

Craigmillar Literacy Trust Child Protection and Safeguarding Policy

Craigmillar Literacy Trust supports people's literacy skills through a range of programmes working with babies and toddlers, children, young people, families, parents and carers and other adults in Craigmillar. Our projects are Craigmillar Books for Babies, Craigmillar Stories for Sharing and Express Yourself! Activities and programmes include Baby & Toddler Rhymetimes, Saturday Storytimes and Storytelling workshops, Family Support at Home, book-gifting in the community, Feel Good Friday Family Literacy Groups and Creative Residencies.

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1. Policy statement

The purpose of this policy statement is:

- to protect children and young people from harm who use Craigmillar Literacy Trust's services. This includes the children of adults who use our services
- to provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection.

This policy applies to anyone working on behalf of Craigmillar Literacy Trust including senior managers and the board of trustees, paid staff, volunteers, sessional workers, freelance staff and students. It is underpinned by our commitment to children's rights and equality, diversity and inclusion.

Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in Scotland.

We believe that:

- children and young people should never experience abuse of any kind

- we have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We recognise that:

- the rights of children are paramount in all the work we do and in all the decisions we take.
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.
- there may be factors that make a child more vulnerable to abuse and it would be important to reflect on characteristics such as:
 - age e.g. babies and very young children
 - additional communication needs which may include a home language other than English
 - understanding that something might be abuse
 - intimate care needs or isolation from others
 - circumstances within the family home including parental expectation and understanding of safety and/or cultural beliefs
 - a child's past experiences affecting their vulnerability
 - dependency on adults for care.

Additional guidance for staff and volunteers working with babies, very young children and children with additional support needs is available at <https://learning.nspcc.org.uk/>

We will seek to keep children and young people safe by:

- valuing, listening to and respecting them
- appointing a nominated child protection lead for children and young people, a deputy and a lead trustee/board member for safeguarding
- adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers
- developing and implementing an effective online safety policy and related procedures
- providing effective management for staff and volunteers through supervision, support, training and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures and behaviour codes confidently and competently
- recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made

- recording, storing and using information professionally and securely, in line with data protection legislation and guidance
- sharing information about safeguarding and good practice with children and their families
- making sure that children, young people and their families know where to go for help if they have a concern
- using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately
- using our procedures to manage any allegations against staff and volunteers appropriately creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
- ensuring that we have effective complaints and whistleblowing measures in place
- ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance
- building a safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

2. Safeguarding and child protection procedures

Purpose

These procedures outline the steps that must be taken if there are any concerns about a child's or young person's safety and wellbeing. The procedures apply to anyone who comes into contact with children and young people. This includes trustees, staff, volunteers and anyone who is undertaking duties for the organisation, whether paid or unpaid.

Definitions and signs of abuse

Child abuse happens when a person – adult or child – harms or intends to harm a child. Abuse can be physical, emotional or sexual or can be withholding of fundamental needs i.e neglect.

Children may be abused by:

- family members
- friends
- people working or volunteering in organisational or community settings
- people they know

- or by strangers.

Children suffering abuse often experience more than one type of abuse. The abuse usually happens over a period time, rather than being a single, isolated incident. Increasingly, abuse can happen online.

Types of abuse:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect
- Domestic Abuse
- Bullying and Cyberbullying
- Child Trafficking
- Female Genital Mutilation (FGM)

Physical Abuse

Physical abuse happens when a child is deliberately hurt, causing injuries such as cuts, bruises, burns and broken bones. It can involve hitting, kicking, shaking, throwing, poisoning, burning or suffocating. It's also physical abuse if a parent or carer makes up or causes the symptoms of illness in children.

For example, they may give them medicine they don't need, making them unwell. This is known as fabricated or induced illness (FI).

Sexual Abuse

Sexual abuse is forcing or enticing a child to take part in sexual activities. It doesn't necessarily involve violence and the child may not be aware that what is happening is abuse. Child sexual abuse can involve contact abuse and/or non-contact abuse. Contact abuse happens when the abuser makes physical contact with the child. Non-contact abuse involves activities where there is no physical contact.

Child sexual exploitation (CSE) is a type of sexual abuse. Young people in exploitative situations and relationships receive things such as gifts, money, drugs, alcohol, status or affection in exchange for taking part in sexual activities. Children and young people who develop harmful sexual behaviour (HSB) harm themselves and others.

Emotional Abuse

Emotional abuse is persistent and, over time, it severely damages a child's emotional health and development. It involves humiliating, degrading or constantly criticising a child, shouting at or threatening a child or calling them names, trying to control a child's life and not recognising their individuality, exposing a child to distressing events or interactions such as drug taking, heavy drinking or domestic abuse, being

cold and emotionally unavailable during interactions with a child, never saying anything kind, positive or encouraging to a child.

Neglect

Neglect is persistently failing to meet a child's basic physical and/or psychological needs usually resulting in serious damage to their health and development. Neglect is the most common type of child abuse. It often happens at the same time as other types of abuse.

Domestic abuse

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people who are or were in an intimate relationship. There are many different types of abusive behaviours that can occur within intimate relationships, including emotional, sexual, financial, psychological and physical abuse. Domestic abuse can be underpinned by an on-going pattern of psychologically abusive behaviour (coercive control) that is used by one partner to control or intimidate the other partner.

Bullying and cyberbullying

Bullying is behaviour that hurts someone else. It usually happens over a lengthy period of time and can harm a child both physically and emotionally.

Bullying includes verbal abuse, such as name calling, non-verbal abuse, such as hand signs or glaring, emotional abuse, racial, sexual or homophobic bullying, physical assaults, making silent, hoax or abusive calls.

Bullying can happen anywhere – at school, at home or online. When bullying happens online it can involve social networks, games and mobile devices. Online bullying can also be known as cyberbullying.

Child trafficking

Child trafficking is child abuse. It involves recruiting and moving children who are then exploited. Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another.

Female genital mutilation (FGM)

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. The age at which FGM is carried out varies. It may be carried out when a girl is newborn, during childhood or adolescence, just before marriage or during

pregnancy. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence.

Possible Indicators of Abuse

Possible indicators of **physical abuse** are bruises, particularly bruises of a regular shape which may indicate the use of an implement such as a strap, or the marks of a hand, lacerations, bite marks or burns.

Possible indicators of **neglect** are inadequate clothing, poor growth, hunger, poor hygiene.

Possible indicators of **emotional abuse** are excessive dependence, attention seeking, and self-harming.

Possible indicators of **sexual abuse** are physical signs such as bruises, scratches or bite marks to thighs or genital areas; or behaviours such as precocity, withdrawal or inappropriate sexual behaviour.

Possible indicators of **domestic abuse** are aggression, anti-social behaviour, anxiety, depression or suicidal thoughts, bed-wetting, nightmares or insomnia, constant or regular sickness, drug or alcohol use, eating disorders, problems in school or trouble learning, tantrums, withdrawal.

Possible indicators of **child-trafficking** are spending a lot of time doing household chores, be orphaned or living apart from their family, live in low-standard accommodation, can't or are reluctant to share personal information or where they live, not be registered with a school or a GP practice, have money or things you wouldn't expect them to, have injuries from workplace accidents, give a prepared story which is very similar to stories given by other children.

Possible indicators of **bullying and cyberbullying** are belongings getting 'lost' or damaged, physical injuries, such as unexplained bruises, being afraid to go to school, being mysteriously 'ill' each morning, or skipping school, not doing as well at school, asking for, or stealing, money (to give to whoever's bullying them), being nervous, losing confidence, or becoming distressed and withdrawn, problems with eating or sleeping, bullying others.

Possible indicators that **FGM** might happen are a female relative, like a mother, sister or aunt has undergone FGM, a family arranges a long holiday overseas or visits a family abroad during the summer holidays, a girl has an unexpected or long absence from school, a girl struggles to keep up in school, a girl runs away – or plans to run away - from home.

Possible indicators that **FGM** has happened are having difficulty walking, standing or sitting, spending longer in the bathroom or toilet, appearing quiet, anxious or depressed, acting differently after an absence from school or college, reluctance to

go to the doctors or have routine medical examinations, asking for help – though they might not be explicit about the problem because they're scared or embarrassed.

Note:

Such symptoms may be due to a variety of other causes such as bereavement, domestic violence or changes in family circumstances. However, they may be due to child abuse.

No list of symptoms can be exhaustive. Also, alternative medical, psychological or social explanations may exist for the signs and symptoms described. In particular bruises to the legs are often accidental.

Recognising and responding to abuse

Children and young people may **disclose abuse** in a variety of ways, including:

- directly– making specific verbal statements about what's happened to them
- indirectly – making ambiguous verbal statements which suggest something is wrong
- behaviourally – displaying behaviour that signals something is wrong (this may or may not be deliberate)
- non-verbally – writing letters, drawing pictures or trying to communicate in other ways.

Reporting concerns

A suspicion of abuse may take the form of 'concerns' rather than 'known facts'. If you are concerned about a child's welfare you must act promptly and immediately report your concerns to the nominated Child Protection Lead. Any concerns must be kept confidential and should not be discussed with anyone other than the Child Protection Lead.

Passing on concerns is part of your responsibility and cannot be on an anonymous basis.

Information for Child Protection Lead

Concerns can and must be shared with Social Work colleagues through a notification of concern. While concerns may not necessarily trigger a child protection referral in themselves, they may help build up a picture, along with concerns from other sources, which suggest that a child may be suffering harm, this is particularly the case for situations of neglect.

Responding to a Disclosure of Abuse

Disclosure is the process by which children and young people start to share their experiences of abuse with others. This can take place over a long period of time – it is a journey, not one act or action.

Children may disclose directly or indirectly and sometimes they may start sharing details of abuse before they are ready to put their thoughts and feelings in order.

If a child tells something which suggests they have been abused or may be at risk of abuse this should never be ignored.

If a child tells you they are experiencing abuse, it is important to:

- reassure them that they've done the right thing in telling you
- make sure they know that abuse is never their fault
- never promise a child that you will keep the things they are telling you a secret
- explain that you need to share what they've told you with someone who will be able to help.

If a child or a young person gives you information that suggests that he or she is being abused or makes you worried about the child you should:

- Remain calm, no matter how difficult it is to listen to the child.
- Give your full attention to the child or young person and keep your body language open and encouraging.
- Be compassionate, be understanding and reassure them their feelings are important.
- Listen to the child and take them seriously.
- Respect pauses and don't interrupt the child – let them go at their own pace.
- Recognise and respond to their body language. And remember that it may take several conversations for them to share what's happened to them.
- Show you understand, reflect back: Make it clear you're interested in what the child is telling you. Reflect back what they've said to check your understanding – and use their language to show it's their experience.
- Reassure them they were right to tell.
- Keep any questions to a minimum, for clarification purposes, and never interrupt.
- Do not ask leading questions.
- Do not promise that you will keep the things they are telling you a secret.
- Tell the child what you are going to do next and tell them that you are going to have to speak to someone who can help.

Recording a Disclosure of Abuse

As soon as is practical:

- Write down what the child said or did that gave you cause for concern (if the child made a verbal disclosure, write down their exact words).
- Write down any information the child has given you about the alleged abuser.
- Make a note of the date, time, place and people who were present and sign the notes you have made recording the date and time they were written.
- Make a note of the child's name, age and address.

Reporting a Disclosure of Abuse

If you have concerns you must act - it may be the final piece of the jigsaw that is needed to protect that child or person or we may prevent others from being hurt.

If a child is in immediate danger call the police on 999.

If a child is not in immediate danger report the Disclosure as soon as you can to Craigmillar Literacy Trust Child Protection Lead.

Information for Child Protection Lead

For concerns contact the following:

Social Care Direct	0131 200 2324
Police Scotland	101
Domestic Abuse helpline	0800 027 1234

For emergencies contact the Police or Social Care direct:

Call 999 in an emergency.

Call Social Care Direct on 0131 200 2324 Monday – Friday 8.30am – 5pm.

Call Emergency Social Work on 0800 731 6969 Monday to Thursday 5pm to 8.30am and weekends from Friday 3.55pm to Monday 8.30am.

Record the name of the person you passed the concern to. It is important that you make your notification of concern as soon as you have decided that this is the appropriate course of action.

GIRFEC Named person for appropriate information sharing

Children under 5 years	Health Visitor
Children over 5 years	Head Teacher of school

3. Behaviour code for adults working with children

Purpose

This behaviour code outlines the conduct Craigmillar Literacy Trust expects from all our staff and volunteers. This includes trustees, staff, volunteers and anyone who is undertaking duties for the organisation, whether paid or unpaid.

The behaviour code aims to help us protect children and young people from abuse and reduce the possibility of unfounded allegations being made.

Craigmillar Literacy Trust is responsible for making sure everyone taking part in our services has seen, understood and agreed to follow the code of behaviour, and that they understand the consequences of inappropriate behaviour.

The role of staff and volunteers

In your role at Craigmillar Literacy Trust you are acting in a position of authority and have a duty of care towards the children and young people we work with. You are likely to be seen as a role model and are expected to act appropriately.

Responsibility

You are responsible for:

- prioritising and ensuring the wellbeing of all children and young people
- providing a safe environment for children and young people
- ensuring equipment is used safely and for its intended purpose
- having good awareness of issues to do with safeguarding and child protection and taking action when appropriate.
- following our principles, policies and procedures including our policies and procedures for child protection/safeguarding, whistleblowing and online safety
- staying within the law at all times
- modelling good behaviour for children and young people to follow
- challenging all unacceptable behaviour and reporting any breaches of the behaviour code to your Line Manager/Child Protection Lead
- reporting all concerns about abusive behaviour, following our safeguarding and child protection procedures
- this includes behaviour being displayed by an adult or child and directed at anybody of any age.

Children's Rights in line with United Nations Convention on the Rights of the Child

You should act in accordance with:

- the rights of children and young people in line with the United Convention on the Rights of the Child (UNCRC). This includes: acting in a child's best interests, ensuring a child's right to be protected, a child's right to be listened to, and their right to not be discriminated against.

This includes:

- treating children and young people fairly and without prejudice or discrimination
- understanding that children and young people are individuals with individual needs
- respecting 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
- challenging discrimination and prejudice
- listening to children and young people and adults and encouraging young people and adults to speak out about attitudes or behaviour that make them uncomfortable.

Relationships

You should:

- promote relationships that are based on openness, honesty, trust and respect
- avoid favouritism
- be patient with others
- exercise caution when you are discussing sensitive issues with children or young people
- ensure your contact with children and young people is appropriate and relevant to the work of the project you are involved in
- ensure that, whenever possible, there is more than one adult present during activities with children and young people
- if a situation arises where you are alone with a child or young person, ensure that you are within sight or hearing of other adults.
- if a child specifically asks for or needs some individual time with you, ensure other staff or volunteers know where you and the child are.
- only provide personal care in an emergency and make sure there is more than one adult present if possible unless it has been agreed that the provision of personal care is part of your role and you have been trained to do this safely.

Respect

You should:

- listen to and respect children at all times
- value and take children's contributions seriously, actively involving them in planning activities wherever possible
- ensure that children know that you will respect their confidentiality but will have to inform others if you think a child or young person is unsafe or in danger of harm from others or themselves
- If you need to break confidentiality in order to follow child protection procedures, it is important to explain this to the child or young person at the earliest opportunity

Unacceptable behaviour

When working with children and young people, you must not:

- allow concerns or allegations to go unreported
- take unnecessary risks
- smoke, consume alcohol or use illegal substances
- develop inappropriate relationships with children and young people
- make inappropriate promises to children and young people
- engage in behaviour that is in any way abusive including having any form of sexual contact with a child or young person.
- let children and young people have your personal contact details (mobile number, email or postal address) or have contact with them via a personal social media account
- act in a way that can be perceived as threatening or intrusive
- patronise or belittle children and young people
- make sarcastic, insensitive, derogatory or sexually suggestive comments or gestures to or in front of children and young people.

Upholding this code of behaviour

You should always follow this code of behaviour and never rely on your reputation or that of our organisation to protect you.

If you have behaved inappropriately you will be subject to our disciplinary procedures. Depending on the seriousness of the situation, you may be asked to leave Craigmillar Literacy Trust. We may also make a report to statutory agencies such as the police and/or the local authority child protection services.

If you become aware of any breaches of this code, you must report them to your Line Manager/Child Protection Lead.

If necessary, you should follow our whistleblowing procedure and safeguarding and child protection procedures.

4. Online safety policy statement

This policy should be read alongside Craigmillar Literacy Trust's policies and procedures on child protection and safeguarding.

The purpose of this policy statement

Craigmillar Literacy Trust works with children and families as part of its activities. These include delivery of early literacy programmes as part of Craigmillar Books for Babies with families with children under the age of 4; delivery of Craigmillar Stories for Sharing with families and children age 4 -12 years; delivery of Express Yourself with older children and young people age 12-16 years and other community-based activities for children, young people and families.

The purpose of this policy statement is to:

- ensure the safety and wellbeing of children and young people is paramount when adults, young people or children are using the internet, social media or mobile devices
- provide staff and volunteers with the overarching principles that guide our approach to online safety
- ensure that, as an organisation, we operate in line with our values and within the law in terms of how we use online devices.

The policy statement applies to all staff, volunteers, children and young people and anyone involved in Craigmillar Literacy Trust's activities.

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in Scotland.

We believe that:

- children and young people should never experience abuse of any kind
- children should be able to use the internet for education and personal development, but safeguards need to be in place to ensure they are kept safe at all times.

We recognise that:

- the online world provides everyone with many opportunities; however, it can also present risks and challenge
- we have a duty to ensure that all children, young people and adults involved in our organisation are protected from potential harm online
- we have a responsibility to help keep children and young people safe online, whether or not they are using Craigmillar Literacy Trust's network and devices

all children, 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

- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety.

We will seek to keep children and young people safe by:

- appointing an online safety coordinator
- providing clear and specific directions to staff and volunteers on how to behave online through our Behaviour Code for Adults
- supporting and encouraging the young people using our service 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 and carers to do what they can to keep their children safe online
- developing an online safety agreement for use with young people and their parents/carers
- developing clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child/young person
- reviewing and updating the security of our information systems regularly
- ensuring that usernames, logins, email accounts and passwords are used effectively
- ensuring personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate
- ensuring that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given
- providing supervision, support and training for staff and volunteers about online safety
- examining and risk assessing any social media platforms and new technologies before they are used within the organisation.

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

- having clear and robust safeguarding procedures in place for responding to abuse (including online abuse)
- providing support and training for all staff and volunteers on dealing with all forms of abuse, including bullying/cyberbullying, emotional abuse, sexting, sexual abuse and sexual exploitation
- making sure our response takes the needs of the person experiencing abuse, any bystanders and our organisation as a whole into account

- reviewing the plan developed to address online abuse at regular intervals, in order to ensure that any problems have been resolved in the long term.

5. Related policies and procedures

These policy statements, policies and procedures should be read alongside other organisational policies, procedures and guidelines, including:

- Antibullying Policy Statement
- Dealing with allegations of abuse made against a child or young person
- Managing allegations against staff and volunteers
- Preventing and responding to bullying and harassment that takes place between adults involved with our organisation.
- Photography and image sharing guidance
- Equality, diversity and inclusion policies

6. Contact details child protection leads

Nominated child protection lead

Name Kara Whelan

Phone/email 07712733562 karawhelan@craigmillarliteracytrust.org.uk

Trustee lead for safeguarding and child protection

Name Dr. Susan Elsley Chair

Phone/email susan@susanelsley.com

NSPCC Helpline 0808 800 5000

Domestic Abuse helpline 0800 027 1234

7. Declaration

This policy statement came into force on 25th January 2021

We are committed to reviewing our policy and good practice annually.

This policy statement and accompanying procedures were last reviewed and amended on 17th March 2025

Previous revisions: 12th September 2023

Signed:  Date: 17th March 2025

Adapted from NSPCC sample policies <https://www.nspcc.org.uk>

Appendices and Guidance relating to this policy are on the following pages:

1. Disclosure Scotland 2 (vetting procedures)
2. Protecting Vulnerable People
3. Recruitment of Ex-Offenders (policy)
4. Secure handling, use, storage and retention of Disclosure Information (policy)
5. Declaration
6. Vetting Checklist
7. Current CLT Vetting Requirements

Appendix 1

DISCLOSURE SCOTLAND 2 (VETTING PROCEDURES)

Disclosure Scotland checks are compulsory for all volunteers who work with children/young people and vulnerable adults.

The level of Disclosure Scotland check will be assessed according to each role.

All staff who have substantial access to children and vulnerable adults will be required to become members of the PVG scheme. All staff who are managing staff with substantial access will be required to become members of the PVG scheme.

All Trustees are required to undertake a Basic Disclosure check.

All volunteers are required to undertake a Basic Disclosure check at the minimum.

The cost of disclosure checks will be met by the organisation.

For all new volunteers, sessional workers and staff it is the Board of Trustee's and/or Director's responsibility, as appropriate, to discuss and decide upon the checks required. These will include taking up references and will include an appropriate level of Disclosure Scotland Check.

Applicants from overseas

PVG Scheme records for applicants with substantial overseas residence including current UK residents and British Nationals may not include information on convictions made outside the UK. Unless the applicant has little or no previous residence in the UK PVG scheme membership should still be sought.

Because Disclosure Scotland works in accordance with UK legislation and cannot obtain criminal record information from other countries Craigmillar Literacy Trust will ask prospective employees, volunteers and sessional workers who have little or no previous residence in the UK to provide a criminal record certificate from their government/ policy agency as appropriate.

Appendix 2

PROCEDURE ON PROTECTING CHILDREN AND VULNERABLE ADULTS

We aim to ensure that any vulnerable people, whether children, young people or vulnerable adults are protected and kept safe from harm while they are with staff, sessional workers or volunteers in this organisation. In order to achieve this we will ensure our staff, sessional workers and volunteers are carefully selected, screened, trained and supervised.

SELECTION

- All applicants, for paid and unpaid positions, will complete an application form.
- Short listed applicants will be asked to attend an interview.
- Short listed applicants will be asked to provide references and these will always be taken up prior to confirmation of appointment.

SCREENING

- Where relevant to the post, the successful applicant will be asked to agree to an appropriate disclosure. Disclosures will be requested prior to the applicant taking up post.

TRAINING

- The successful applicant will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure.
- Relevant training and support will be provided on an ongoing basis, and will cover information about their role, and opportunities for practising skills needed for the work.
- Training on specific areas such as health & safety procedures, identifying and reporting abuse, and confidentiality will be given as a priority to new staff and volunteers, and will be regularly reviewed.

SUPERVISION

- All staff, sessional workers and volunteers will have a designated supervisor who will provide regular feedback and support.
- Every member of staff and volunteers will attend an annual review, where their performance, skills, motivation and expectations will be discussed. Annual reviews will be minuted and copies made available to the member of staff/volunteer.

We will ensure that everyone involved in recruitment, training and supervision is aware of this policy/procedures and has received appropriate training and support to ensure its full implementation.

Appendix 3

POLICY AND PROCEDURE ON THE RECRUITMENT OF EX-OFFENDERS

We will treat any applicant for any position (paid or voluntary) within our organisation fairly and not discriminate unfairly against the subject of a disclosure on the basis of conviction or other information revealed.

- We will request a Standard or Enhanced disclosure only where it is necessary and relevant to the position sought.

- Where a position requires a disclosure we will make this clear on the application form, job advert and any other information provided about the post.

- At interview we will ensure that open and measured discussions can take place on the subject of offences, if appropriate

- Failure to reveal information at interview, that is directly relevant to the position sought, could lead to withdrawal of an offer of employment.

- At interview or when receiving a disclosure which shows a conviction, we will take into consideration:
 - Whether the conviction is relevant to the position being offered.

 - The seriousness of the offence revealed.

 - The length of time since the offence took place.

 - Whether the applicant has a pattern of offending behaviour.

 - Whether the applicant's circumstances have changed since offending took place.

- We will ensure that all our members (staff or volunteers) involved in the recruitment process are aware of this policy and procedure and have received relevant training and support.
- Any applicant for any post that requires a disclosure may receive a copy of this document and the Code of Practice.

Appendix 4

POLICY AND PROCEDURES ON THE SECURE HANDLING, USE, STORAGE AND RETENTION OF DISCLOSURE INFORMATION

In accordance with our Data Protection obligations and reporting obligations we will ensure that everyone with access to Disclosure information is aware of this policy/procedure and has received relevant training and support.

We will make a copy of this policy/procedure available to any applicant for a post (paid or voluntary) that requires a disclosure and we will ensure the following practices:

Disclosures will only be requested when necessary and relevant to a particular post and the information provided on a disclosure certificate will only be used for recruitment purposes.

We will ensure that an individual's consent is given before seeking a disclosure, and will seek their consent before using disclosure information for any purpose other than recruitment.

Disclosure information will only be shared with those authorised to see it in the course of their duties.

Where additional disclosure information is provided to our designated signatory and not to the disclosure applicant, our designated signatory will not disclose this information to the applicant, but will inform them of the fact that additional information has been provided, should this information affect the recruitment decision.

Disclosure information will be stored securely for a maximum of 6 months. Only those authorised to see this information in the course of their duties will have access.

Disclosure information will be destroyed by shredding or deleted electronically.

No image or photocopy of the disclosure information will be made, however the following details may be retained:

- Date of issue of disclosure
- Name of subject
- Disclosure type

- Position for which disclosure was requested
- Unique reference number of disclosure
- Recruitment decision taken

Appendix 5

Declaration

This will be completed by all new volunteers/employees/sessional workers as part of volunteer agreements or employment contracts as appropriate.

I have read and understood the organisation's **Child Protection and Safeguarding Policy**

I agree to inform the organisation of any change in my circumstances.

Signed: _____ Date: _____

Appendix 6

VETTING CHECKLIST

Name of Organisation: _____

Name of Volunteer/Employee: _____

This Checklist must be completed for all new volunteers/employees in your organisation who have substantial access to children and vulnerable adults.

YES NO

- | | | |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 1. | Have you explained the need for vetting to the potential volunteer/sessional worker/employee? | <input type="checkbox"/> <input type="checkbox"/> |
| 2. | Have you given them an opportunity to read the Child Protection and Safeguarding Policy and discussed any issues arising out of this with him or her ? | <input type="checkbox"/> <input type="checkbox"/> |
| 3. | Have you set up a personnel file for them? | <input type="checkbox"/> <input type="checkbox"/> |
| 4. | Have you carried out appropriate vetting? | <input type="checkbox"/> <input type="checkbox"/> |
| 5. | Were the results satisfactory? | <input type="checkbox"/> <input type="checkbox"/> |
| 7. | Have you followed up these references with either a | <input type="checkbox"/> <input type="checkbox"/> |

telephone call or conversation?

(Please attach a written record with full details including the date of the call or conversation to this checklist)

8. Has the above individual been approved as a volunteer/sessional worker/
employee with your organisation?

(You must be able to answer YES to questions 1-7 above before you sign this form)

- **Signed:** _____

- **Date:** _____

- **Name (in block capitals):** _____

- **Position held in Organisation:** _____