in the organisation is aware of their safeguarding responsibilities and knows how to respond to concerns • reporting serious incidents as necessary to the Charity Commission

<p>Designated Safeguarding Lead</p>	<ul style="list-style-type: none"> • safeguarding subject expert and the point of advice throughout the Trust • responsible for developing policy, procedure, training and reporting mechanisms as well as being a support for the Safeguarding point of contacts • they will be responsible for ensuring that staff complete regular training appropriate to their roles • responsible for making referrals and overall safeguarding case management <ul style="list-style-type: none"> · Ensure they know how to make contact with First Response- Staffordshire or for Stoke – Advice and Referral Team and the police who are responsible for dealing with child protection concerns both during and after office hours. · Ensure that a record is kept of any concerns about a CYP and of any conversation or referrals to statutory agencies. · Report monthly to the H&S committee any action taken, concerns recorded, or incidents. Also report when any ‘new’ situations may arise, such as undertaking a new type of work where safeguarding may need to be reviewed.
<p>Safeguarding deputies</p>	<ul style="list-style-type: none"> • they will be the point of contact for concerns for all staff and trustees and will be responsible for liaising with the local authority when referrals are necessary • they will offer support and advice for all staff and trustees on safeguarding
<p>All Trust staff, volunteers and trustees</p>	<p>Safeguarding is everyone’s responsibility. All staff and trustees have a duty to understand and act upon any concerns they may have regarding CYP and adults at risk</p>

9. Code of Conduct: to be signed by all staff and appropriate volunteers

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

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

- o Always question any unknown adult who enters an activity area where children or adults at risk are present and/or who attempts to engage with the participants.

You must NEVER:

- o Use any kind of physical punishment or chastisement such as smacking or hitting, or use physical force against anyone.
- o Engage in rough, physical or sexually provocative games, including horseplay.
- o Engage in any form of inappropriate touching.
- o Make sexually suggestive comments or use any racist, sexist, discriminatory or offensive language - CYP's and adults at risk's inappropriate use of language and/or behaviour should always be challenged.
- o Reduce anyone to tears as a form of control.
- o Behave in a way that frightens or demeans anyone
- o Invite a CYP or adult at risk to your home or arrange to see them outside the set activity times or off-site.
- o Smoke, drink alcohol, take illegal drugs or any other substances that may impair your ability or affect your behaviour in the company of/whilst responsible for anyone.
- o Use internet or web-based communication channels to send personal messages to/ befriend CYP or adults at risk (See digital safety guidance)
- o Give your personal contact details / personal website details to CYP or adults at risk
- o Take photos of anyone without appropriate consent (see Images of People Policy)

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

Staff/Volunteer signature.....

Name (print).....

Role.....

Date.....

10. Procedures

The purpose of these procedures is to outline clear processes for staff, volunteers and trustees to follow to ensure they are compliant with the safeguarding policy including what to do during:

- o Recruitment
- o Planning work
- o or if they have concerns regarding the abuse or neglect of a CYP.

The Wildlife Trusts is committed to the highest standards of charity governance for Safeguarding; this Procedure and associated guidance are the foundation of a universal approach that puts Safeguarding at the heart of The Trust's engagement with CYP.

The Trust endeavours to embed a positive and inclusive culture towards Safeguarding where vigilance and awareness of the issues surrounding the protection and safety of CYP are paramount and concerns can be raised in good faith without fear of reprisal. This procedure applies to all staff, volunteers and trustees working on behalf of Staffordshire Wildlife Trust.

10.01 Safer Recruitment

Staffordshire Wildlife Trust want to ensure that we choose the best people for our roles and our Safer Recruitment process helps us to ensure we recruit like-minded people who care for wildlife and nature as well as being committed to protecting CYP and adults at risk from harm. Many paid and voluntary roles at SWT are subject to Safer Recruitment processes as detailed in the Safeguarding Procedures below.

How we will protect CYP and Adults at Risk through recruitment, selection, and induction.

- Being open about any DBS requirements when advertising relevant roles – these are most commonly people facing roles, either in real life or virtual, but also include anyone who has access to personal data. We use the eligibility checker <https://www.gov.uk/find-out-dbs-check>
- Having safer recruitment trained staff that are present at relevant interviews.
- Asking safeguarding questions during relevant interviews – these can be found here on Teamspace and the Safeguarding folder on I Drive.
- Ensuring we get two satisfactory references from previous employers, if the applicant has worked with vulnerable people or abroad then references must be sought from these locations
- Completing the correct level of DBS check
- All staff and appropriate volunteers will attend training as per the mandatory safeguarding training schedule below
- DBS checks and Safeguarding training are renewed every 3 years.
- All staff will be suitably qualified and/or experienced to supervise and deliver the activities they undertake and will have up to date competency records which will be filed on their personnel files.

- Any third-party individual or organisation involved in delivering activities on behalf of The Trust will have appropriate experience, qualifications and/or accreditation and insurance. If they are operating with any degree of autonomy, Staffordshire Wildlife Trust staff must assure themselves that safeguarding procedures are equivalent and arrangements are adequate for the activity.

DBS Checks and Regulated Activity with CYP

In England, Northern Ireland and Wales, regulated activity with CYP means carrying out any of the following activities frequently or with intensity (more than 3 days in a 30 day period or overnight):

- Unsupervised activities: teaching, training, instructing, caring for or supervising children; providing advice/guidance on wellbeing, or driving a vehicle only for children.
- Working for a limited range of 'specified places' with the opportunity for contact with children and young people, for example schools, children's homes, childcare premises.

These are also examples of regulated activity if unsupervised:

- engaging in intimate or personal care of children.
- health care (including by a registered health care professional).

It can also apply to certain positions of trust within organisations, for example being a trustee of a CYP's charity.

The table below is a guide (but NOT an exhaustive list) of positions and relevant DBS checks and is agreed with our DBS provider - Disclosure Services. More information can be found here: <https://www.gov.uk/government/collections/dbs-checking-service-guidance--2>

Role/Job Title/Task	Does it meet the criteria for:			Level of check
	ROA 1974	Police Act 1997	Regulated Activity	
Occasional work experience support – at Wolseley				None (but can do a Basic for reassurance)
Work parties (over 18s)				None (but can do a Basic for reassurance)
Leading Guided walks				None (but can do a Basic for reassurance)
Utilising Social Media				None (but can do a Basic for reassurance)
Talks or sessions for 'supervised children (i.e. guides scouts etc)				Basic
Reception duties				Basic
Recruiter				Basic
Subscriber Login				Basic
Providing pre-recorded online activities	✓	✓		Enhanced
Environmental Ed Delivery at Centres	✓	✓		Enhanced
Family Events (Wild Families, Festival)	✓	✓		Enhanced
Birthday Parties	✓	✓		Enhanced
Trustee		✓		Enhanced

Occasional Work experience support – out of Office	✓	✓		Enhanced
Providing LIVE online activities and workshops	✓	✓	✓	Enhanced & Barred
Outreach Delivery (no matter what activity) in Schools	✓	✓	✓	Enhanced & Barred
Forest Schools	✓	✓	✓	Enhanced & Barred
Work Experience Supervisor (under 18s)	✓	✓	✓	Enhanced & Barred
Youth Work parties	✓	✓	✓	Enhanced & Barred
Wildplay (Loco parentis)	✓	✓	✓	Enhanced & Barred
Watch Leader	✓	✓	✓	Enhanced & Barred
Nature Tots/Wildlings	✓	✓	✓	Enhanced & Barred
Supervising/Managing those carrying out regulated activity			✓	Enhanced & Barred
Designated Safeguarding Staff			✓	Enhanced & Barred

Mandatory Safeguarding Training Schedule

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

All staff, trustees and appropriate volunteers	<p>Staff induction meeting including 20-minute introduction to safeguarding</p> <p>At least Level 1 Awareness safeguarding training – core slides/e-learning/face to face - To be renewed every 3 years</p>
All Managers	In addition Safer Recruitment Training

Designated Safeguarding staff and trustees	<p>In addition Multi Agency Level 2 – face to face – when new to the role</p> <p>Multi Agency Level 3 – face to face – renew every 2 years*</p>
<p>*must complete SSCB Working Together – The Staffordshire Way, Level 2 Multi Agency training in order to progress onto SSCB Multi Agency Level 3.</p>	

10.02 Running Safe Events

We are committed to running safe and enjoyable activities across the breadth of our work at Staffordshire Wildlife Trust.

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

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

10.03 Undertaking a risk assessment

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

Consider:

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

- Going home procedures

10.04 Suggested working ratios and age limits with regard to specific activities

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

The adult to CYP ratio will vary according to the activity you are doing, the site you are using and the type of group you have. Aim at an adult to child ratio of 1:10, but in higher risk situations the adult to child ratio must be higher. Below are a few examples of tasks and suggested appropriate ratios:

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

10.05 Parental Consent

Parental consent should be gathered for events where CYP are attending without parents. CYP must be over 8 years old in order to stay unaccompanied. Standard Parental Consent forms are located on Safeguarding pages of Team Space

10.06 Length of sessions

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

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

10.07 Going Home Procedure

For use at sessions where we have unsupervised CYP, such as *Booked GetWild, Wildplay* or *Watch*

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

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

Open Access Wildplay

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

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

10.08 Schools or other groups

When delivering an activity on behalf of a school or other group (onsite or offsite) it is the responsibility of that third party to check that we are compliant with their safeguarding policy. Schools are legally obliged to adhere to the statutory guidance 'Keeping Children Safe in Education 2021' <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

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

- provide a Letter of Assurance that details DBS references for all SWT staff involved, and SWTs commitment to safer recruitment **Appendix 5**
- read and agree to their safeguarding policy and provide our own

10.09 Large Scale Events

There will be instances when The Trust hosts large scale events or activities such as The Wildchild Festival and we will need to take additional steps to keep CYP safe:

- All staff and volunteers will have received the Trusts Safeguarding training and know how to recognise a concern as well as being familiar with the Trusts Safeguarding Policy and Procedure and how to raise a concern.
- There will be a detailed event risk assessment that takes into account the following areas:
 - The physical environment of the activity/event
 - Other people using the venue/site/reserve
 - Specific activities being undertaken and equipment/tools being used
 - Checks/maintenance on any equipment used
 - First aid equipment, points and training as well as a process for recording any incidents
 - Gain consent/emergency contact details/dietary requirements/allergies/care and support needs as appropriate
- It's good practise to host an event de-brief to understand what worked well and lessons learnt going forward to ensure that any learning is incorporated and acted upon for future events.

10.10 Bullying

Bullying can occur between CYP, adults or between adults and CYP. Bullying can take many different forms and be physical, verbal or non-verbal. Mobile phones, social media and digital platforms such as online communities can be used to bully.

Staffordshire Wildlife Trust will not tolerate any form of bullying between CYP who are part of our organization or access our sites to take part in groups or activities.

Bullying can become serious enough to be a child protection issue and, if so, it should be dealt with under the Staffordshire Wildlife Trust's Safeguarding Procedures. Staffordshire Wildlife Trust will endeavour to intervene at the earliest point, working with schools, leaders and parents/carers.

For more information on how to respond to bullying please see Appendix 3.

10.11 Information for Parents Handout

[To be made available at events should staff need to use it to share information with parents/carers at an event]

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

We aim to keep children and young people safe by:

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

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

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

10.12 Code of Conduct for Adults attending our Children's Activities Handout

[To be made available at events should staff need to use it to share information with parents/carers at an event]

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

Please Do:

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

Please refrain from:

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

10.13 Missing Children at Trust run Visitor Centres & Large Events

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

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

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

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

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

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

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

- Send staff or volunteers in pairs, with a mobile phone
- If parents/carers joining the search, ensure you take their mobile number and ask them to report back if they find the child. Ideally 1 parent/carer would remain at reception.
- Send to specific locations and ask them to report back when area checked (i.e. Walk wet meadow path. Then phone in for next area to check)
- Record who going where and the mobile contact number
- In the event that the searching staff/volunteers locate the child, firstly the adults should assess if the child is injured or require immediate medical attention – in which case follow First Aid & H&S procedures. If the child does not require immediate medical attention either both adults should escort the child back to reception and into their parents care, or the parent escorted to the child's location *
- Report incident to Designated Safeguarding Lead by using the incident report forms. This is the case however 'minor' the incident seems and is best completed straight away to ensure the information is fresh and relevant.
- Incident report form to be kept in a secure (lockable) location until passed on to a Designated Safeguarding Lead within 2 working days.

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

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

10.14 Work Experience

Guidance on Running Safe Work Experience Placement

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

This can take two forms:

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

Or

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

Procedures for Youth Volunteering

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

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

Prospective placement student fills in enquiry form and sends back to Work Placement Supervisor (WPS)

Work Placement Supervisor arranges a meeting with the placement student and their parent/carer. This is to establish the nature and motivation of the student, and to ensure that the student and their responsible adult are aware of the nature of the work experience and risks involved. Forms to be signed are:

- Code of conduct
- Under 18 consent form
- Work placement agreement

On the first day of their placement, the WEP is supervised by the WPS. The WPS inducts the WEP using the SWT volunteer induction checklist, and also instructs them on safe use of tools in preparation for practical tasks during the week.

During the week, where possible (i.e. where appropriate staff are available) the WEP will join in practical work parties with the conservation delivery team. A DBS checked member of staff should be identified as the WEP's contact and they should supervise the WEP at all times. They should also be aware of the potentially unskilled nature of the WEP, and complete a thorough health and safety brief at the start of the day for all volunteers. WEP will be able to travel in Trust vehicles (see below).

WEP may also be asked to shadow education/Wildchild activities, during which they will be supervised by the Learning Team/Wildchild staff and will not be left alone with the CYP.

WEP are expected to arrange their own travel to and from the work placement, which will run from 9am-4pm. SWT are not responsible for the WEP outside of these hours.

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

Student fills in enquiry form and sends back to Work Placement Supervisor (WPS)

WPS arranges a meeting with the student and their parent/carer. This is to establish the nature and motivation of the student, and to ensure that the student and their responsible adult are aware of the nature of the work experience and risks involved. Forms to be signed are:

- Code of conduct
- Under 18 consent form
- Where possible, the work party leader is also introduced to the student at this point.

The student can now attend work parties as a volunteer. *Lead* Staff on these days will hold a DBS check and Safeguarding training, and should supervise the student

The staff member should be aware of the potentially unskilled nature of the student, and complete a thorough health and safety brief at the start of the day for all volunteers. Young people will be able to travel in Trust vehicles (see below)

Where possible, the student should make the work party leader aware that they are intending to attend prior to the activity.

If a student between the ages of 14-16 wishes to join a SWT work party on an irregular basis, the above steps must be followed, and an adult must accompany them on the work parties at all times.

Travelling with a student:

There should be no under-18's travelling alone in a vehicle with a staff member or volunteer.

It is acceptable for two under-18s to travel with a member of staff in a branded vehicle together.

When travelling in vehicles, ensure all parties are wearing seatbelts, and that the students are travelling in the rear seats.

Students should only travel in SWT branded cars, never staff or volunteers private vehicles.

10.15 Photography and Filming

IMPORTANT: please refer to the Images of People policy before taking any images of children or young people

10.16 Digital Safety Guidance

Just as Staffordshire Wildlife Trust take the safety of CYP face to face extremely seriously, we must consider how we keep them safe engaging online too.

CYP can be exposed to upsetting or inappropriate content online, or may even be at risk from being groomed if they have an online profile that enables the private messaging function.

Staffordshire Wildlife Trust has a responsibility to ensure that CYP using Trust online communities or communication platforms do not share personal information that makes them identifiable and could potentially put them at risk.

Perpetrators of abuse create fake profiles to try and contact CYP so it's essential new users are verified before they are added to the Trust's private pages or groups. In the same way Staffordshire Wildlife Trust must utilise safer recruitment practices such as references and DBS checks to ensure staff, trustees and volunteers engaging online are safe to be doing so.

Everyone must be vigilant in this area and report any concerns to the Trusts Designated Safeguarding Lead.

IMPORTANT: Please refer to Staffordshire Wildlife Trust's Social Media Policy for more information and guidance regarding online safety.

Being safe online is about transferring our Trust's Safeguarding practises into the virtual world, ensuring our activities and communication methods are safe and inclusive for everyone.

Staffordshire Wildlife Trusts recognise the opportunities and challenges that online engagement may bring for staff and those working with CYP and Adults at Risk. It's easy to see our online lives and offline lives as different, but CYP are growing up with technology and the internet. For some people there isn't a difference; online life and offline life is just life. Technology moves at an extraordinarily fast pace and it can be difficult to keep up-to date with the potential risks and new features of platforms and apps. However, we have a duty to ensure that all CYP and adults involved in our organisation are protected from potential harm online. We have a duty to ensure all of our communication is transparent and reflects the same safety practices that we would use when working face to face e.g clear age appropriate language, zero tolerance on bullying and to always run engagement sessions with at least two adults present.

This guidance will provide staff and those engaging with Staffordshire Wildlife Trusts virtually, with the overarching principles that guide our approach to online safety.

Digital engagement

Digital engagement encompasses all the work Trusts carry out with participants online. These activities are wide ranging and include (but are not limited to):

- Livestreamed public talks and tours
- Facilitated co-production and consultation sessions
- Online chat groups and forums
- Social media engagement

- Website engagement
- Direct e-communications and emails
- Film and photography of participants
- Online education sessions

Platforms for these activities include, Zoom, Microsoft Teams, Facebook, Twitter, Instagram, TIK TOK, Moodle, Discord, YouTube Live, WhatsApp amongst others.

Online safety is the process of limiting the risks to CYP and adults when using the internet, digital and mobile technology.

Commitment Statement

CYP and adults should never experience abuse of any kind.

CYP and adults should be able to use the internet for learning, enjoyment and personal development, but safeguards and guidance need to be in place to ensure Staffordshire Wildlife Trusts does everything we can to keep them safe

We recognise that

The online world provides everyone with many opportunities; however it can also present specific risks and challenges unique to that environment

We have a duty to ensure that all CYP and adults involved in our organisation are protected from potential harm online

The online world moves at pace and we have a responsibility to understand this and the changing nature of the risks that can arise from different apps, platforms and ways of communicating online

All CYP and adults regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse under the Equality Act 2010.

Working in partnership with CYP, adults at risk, their parents, carers and other agencies is essential in promoting their welfare and in helping them to be responsible in their approach to online safety.

We will seek to keep people online safe by:

Regularly reviewing our online guidance and ensure the guidelines are followed by all those involved in the organisation's online activities.

Providing clear instructions and guidelines to staff and volunteers on how to behave online, and how to safely run online engagement activities

Supporting and encouraging the CYP and adults engaging in our online activity to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others.

Supporting and encouraging parents, educators and carers to do what they can to keep those in their care safe online

Following clear and robust guidelines to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a CYP

Providing induction, support and training for staff and volunteers about online safety.

If online abuse occurs, we will respond to it by:

Following our Safeguarding procedures if the abuse involves CYP or adults at risk

Providing support and training for all staff in dealing with all forms of digital abuse

Making sure our response takes the needs of the person experiencing abuse, any witnesses or bystanders, and our organisation as a whole into account.

Reviewing the online safety guidance and guidelines at regular intervals, in order to ensure that any problems have been resolved in the long term, we learn from practise and embed any changes needed to enhance our online safety.

To report any safeguarding concerns or incidents follow the Trusts Safeguarding Procedures.

Online Community/Platform considerations

It's challenging how to decide which online platform to use when you're wanting to build a virtual community or share ideas and make plans between a group. Here are a list of considerations to be mindful of when making a choice:

Age – most platforms will have an age restriction so make sure you're not asking CYP to sign up to a platform they may not be old enough to use (eg Facebook is 13, Whatsapp is 16, TikTok is 13 and Snapchat is 13)

For children under 16, make it clear in group/programme consent forms which online platforms you use to support the group and suggest parents/carers familiarise themselves with them and the safety features – websites such as thinkyouknow.co.uk or saferinternet.org.uk are helpful to signpost parents and carers to.

Don't chose a platform where you can't turn off 'live location' – meaning anyone who views posts, can see your exact location

Ensure you are clear with members about expected behaviour and consequences for those breaking this (please see example code of conduct in appendix). It's helpful to pin a reminder code of conduct on a page within the group that is easily accessible

As part of a welcome session where users are demonstrated functionality, draw attention to safety features within the platform/app (e.g. report, block, accessibility, displaying personal information etc)

Identify Trusted Adults - ensure CYP in your care would know what to do and who to talk to if something they see while using any app makes them feel uncomfortable and revisit this topic on regular occasions

Example Online Code of Conduct for all:

The Wildlife Trusts want to provide a positive online experience for all. This means free from harassment, bullying and hate. Our online spaces should be safe and welcoming for all our participants and everyone joining us has a responsibility to work with us to achieve this.

This code of conduct outlines our expectations for everyone's behaviour as well as what will happen to those showing any unacceptable behaviour. All staff and participants are required to agree to the following code of conduct to ensure a safe and secure environment for everyone.

Expected behaviour for all:

- To be considerate, respectful, and work together with all participants
- Not to use unpleasant, discriminatory, or harassing behaviour and speech
- To respect differences in opinion and values including political, religious, and other views
- Be mindful of your fellow participants – listen and allow time for other people to speak
- Be mindful to stay relevant to the purpose and aims of the session

Technical guidance for all:

- Do not share any personal details with others or your live location (e.g. last names or where you live)
- Please mute yourself if there is background noise
- If prompted, please add your first name only

- If you are sharing your screen be mindful of what else might be in your background or give away personal details

We will not tolerate harassment or bullying of any kind and anyone exhibiting those kinds of behaviours will be asked to leave or removed by the organiser.

If you witness or experience harassment or have any concerns regarding the actions of any other users, please notify a staff member immediately so that steps can be taken to keep you safe.

If you have any concerns or would like a confidential discussion, please contact The Trusts Safeguarding lead via the details below:

Online Guidance for Staff :

- In your role you are acting in a position of trust and have a duty of care towards the children, young people and adults we engage with online. You are likely to be seen as a role model or in a position of authority and are expected to act appropriately and model good behavior
- Provide a safe online environment for children, young people and adults at risk which provide clear ground rules.
- Ensure IT equipment, including mobile devices, is used safely and for its intended purpose.
- Have good awareness of issues to do with safeguarding and child protection and take action when appropriate.
- Follow policies and procedures for safeguarding, whistleblowing and online safety.
- Treat children and young people fairly and without prejudice or discrimination.
- Understand that children, young people and adults are individuals with individual needs. Respect differences in gender, sexual orientation, culture, race, ethnicity, disability and religious belief systems, and appreciate that all participants bring something valuable and different to the group/organisation.
- Challenge all unacceptable behaviour, including discrimination and prejudice, and report any breaches of this behaviour code to the Designated Safeguarding Lead.
- Encourage a safe space where children, young people and adults can speak out about attitudes or behaviour that makes them uncomfortable.
- Consider the long-term implications of content posted online, and exercise caution when you are discussing sensitive issues with children, young people or adults at risk.
- Promote relationships that are based on openness, honesty, trust and respect.
- Ensure that whenever possible, there is more than one adult present during online activities with children, young people and adults at risk. If a situation arises where you are alone with a child, young person or adult at risk, for example in a virtual session, ensure that you are within sight or hearing of other adults.
- Avoid giving personal contact details (eg personal mobile number, personal email or private social media account) to members of the public, volunteers or supporters.
- Staff and volunteers should be aware of their digital footprint. Children, young people and supporters may look up the personal social media accounts of people who are working with them so these should be free of inappropriate or harmful content and not provide any personal information such as personal email addresses or phone numbers.

Hosting live online events

When hosting a live event it is important to consider the safety of your target audience as well as staff, volunteers and potential speakers.

There are a number of different platforms available such as Zoom, Facebook, MS Teams etc and you need to consider the audience you are intending to reach and which is the most suitable platform e.g. is it a livestream broadcast, a small webinar with restricted audience or if you want to facilitate audience involvement and participation. Some points to help guide your choice include:

- Intended audience? Are they allowed to use the platform you have chosen – for example Facebook and Zoom have age restrictions of 13 and 16 respectively

- If audience participants are under 16 then you must gain consent (consider building this into consent forms as part of the wider group or programme)
- Consider whether your audience has access to the platforms – have you checked they have accounts and can use them?
- Provide clear and simple instructions of how to join and participate
- Prepare in advance
- Are you confident in sharing your screen and displaying content without giving away information you don't want to share (e.g. personal information, your emails etc)
- If there will be children or young people present give consideration to how they will be supervised during the calls e.g. do you want parents or carers to remain in the room, do you request calls take place in a shared space such as the living room and ensure this is included in your consent forms allowing them to take part
- Run through your code of conduct at the beginning of each session as a reminder and encourage everyone to consider their content and language – particularly if younger children are present
- Remind participants of the functions within the platform e.g. how to raise your hand, report any concerns to a host privately and if you are recording the session make viewers aware
- If the event is public and you cannot verify audience members be clear about this with participants and ensure they know who to contact at your Trust if they have concerns about another viewer
- Be aware that hackers may utilize live events – do you know how to shut down the event if you needed to?

Ensure you have the capacity to manage the event safely

- Try to have at least two members of staff or volunteers available to support and manage a live event. One to present and one to manage the chat and provide support.
- If you are utilizing some of the break out rooms functions of different platforms such as Zoom or MS Teams, try not to be left alone with a child or young person (just as you would working face to face)
- Have a Plan B in place in case your event is disrupted or hacked – the best course of action here is to shut it down and reschedule, rather than attempting to continue – this demonstrates your commitment to keeping everyone safe and that you will not tolerate inappropriate behaviour. You can contact participants afterwards to explain your course of action and set up another date
- If users are being purposefully disruptive or actively 'trolling' on a public Trust page or site such as facebook – it is usually better not to engage or interact with them and report them to the user or platform admin team instead.

10.17 How to respond to Safeguarding concerns

Duty to Refer

All UK legislation states that professionals or organisations with contact with CYP and members of their families must make a referral to the Local Authority Children's Social Care if there are signs that a CYP (or unborn baby) has suffered significant harm through abuse or maltreatment or is likely to suffer significant harm in the future.

A referral is when there are serious concerns about a CYP and Staffordshire Wildlife Trust contact and share information with other agencies such as Children's Social Care or the Police in order for them to establish what is happening in the child's life and whether services need to take further steps to help keep them safe or support the family

When talking to a CYP

- Stay calm and be aware of your body language and how it may be received
- Listen carefully and make sure they understand you are taking what they're telling you seriously
- Give them reassurance that they have done the right thing in telling you
- Let them know you will try and help and you understand how difficult this must be for them
- Try to make notes and capture words or sentences in the CYP or adults 'own words'
- Stick to recording the facts such as what has been said, heard, seen, date and time
- Make a record and share with Staffordshire Wildlife Trust Designated Safeguarding Leads

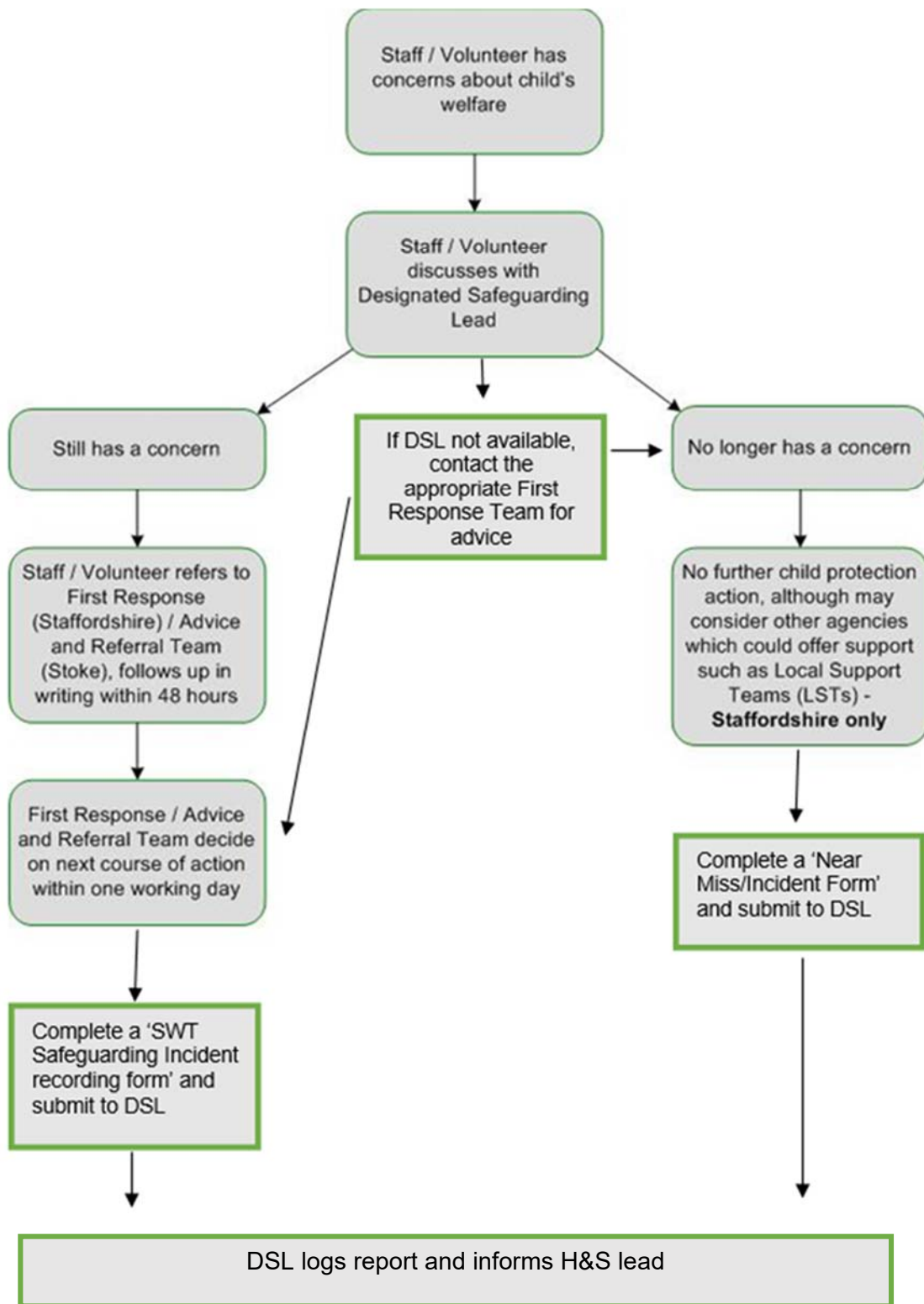
What you must not do:

- Do not show shock or surprise
- Do not ask leading questions or be tempted to look further into this issue yourself (unless you are a trained Designated Safeguarding lead)
- Do not promise to keep a secret as you may need to share this information to help keep them safe
- Do not discuss the issue outside of work or with colleagues who do not need to know the information
- Do not make any comments about other individuals involved

Immediate risk of harm:

If you are concerned there **is immediate risk of harm** do not delay in contacting the emergency services and a Designated Safeguarding Lead. Do not leave the person and ensure you remain in a place of safety until an appropriate member of the emergency services or social care arrive.

If the situation is not an emergency follow the guidance on the next page.



See Appendix 4 for the SWT Safeguarding Incident recording form

Designated Safeguarding Lead: Jo Olivant

Tel: 07960874900

Email: j.olivant@staffs-wildlife.org.uk

Designated Safeguarding Lead: Katie Shipley

Tel: 07854532400

Email: k.shipley@staffs-wildlife.org.uk

Consent and Safeguarding Referrals

Wherever it is possible, inform the individual and their family or carers you are concerned and would like to make a referral to get them some help or support, and ensure they give their consent for this. If speaking to family members or carers about the issue may place the individual at additional risk, or the issue involves family or carers, you can and should still share information with the relevant professionals without consent.

Consent can be overridden if we can demonstrate we are acting in the person's interests to protect them from harm, abuse or neglect; this is called a best interest's decision or referral.

Staffordshire
New referrals for children should ideally be made by phone: 0300 111 8007 or by using the online enquiry form, which can be found at www.staffordshire.gov.uk/firstresponse
<p>Staffordshire Staffordshire Children's Advice and Support (SCAS) 0300 111 8007 8.30am – 5.00pm Monday to Thursday 8.30am- 4.30pm Friday or EDS (out of hours) Tel No. 0345 604 2886 Or email: eds.team.manager@staffordshire.gov.uk Non-emergency – call Staffordshire Police on 101</p>
<p>Staffordshire Police: call 101 and ask for M.A.S.H (Multi Agency Safeguarding Hub). Outside of MASH hours, report to the Area Communications Room.</p>
<p>https://www.staffsscb.org.uk/children-and-families/parents-and-carers/concerned-about-a-child-or-young-person/</p>
Stoke-on-Trent
The new Children's advice and duty service (CHAD) is a conversation based referral service. Therefore, all new referrals should be made via the above telephone number, where a consultant social worker, experienced and trained in child protection and safeguarding, will discuss with you your concerns; and progress with the most appropriate service / outcome for that child/ren. All referrals should be phoned through to the CHAD service, with the exception of emergency services who may still require to complete a Multi-Agency Referral Form (MARF)

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

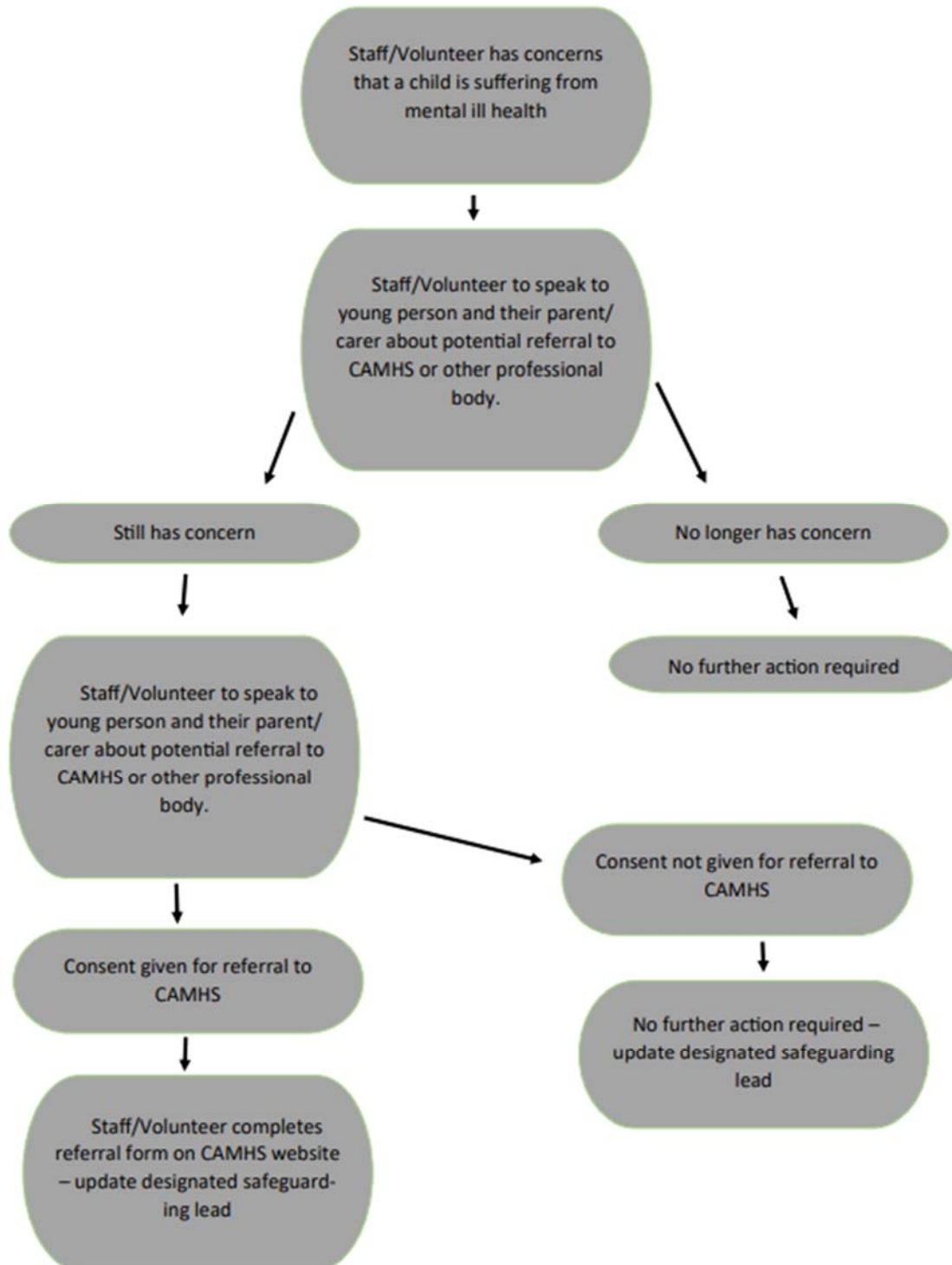
https://www.stoke.gov.uk/info/20009/children_and_families/391/stoke-on-trent_safeguarding_children_partnership

When contacting your Local Authority Safeguarding Team the following information will be required:

- Who you are
- Details of the CYP or adult at risk including date of birth and address if available
- What they have told you, or you have observed
- Any additional information that might be relevant
- If you have consent for this referral
- Ask them what will happen next or if you need to make a referral to any additional agencies such as the Police

10.18 How to respond to Mental ill health concerns

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



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

CAMHS

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

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

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

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

Referrals

Who can make a referral?

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

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

How to make a referral

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

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

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

Referral criteria:

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

What happens after the referral has been made?

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

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

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

Routine Outcome Measures

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

Other professional support we can signpost CYP to:

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

10.19 Allegations against Staff, Volunteers, Trustees or Safeguarding leads

Despite every effort to recruit safely there may be occasions when allegations of child abuse are made against staff, volunteers or trustees.

In conjunction with the Staffordshire Wildlife Trust Designated Safeguarding Lead and RSWT Strategic Safeguarding Lead, the Team Manager (or equivalent) must investigate any allegations. If the outcome of the investigation finds it likely that abuse or neglect has taken place against a CYP, the Local Authority Designated Officer (LADO) must be notified and they will advise Staffordshire Wildlife Trust on the next steps that must be taken.

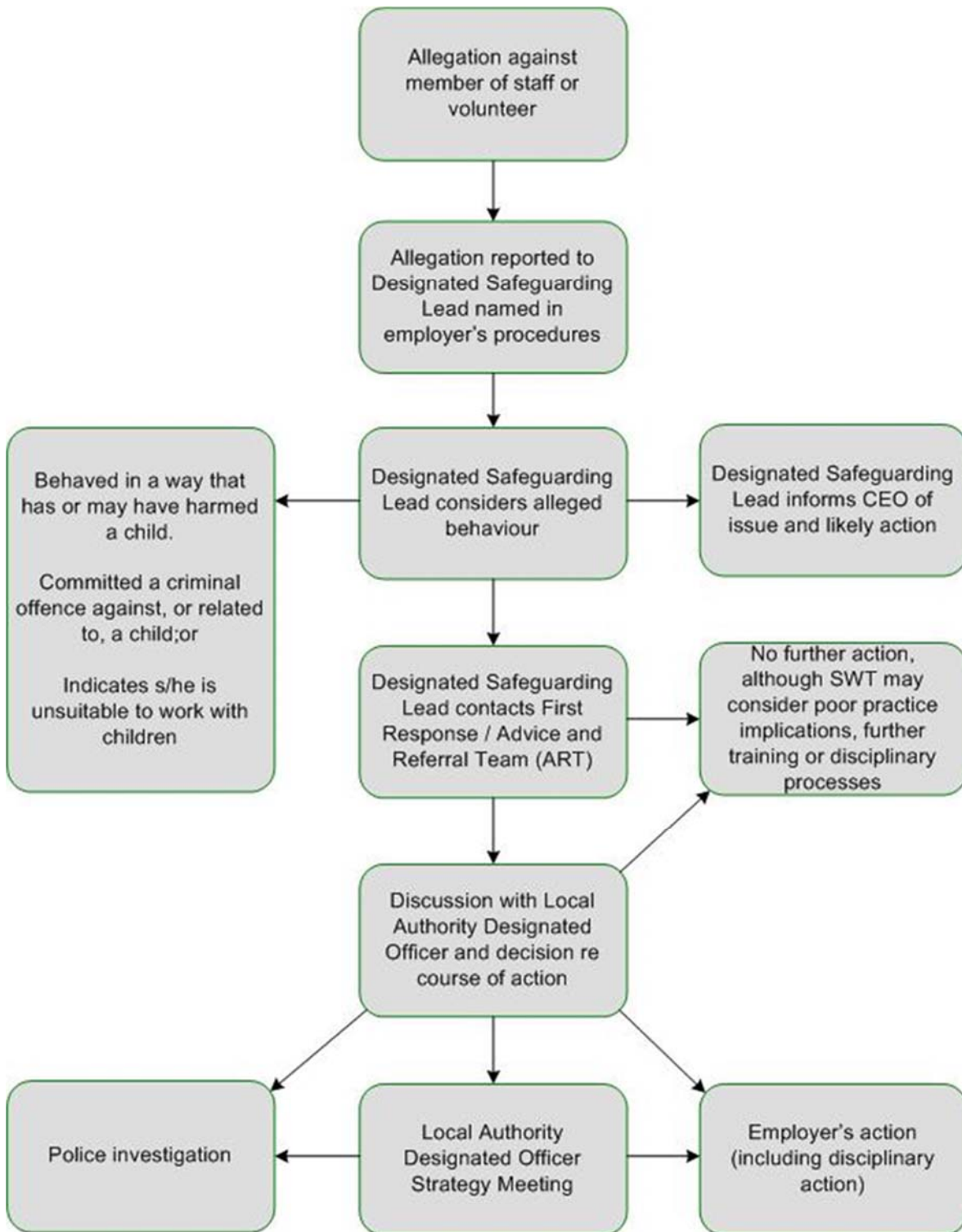
The LADO is in place to be contacted for any concerns and advice regarding an adult who is working (paid or in a voluntary capacity) with a CYP and may have:

- Behaved in a way that has harmed a CYP, or may have harmed a CYP
- Possibly committed a criminal offence against or related to a CYP
- Behaved towards a CYP in a way that indicates they may pose a risk of harm to CYP
- Behaved or may behave in a way that indicates they may not be suitable to work with CYP

The LADO will also advise if a referral to the Disclosure and Barring Service (DBS) is required.

If your concerns relate to a member of the Safeguarding team, or you have concerns regarding the way a Safeguarding case is being managed, please consult Staffordshire Wildlife Trust's Whistleblowing Policy.

This area is taken extremely seriously, and a clear escalation procedure is explained in the Whistleblowing Policy. This includes how to raise a concern, responsibilities when responding to allegations and what support and advice is available to individuals against whom allegations have been made.



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

10.20 Reporting of Serious Incidents

Trustees are responsible for the reporting of Serious Incidents to the Charity Commission for England and Wales, Charity Commission for Northern Ireland, the Scottish Charity Regulator or Central Chambers in the Isle of Mann. Operationally this may be delegated to the Chief Executive Officer, and the Designated Safeguarding Lead must also be notified before any incident is reported.

A serious incident is an adverse event, whether actual or alleged, which results in or risks significant:

- harm to Staffordshire Wildlife Trusts's beneficiaries, staff, volunteers, or others who come into contact with Staffordshire Wildlife Trust
- loss of Staffordshire Wildlife Trust's money or assets
- damage to Staffordshire Wildlife Trust's property
- harm to Staffordshire Wildlife Trust's work or reputation

The regulatory bodies will be seeking assurances that the charity has taken steps to limit the immediate impact of the incident and, where possible, learnt from practise to prevent it from happening again.

10.21 Storage of personal information

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

CYP Data

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

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

Safeguarding Records

Safeguarding records will be kept confidential and stored securely by the designated safeguarding leads. If they are electronic files, these should be password protected and only open to those who need to know or are members of the safeguarding team.

Information about specific cases and individuals must be kept in separate files for each individual, rather than in one concern log and saved in a different place to general records.

If you need to share information about a Safeguarding concern, ensure documentation is kept confidential by addressing documents to a specific reciprocate or using passwords and encryption when sharing electronic files.

If the member of staff in Staffordshire Wildlife Trust who leads on Safeguarding leaves, ensure you appoint a named role to take over this responsibility and arrange a thorough handover, including changing passwords.

Retention periods for documentation relating to Child Protection

In England, Scotland and Wales, it is advised that documentation should be kept until the child is 25.

In Northern Ireland, the government recommends that child protection files should be kept until the child's 30th birthday.

(NSPCC 2021)

Retention periods for documentation relating to Adults

It is good practice to keep records on file, including allegations against staff and trustees, those that have left the organisation or no longer volunteer/work with us until the person reaches normal retirement age or for ten years, if that is longer.

11. Appendix

Appendix 1: Recognising signs and symptoms of abuse in children and young people

Category of abuse	Description	Indicators and what to look out for in Children
Neglect	<p>The persistent failure to meet a CYP's basic physical and or/psychological needs, likely to result in the serious impairment of the CYP's health or development.</p> <p>This can occur during pregnancy through substance abuse.</p>	<p>CYP who:</p> <ul style="list-style-type: none"> • are living in a home that is indisputably dirty or unsafe • are left hungry or dirty • are left without adequate clothing, e.g. not having a winter coat or warm clothes • are often angry, aggressive or self-harm • fail to receive basic health care; and • parents who fail to seek medical treatment when their CYP are ill or are injured.

<p>Physical Abuse</p>	<p>May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a CYP. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a CYP.</p>	<p>CYP with:</p> <ul style="list-style-type: none"> • frequent injuries • unexplained or unusual fractures or broken bones; and • unexplained: <ul style="list-style-type: none"> - bruises or cuts - bruising in non-mobile babies - burns or scalds; or - bite marks
<p>Emotional abuse</p>	<p>Is the persistent emotional maltreatment of a CYP such as to cause severe and persistent adverse effects on the CYP's emotional development.</p>	<ul style="list-style-type: none"> • CYP who are excessively withdrawn, fearful, or anxious about doing something wrong • parents or carers who withdraw their attention from their CYP, giving the CYP the 'cold shoulder' • parents or carers blaming their problems on their CYP; and • parents or carers who humiliate their CYP, for example, by name-calling or making negative comparisons.

<p>Sexual abuse</p>	<p>Involves forcing or enticing a CYP to take part in sexual activities, not necessarily involving a high level of violence, whether or not the CYP 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.</p> <p>They may also include non-contact activities, such as involving CYP in looking at, or in the production of, sexual images, watching sexual activities, encouraging CYP to behave in sexually inappropriate ways, or grooming a CYP in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.</p>	<ul style="list-style-type: none"> • CYP who display knowledge or interest in sexual acts inappropriate to their age • use sexual language or have sexual knowledge that you wouldn't expect them to have • ask others to behave sexually or play sexual games; and • have physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.
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Contextual Safeguarding

In addition to the four types of abuse detailed in the main policy there are additional types of abuse you need to be aware of called Contextual Safeguarding. This is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families.

These extra-familial threats might arise at school and in other educational establishments, from within peer groups, or from the wider community and online.

The following examples are all types of Contextual Safeguarding Risks.

<p>Sexual Exploitation (often referred to as Child Sexual Exploitation or CSE)</p>	<p>This occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a CYP under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology.</p>	<p>CYP who:</p> <ul style="list-style-type: none"> • appear with unexplained gifts or new possessions • associate with other CYP involved in exploitation • have older boyfriends or girlfriends • suffer from sexually transmitted infections or become pregnant • suffer from changes in emotional well-being • misuse drugs and alcohol • go missing for periods of time or regularly come home late; and • regularly miss school or education or don't take part in education.
<p>Harmful sexual behaviour</p>	<p>Is developmentally inappropriate sexual behaviour which is displayed by CYP and which may be harmful or abusive.</p>	<p>There are no formal indicators for this area, however research has shown that CYP may:</p> <ul style="list-style-type: none"> • display attachment disorders • have previous sexual victimization – a younger age at the onset of the abuse is more likely to lead to sexualized behaviour • have poor empathy skills.

<p>Child criminal exploitation</p>	<p>Is typified by a power imbalance in favour of those perpetrating the exploitation and usually involves some form of exchange (e.g. carrying drugs in return for something). The exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection). CYP who are criminally exploited are at a high risk of experiencing violence and intimidation and threats to family members may also be made.</p>	<p>Signs that a CYP is being groomed or exploited into criminal activity or county lines include:</p> <ul style="list-style-type: none"> • persistently going missing from school or home and/or being found out-of-area • unexplained acquisition of money, clothes, jewellery, or mobile phones • excessive receipt of texts or phone calls • spending more time online or on their devices • using more than one phone • suddenly acquiring expensive gifts such as mobile phones, jewellery – even drugs – and not being able to explain how they came by them • having hotel cards or keys to unknown places • being secretive about who they are talking to and where they are going • relationships with controlling older individuals or groups
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<p>Serious youth violence</p>	<p>CYP involved in crime, whether exploitatively or not, may be at risk of being seriously harmed or of causing serious physical injury to another.</p> <p>This could be a weapon-enabled violence (stabbing, shooting or hit and run type incidents) or through aggravated assault. The risk of serious youth violence may increase when the young person is gang-affiliated.</p>	<p>Signs to be aware of may include:</p> <ul style="list-style-type: none"> • CYP seems to withdraw from family life • sudden loss of interest in school or change in behaviour. • decline in attendance or academic achievement • being emotionally 'switched off', but also containing frustration / rage • starting to use new or unknown slang words • holding unexplained money or possessions • sudden change in appearance – dressing in a particular style or 'uniform' similar to that of other CYP they hang around with, including a particular colour
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<p>Radicalisation</p>	<p>Is defined as the process by which people come to support an extreme ideology which advocates violence. This ideology may be religious or political in nature but can also include a fascination with a person (such as someone who has been involved in murders or torture) or a social movement, for example animal rights activism.</p> <p>The Governments Prevent strategy/intervention programme aims to stop people becoming terrorists or supporting terrorism. While it remains rare for CYP to become involved in terrorist activity, CYP from an early age can be exposed to terrorist & extremist influences or prejudiced views. Referrals for Prevent can be made via your DSL.</p> <p>The Charity Commission requires all charities to prevent abuse for extremist purposes and refer any instances of concern to the Local Authority.</p>	<p>There are no standard indicators for radicalisation, but issues that may make a CYP vulnerable to radicalisation can include:</p> <ul style="list-style-type: none"> • identity crisis - distance from cultural / religious heritage and uncomfortable with their place in the society around them personal Crisis - family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging.
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Appendix 2: Recognising the Signs and Symptoms of Mental Ill Health in children and young people

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

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

Family & relationships

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

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

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

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

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

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

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

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

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

Stress & anxiety

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

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

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

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

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

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

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

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

Eating disorders

Anorexia nervosa: people diagnosed with anorexia have an intense fear of being fat and tend to go to great lengths to avoid eating fattening foods and to lose weight, including exercising too much and making themselves sick. This is usually because they have a

distorted body image, even when they look very thin to other people. Anorexia can lead to long term health problems and death if it is not dealt with.

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

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

Bulimia nervosa: people diagnosed with bulimia binge (eat a lot) and then purge (get rid of it) by vomiting, fasting, using laxatives or over-exercising in order to stop gaining weight. Signs/symptoms: tooth decay, bad breath, mood swings, throat infections

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

Appendix 3: Guidance on Responding to Bullying at Trust-run Events

What Is Bullying?

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

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

Why is it Important to Respond to Bullying?

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

Objectives of this Policy

- All staff and volunteers, CYP and parents should have an understanding of what bullying is.

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

Signs and Symptoms

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

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

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

Procedures

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

Outcomes

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

Prevention

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

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

Appendix 4: Staffordshire Wildlife Trust Safeguarding Incident Form

Please complete as much information as you have available

Your name:	
Your role::	
Contact information (you): <i>Address:</i> <i>Postcode:</i> <i>Telephone numbers:</i> <i>Email address:</i>	
Child's name:	Child's date of birth:
Does child have a disability: <i>Please state</i>	
Child's gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	
Parent's / carer's name(s):	

<p>Contact information (parents/carers): <i>Address:</i> <i>Telephone numbers:</i></p>	<p><i>Postcode:</i> <i>Email address:</i></p>
<p>Have parent's / carer's been notify of this incident? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES please provide details of what was said/action agreed:</p>	
<p>Are you reporting your own concerns or responding to concerns raised by someone else: <input type="checkbox"/> Responding to my own concerns <input type="checkbox"/> Responding to concerns raised by someone else</p>	
<p>If responding to concerns raised by someone else:</p>	<p><i>Please provide further information below</i></p>
<p><i>Name:</i> <i>Position within the sport or relationship to the child:</i> <i>Telephone numbers:</i></p>	<p><i>Email address:</i></p>
<p>Date and times of incident:</p>	

Details of the incident or concerns:

Include other relevant information, such as description of any injuries and whether you are recording this incident as fact, opinion or hearsay.

Child's account of the incident:

Please provide any witness accounts of the incident:

Please provide details of any witnesses to the incident:

Name:

Position within the club or relationship to the child:

Date of birth (if child):

Address:

Telephone number:

Postcode:

Email address:

Please provide details of any person involved in this incident or alleged to have caused the incident / injury:

Name:

Position within the club or relationship to the child:

Date of birth (if child):

Address:

Telephone number:

Postcode:

Email address:

Please provide details of action taken to date:

Has the incident been reported to any external agencies?

- Yes
- No

If YES please provide further details:

Name of organisation / agency:

Contact person:

Telephone numbers:

Email address:

Agreed action or advice given:

Your Signature:		Print name:	
Date:			

Contact the Designated Safeguarding Officer, Jo Olivant or Katie Shipley, in line with reporting procedures in our safeguarding policy.

Appendix 5: example Letter of DBS and Safeguarding Assurance for schools

To Whom it may concern

Re: DBS and Safeguarding Assurance

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

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

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

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

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

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

Yours sincerely



Katie Shipley

People Engagement Manager

Designated Safeguarding Lead

k.shipley@staffs-wildlife.org.uk

07854532400

12. Version control & Approvals

Policy Name:	Safeguarding Children		
Policy Number:	020		
Date Approved:	TBC	Review Frequency:	Anually
Approval Authority:	Board		
Date of Last review:	27/02/2023	Next Review Due:	Feb 2024
Author:	Katie Shipley		
Linked Documents:			
Forms and Other Links (e.g. hyperlinks for intranet-based storage of forms and documents and / or legislation or other helpful information)			
Version Number	9.0		
Version Control & Revisions			
Version	Date	Author	Comments/modifications
1.0	19.05.2014	Jo Olivant	
2.0	27.01.2016	Jo Olivant	Updated & Approved by Board
3.0	27.03.2017	Mark Dixon	Updated. Introduced Version Control, Layout Amended. Approved by Board
4.0	26.02.2018	Jo Olivant	Updated & Approved by Board
5.0	25.02.2019	Jo Olivant	Updated & Approved by Board
6.0	25.02.2020	Jo Olivant	Updated & Approved by Board
7.0	28.06.2021	Katie Shipley	Updated & Approved by Board
8.0	28.02.2022	Katie Shipley	Updated & Approved by Board
9.0		Katie Shipley	