



# change makers

Volunteers: Support and Paperwork



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# Introduction to young volunteering

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## The benefits of volunteering for young people and museums

Young volunteers can bring enthusiasm, new perspectives, and innovative ideas to your museum. They also have the potential to provide skills your museum doesn't currently have. They can connect you to new audiences and act as ambassadors amongst their peers, teachers, parents and the wider community. Welcoming them in sends out a positive message about your organisation, strengthening community-links, improving communication, and building positive interest in your work. It is also essential to developing a strong future workforce in the heritage sector.

For the volunteers, the experiences museums can provide have the potential to enhance their skills and career prospects, adding depth to personal statements and CVs, and building personal resilience, self-esteem and confidence. Volunteering provides young people with an opportunity to contribute to their local community and can empower them to become active and positive citizens who take an interest in shaping what happens around them.

## Supporting young volunteers

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### Policies and procedures

Volunteer Policy

Example Volunteer Policy template

#### **Name of your Museum**

#### **Introduction**

*Some background information on your Museum- Mission/vision statement, how long it has been established, key themes.*

#### **Context**

*Your development Plans for the next few years. Reasons why you plan to use volunteers to support these. Where volunteers will fit alongside (not replacing) paid staff*

#### **Recruitment**

*Say how you will recruit volunteers and how you will ensure that this meets your equality and diversity policy*

#### **Induction and Training**

*What induction and training will be given to new volunteers?*

#### **Support/supervision**

*What day to day support will be available? .Who will supervise and support volunteers when they are at your museum?*

#### **Expenses**

*What will be reimbursed and how this will be managed.*

#### **Policies**

*List policies that a volunteer will be expected to adhere to, for example, Health and Safety, Equality and Diversity*

#### **Resolving Problems**

*What are the various stages for problem solving? Who should the volunteer approach first if they are unhappy and what will then happen?*

**Health and Safety**

*Show how volunteers will be supported to understand their responsibility to keep themselves and others safe.*

**Insurance**

*Check that volunteers are covered by your policies and give them a copy to read.*

**Behaviours**

*Does your organisation have a set of behaviours you would ask volunteers to adhere to? If not, is there anything you need to explicitly list here such as agreeing to confidentiality?*

## Volunteer Agreement

### Volunteer Agreement template for young volunteers

This is an example template and should be edited and adapted to suit your own guidelines, working practices, and policies.

#### [Museum Name] Young Volunteer Agreement

[Museum Name] welcomes and values the contribution of young volunteers. We hope that you enjoy volunteering with us and feel a full part of the Museum team.

As a young volunteer with [Museum name] you can expect:

- The Museum to provide a safe, welcoming, and stimulating environment in which to volunteer.
- A full induction to the Museum and your role in it.
- The chance to gain new skills and to use existing ones.
- To be treated fairly and with respect.
- Reimbursement of any reasonable out-of-pocket expenses in accordance with Museum policy.
- Recognition and appreciation of your contribution.

We hope as a young volunteer at [Museum name] you will:

- Enjoy your time at the Museum and carry out your role to the best of your ability.
- Show commitment to your role, doing your best to come in as arranged and giving reasonable notice if you are unavailable.
- Follow [Museum name]'s rules and procedures, including health and safety, equal opportunities and confidentiality.

We expect [staff and/or volunteers] to treat each other and the Museum's audiences fairly and with respect regardless of gender, sexual orientation, age, parental or marital status, disability, religion, colour, race, ethnic or national origins, or socio/economic background.

This agreement is a statement of values, not intended to be a legally binding contract or a relationship of employment between the Museum and the volunteer. The Museum accepts volunteers on the understanding that their services are received at its sole discretion, and that a volunteer's relationship with the Museum may be terminated by either side at any time without notice and for whatever reason.

**I have read and understood this Volunteer Agreement and understand that this does not constitute a contract of employment.**

Signed:..... Dated:.....  
*Young volunteer*

Signed:..... Dated:.....  
*Parent/Guardian if under 18 years*

## Volunteer Code of Conduct

To make sure that everyone is kept safe and has an enjoyable time working on this project we would like everyone to agree to follow the code of conduct below. The Code of Conduct is used to ensure that all participants feel welcome, valued, and in order that they may benefit from participating and enjoy their experience.

All participants in the project will:

- Respect the rights and beliefs of others and treat others with courtesy and consideration.
- Communicate in an appropriate manner not using foul language or gestures, harsh words or tone of voice.
- Conduct themselves responsibly and understand that unwelcome teasing, messing around or other unkind behaviours are not allowed.
- Use all equipment and facilities properly.
- Respect the property of others.
- Follow all instructions carefully

### **Creating a risk assessment**

Young people, especially those new to the workplace, will be facing unfamiliar risks from the job they will be doing and from the working environment. They are seen to be particularly at risk because of their possible lack of awareness of existing or potential hazards, immaturity, and inexperience. They are also likely to lack confidence and be eager to impress or please other people around them. Those who involve young people have an opportunity to instil within them an understanding of the importance of health and safety which will serve them well throughout their working life. When opening a role to a young volunteer you should carry out a risk assessment specific for that role. This will ensure the volunteer health and safety and compliance with your legal duties to prevent and control health and safety risks. This should include all the risks associated with an adult volunteer, with additional areas identified, or measures taken, to ensure the safety of the young volunteer.

Focus points while carrying out the risk assessment are:

- To assess risks to all young people under 18 years of age, before they start volunteering.
- Consider the layout of the workplace and the site where they will volunteer.
- Consider the nature of any physical, biological, and chemical agents they will be exposed to, for how long and to what extent.
- Assess what types of work equipment will be used and how this will be handled.
- To ensure your risk assessment considers their psychological or physical immaturity, inexperience, and lack of awareness of existing or potential risks.
- To introduce control measures to eliminate or minimise the risks, so far as is reasonably practicable.
- To identify what age group, you feel the role is suitable for, and the level of oversight/ supervision that is required.

You should also:

- Let the parents/guardians know the key findings of the risk assessment and the control measures you have introduced before the child/young person starts volunteering.
- Take account of the risk assessment when deciding whether the young volunteer should be prohibited from certain activities.
- Involve young volunteers in the process of identifying any health and safety risks and in developing solutions. Young people may bring a fresh perspective to problem-solving.
- Review the risk assessment if the nature of the volunteering changes or you believe it is no longer valid.

If a significant risk remains despite your best efforts to do what is reasonably practicable to control it, you must not engage the young person in this volunteering role.

Two Risk Assessment templates are provided; one is a general Risk Assessment for a role and the second is task based. The first should be filled out for each young volunteer and shows that you have considered risks to them whilst volunteering at your museums. The task based Risk Assessment can be used to assess specific jobs that a young Volunteer may be asked to undertake.

## Risk Assessment Form - Young volunteers

Under health and safety law, you must assess the risks to young people under 18 years old, before they start volunteering / work experience and tell them what the risks are. An employer must assess the risk of a person's ability and should consider:

- Inexperience
- Lack of awareness of risk
- Immaturity
- Layout of working area
- Form, range and use of equipment
- Manual handling
- Exposure to biological or chemical agents
- Exposure to heat, noise and vibration
- Extent of training required

Name of volunteer	
Risk assessment completed by	
Date completed	
Who will be responsible for the health, safety and welfare of the above volunteer while they are in the museum?	

Using the following table are there any of the listed hazards / factors present in the museum?

If any of the following are ticked yes please provide details of what precautions and countermeasure are in place to prevent the above employee coming into contact / being exposed to these.

<b>Hazard / Factors</b>	<b>No</b>	<b>Yes</b>	<b>Countermeasures / Precautions taken</b>
Verbal abuse and / or aggression			
Manual handling			
Extreme temperatures			
Noise			
Vibration			
Ionising radiation			
High voltage electricity			
Machinery			
Hazardous substances			
Biological agents e.g. Rubella, HIV, tuberculosis			
Could any task be reasonably considered to be beyond a young person or volunteer's physical or psychological capacity? E.g. through mental or physical fatigue			
Are there any risks in the workplace which could pose a threat to an individual's health and safety due to their lack of awareness, or their immaturity (if a student)? E.g. violence			
Are there any arrangements for protective clothing if necessary?			
Are there arrangements for special health and safety training if necessary?			
Will the individual be required to use any equipment? If yes, ensure that they can physically use the equipment and they receive proper training.			
Have you taken all necessary reasonable practical steps to ensure that young persons are not exposed to any work that could adversely affect their health and safety?			
Is the workplace safe for the individual to be in?			
Are there any other factors which might adversely affect the health and safety of the young person			

**Task Based Risk assessment- Task- [brief description of what the young person will be asked to do]**

Description of hazard	Risk rating (likelihood x impact)	What is being done to reduce the risk?	Who is taking action?	Action by when?	Done?	Risk rating after mitigation

## Risk rating matrix

Likelihood	Impact				
	1 Negligible	2 Minor	3 Moderate	4 Major	5 Extreme
1 Very unlikely	1	2	3	4	5
2 Unlikely	2	4	6	8	10
3 Possible	3	6	9	12	15
4 Likely	4	8	12	16	20
5 Almost certain	5	10	15	20	25

### Risk rating

1-5 Green  
6-15 Amber  
15-25 Red

### Action

No action – no further action but ensure controls are maintained and reviewed.  
Action – within specified timetable  
Urgent action – take immediate action and stop activity

**Safeguarding Policy Example- based on one provided by GEM 2021**

Please amend sections **highlighted** and in *Italics*. This document should be read carefully by all who need to implement policy, including trustees and staff. If your museum is entirely volunteer run, then you will need to edit references to staff accordingly. In terms of volunteer recruitment it might be useful to review this approach if references aren't generally taken up.

**'Safeguarding is everyone's responsibility'**

This policy should provide all staff and volunteers with clear guidelines regarding safeguarding for **.....Your organisation name.....** This policy will be used to train staff and volunteers and includes important practical documents within the appendices.

**Contents**

2. Safeguarding Statement and Legal Information
3. Useful terms, Roles and Responsibilities
4. Roles and Responsibilities and Recruitment
5. 'What is abuse?'
6. Recognising signs of abuse, risks and what to look out for
7. What to do in the event of a safeguarding incident
8. Actions and Confidentiality
9. First Aid and Promoting Good Practice
10. Best Practice Working Online
11. Children at Events
12. Ratios, Photography, Filming and Children's Events
13. Online Age Recommendations, Bullying and Working Online
14. Safer Online Working and Useful Definitions
15. Useful Links (Online Working)
16. Useful Contacts and Organisations
17. Appendix 1: Safeguarding Information for Volunteers – Front desk
19. Appendix 2: Young Volunteer Safeguarding Induction
21. Appendix 3: Reporting Form
- 23-27. Appendix 4: Training Staff and Volunteers
28. Appendix 5: Regulated activity guidance

## Safeguarding Statement

'Safeguarding' means doing all we can to promote the welfare of children and vulnerable adults as well as taking measures to protect them from harm. Safeguarding is everyone's responsibility (to varying degrees).

All volunteers and trustees have a duty to assist in reducing risk of abuse by complying with the terms of this policy. ....Your organisation name..... pledges to act on any suspicion or allegation of abuse immediately.

### 1. Vision and Values

- Everyone has the right to live their life free from violence, fear and abuse, and vulnerable people have the right to be protected from harm and exploitation.
- It is the responsibility of everyone, including all staff and volunteers, to play a part in preventing, detecting and reporting risk of harm to vulnerable adults and children ....Your organisation name..... works together with the appropriate agencies to protect vulnerable adults and children.

### 2. Who is covered by this policy?

#### 2.1 A vulnerable adult (over 18, or someone 16 to 18 who is married)

- lives in residential accommodation such as a care home, residential special school or sheltered housing and is receiving domiciliary care in their own home (i.e. help with feeding, transport, finances, washing).
- A vulnerable adult is also defined as a person who, for any reason, may be unable to take care of themselves or protect themselves against significant harm or exploitation. This could be a short or long term condition.

#### 2.2 A child is anyone under the age of 18.

### 3. Legal Framework

This policy is underpinned by the legal principles listed below:

- Children Act 1989, Children Act 2004 and Children and Social Work Act 2017
- Safeguarding Vulnerable Groups Act 2006 and Protection of Freedoms Act 2012
- Children and Families Act 2014 and Education Act 2002
- Digital Economy Act 2017
- Adoption and Children Act 2002, Children and Adoption Act 2006 and Children and Young Persons Act 2008
- Female Genital Mutilation Act 2003 and Borders, Citizenship and Immigration Act 2009
- Apprenticeships, Skills, Children and Learning Act 2009
- Education Act 2011
- A child is defined by the 1989 and 2004 Children Acts as someone under 18 years old.

### 4. Useful terms

- DSO: Designated Safeguarding Officer.
- DBS: Disclosure & Barring Service. Has taken over the duties of the former Criminal Records Bureau (CRB). DBS Check: formerly known as a CRB check.
- Police check without DBS – a basic police check, useful for those who might have infrequent contact with children. Only those with regular contact (more than 3 times a month) can get a full Enhanced DBS (with barred list check)
- Regulated activity: the term used to describe the sorts of activity that requires a person to have a DBS check. For more information, see **Appendix 5**.

### 5. Who is responsible for safeguarding?

'Safeguarding is everyone's responsibility' to varying degrees but there are a range of people who are responsible for safeguarding within ....Your organisation name.....

#### 5.1 Trustees

- All trustees should have a safeguarding induction

- It is the responsibility of the trustees to ensure appropriate action is taken when a disclosure or safeguarding incidents occurs. Trustees should appoint and support the Designated Safeguarding Officers (DSO) to enable incidents and disclosures to be dealt with promptly and properly.
- Trustees must ensure that a review of the effectiveness of the Safeguarding Policy is undertaken every three years and ensure that all aspects of the policy are closely followed.
- Trustees must review the policy when activity changes, for example at the start of a project involving young people, or when the organisation changes significantly.
- .....trustee name..... is the trustee responsible for supporting the DSO in safeguarding incidents and is the person who keeps a register of who has received safeguarding inductions and training.
- Trustees should ensure that the DSO receives training to an appropriate standard and that the DSO is chosen for their suitability.

## 5.2 Designated Safeguarding Officer (DSO)

The Designated Safeguarding Officer(s) will ensure:

- That this policy is up to date
- All staff and volunteers are aware of the procedures, how to follow them and receive appropriate training especially in regard to working online.
- Specific concerns are discussed and appropriate action is taken
- Accurate records relating to individual incidents and disclosures are kept in a secure place
- Policy updates are undertaken every 3 years
- Young volunteers and work experience placements are well planned and safe
- Schools are safe on site
- It is the DSOs responsibility to monitor volunteer and staff roles, ensuring that checks are done in accordance with government advice and regulations.
- Ensures that only children and vulnerable adults undertake age/ability appropriate tasks

At the current time all learning activity with children and vulnerable adults is managed by ...name of DSO...

## 5.3 All other staff and volunteers

- All other staff and volunteers will have access to the Safeguarding Policy and procedures.
- It's not the role of staff or volunteers to solve problems by themselves but they must be able to report problems to another (unless a specific learning difficulty makes this demanding).
- They will have access to 'Safeguarding Information for Volunteers' Appendix 1 which will be kept ....a safe but accessible space... .
- This document provides volunteers with some basic guidelines which should be easy to follow but will also empower everyone to take action with confidence.
- If volunteers are confident and able they can make a referral to Cambridgeshire and Peterborough Safeguarding Children Partnership Board on Peterborough: 01733 864180 or Cambridgeshire: 0345 045 5203 and follow policy guidelines.
- **If the matter could result in death or serious injury phone 999.**

## 5.4 Young volunteers and/or children undertaking work experience placements

- Young volunteers and work experience students will understand that they have a part to play in safeguarding themselves. They will receive some information on what to expect and who to talk to (in the event of safeguarding concerns) during their induction.
- Details of volunteer/work experience safeguarding inductions can be found in **Appendix 2**.
- This will include information about working online and undertaking social media for the museum safely.

## 6. Recruitment & Supervision of Staff and Volunteers

- New members of staff/volunteers/trustees will have one reference checked by staff or trustee(s).
- Volunteers and/or staff may be required to undergo a DBS check if they are likely to be undertaking regulated activity with children or vulnerable adults.
- Each new member of staff or volunteer will have basic safeguarding training during an induction and will have annual updates as well as access to the policy. See **Appendix 4** of this policy.
- Learning volunteers will receive additional support and further safeguarding training.

- The individual also plays a part in identifying areas they feel they require training in and may make requests to the trustees.

## 7. What are the essentials to know?

- You need to be alert to and aware of issues of abuse, neglect or exploitation.
- If you have any concerns, you need to know how and when to report them.
- You need to know how to respond if someone tells you about abuse and who to report it to.

### 7.1 What is abuse?

Abuse is something that is done to another person that harms them in some way. The list below is fairly comprehensive but does not include all types of abuse. For a comprehensive list of abuse types in relation to vulnerable adults please go to:

<https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance#safeguarding-1>

Abuse can include one or more of the following:

- Neglect is the failure to provide suitable care or attention to the point where someone's health is affected. This includes leaving young children at home unsupervised (when a potentially life threatening incident might occur).
- Physical Abuse includes hitting, pinching, deliberately giving too much medication, or physically restraining someone in an inappropriate way.
- Smacking is illegal in Scotland and is only legal in England and Wales if it's deemed 'reasonable punishment'. If it used to humiliate a child in public, it is a safeguarding concern.
- Physical abuse includes Female Genital Mutilation. For more information on FGM see page 14.
- Sexual Abuse includes any sexual act to which the vulnerable adult or child has not consented to, cannot consent to, and/or may not understand. A child under 16 cannot consent to sexual acts.
- Psychological Abuse (mental or emotional cruelty) can happen when someone is isolated, verbally abused or threatened. This includes the new rules around 'Coercive Control'. For more information see page 14.
- Financial Abuse includes taking another person's money or possessions, or exerting pressure in connection with wills, property or financial transactions.
- Discriminating Abuse includes any type of abuse aimed at a vulnerable person because of e.g. their colour, religion, appearance or sexuality.
- Any of the above online, including targeting an individual persistently or with inappropriate or sexualised content. This could include any of the following:
  - cyberbullying
  - grooming
  - sexual abuse
  - child sexual exploitation.

## 8. Recognising signs of abuse

Some adults and children are more at risk than others.

### 8.1 Factors which are associated with higher risk for vulnerable adults

- Being dependent on others.
- Having mental health needs and/or learning disabilities or dementia.
- Having family carers who suffer from stress, substance abuse or mental illness.

### 8.2 Factors which are associated with higher risk for children

- Disabled children.

- Children using social media (susceptible to online message abuse).
- Children are more likely to be harmed in their homes and/or by those who look after them. Being alert in all situations will help children.

### 8.3 What to look out for

Children or adults making a clear allegation. This might be about something that has happened to them which has been upsetting or a passing statement such as 'I'm at home on my own with my little sister this weekend'.

- Has any injury for which there is no explanation, or for which the explanation changes or is inconsistent.
- Regularly has unexplained injuries or unexplained injuries which may appear to have a reasonable explanation.
- Exhibits significant changes in behaviour, performance or attitude.
- Discloses an experience in which he/she or another young person or vulnerable adult may have been significantly harmed.
- Uses language of a sexual nature, routinely or in a surprising way. This is especially a concern if children are younger, although we must also be aware that grooming teenage children is a concern and should be reported.
- If a child has overly tactile relationships with older people.
- If a child is seen drinking alcohol or using drugs (including 'legal highs').
- If a child/vulnerable adult undertakes to find sexual images online, or use forums/ blogs not part of their work for the organisation.
- Evidence of online bullying or abusive content on social media.

The 'gut instinct' of staff as well as factual content will also be considered. Certain situations may lead you to become alarmed. Staff and volunteers should follow safeguarding procedures if the below happens:

- Children and/or vulnerable adults who are hungry, fainting or seem to be suffering from neglect. Neglect may manifest in poor and unclean clothing, or children/vulnerable adults being unaccompanied.
- Children who are punished very severely should be reported. Smacking in England is legal but only if its deemed to be 'reasonable punishment'. Any kind of punishment that is extreme, including swearing, public humiliation or manipulative behaviour should be reported. Repeated smacking or hitting in a public place is unacceptable.
- People accompanying children or young people who seem too familiar or overly tactile. Professionals working with children know that sitting on laps and any prolonged touching is not advisable (certainly with children over 6 years old). If you see this let the school or organisation know, and inform the DSO.
- Significant bruising or unexplained injuries.
- Changes in behaviour that may link to abuse, such as change in mood, temperament and possible physical changes such as incontinence or significant weight change.
- The above list is not conclusive and numerous other signs of abuse/circumstances may be considered safeguarding incidents.
- The items on this list are offered purely as examples – if you have other concerns which are not mentioned here, you should report them in the same way.

### 9. What to do in the event of a safeguarding incident

This may be about a child visitor, member of the public, a volunteer or member of staff. During a disclosure you will need to remain in a public space but you might want to talk quietly in a place that you can record details of the incident.

- As soon as possible write down details of what you have witnessed.
- If someone is speaking, let them talk. You may ask open questions and some further questions for factual information. Do not attempt to force children or vulnerable adults to speak and don't make threats, or promises.
- Make sure that your information is set out clearly and in detail. Describe the circumstances and note the setting and anyone else who was there at the time.

- In any situation, stay calm and try not to show shock, listen carefully and be supportive. You might say ‘I think you’re doing the right thing’.
- Speak to the person responsible for the child or vulnerable adult, telling them that you will need to record the incident as a safeguarding concern. You may seek support from others when you do this.
- It’s not up to you to prove that the information about abuse or suspected abuse is true. You must not try to investigate yourself.
- After any incidents or disclosures only divulge information to DSO, social services and/or the police. **Do not discuss details with others.**
- If you are able, complete the **Safeguarding form**, adding as much detail as possible. This can be found at the ...*where will you keep a copy of your policy for everyone to access?....* and is **Appendix 3** of this document. Information should be passed onto *.....named contact.....* DSO.

At the current time this is either: *Name(s) of DSO and contact numbers*

- If volunteers believe concerns to be serious and in need of immediate attention they can make a referral to Cambridgeshire Local Authority Designated Officer (LADO) Safeguarding Board on 01223 727 967 (out of hours 01733 234 724 ) and follow policy guidelines. **If the matter could result in death or serious injury phone 999. This could be a lost child, a child who appears to be drugged or you believe has been taken away by someone who isn’t their guardian. It could also include children in extreme drowsy states, or who have unexplained illnesses/serious injuries.**

#### 9.1 If you have concerns about a member of staff or volunteer

- Complete all steps as above, ensuring that DSO understands the concerns.
- *.....Your organisation name.....* recognises that a member of staff, volunteer or visitor may need to report a serious concern of misconduct about a member of staff, paid or unpaid. In this case, *.....Your organisation name.....* is clear that an individual can come forward on a confidential basis, without fear of reprisal or victimisation.
- If volunteers believe concerns to be serious and in need of immediate attention they can make a referral to the Cambridgeshire Local Authority Designated Officer (LADO) Safeguarding Board on 01223 727 967 (out of hours 01733 234 724 ) and follow policy guidelines. **If the matter could result in death or serious injury phone 999.**

#### 9.2 What will happen if you report concerns?

- The Designated Safeguarding Officer will discuss the issue with you, and decide on a suitable course of action.
- They should provide you with support if you find your experience stressful. This might be to recommend a helpline or to report back – bearing in mind that this must be done with police and social services permissions.

#### 9.3 Staff and volunteer rights

- If an accusation is made against a member of staff or volunteer, the member of staff or volunteer will be informed of the accusation in writing.
- They will be given an opportunity to respond to accusation(s) in person but will be asked to remain off site during any investigation.
- The accuser will be able to enter the site and use the services of the organisation as normal.
- The organisation acknowledges that this process may be led by police and/or social services and the organisation will comply with all requests or procedures made by those institutions.

#### 10. Confidentiality

- It is crucial that staff and volunteers exercise the highest degree of confidentiality, in order to protect the rights of both the alleged victim and alleged perpetrator. Breaches of confidentiality can compromise any investigations that may take place.

- Personal details of any safeguarding matter should only be discussed with the appropriate agencies: the DSO, Social Services or the Police.
- Trustees, staff and volunteers should not discuss the case with the public or the media and should relay any enquiries to the DSO.
- Confidentiality is a continuing requirement at all times and is also required when staff and volunteers are 'off duty' or no longer working or volunteering for the organisation.
- All safeguarding records will be kept securely.

## 11. First Aid

- First Aid for serious injury should be administered with urgency.
- In the event of serious injury first aid supersedes safeguarding good practice.
- However, if possible a first aider should be accompanied by the parent or guardian. If this is not possible volunteers should accompany each other and not be left alone with a child or vulnerable adult.
- First aid for minor injuries should be undertaken with parents/carers/teachers or other similar formal guardians present.

## 12. Promoting Good Practice

The following guidelines will help to reduce situations where abuse of children may occur and protect staff and volunteers by promoting good practice.

### On Site

- Avoid situations when you could be alone with a child or vulnerable adults. Make sure others are nearby.
- Don't communicate with any children or vulnerable adults linked to your work in a personal capacity, e.g. don't become 'friends' on Facebook, or exchange personal mobile phone numbers. This includes work experience students and young volunteers.
- Don't go into toilets with children or vulnerable adults. Enable responsible adults and carers to access the toilets as they require.
- Avoid prolonged physical contact with a child or vulnerable adult. Be aware that a brief touch on the shoulder or arm is acceptable but on any other area of the body. Touching should be relevant, for example when helping with costume.
- Only hold a lost child's hand if offered (by the child) and in order to lead them safely to another public space.
- Never leave a group of children under the **age of 13 unattended**. They may be able to move freely within one room or space but adults should be aware of the whereabouts of the child or group of children. ***This is a difficult balance – you want a group of sensible children within the space – perhaps on their way home from school etc but you will need to decide whether children are safe on your site. Remember children are always safer in groups!***
- Never use any form of physical discipline.
- Do not be overly familiar in your language or behaviour with children or be over-friendly with some at the expense of others.
- Don't take a child alone with you on foot and never invite a child into your car or any other vehicle. This includes work experience students.
- Give jobs to work experience students or young volunteers that can be done in public, shared or open areas of the centre.
- Try accepting students in pairs so they can support each other during the placement.
- Work experience students and young volunteers may on occasion have access to small spaces that are shared by a range of different adults. Doors should be kept open so that these spaces are not private.
- Always listen to and respect children and/or vulnerable adults in your charge and act upon any concerns or allegations of abuse.
- All volunteers/staff will provide an emergency contact.
- Do not invite children to join WhatsApp chats.

- Consider the risks of inviting a vulnerable adult to WhatsApp group. This will mean a range of people have their contacts. This should be made very clear during their induction.

#### Best Practice when children and/or vulnerable adults are working online

- Children should be 13+ when undertaking social media
- Children should be 16+ when taking part in videoconferencing calls.
- Do not attempt to find out personal information about vulnerable adults or young people by searching for them on social media platforms.
- Stay alert to online and social media activity undertaken by young volunteers, vulnerable adults or work experience students on behalf of your organisation. If you find, during routine checks of the organisation activity, conversation threads of content that concerns you, act promptly as a safeguarding matter. For example, you will need to inform the DSO (and complete the reporting form) if students are developing relationships, giving personal information or contacting staff or volunteers inappropriately.
- Be alert to vulnerable adults interacting with those who request money, support or other kinds of services (such as lifts in a car or meetings). Speak to the vulnerable adult initially but if concerns persist contact an emergency contact, or care home/carer.
- If problems arise always speak to the parent, carer, guardian or school. If a placement has been arranged via school, they may be your first contact but for serious concerns you should also contact parents.
- If you believe a child to be in immediate danger contact the police as an emergency on 999. For example, if a child has arranged to meet someone via an online chat and this is happening imminently.
- Remaining 'public' diminishes these problems. This means that a work experience student might post pictures of the galleries on your public Facebook page using your identifier (also called a 'handle' see 'Useful Definitions' for more information) but should never be asked to send a private message to a visitor.
- This also means that when communicating with vulnerable adults or children 16+ remotely, video or phone calls including 'Zoom' calls should be done via parents or carers and in shared spaces with parents/carers present.
- Children and/or vulnerable adults should always be given access to the social media login information and accounts that enable them to remain anonymous.
- Work experience students should not be required to 'post' or upload pictures of themselves during a placement, and should never share personal information.
- Work experience students should wait until their placement is over before posting about it in a capacity that might become 'public'. This might include their own social media accounts.
- These guidelines protect the children and vulnerable people in your care but also protect you. Situations can be misinterpreted and young people can also make false allegations.
- Regularly check search histories, be aware of social media content and ensure that private information is password protected on shared drives.
- Zoom calls should be undertaken in a professional manner. All those participating should wear suitable clothing and should use professional and respectful language.

### 13. Children at events and on sites

#### 13.1 Unaccompanied children visiting the site

- Children **aged 13-18** may be admitted unsupervised at the discretion of the staff and volunteers. If in doubt seek guidance from the DSO. Children under 16 are safer in groups.

#### 13.2 Finding an unaccompanied child – **not urgent**

- If a child gets parted from their responsible adult, they can become very distressed. Take the child to the reception. Ask the child for a simple description of the person accompanying them.
- Make sure that you remain in public and open spaces when with the child.
- Organise staff/volunteers to sweep the site for the missing adult. Wait with the child in a public space until the responsible adult is found/returns.

- Contact the local police (using 101) if the responsible adults do not reappear after 15 minutes.

### 13.3 Lost or missing children and vulnerable adults - **urgent**

- Gather the following information quickly and calmly if a child or vulnerable adult is reported lost or missing:
  - Name of child
  - Age of child
  - Physical description of child (height, colour of hair, clothing etc)
  - Where child was last seen
  - The time the child was last seen.

Report this immediately to all volunteers and staff on site. Involve all staff and volunteers in searching for the child.

**If the child isn't found after 15 minutes ring the police (999) as an emergency.**

### 14. Work experience and young volunteers

- The DSO will oversee the timetables of students including those undertaking work experience, qualifications or awards, such as DofE Award. The DSO will also oversee staff and volunteers working with students.
- Children aged 16-18 may work with staff and volunteers, but staff and volunteers must follow this policy closely.
- No DBS check is needed if students are 16 or older. Students will need a 'named contact' who will be the DSO or another suitable person chosen by the trustees.
- Work experience students 14-16 may be unaccompanied but staff and volunteers should be especially alert. The DSO should ensure that an 'open door' policy is understood and operated. Students should be given a suitable induction. See Appendix 2.

### 15. Children in organised groups/schools

The organisation will have the right to turn away groups that do not have suitable adult to child ratios. On occasion children will need to have 1:1 support. This will be applicable if it is 'normal practice' for the child in question.

Age group Ratios \*

0-2 years	1 adult: 3 children
2-3 years	1 adult: 4 children
4-8 years	1 adult: 6 children
9-12 years	1 adult: 8 children
13-18 years	1 adult: 10 children

(\* These ratios are recommended by Ofsted).

- School groups will be required to maintain control and know the whereabouts of their students at all times.

### 16. Photography and Filming

- Parental, guardian or school permission will be sought for all photographs and films of children.
- Visitors are not permitted to photograph or film children who are unknown to them, and staff or volunteers should intervene if they see (or suspect) this is happening.
- You should ask visitors to delete photos and/or film of children (as appropriate).

### 18. Family events and other

- All workshops and activities will ensure that children get regular breaks. No workshop will last longer than 2 hours without sufficient breaks.
- Parents/carers and/or teachers/other guardians will be required to remain with children during activities.

- All activity will take place with groups of children.
- Unless an emergency arises children should not be alone with volunteers or staff working on behalf of .....Your organisation name.....

## 19. Online Age Recommendations

It's worth noting that a range of practical and safeguarding issues need to be considered when both engaging young people using the below platforms. There are also considerations when arranging work experience placements. Please ensure young people are the correct age for their tasks.

Platform/programme/software	Age
Zoom and Skype	16+
Facebook	13+
Instagram	13+
Twitter	13+
YouTube	13+

## Sources

<https://www.saferinternet.org.uk/blog/age-restrictions-social-media>

## 20. Bullying

- 'Bullying is a pervasive type of aggression, which often occurs in schools and workplaces. As with other types of aggression, the harm that is inflicted – whether physical, emotional or both – is intentional. However, bullying has defining features which set it apart from other aggressive behaviours, in that it is repeated, and that the bully or bullies have greater access to power than their victim(s).' (NSPCC website accessed 24/05/12)
- The organisation will not tolerate any forms of racist, sexist or homophobic abuse from any groups or individuals representing the Trust. Any incidents of racist, sexist or homophobic abuse will be reported in written form, and this information will then be passed on to the DSO.

## 21. Working online and/or remotely

We understand that we need to manage online working carefully and stay alert to a range of types of abuse that are specific to working online.

Online abuse can have long-lasting effects on children and young people. It can lead to:

- anxiety
- self-harm
- eating disorders
- suicidal thoughts.
- Some of the effects of online abuse are similar to other abuse types and might include using online platforms or means of communication to abuse 'in person'.

Young volunteers/vulnerable adults will be given access to organisational accounts to enable them to engage in social media on behalf of the .....Your organisation name..... This ensures that their identity is protected. At least once a week (or if there is a specific concern) browsing history, social media content and content of blogs or other similar work online will be checked. Schools and other partner organisations may help with this. For more support on how to provide the appropriate logins and share accounts you will need to explore the 'help' facility of the different companies (such as Twitter, Facebook and Instagram).

Remote working might be an important part of future success of the .....Your organisation name..... Take care when communicating with those remote working. Ensure you maintain professional standards and boundaries.

Use office or shared spaces to make calls and undertake any kind of communication.

- Offering online volunteering opportunities may help more people to work and engage with cultural organisations. The following advice will be given to those performing tasks online:
  - Keep your passwords to yourself
  - Ensure up to date security protections are in place on devices
  - If meeting with organisation staff or trustees in a meeting from home always dress sensibly and cover all parts of your body properly. It is expected that you will maintain professional standards even when volunteering remotely.
  - Be cautious when using public WIFI – it can be nice to work in a café or similar public space but remember it isn't always secure.
  - Look out for fraudulent emails or online posts – if someone wants you to open a document or press a link, make sure you know them.
  - Be careful using public computers – it might be ok to use a library computer to do research but it could pose a risk if logins are used for social media platforms (as logins can be stored by computers).
  - Safe use of removable devices
  - Use a VPN – a virtual private network can be useful
  - Install any updates – this is something we can all do. Make sure you know the software you're updating though. Always do the automatic updates recommended when turning your computer on and off.
  - Do not add pictures of yourself to posts or via messages that could be misinterpreted or used by others.
  - Always meet with organisational staff, volunteers or professionals in shared spaces at home. A kitchen or similar, and parents/carers should be present.

#### Useful Links for Safer Online Working

If you have work experience students, young volunteers or would just like to know more, the below might be useful:

For parents and carers Net Aware <https://www.net-aware.org.uk/>

#### **Online safety advice from Childline**

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

#### **ThinkUKnow**

<https://www.thinkuknow.co.uk/parents/>

#### **UK Safer Internet Centre**

<https://www.saferinternet.org.uk/>

Promoting the safe and responsible use of technology for young people.

#### Useful Definitions

#### **Handle or Identifier on Social Media**

A social media handle is your username. Often on platforms like Twitter and Instagram, a handle follows an @ symbol, like @Squadhelp. It is a way for people to identify you and communicate with you

#### **FGM**

For more information about Female Genital Mutilation go to <https://www.nhs.uk/conditions/female-genital-mutilation-fgm/>

#### **Coercive Control**

Coercive control is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

### **Useful Contacts and Information**

Police

Non-Emergency 101 / Emergency 999

Tell the switchboard you are calling about a possible crime against a child or adult at risk

### **Support for safeguarding concerns involving children:**

Cambridgeshire and Peterborough Safeguarding Children Partnership Board (CPSCP)  
[www.safeguardingcambspeterborough.org.uk/children-board/about/](http://www.safeguardingcambspeterborough.org.uk/children-board/about/)

Cambridgeshire Children's Social Care Team 0345 045 5203

Peterborough Children's Services Contact Centre 01733 864 180

Out-of-Hours Number for all above Agencies 01733 234 724

Children's Social Care MASH (Multi Agency Safeguarding Hub)

01733 864170 or 01733 864180 (Mon – Fri 9am to 5pm).

### **Support for safeguarding concerns involving adults:**

Cambridgeshire and Peterborough Safeguarding Adults Board (CPSAB)  
<http://www.safeguardingpeterborough.org.uk/adults-board/>

Cambridgeshire Customer Services 0345 045 5202

Peterborough Direct 01733 747 474

Out-of-Hours Emergency Duty Team (Cambridgeshire and Peterborough) 01733 234 724

### **Other useful sources of information**

Childline UK - 0800 1111

Freepost 1111,

London,

N1 0BR

NSPCC - Child Protection Helpline 24 hours, call free 0800 800500

[www.homeoffice.gov.uk/disclosure-and-barring](http://www.homeoffice.gov.uk/disclosure-and-barring)

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

[www.charity-commission.go.uk/supportingcharities/protection](http://www.charity-commission.go.uk/supportingcharities/protection)

[www.scoutbase.org.uk/hg/child-protection](http://www.scoutbase.org.uk/hg/child-protection)

### **Useful Government Links**

<https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance>

## Appendix 1

### **Safeguarding Information for Volunteers – Front desk**

#### 1. Safeguarding is everyone's responsibility

If you have any reason for concern, or are aware of any allegation of child or vulnerable adult abuse, report this as soon as possible to the organisation DSO on **...DSO contact number.....**

If you are very concerned and are confident in completing the Reporting form **Appendix 3** and contacting the Local Safeguarding Board on **...LADO/Local safeguarding board contact number...** please feel supported to do so. **If the matter could result in death or serious injury phone 999.**

#### 2. Lost children and vulnerable adults (**urgent**)

Gather the following information quickly and calmly if a child or vulnerable adult is reported lost or missing:

- Name of person
- Age of person
- Description of person (height, colour of hair, clothing etc...)
- Where person was last seen
- Time person was last seen.

Report this immediately to all volunteers and staff on site. Involve all staff and volunteers in searching for the child. Remain with the adults searching for the child and keep them as calm as possible.

**If the child isn't found after 15 minutes ring the police (999) as an emergency.**

3. If you find a child with no parents, this is a non-emergency call to the police (101).

4. If parents leave young children at the site (or any event managed by the organisation, regardless of venue) unaccompanied intentionally, please report this to the DSO. Find out names and record a description of the incident on the Reporting form, or on paper to hand.

#### 5. Dos

- Always listen to and respect children and/or vulnerable adults and act upon any concerns or allegations of abuse.
- Work experience students and young volunteers will have access to office spaces that are shared by a range of different adults. Doors to all rooms need to be left open so that these spaces are open and as public as possible.
- Safeguarding guidelines protect the children and vulnerable people in your care but also protect you.
- Situations can be misinterpreted and young people can also make false allegations.
- Remaining in public spaces and in groups diminishes these problems.

#### 6. Make sure you:

- Avoid situations when you could be alone with a child or vulnerable adults. Make sure others are nearby.
- Don't communicate with any children or vulnerable adults linked to your work in a personal capacity, e.g. don't become 'friends' on Facebook, and exchanging mobile phone numbers.
- Don't go into toilets with children or vulnerable adults. Enable responsible adults and carers to access the toilets as they require.
- Never use any form of physical discipline.
- Don't take a child alone with you on foot or on a car journey.
- Don't take pictures of children without permission.

7. For a more complete list of good practice guidelines see page 8 and 9 of the full Safeguarding policy.

- Children aged **13-18** may be admitted unsupervised to **...your site name...** at the discretion of the staff and volunteers. If in doubt seek guidance from the DSO.
- Work experience students 14-16 may be unaccompanied but staff and volunteers should be especially alert and the DSO should ensure that an 'open door' policy is understood and operated.
- Students should be given a suitable induction and their placement should be managed by someone suitable.
- Children aged 16-18 may work with staff and volunteers, but staff and volunteers must follow this policy

closely.

- No DBS check is needed if students are 16 or older.

## Appendix 2

### **Young Volunteer/Work Experience/Vulnerable Adults Safeguarding Induction**

#### **Notes for 'named contact' or DSO**

1. Tell the young person they have the right to feel safe in any work environment. Both the organisation and the young people have a role to play in doing this.

2. Explain that you are their named contact throughout their experience so they should find you/that person if they are concerned. They should report any problems or worries to you straight away, or tell their parents/carers and/or anyone else they trust. They can phone someone if they feel unsafe.

3. Provide details about the different volunteer and staff roles within the organisation, and tell them who they might work with. Explain that only a very few people have a DBS check but everyone at the organisation has received some form of safeguarding training, so everyone should know the rules although visitors do not.

4. Share **Appendix 1** with the young person. Explain that everyone follows these rules, and as a young volunteer they need to follow them too. Share points **19, 20** and **21** (currently pages 13-14 in this policy) with young people or vulnerable adults. It is important that they are fully versed in the dangers of online working.

5. Make sure young people/children understand:

- They shouldn't accept friendship requests or exchange personal mobile numbers with older volunteers. It's not that you can't be friendly but I'd be on my guard if someone wanted my personal information on a placement.
- They should always meet with staff and volunteers in public or shared spaces. If it's necessary to have a video or phone call with a member of staff or a volunteer, this should be done with parents/carers present and be pre-arranged. It could also be done via the school.

6. Having knowledge of a work mobile or number to contact is fine.

7. Tell the students that if they post about their placement or volunteering they should:

- Protect personal information by checking who can see their posts
- Post about their placement when they've finished
- Keep passwords secure

Don't put personal information online, this includes:

- The times they are doing work experience and how they arrive at the site
- Personal information alongside pictures of themselves
- Pictures of themselves that might be misinterpreted or used by others.

8. Remind students to take care when putting opinions and feelings online. Remind them that they are speaking on behalf of the organisation. Any online content should be discussed before sharing online, this includes sharing posts created by others.

9. Remind them that all sorts of people might visit the site, and even more access information online. It's important to be aware that not all of them will be safe. They don't need to be scared but do need to be aware, and protect themselves by seeking a safe space and a safe person if they feel at risk.

10. When undertaking tasks they shouldn't send any private messages to visitors or undertake any kind of 'private' communication. If a question is asked, someone else will be able to answer it.

11. They should also consider carefully what they search for on the internet. Remind them that search histories are looked at and the systems monitored for dangerous/inappropriate content.

12. Also remind them that if they do see anything suspicious, or content that is abusive or inappropriate they should tell someone. They will also be supported and online bullying isn't tolerated.

13. Tell young people/children that they will need to act responsibly. The organisation will provide generic details for young people to use when engaging in social media which means that they will be acting on behalf of the organisation.

14. Remind them that it is important that work experience students and all volunteers be 'professional' in their work. Spending lots of time on their phones and communicating with friends via social media at work is not appropriate. They should also make sure that they dressed appropriately even when volunteering from home. This might sound silly but if they were taking part in a work 'Zoom' meeting we would expect them to have professional approach which comes across in both clothing and actions.

15. Finally when working or volunteering, participants should be aware of these things:

- Keep your passwords to yourself
- Be cautious when using public WIFI – it can be nice to work in a café or similar public space but remember it isn't always secure.
- Look out for fraudulent emails – if someone wants you to open a document or press a link, make sure you know them.
- Be careful using public computers – it might be ok to use a library computer to do research but it could pose a risk if logins are used for social media platforms on such machines (as logins can be stored).
- Safe use of removable devices
- Use a VPN – a virtual private network can be useful
- Install any updates – this is something we can all do. Make sure you know the software you're updating though. Always do the automatic updates recommended when turning your computer on and off.
- Do not add pictures of yourself that could be misinterpreted or used by others.



Details of actions taken (this may be completed by the DSO):

**To be filled out by Designated Safeguarding Officer**

Date received:	
Name of DSO:	
Signature:	

## Appendix 4

### **Training**

The Designated safeguarding Officer, Trustee with responsibility for safeguarding and volunteers involved in projects with children, young people or vulnerable adults will receive appropriate training from an external provider such as **SafeCiC**. This training will be refreshed **annually**

Other volunteers will be trained regularly and receive updates from the Designated Safeguarding Officer(s). All volunteers should be asked to read the documents below alongside this policy

What to do if you're worried a child is being abused 2014 <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2#>

Working together to safeguarding children 2015 <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Government guidelines on how charities need to protect vulnerable groups including children  
<https://www.gov.uk/guidance/charities-how-to-protect-vulnerable-groups-including-children>

## Appendix 5

### **Regulated activity**

Government advice on regulated activity can be found here:

<https://www.gov.uk/government/publications/dbs-workforce-guidance>

#### 1. Regulated activity with vulnerable adults

- Staff and/or volunteers are unlikely to be undertaking regulated activity with adults as this involves dressing, undressing, feeding and taking care of financial matters amongst other 'care' related activities.
- Staff and volunteers who are undertaking oral history interviews with vulnerable people are not undertaking regulated activity, even if alone with the vulnerable person.

#### 2. Regulated activity with children

Is more likely but still remains unusual within heritage centres, museums and similar organisations. Further information on regulated activity can be found here.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Regulated activity is defined as may things but includes:

(a) Teaching, training or instruction of children, carried out by the same person frequently (once a week or more often), or on 4 or more days in a 30-day period, or overnight\*. Day to day management or supervision on a regular basis of a person providing this activity which would be regulated if unsupervised.

3. The organisation may want to seek guidance from relevant colleges and schools regarding need to seek DBS checks.

4. Schools may not allow the organisation to provide services in school without a member of the team having a DBS check.

5. Services can be provided on site by volunteers and staff without checks as long as guardians and/or parent/carers are present. Thus parents should remain with children when visiting (or enjoying any activity devised and delivered by the .....*Your organisation name*.....) and school groups should always be accompanied by a school staff or representatives.

6. Basic DBS checks (rather than enhanced with barred list) may be sought even if volunteers/staff are not undertaking regulated activity. Please speak to your local authority if in doubt. The Government DBS service does not give advice on whether you are eligible for a DBS.

7. Speak to schools regarding DBS checks and work experience. It may be advisable for members of the organisation to seek a criminal records check if recommended by the school.

NB if your museum has no paid staff then edit accordingly

### Equal Opportunities Statement

MUSEUM is committed to promoting equal opportunities in employment, volunteering opportunities, and all activities. We are committed to creating a safe and thriving environment for employees, visitors, and stakeholders and expect all to be treated fairly and without discrimination. All involved with the Museum will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, religion or belief, sex, or sexual orientation.

This policy sets out our approach to equal opportunities and the avoidance of discrimination at work. It applies to all aspects of employment with us, including recruitment, pay and conditions, training, appraisals, promotion, conduct at work, disciplinary and grievance procedures, and termination of employment, meeting the Equality Act 2010. It applies to all aspects of employment, visitation, and interaction with us and as such, all paid staff, volunteers, trustees, contractors, and freelancers are expected to share this commitment.

The following characteristics are protected under the Equality Act 2010:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Board of Trustees is responsible for this policy and any necessary training on equal opportunities. It is the responsibility of every individual member of staff and volunteer within the museum to uphold these values and act accordingly. We expect our staff and volunteers to be treated with the same respect and dignity that we offer our visitors.

This policy applies to:

- Trustees
- Employees
- Volunteers
- Representatives of external organisations working with or for the Museum
- Freelancers and Contractors working with or for the Museum
- Groups or individuals hiring spaces within the Museum

This policy does not form part of any employee's contract of employment, and we may amend it at any time.

### Discrimination

The Museum must not unlawfully discriminate against or harass other people including current and former employees, job applicants, clients, customers, suppliers, and visitors. This applies in the workplace, outside the workplace (when dealing with customers, suppliers, or other work-related contacts), and on work-related trips or events including social events when representing the Museum.

The following forms of discrimination are prohibited under this policy and are unlawful:

1. Direct discrimination: treating someone less favourably because of a Protected Characteristic.

2. Indirect discrimination: a provision, criterion or practice that applies to everyone but adversely affects people with a particular Protected Characteristic more than others and is not justified.
3. Harassment: this includes sexual harassment and other unwanted conduct related to a Protected Characteristic, which has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.
4. Victimisation: retaliation against someone who has complained or has supported someone else's complaint about discrimination or harassment.
5. Disability discrimination: this includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

## Disabilities

If you are disabled or become disabled, we encourage you to tell us about your condition so that we can consider what reasonable adjustments or support may be appropriate.

## Actions

To make sure we fulfil the statements in this policy, we as a museum will:

- Manage our volunteer recruitment and selection processes free from any discrimination and diversify our talent pool to reflect our community
- Collect equality and diversity data securely from our staff and volunteers to inform progress and highlight areas for development
- Manage our volunteering opportunities ensuring equality of opportunity
- Ensure equality and diversity training is available for all trustees, employees, and volunteers at the beginning of their role, and at key stages throughout their time with the Museum.
- Work with partner organisations from the local community, region, and nation-wide to engage a diverse audience and workforce
- Ensure job requirements are based on competencies and skills rather than academic qualifications or sector exclusive experience
- Support successful candidates with on-the-job training and sector knowledge
- Have flexible working practices
- Ensure all employment practices are managed with fairness and equity

## Complaints

We take a strict approach to breaches of this policy, which will be dealt with in accordance with our Complaints Procedure. Serious cases of deliberate discrimination may amount to gross misconduct resulting in dismissal.

If you believe that you have suffered discrimination you can raise the matter through our Complaints Procedure. Complaints will be treated in confidence and investigated as appropriate.

## Review

The effectiveness of our Equal Opportunities Policy will be reviewed yearly.



## Medical information

To help us care for the young person in an emergency please let us have any relevant information below. If you would prefer to speak to us privately please let us know.

Please list any medical conditions or allergies that the young person has:

Please list any medication that the young person takes and provide details of how and when this is administered (for example, Epi-pens). Please make sure that the young person brings their medication to every session.

**Changemakers Volunteer Registration**  
Registration Form- People aged 18 and over

Name:
Date of birth:
Address:
Email address (we will use this to let you know about upcoming activities):

**Emergency contact details: this person will be contacted first in an emergency.**

Name:
Relationship to you
Home telephone number:
Mobile telephone number:
Address, if different to yours:

**Second emergency contact, in case we cannot reach the first contact in an emergency.**

Name:
Relationship to you:
Telephone number(s):

I have read the Code of conduct and agree to abide by it

Signed

Dated

**Medical information: to help us care for you in an emergency. If you would prefer to speak to us privately about any of your needs, please let us know.**

Please list any medical conditions or allergies that you would like us to be aware of

Please list any medication that you take and give details of how and when this is administered (for example, Epi-pens).

Photo/Video Consent Form

**Use of Photographs and film (under 18)**

We will be taking photographs and filming throughout the project. These photographs will be used in reports to the Heritage Lottery Fund. They may appear in print and online including social media (Facebook and Twitter).

Personal information about project participants will never be published with their photographs or included in any film.

I understand that volunteers at MUSEUM NAME may appear in photographs and film taken as part of the Changemakers project and give permission for this and for the resultant photographs and film to be used in print and online
Name of parent/carer:
Signature:
Young person's name:
Young person's signature:
Date:

If you are happy for photographs to be taken and used in this way, please fill out the form below. If you don't want the young person to be photographed, or they don't want this, this in no way will impact their role in the project.

## Use of Photographs and film

We will be taking photographs and filming throughout the project. These photographs will be used in reports to the Heritage Lottery Fund. They may appear in print and online including social media (Facebook and Twitter).

Personal information about project participants will never be published with their photographs or included in any film.

I understand that volunteers at MUSEUM NAME may appear in photographs and film taken as part of the Changemakers project and give permission for this and for the resultant photographs and film to be used in print and online
Name:
Signature:
Date:

If you are happy for photographs to be taken and used in this way, please fill out the form below. If you don't to be photographed this in no way will Impact your role in the project.

Note on insurance

Check that your insurance policy covers volunteers under the age of 18 or, if required, under 16.

## Developing volunteering opportunities for young people

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### Role descriptions

Role descriptions are an important aspect of volunteer management, whether a staff member or a Trustee, everyone has a description of what they are expected to contribute to your museum, volunteers are no different. A key thing to remember when putting together any volunteer role description is that it needs to be appealing, rewarding, and something the volunteer looks forward to. It also needs to be flexible enough to fit around other commitments, for example school or college, jobs or training, or perhaps caring responsibilities.

When developing a role, you will need to think about:

- The purpose of the role - Is the role actually required? Will the young volunteer have a chance to see authentic results? Will the young volunteer have a sense of achievement as a result of carrying out the role?
- The tasks and activities involved in the role – Are the tasks appropriate for a young volunteer to carry out?
- The skills, knowledge, and personal attributes needed to complete the role. NB when developing roles for young volunteers it is important to prioritise personal attributes rather than professional skills that a young person would not yet have had a chance to gain. The development of skills and knowledge should be built into the role.
- The benefits to the young person; what will they gain from the role?
- The location that volunteering will take place – Is the place appropriate/safe for young volunteers?
- The expected timings and time commitment of the role – Is it flexible enough to fit around other commitments?
- Is the role best suited to an individual volunteer or a group of volunteers?
- Who in your museum will be available to supervise and support the role?
- What training will be needed for the role and who will deliver this?

### Role Description template for young volunteers

*This is an example template and should be edited and adapted in accordance with the needs of your museum.*

#### **[Volunteer Role Title]**

#### **Role Description**

*Provide a brief overview of the purpose of the role. 2- 3 sentences maximum. The role needs to sound interesting and worthwhile.*

#### **What's in it for you?**

*Provide a brief overview of what a young volunteer will gain from undertaking the role. Consider using bullet points and spell out the benefits perhaps linking them to career or social aspirations. You might want to consult with existing young volunteers to establish what might appeal to the target demographic.*

#### **Tasks**

*Provide a brief statement of what the role will do followed by a short list of the types of activities the role may be involved in.*

#### **This role will suit people who:**

*Consider using bullet points and pull out 3-4 desirable qualities. Try to focus on personal attributes and be mindful not to include professional skills that a young person would not yet have had a chance to gain.*

#### **Extra information**

*Include the location of the volunteering, the time commitment required or desired, and any restrictions around dates, days or times that volunteering can take place. Be realistic about the time involved, and mindful of exam and revision periods.*

#### **How to express your interest**

*Explain how young people can express interest in being considered for the role.*

#### **For more information, please contact:**

*Provide details of how young people can find out more or ask questions. Be aware of how young people communicate and try to provide a range of options, such as online or by email.*

### Action plans

An action plan, which a young volunteer can feel ownership of, is a useful planning and monitoring tool. With the young volunteer, write a short, clear description of the tasks involved in the identified project or activity they have been allocated to their role; this will be helpful for the volunteer and will help you to plan ahead and identify any support or training that may be needed. This process will also help to identify any areas of the role that the young volunteer might find challenging at this stage and enable you to refine their role accordingly. These tasks may then be gradually reintroduced at a later stage once the young volunteer has gained in experience and confidence. An action plan is a working document and should be reviewed regularly with the young volunteer to ensure it is fit for purpose.

## Action Plan template for young volunteers

*This is an example template and should be edited and adapted in accordance with the needs and preferences of both your young volunteers and your museum.*

[Museum Name] Young Volunteer Action Plan

Name of young volunteer:				
Name of supervisor(s):				
Date:				
Description of role or key responsibilities:				
Goal	What do I need to do?	What support/resources do I need?	When does it need to be done by?	Date completed

## Inducting young volunteers

One of the best ways for a young volunteer to effectively slot into their role within your museum is to provide them with a well-supported induction period. This a great chance for your volunteer to learn their role and for you to identify any support needs.

Young people need clear and specific induction and training when they first start volunteering; they need it to increase their capabilities and competencies to a level where they can volunteer without putting themselves and others at risk. Their induction should include training and instruction on the hazards and risks present in the workplace and on the preventive and control measures put in place to protect both them and others. This should include a basic introduction to health and safety, for example manual handling, first aid, safeguarding (who to go to if concerns arise), professional relationships, equal opportunities, and emergency procedures. It is not enough to make training or policy documents available. You should make sure that the key messages of training and documents have been fully understood. It is sensible to keep a record of the induction and training that has taken place.

### Young volunteer induction checklist

*This is an example template and should be edited and adapted to suit your own guidelines, working practices, and policies. It is not an exhaustive list and should be used as a starting point for the development of your own induction process.*

[Museum Name] Young Volunteer Induction Checklist

Name of volunteer:

Name of person responsible for completing this induction:

Description of induction/training	Date completed	Volunteer's Signature
Welcome To include: <ul style="list-style-type: none"> <li>• Introduction to key team members and their roles</li> </ul>		
Building Orientation To include: <ul style="list-style-type: none"> <li>• Location of toilet facilities</li> <li>• Safe storage of belongings</li> <li>• Refreshment arrangements</li> <li>• Emergency procedures, including the location of emergency exits and meeting points</li> </ul>		
Role Responsibilities To include: <ul style="list-style-type: none"> <li>• Agreed days/hours</li> <li>• Location(s)</li> <li>• Code of conduct</li> <li>• Action plan</li> </ul>		
Supervision and support To include: <ul style="list-style-type: none"> <li>• Named contact</li> <li>• Style of supervision</li> <li>• Training</li> <li>• Expenses</li> <li>• Raising concerns/Complaints procedure</li> </ul>		

## Managing young volunteers: support and supervision

Young volunteers should have at least one 'named contact' at the museum. That person should be onsite and available to the young volunteer whenever they are volunteering. This person should have received appropriate Safeguarding training and their suitability for this level of responsibility should have been determined in accordance with the museum's

Safeguarding Policy and relevant legislation. It is important that this supervision is regular and consistent throughout the period of volunteering and that it is 'reasonable' in all circumstances to ensure the protection of children.

Young volunteers are likely to need more supervision than adult volunteers because of their relative inexperience and unfamiliarity with the working environment. Effective supervision will help you to support young volunteers to develop the competencies necessary to be successful in their role and tackle any issues or problems that may arise in a timely way.

It is important to find a support structure that works for both your museum and your young volunteers; you could consider including agreeing a support and supervision structure with the young volunteer as part of their induction.

Having an open-door policy can prove to be a great support tool for young volunteers, with them being able to approach you whenever they feel they need your help or advice. Holding one-to-one meetings can provide a great opportunity for an open two-way conversation that gives young volunteers a chance to provide and receive feedback about their progress. Respect young volunteers, show them gratitude for their efforts, show them that they are needed, and provide them with opportunity to contribute.

You could consider some of the following support and supervision ideas:

- Regular, pre-arranged support sessions
- Informal day-to-day support, e.g. checking in with volunteer at the end of each session
- Review/development/evaluation sessions at fixed points
- Action plans
- Volunteer Journals
- Skills Trackers
- Group support – getting volunteers together to share ideas and experiences
- Peer/Buddy support – using experienced, long-standing volunteers to support new volunteers.
- Training – all volunteers should have the training necessary to equip them with the skills and knowledge they need to carry out their tasks safely and effectively.
- Volunteers' voice – consideration should be given to systems for enabling volunteers to voice their ideas and opinions about the work of the museum.
- Other team members – team members not directly responsible for young volunteers should be prepared to offer assistance to them and training in working with volunteers should be provided if necessary.

## Capturing impact and measuring progression

Young volunteers may want to record the activities they have done, and skills acquired to help with career progression or applications for further and higher education.

One generally used system is the Skills Builder Framework which provides a framework for measuring skill levels at the start and end of placement. The framework covers eight areas:

- Listening
- Speaking
- Problem solving
- Creativity
- Staying positive
- Aiming High
- Leadership
- Teamwork

We have pulled out and grouped some of these into three groups

Communication - includes speaking and we have added writing as an area as that is an important part of communication for this project.

Creativity and Problem solving

Collaboration - this will mostly cover teamwork but other elements such as leadership could be reflected here if appropriate.

There is no compulsion on the young volunteers to use this but we if they choose to, we suggest that you provide templates for them following the example below.

### **Core Transferable skill – Communication**

Looking at the steps outlined where would you score yourself today in

Speaking:

Writing:

Where would you like to get to?

Speaking:

Writing:

What would help you to get there?

Speaking:

Writing:

### **Skills Log**

Session date

What was the focus of the session?

List anything that you did that could help show your development of any of the core transferable skills.

Ask the person who led the session to sign to show that they agree with you.

We have also devised a skills passport(copy below) if young volunteers would rather use that.

## Communication

Step	Speaking	Writing
0	I speak clearly to someone I know	
1	I speak clearly to small groups of people I know	
2	I speak clearly to individuals and small groups I do not know	
3	I speak effectively by making points in a logical order	I write effectively by making points in a logical order
4	I speak effectively by thinking about what my listeners already know	I write text for others effectively by thinking about what they may already know
5	I speak effectively by using appropriate language	I write for different audiences effectively by using appropriate language
6	I speak effectively by using appropriate tone, expression and gesture	
7	I speak engagingly by using facts and examples to support my points	I can engage people in a story by using facts and examples to support my points
8	I speak engagingly by using visual aids to support my points	I communicate ideas effectively by selecting appropriate images
9	I speak engagingly by using tone, expression and gesture to engage listeners	
10	I speak adaptively by changing my language, tone and expression depending on the response of listeners	I write adaptively by changing my language to reflect the needs of different audiences
11	I speak adaptively by planning for different possible responses of listeners	
12	I speak adaptively by changing my content depending on the response of listeners	
13	I speak influentially by changing the structure of my points to best persuade the listeners	
14	I speak influentially by changing the examples and facts I use to best persuade the	I write influentially by selecting appropriate examples and facts to best communicate to the audience
15	I speak influentially by articulating a compelling vision that persuades the listeners	I write influentially by articulating a compelling vision that informs and inspires the audience

## Creativity and Problem Solving

Step	Creativity	Problem solving
0	I imagine different situations	I complete tasks by following instructions
1	I imagine different situations and can say what I imagine	I complete tasks by finding someone to help if I need them
2	I imagine different situations and can bring them to life in different ways	I complete tasks by explaining problems to someone for advice if I need
3	I generate ideas when I've been given a clear brief	I complete tasks by finding information I need myself
4	I generate ideas to improve something	I explore problems by creating different possible solutions
5	I generate ideas by combining different concepts	I explore problems by thinking about the pros and cons of possible solutions
6	I use creativity in the context of work	I explore complex problems by identifying when there are no simple technical solutions
7	I use creativity in the context of my wider life	I explore complex problems by building my understanding through research
8	I develop ideas by using mind mapping	I explore complex problems by analysing the causes and effects
9	I develop ideas by asking myself questions	I create solutions for complex problems by generating a range of options
10	I develop ideas by considering different perspectives	I create solutions for complex problems by evaluating the positive and negative effects of a range of options
11	I innovate effectively when working in a group	I analyse complex problems by using logical reasoning
12	I innovate effectively by seeking out varied experiences and stimuli	I analyse complex problems by creating and testing hypotheses
13	I support others to innovate by sharing a range of tools	I implement strategic plans to solve complex problems
14	I support others to innovate by evaluating the right creative tools for different situations	I implement strategic plans to solve complex problems and assess their success
15	I support others to innovate by coaching them to be more creative	I implement strategic plans to solve complex problems and draw out learning to refine those plans over time

## Collaboration

Step	Teamwork
0	I work with others in a positive way
1	I work well with others by behaving appropriately
2	I work well with others by being on time and reliable
3	I work well with others by taking responsibility for completing my tasks
4	I work well with others by supporting them if I can do so
5	I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds
6	I contribute to group decision making
7	I contribute to group decision making, whilst recognising the value of others' ideas
8	I contribute to group decision making, encouraging others to contribute
9	I improve the team by not creating unhelpful conflicts
10	I improve the team by resolving unhelpful conflicts
11	I improve the team by building relationships beyond my immediate team
12	I influence the team by reflecting on progress and suggesting improvements
13	I influence the team by evaluating successes and failures and sharing lessons
14	I support the team by evaluating others' strengths and weaknesses, and supporting them accordingly
15	I support the team by bringing in external expertise and relationships

# change makers

## Skills Passport

Name

Museum name



## **Personal statement**

You can use this space to say what you hope to learn from taking part in this project

(Copy this page as many times as you need to)

## **Record of training**

Describe briefly what you were taught about or what activities you took part in and what skills you learnt

How did you use this in the project?

Comments by Youth Champion or other trainer

Signature of Youth Champion or other trainer    Date

## **Reflections**

You can use this space at the end of the project to summarise your new skills and experience