

Guidance on Safeguarding Policies  
and Procedures for  
Voluntary/Community  
Organisations/Groups.

Stockport Community and  
Voluntary Services  
& the Local Safeguarding  
Children's Board

### **Introduction to this guide:**

Children and young people have a right to be safely cared for and parents/professional/carers need to have the confidence that the voluntary/community organisation/groups to which they entrust their children and young people will provide effective safe care.

***"Working Together to Safeguard Children"*** The current Government Guidance on Child Protection states that:

"The range of roles fulfilled by organisations from the voluntary sector means that they need to have clear guidelines and procedures in place to ensure appropriate referrals and co-operation with Local Safeguarding Children's Board procedures. Staff and volunteers will need to be trained to be aware of the risk to and needs of children with whom they have contact."

"The support and protection of children cannot be achieved by a single agency... Every Service has to play its part. All staff must have placed upon them the clear expectation that their primary responsibility is to the child and his or her family."

***Lord Laming in the Victoria Climbié Inquiry Report, paragraphs 17.92 and 17.93.***

This guide is intended for Voluntary/Community Organisations who do not have a Child Protection Policy or who wish to update their existing policies and practises in accordance to up to date relevant Child Protection Legislation. It is a step by step guide that will take you through the policies and practice guidance that you need to have in place. Note that the steps should be seen as a guide and that you may wish to add additional policies and procedures that suit the needs and activities of your organisation or group.

***All Voluntary Organisations must ensure that if there are concerns about the welfare of any child or young person, that there is a clear procedure in place to ensure these are appropriately recognised and responded to.***

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*Use this information check list to see what your group has, and what needs to be, in place to protect children from any harm.*

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*You will need to decide who this will be. This person should complete the free Child Protection Training Awareness Programme. You can contact [www.stockportcvs.org.uk](http://www.stockportcvs.org.uk) or [www.safeguardingchildreninstockport.org.uk](http://www.safeguardingchildreninstockport.org.uk) for further information on current training programmes locally and nationally.*

Page 8 & 9 – **Step 3 Getting Support**

*It is important that everyone agrees the reasons for developing safeguards and understands why. There are many useful resources available to support the work of safeguarding children.*

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### **Step 1: Check it out.**

Here are some tips on how to assess your current safeguarding procedures.

For some groups, children may not be the main focus of the activity. For example the main focus might be arts, music, drama, worship or managing illnesses or disability. There maybe a group for adults, which also provides activities for children like a summer school or weekend club. It would be helpful to think through the following:

- What contact the group has with children
- What you are doing right = good practice
- What are you not doing right = gaps and risk
- The way children are cared for and valued
- Communication with all children and asking them what they think
- The contact and involvement of the local community
- The staff's commitment and attitude to children
- The way the group is managed
- Staff Training
- Recruitment Process
- Disabled children
- One-to-one contact

You can use these points as headings and write down your ideas collaboratively. This information can be used to develop your safeguard to meet the needs of your group /organisation.

You can also access a toolkit that is available free of charge to community groups who meet certain criteria's from the NSPCC. For further information contact [www.nspcc.org.uk/toolkit](http://www.nspcc.org.uk/toolkit)

<b>Does Your Group Have?</b>	<b>Yes</b>	<b>No</b>	<b>Action Required?</b>
A child protection policy and a procedure for what to do if there are concerns about a child's welfare			
A named person dealing with concerns or allegations of abuse and step-by-step guidance on what action you need to take			
A rigorous recruitment and selection process for paid staff and volunteers who work with children			
A written code of behaviour which outlines good practice when working with children			
A training plan and regular opportunities for all those in contact with children to learn about child protection and health and safety			
A whistle-blowing policy. this is an open and well publicised way for adults and young people to voice any concerns about abusive or unethical behaviour			
Information for young people and parents and carers about where to go for help			
A protective culture that put children's interest first. Children must feel confident they if they have concerns someone will listen and take them seriously			
Guidance for taking children away on trips and internet use: new technology safety and guidance on use of photographs			
Policies on bullying and health and safety. You will need processes for dealing with complaints and for taking disciplinary action where necessary			
Do you have a risk assessment process for activities, outing and public events/activities?			
Do all staff know the emergency procedure in case of a fire and is it practiced on a regular basis			

## **Step 2 – Who Is Going To Take The Lead?**

It is important for all paid staff and volunteers to take responsibility and action for safeguarding children.

There are two important roles in safeguarding children:

1. Leading in the development of safeguards, for example, by using this guidance and attending regular training.
2. Being the named person.

It may be that one person undertakes both of these roles in your group. This is fine:

The most important thing is that someone takes on the responsibilities. If you can identify a deputy to cover absences, this is even better.

This next section will help you decide who will take the lead and make sure safeguards are put in place.

### **A named person**

It is good practice for all groups, however small, to identify at least one person to be responsible for dealing with concerns or worries about children. Everyone in the group should know who this is and how to contact them. In many smaller groups this person is often the leader, manager or officer-in-charge.

The named person's role is to:

- Receive and record information from anyone who has concerns
- Assess the information promptly and carefully, clarifying or obtaining more information when they need to
- Consult initially with a statutory child protection agency or the police.
- Ensure that child protection policies and procedures are being implemented correctly.
- The name of the designated person should be included in your child protection policy statement and updated whenever there are staff changes.

**It is not the named person's responsibility to decide whether a child has been abused or not.**

The named person should know who is responsible by law for child protection in their area. This means they should be in contact with the local Children's Social Care team, Police, Education and Health Authorities. They should also know about the role of the local safeguarding children board (LSCB), and the existence of local child protection procedures. You can get further information on the following websites:

[www.stockportcvs.org.uk](http://www.stockportcvs.org.uk)

[www.safeguardingchildreninstockport.org.uk](http://www.safeguardingchildreninstockport.org.uk)

The named person needs to know the relevant contact numbers and addresses of the statutory agencies in their area. If concerns arise, for example, when away on a trip, you should make contact with local agencies, whose details will be in the phone directory. Children's Social Care have an out-of-hours duty team who can be contacted at any time.

The named person should know what their responsibilities are, and have a basic awareness of child protection. They need to complete child protection awareness training, and read important documents. The named person will find information and support at [www.safeguardingchildreninstockport.org.uk](http://www.safeguardingchildreninstockport.org.uk)

### **Step 3 Getting support**

Thinking about putting safeguards in place can seem like a huge task. So this guidance breaks it down into steps that can be taken one by one. You may run your group by yourself, or with other volunteers who are all pressed for time, but, as with any task, it helps to get the right people involved.

If you are in a large group, make sure you talk to representatives from every section, as child protection procedures affect everyone.

Some organisations may form a working group. It will meet to discuss what needs to be done, or to read and comment on draft documents. The working group might include people who:

- Sit on the management committee
- Are leaders
- Are in direct care of children
- Employ people
- Are responsible for the building's health and safety
- Are responsible for organising events, outings or residential trips.

There may be people in your group who know about child protection through their job or experience. If they can become involved it will be a great help.

There are also other local people you could ask to help. They might include:

- The local authority Children's Social Care department (previously social services and education departments)
- The local safeguarding children board – in STOCKPORT this is available via the Safeguarding Children Unit.
- Other named child protection professionals in education, health or the police
- A grant-making body or umbrella group you work with e.g:  
Stockport Community and Voluntary Services

## Stockport Action For Voluntary Youth (SAVY)

- Local NSPCC teams or NSPCC training and consultancy

They may not always be able to help, but the important thing is to keep asking.

## **Step 4 Writing a policy statement**

A policy statement makes it clear to staff, volunteers, parents and children what the group thinks about safeguarding, and what it will do to keep children safe.

This section tells you what the purpose of a policy statement is and what should be in it.

A policy statement sets out:

- What the group wishes to say about keeping children safe
- Why the group is taking these steps
- How, in broad terms, the group is going to meet this responsibility
- Who it applies and relates to, e.g., all staff and volunteers, children up to 18 years old
- How the group will put the policy into action and how it links to other relevant policies and procedures e.g. taking photographs and videos, internet use, recruitment.

It should be no longer than one or two sides of A4 paper

The policy statement should also:

- Identify the group, its purpose and function
- Recognise the needs of children from minority ethnic groups and disabled children and the barriers they may face, especially around communication
- Briefly state the main law and guidance that supports the policy

Your group will also need an action plan that states how you will ensure that everyone, including children, is aware of and understands your safeguards. This needs to explain how you will tell everyone about the safeguards, including disabled people and people who use different languages.

## **Step 5 Writing procedures**

A child protection procedure is a set of detailed guidelines that tells everyone what to do if they are concerned about a child. It is very important to have clear instructions to ensure that there is a speedy and effective response for dealing with concerns about a child or young person.

Think about the ways in which worries may be raised, as this will help the procedures to work well. For instance:

- A child may tell you about something that has upset or harmed them, or that has happened to another child
- Someone else might report that a child has told them, or that they strongly believe, that a child has been or is being harmed in some way
- A child might show signs of physical injury for which there appears to be no satisfactory explanation
- A child's behaviour or the attitude of one of the workers towards a child worries you or makes you feel uncomfortable in some way
- You witness worrying behaviour from one child to another.

### **All children have the right to be protected**

Children who have a disability or come from a different ethnic or cultural group can easily become victims of discrimination and prejudice. Any discrimination is harmful to a child's wellbeing, and may mean that they do not obtain the services they need to keep them safe. Your group needs to make sure that all children have the same protection. In trying to get help for children you will work with other professionals who might make the wrong assumptions because of prejudice or ignorance. You and your staff know the children you work with and must make sure any discrimination is challenged so that disabled children or children from different ethnic or cultural groups find the services they need.

You will need to have the procedures written in different languages for anyone whose preferred language is not English, or in other formats for disabled people, for example Braille or large text.

**When writing your procedures, use the sections below as headings, and then write your own responses underneath them. The procedures should, at a minimum, include:**

- **Purpose and aim of the procedures.** Do they apply to everyone in the group? For example, they should include all those in contact with children, even if it isn't their main job to look after them.
- **A description of the different categories of abuse;** these are physical, emotional, sexual abuse, and neglect. They are covered in more detail in the Essential Training for children and young people groups, which is available through contacting Stockport Community and Voluntary Services.
- **How to recognise the signs of abuse.** Give brief examples of the signs and indicators which might give cause for concern.
- **How to respond to signs or suspicions of abuse.** Include details of who should tell who, what the named person will do, and the actions to take, including contact numbers. It should be clear who staff, parents, and children should talk to if they are worried.
- **How to respond to allegations of abuse against a member of staff, other worker or volunteer.** Explain who should tell whom, and what action to take, including contact numbers.
- **How to respond to a child telling you about abuse.** Include what to do and say.
- **How to respond to allegations of abuse against someone not working in the group.** This may be a parent or carer, another child, school teacher or anybody else.
- **How information will be recorded.** Include how information should be recorded and by whom, timescales for passing it on, and where it should be stored confidentially.
- **Confidentiality policy.** The legal principle that the "welfare of the child is a paramount" means that taking action to safeguard the child is most important. Privacy and confidentiality should be respected, but if doing this leaves a child at risk or harm, the child's safety has to come first. So, legally, it is fine to share information if someone is worried about the safety of a child. When a concern or worry is raised, not everyone needs to know about it. This respects the child's family's and/or staff's rights to privacy. So only people who need to know should be told about it.

Otherwise there might be gossip and rumours or other people may be genuinely concerned. It is fine to say that a concern has been raised and it is being dealt with following the group's procedures.

## **Step 6 A Code of behaviour for everyone**

It's a good idea to think about how you expect everyone to behave in your organisation. This includes staff, volunteers, parents and the children themselves. It is important that a code of behaviour reflects the child-centred principles of the group. It should be made known to all children, young people and workers and, where possible, it should be prominently displayed, perhaps on a poster.

Children should be given every opportunity to learn that no-one has the right to do anything to them that makes them feel uncomfortable. They should be taught and encouraged not to put up with any behaviour from adults or children, within the organisation or through internet contact, such as chatrooms, which makes them feel threatened.

A code of contact and good practice should include positive statements about:

- Listening to children
- Valuing and respecting children as adults
- Involving children in decision-making as appropriate
- Encouraging and praising children.

Everyone involved with your group, including trustees, staff, volunteers, parents and carers and children and young people, should have guidelines on what is expected and what is not acceptable, with regard to their behaviour. The consequences of breaching the code should be clear and linked to disciplinary and grievance procedures.

## Step 7

### Employing the right people

You may feel you know people very well in your group or community. You might think no one you know could hurt a child, but sadly this is not always true. If you rely on trust alone, you may be fooled by someone determined to harm a child in your group.

Whatever activities the group or project provides for children, you will want to make sure that you have the best people for the job. Selecting an unsuitable person can have grave consequences for the children themselves, and for your group and its reputation. Some people who harm children have very good social skills and may hold important positions in the community. You should not take anything on trust or make assumptions based on someone's job or position.

Here are some tips to help you recruit safely. These apply to recruiting both paid and unpaid people.

- **Define the role** – consider the tasks and skills necessary for the job and what kind of person is most suited to the job.
- **Selection criteria** – decide how the person should behave with the children and what attitudes you want to see. Develop a list of essential and desirable qualifications, skills and experiences and use them to interview.
- **Recruitment publicity** – circulate all vacancies widely, for example, by putting them on notice boards in shops or the local library.
- **Written application form** – this should include personal details, past and current work/volunteering experience.
- **Written declaration** – ask for a statement in writing that they have no past convictions, cautions or bind-overs (legal restrictions on their behaviour, actions or movements and no pending cases that might affect their suitability to work with children).
- **Identification** – ask for photographic documentation to confirm identity, such as a passport or driving licence, and a gas or electric bill that contains their address.

- **Qualifications** – ask to see the documents.
- **Interview** – preferably at least two representatives from the group should meet with an applicant to discuss information contained in their form, and to explore their attitudes towards working with children. This also provides an opportunity to discuss your child protection policy and to ensure that the applicant has the ability and commitment to meet the standards required. Talk about their application including:
  - Areas you want to explore in more detail
  - Gaps in employment history
  - Vague statements or unfamiliar qualifications
  - Frequent changes of employment and possibly their reasons for leaving/ moving on.
  - What their motives are for wanting to work with children.

It is helpful to use methods other than an interview to test suitability and help with decision-making, such as an exercise, role play or presentation.

- **References** – ask for written references from at least two people who are not family members and, ideally, who have first-hand knowledge of the applicant's experience of work or contact with children. If there are doubts, follow up with a telephone call.
- Sometimes young people who have taken part in activities are encouraged to become volunteers. The same principles should apply regarding their suitability to work with children.

Some of these steps may seem very complicated, or hard to put into place. But it is essential that you try to follow these recommendations as far as possible and at all times.

### **Criminal Record Bureau (England and Wales)**

This gives employers and voluntary groups access to information about criminal records and other relevant information about people they intend to appoint in paid or unpaid posts who will be working with children and young people under 18. It provides a one-stop-shop service across England and Wales. Access to the Bureau's services is available to all groups working with children; with

directly as registered bodies, or through umbrella groups. It is likely that community-based organisations will have to go through an umbrella body to access checks. It is recommended that you seek information directly from the CRB Disclosure website or helpline to meet the specific needs of your group.

You will need to consider the lower age limit to check volunteers. Checks can be done on children aged 10 years or over as this is when they become criminally responsible. However, individuals need to provide forms of identification so it is unlikely you will be able to carry out a check on volunteers below the age of 16 years. You will also need to consider new employees from abroad and whether checks are likely to be obtained. If checks are not available then you must put other safeguards in place, for example, extra supervision, requesting references and ensuring a very robust selection process. Checks will need to be repeated periodically – once every three years is currently good practice.

If you are taking your first steps in safeguarding children in your group, it is recommended that you apply for CRB checks on all existing staff who have contact with children on a regular basis including volunteers, trustees, committee members and yourself. When you have selected an applicant, ensure that they obtain the appropriate criminal record certificate, Enhanced Criminal Record Certificate (ECRC) from the Criminal Records Bureau.

SCVS is now a registered umbrella body with the Criminal Records Bureau (CRB) and is able to carry out disclosures for affiliated voluntary and community organisations.

Checks are free for volunteers, £36 for an enhanced check for staff and £31 for a standard check for staff. SCVS will pass on any costs incurred, but will not charge an administration fee

Organisations that do carry out their checks through SCVS will be asked to sign a simple agreement. Individuals wishing to be checked will need to come into our office on Lower Hillgate during office hours with their identification documents, unless alternative arrangements acceptable to both parties can be arranged.

For further information on using SCVS as your umbrella body for CRB checks please call 0161 477 0246.

## **Step 8 Other topics about keeping children safe**

Abuse of trust – Individual that pose a risk to another individual.

Bullying

Disabled children and abuse

Female genital mutilation (FGM)

Forced marriage

Honour crimes

Internet abuse, abusive images of children and mobile phones

Peer sexual abuse

Physical chastisement

Possession, witchcraft and other spiritual or religious beliefs that can cause harm to children

Private fostering

Sex and young people

Trafficking

Unaccompanied asylum – seeking children

Vulnerable young adults

Working alone with children

*Further information can be downloaded from [www.nspcc.org.uk](http://www.nspcc.org.uk)*

## **Step 9 - Making it all work**

### **Induction**

When staff, volunteers, parents/carers or children first join your group, let them know that you take the care and safety of children seriously and have safeguards in place.

You can do this as you explain who's who, how things are done, and about health and safety rules.

### **Training**

All workers should be given the opportunity to learn about child protection and keeping children safe. This might be through a training event, a staff briefing, meeting or reading documents. You should also regularly check the Stockport LSCB website:

[www.safeguardingchildreninstockport.org.uk](http://www.safeguardingchildreninstockport.org.uk) for further training opportunities.

### **Support**

Talking to workers about their work and checking if everything is OK gives them an opportunity to discuss any concerns they have about children. It also enables discussion about their work, any issues that are difficult or that the worker may need some help with. Everyone needs to know about the safeguards you have put in place, and the management committee (or others) need to know that the procedures and guidance are being followed correctly. You can also contact the Stockport CVS for further support.

### **Keeping Policy and procedures up-to-date**

It is important to regularly look at your policy and procedures to make sure the information is still relevant and up-to-date. You should set timescales to review them, for example, every two years.

There may have been changes in your group, such as the types of activities, the age of children, or local contact details. Changes in law may also mean you need to update the details.

You also need to check that the procedures are working properly.

- Does everyone know what to do if they have worries about a child? How can you be sure?
- Is everyone happy with the procedures?
- Have the procedures been used? Did they work well?
- Could the procedures be better?

You might want to get a working group together again and ask other local agencies to help.

## Example of a Policy Statement

*This is primarily for independent groups who are not affiliated to national bodies with defined procedures. If in doubt contact the SAVY voluntary sector support worker*

As members of ..... (e.g. faith group, community centre)....

we commit ourselves to the protection and safeguarding of all children and young people who take part in our activities.

We undertake to put in place all of the recommended steps advised in the guidance

We are committed to following the Policies and Procedures of Stockport Local Safeguarding Children Board. and the Good Practice Guidance on Safeguarding Policies and Procedures for Voluntary/ Community organisations/ Groups .

We are committed to treating all children and young people with respect, irrespective of their age, race, culture or ability/disability , or gender.

Signed: .....(Chairperson)

Date: .....

This policy will be reviewed on <date>.

### Or

As leaders of ..... (E, g, karate class, dancing troupe) we are

committed to the protection and safeguarding of the children and young people who are members of this group/troupe/class.

We are committed to working in accordance with the Policies and Procedures of Stockport Local Safeguarding Children Board and the Good Practice Guidance on Safeguarding Policies and Procedures for Voluntary/ Community organisations/ Groups . and undertake to put in place all of the recommended steps advised in the guidance

Signed .....

Chair of Organisation

Date:

This policy will be reviewed on <date>.

# RISK ASSESSMENT FOR BUILDING/CENTRE BASED ACTIVITIES

To be completed/reviewed quarterly

CENTRE PROJECTS	BRIEF DESCRIPTION OF ACTIVITY/PROGRAMME			STAFF INVOLVED IN RISK ASSESSMENT
ASPECTS TO CONSIDER	LEVEL OF RISK L/M/H	WHO IS AFFECTED ? YOUNG PEOPLE/ STAFF?	COMPLETED Y/N	PRECAUTIONS/PREVENTATIVE MEASURES IN PLACE/ TAKEN
<b>1. PEOPLE</b>				
<b>1.1 Young People:</b> Are individual needs considered – including medical?				
Are there particular behavioural issues?				
Are clear behavioural standards established and agreed?				
Do young people know which staff are responsible for them?				
<b>1.2 Staff:</b> Do the staff have the necessary experience, confidence and expertise?				
Do the staff have the necessary qualifications?				
Do the staff fully understand their roles and responsibilities?				
Do they know which young people they are responsible for? Is there a register or list of names?				
Are external staff qualifications checked e.g. Arts/Drama Worker?				
What are the roles of non Youth Work/support/voluntary/specialist staff?				
Do the activities meet the guidelines for staff to participant ratios?				
What risk assessment information do staff need?				

ASPECTS TO CONSIDER	LEVELS OF RISK L/M/H	WHO IS AFFECTED STAFF/YOUNG PEOPLE	COMPLETED Y/N	PRECAUTIONS PREVENTATIVE MEASURES IN PLACE/TAKEN
<b>BUILDING</b> <b>Room / Space:</b> Are the limits defined?				
Are the potential hazards identified and young people forewarned?				
Are potential hazards minimised?				
<b>Emergency Procedures:</b> Are all staff familiar with these procedures?				
Does the Centre Manager have a list of all emergency contact numbers?				
Have you done a practice Fire Drill involving staff and young people within the last six months?				
<b>First Aid:</b> Has the First Aid Kit been checked within the last six months?				
How many staff are qualified in First Aid?				
Any other considerations?				

ASPECTS TO CONSIDER	LEVELS OF RISK L/M/H	WHO IS AFFECTED STAFF/YOUNG PEOPLE	COMPLETED Y/N	PRECAUTIONS PREVENTATIVE MEASURES IN PLACE/TAKEN
<b>3 ACTIVITY ORGANISATION</b>				
<b>Equipment:</b> Is the equipment appropriate for the activities to be undertaken?				
<b>Resources:</b> Are the resources available appropriate for the activity?				
Are resources sufficient to support the activities?				
<b>Other:</b> Any other considerations?				

Signed.....

Position within organisation

Date:

## RISK ASSESSMENT FOR OUTDOOR BASED ACTIVITIES

CENTRE PROJECTS	BRIEF DESCRIPTION OF ACTIVITY			STAFF INVOLVED IN RISK ASSESSMENT
ASPECTS TO CONSIDER	LEVEL OF RISK L/M/H	WHO IS AFFECTED? YOUNG PEOPLE/STAFF	COMPLETED Y/N	PRECAUTIONS/PREVENTATIVE MEASURES IN PLACE/TAKEN
<b>1. PEOPLE</b>				
<b>Young People:</b> Have Parental Consent Forms been completed for all participants?				
Has a participant list been sent to the Town Hall?				
Are individual needs considered – including medical?				
Are there particular behaviour issues?				
Are clear behavioural standards established and agreed?				
Do young people know which staff are responsible for them?				
<b>Youth Worker:</b> Do the staff have the necessary experience, confidence and expertise?				
Do the staff have the necessary qualifications?				
Do staff fully understand their roles and responsibilities?				
Do they know which young people they are responsible for?				
<b>Other:</b> What are the roles of non Youth Work /support /voluntary/specialist staff?				
Do the activities meet the guidelines ratios for staff to participants?				
What risk assessment information do staff need?				

ASPECTS TO CONSIDER	LEVEL OF RISK L/M/H	WHO IS AFFECTED? YOUNG PEOPLE/STAFF	COMPLETED Y/N	PRECAUTIONS/PREVENTATIVE MEASURES IN PLACE/TAKEN
<b>2.CONTEXT</b>				
<b>Journey:</b> Do we need to consider length of journey?				
How will we keep the young people occupied/interested?				
Organisation of embarking/disembarking transport?				
Assembly/Dispersal points agreed?				
Seating arrangements?				
Head counts – how frequent?				
First Aid Kit?				
<b>Procedures:</b> Organisation for transport stops?				
Organisation for groups walking on/crossing roads?				
What are appropriate standards of behaviour?				
Register of group?				
Safe assembly point?				
Head counts/buddy systems?				
<b>SECURITY OF ACCOMMODATION (if residential):</b> How do you allocate accommodation for young people?				
How are staff and young people made aware of accommodation rules and regulations e.g. Fire escapes, use of rooms etc.				
Allocation of staff bedrooms?				
Arrangements for patrolling rota?				
Do they have a current fire certification/insurance etc?				
Are other groups using the accommodation – does this have any implications?				
<b>Equipment:</b> Is equipment appropriate for the activity undertaken?				
<b>Seasonal Considerations:</b> What clothing is appropriate?				
What equipment do they need?				
Have weather forecasts been taken into account?				
Is the duration of event suitable?				
Preparation and training of the group?				

ASPECTS TO CONSIDER	LEVEL OF RISK L/M/H	WHO IS AFFECTED? YOUNG PEOPLE/STAFF	COMPLETED Y/N	PRECAUTIONS/PREVENTATIVE MEASURES IN PLACE/TAKEN
Is there any need to amend staffing ratio?				
Is there any need to amend programme?				
Is there any need to amend back up?				
Should programme be cancelled in the event of extreme weather conditions?				
<b>Transport:</b> Are driver regulations/legislation met?				
Does the coach/minibus have seat belts?				
How do we ensure that young people are wearing seat belts?				
Have you agreed stops?				
Potential hazards identified and pupils/staff forewarned?				

ASPECTS TO CONSIDER	LEVEL OF RISK L/M/H	WHO IS AFFECTED? YOUNG PEOPLE/STAFF	COMPLETED Y/N	PRECAUTIONS/PREVENTATIVE MEASURES IN PLACE/TAKEN
<b>3. ACTIVITY ORGANISATION</b>				
<b>Group Organisation:</b> First aid kit checked?				
Are emergency procedures known?				
Suitability of activity for age/experience?				
Does the provider have appropriate qualifications/Insurance (If external)?				
<b>Behaviour/Discipline:</b> Are young people fully aware of behaviour expectations?				
Are staff fully familiar with young peoples' expectations for behaviour?				
Are rules for supervision agreed?				
<b>Working Areas:</b> Are the limits defined?				
Are the potential hazards identified and young people forewarned?				
Are potential hazards minimised?				
Are staff familiar with the area?				
If a visit to shops what precautions are taken to ensure young people are safe?				
<b>3.5 Assemble/Dispersal:</b> Arrangements for assemble at start of visit/at a shop/visiting a site/in the town?				
Clear arrangements for dispersal at end of visit?				

Signed:

Position in organisation

Date:

## **HEALTH AND SAFETY - GUIDANCE NOTES**

### **What is Risk Assessment?**

A risk assessment is nothing more than a careful examination of what in your work, could cause harm to people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm. The aim is to make sure that no one gets hurt or becomes ill.

### **How to assess the risks in your workplace.**

#### **Follow the five steps:**

##### **STEP 1:**

Look for the hazards – look only for hazards which you could reasonably expect to result in significant harm under the conditions in your workplace.

##### **STEP 2:**

Decide who might be harmed and how – there is no need to list individuals by name, just think about groups of people doing similar work/activities or who may be affected.

##### **STEP 3:**

Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done;

- Meet the standards set by a legal requirements
- Comply with a recognised industry standard
- Represent good practice
- Reduce risk as far as reasonably practicable

##### **STEP 4:**

Record your findings

##### **STEP 5:**

Review your assessment and revise it if necessary

### **Don't be overcomplicated.**

Hazard means anything that can cause harm (e.g. chemicals, electricity, working from ladders, etc.)

Risk is the chance, **HIGH, MEDIUM** or **LOW**, that somebody will be harmed by the hazard.

## LEVELS OF RISK

RESIDUAL RISK	DEFINITION	ACTIONS REQUIRED
<b>HIGH</b>	May cause death or serious injury	Requires immediate remedial action to reduce risk as far as is possible
<b>MEDIUM</b>	May cause minor injury e.g. cuts, bruises	Requires action in the medium term
<b>LOW</b>	No risk, or a very slight chance of minor injury	Requires little or no action to further control risk. In many cases, monitoring the risk may be all that is required

### **SUITABLE AND SUFFICIENT.**

Risk assessments must be suitable and sufficient. You need to be able to show that:

- A proper check was made
- You asked who might be affected
- You dealt with all the obvious significant hazards, taking into account the number of people who could be involved
- The precautions are reasonable, and the remaining risk is low.