

OGB 16

Protecting children and vulnerable adults



A guide for FC staff

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- We will not provide support for anyone else using them.
- Anyone outside the FC uses them at their own risk.
- The guidance in the booklets is specific to FC operations.
- Our booklets refer to other internal guidance which is designed solely for FC use.
- We revise our booklets regularly. Please make sure you have the latest version.

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1. Foreword

This guide is one of a series covering various subjects about our staff and operations in the Forestry Commission (FC). We, in Human Resources, have written this one, entitled *Protecting Children and Vulnerable Adults*, to help you:

- adopt the highest standards when working with children and vulnerable adults;
- work safely with children and vulnerable adults; and
- to always consider the welfare of children and vulnerable adults when they are involved in our work, or visiting our forests.

We have designed this OGB to be:

- a reference work
- a supporting and instructional document; and
- the basis for follow-up support visits and audits.

We hope you find it useful. You may also find:



Mandatory elements: These are auditable actions necessary to meet legal requirements or to deliver or report on corporate policy.



Timebound mandatory elements: As above, but to a deadline.



Recommendations: These are auditable actions that you should practise for efficiency and effectiveness. Any variation must be defined and authorised by unit managers.



Cautions against certain actions or things to avoid.

Examples, Best Practice and Important Reader Information are shown in light blue boxes like this.

If you have any comments on this booklet, its procedures, or any new ways of presenting this subject please contact the HR Policy Team.

1.1 Moving around in this booklet

We have designed this document for you to read on screen using Adobe Acrobat Reader. If you need help with the various versions of Adobe Reader, please click on [this link](#).

2. Jargon explained

In the Forestry Commission we use many abbreviations and terms that not everyone knows, and here we try to explain them before you come across them.

Word or Phrase	Explanation
Children and young people	In this guide we use this description for anyone under 18 years of age and for those who are vulnerable. When the words 'child' or 'children' are used on their own, this is the same as saying 'children and young people'. However, where the contact with children is in the course of the children's work or employment e.g. a modern apprentice, then this is not within the scope of the PVG or Enhanced checks.
Child Protection Team	Professional people trained in child care issues, such as a child protection officer from the local police force and a local authority social worker.
Disclosure Barring Service (DBS) and Enhanced Check	The Forestry Commission uses the services of DBS to check on the suitability of those staff who live in England or Wales and whose work brings them into regular contact with children and vulnerable adults. The Enhanced check uses the DBS via an umbrella body (Secure By Integrity) to determine the suitability of staff who live in England or Wales to work with children or vulnerable adults, or both.
Disclosure Scotland & Protecting Vulnerable Groups (PVG)	The Forestry Commission uses the services of Disclosure Scotland to carry out a Protecting Vulnerable Groups (PVG) check on the suitability of staff who live in Scotland and whose work brings them into regular contact with children or vulnerable adults, or both.
Counter signatory	Is a registered person in Human Resources (HR) in Silvan House who is able to countersign applications for child and vulnerable adult protection vetting. All applications for child and, or, vulnerable adult protection must be countersigned. For applications for those living in England or Wales, 'Secure By Integrity' act as the counter signatory.
Regulated Work or Regulated Activity	See the links below for a full definition of regulated work/activity: <ul style="list-style-type: none"> • Disclosure Scotland - Regulated Work Guidance (Scotland) • DBS - Regulated Activity Guidance - Children (England & Wales); and • Regulated Activity Guidance - Vulnerable Adults (England & Wales). In general terms, any regular unsupervised work with children or adults is normally 'regulated', where it involves an individual caring, teaching, training, instructing, supervising or being in sole charge of children or vulnerable adults. The work can be with the same group or different groups, as long as the activity is carried out by the person frequently and forms part of their 'normal duties'. It may also apply to direct supervisors or managers of those carrying out regulated work. You can see examples of roles within the FC that may be regulated in Section 12.1.
Secure by Integrity (SBI)	Secure by Integrity are a third party umbrella body that the Forestry Commission uses to carry out Enhanced checks in England as they cannot be made directly through the DBS. In Scotland, PVG checks are made directly through Disclosure Scotland.
Vulnerable Adult	A vulnerable adult is aged 18 or over, receives or may need community care services because of a disability, age, or illness, and who is or may be unable to take care of themselves or protect themselves against significant harm or exploitation.

3. What's mandatory and recommended in this guide?

Here we summarise for you the mandatory and recommended elements that are in this booklet, with the relevant section for you to refer to.

Each mandatory element is mapped to the [UK Forest Standard](#) (UKFS) with the reference and a category for compliance with Section 5 of the standard. Our legend is:

1. **Legal (L)** as in UKFS/Guidelines.
2. **Best Practice (BP)** as in UKFS/Guidelines.
3. **FC Policy (P)**.
4. **Internal Business Process (IBP)**.

The UKFS uses the following legends which we have used here.

	General Forestry Practice		Forests and Landscape
	Forests and Biodiversity		Forests and People
	Forests and Climate Change		Forests and Soil
	Forests and Historic Environment		Forests and Water

3.1 What's mandatory

No.	Requirement	OGB Section	UKFS Ref	Category
Policy				
1.	In most situations we must make sure that no member of staff is in a one-to-one situation with a child or vulnerable adult in the work environment.	4.3		P
Vetting				
2.	Employees and volunteers who work in posts which are 'focussed on children and vulnerable adults' and where there will be 'regular, substantial or unaccompanied contact with children or vulnerable adults' or where work should be regulated, must first go through an Enhanced or PVG disclosure check.	5		P
3.	Individuals are free to share the contents of a Disclosure with whoever they wish, but under no circumstances can you tell them to do this. In England and Wales, it is illegal to take copies of a certificate, or keep copies locally. For those living in Scotland, PVG Scheme records may be stored. However, they must be stored securely in accordance with the Data Protection Act. For Enhanced checks, carried out by DBS, a log can be kept with the employee name, certificate dates and	5.9	 1	L

No.	Requirement	OGB Section	UKFS Ref	Category
	certificate number only.			
Volunteers				
4.	For Data Protection and the protection of children and vulnerable adults, the phone number or address of any child or vulnerable adult should never be given to a volunteer. A nominated FC employee should hold this information for situations, such as medical emergencies.	8.7		P
Photography				
5.	The interests of children and vulnerable adults must always be put before those of the FC. Parental or other adult consent must be endorsed by the child and vulnerable adult concerned.	9.1		P
6.	If you are commissioning photographs, it is your responsibility to make sure that the photographers are aware of our guidelines and understand them.	9.3		IBP
Child or vulnerable adult abuse				
7.	In any instance that abuse of a child or vulnerable adult is suspected, reported or witnessed you must take action. Their welfare must be your overriding concern. Do not delay in order to simply to check you are doing the right thing with your manager.	6.2		P

3.2 What's recommended?

Here we summarise for you all the recommendations that are in this guide, again with the relevant section for you to refer to.

No.	Recommendation	Section
General		
1.	In Section 12 you will find a model Parental Consent Form. We strongly recommend that you use this whenever you have unaccompanied children or vulnerable adults attending planned activities.	6.6.5
2.	We recommend that you should regularly discuss child and vulnerable adult protection and the issues it raises at unit meetings.	6.7
Lost and injured children or vulnerable adults		
3.	We recommend that you arrange a mock incident and work with the emergency services to test your planning. This has been very successful in some units.	10.2.2

Child abuse		
4.	We refer to the Child Protection Teams several times in this OGB. We recommend a manger or HR Services should be your first point of contact. We recommend the Police should also be a first point of contact. However, if for any reason you do not wish to approach the Police then contact Social Services. Both services are involved in the Child Protection Team and an approach through either agency will bring the child any necessary protection, and you the help and advice you need.	7.2

4. Our child and vulnerable adult protection policy

4.1 Introduction

We want children and vulnerable adults to enjoy their time with our staff, whether on a brief visit, or with a formal school party. It is very important that we share what we do with children and vulnerable adults to help them with their learning and education.

It is impossible to ensure that no child or vulnerable adult ever comes to any harm whilst engaging with the FC. However, through this OGB you will be able to work confidently with children and vulnerable adults, and know that you have taken all reasonable precautions to prevent any harm coming to them. You will also be able to deal with any incidents that may happen.

We expect you to apply this policy to all your work which involves **children or young people under the age of 18 and vulnerable adults of all ages**. You can find definitions of these groups in Section 2.

4.1.1 The FC's work with children and vulnerable adults

You need to remember that as FC staff you may come into contact with children or vulnerable adults in a wide range of situations. These will include:

- organised visits to the forest;
- children and vulnerable adults using recreation and holiday sites;
- children and vulnerable adults attending shows or events;
- children and vulnerable adults coming to us as part of event days such as, 'Bring your daughter or son to work' and;
- young people gaining work experience.

We must all apply and follow these guidelines in all situations when we are in contact with **children or young people** and **vulnerable adults** of all ages.

However, where the contact with children is in the course of the children's work or employment e.g. a modern apprentice, then this is not within the scope of the PVG or Enhanced checks.

4.1.2 Who is this guidance for?

The OGB applies to:

- all staff, including permanent, fixed term and short term appointed members of staff; and,
- those who work with the FC and come into contact with children or vulnerable adults, such as:
 - agency workers;
 - contractors;
 - franchisees;
 - volunteers; and
 - anyone else working with us, or on our land, who the public might reasonably assume is one of our staff.

4.2 Your responsibilities

We expect you to:

- respect the wishes of a child and vulnerable adult, you must not impose yourself on them;
- take all reasonable steps to look after the health, safety and welfare of any child and vulnerable adult in your care;
- be aware that children and vulnerable adults see other adults as role models, so you must make sure that your behaviour, language, and gestures are right and above criticism;
- be aware of child and vulnerable adult protection issues in the work you do, and do not become complacent and believe 'it could never happen to me';
- prevent any of our staff who you meet from putting any child or vulnerable adult in a situation in which there is a significant risk to their health and safety;
- take the right action if you become aware of anyone physically, emotionally or sexually abusing a child or vulnerable adult;
- report any evidence, or reasonable suspicion, that a child has been physically, emotionally or sexually abused, whether by an adult or another child, to your local authority Child Protection Team – see Section 7.2.1.; and
- not physically, emotionally or sexually abuse any child or young or vulnerable person.

4.2.1 For activities not run by our staff

There are many activities where teachers or other group leaders are not FC employees and accompany a child or vulnerable adult or lead a group on our land.

Where children or vulnerable adults are accompanied by an adult, responsibility for the child or vulnerable adult remains with that person. However, you should still use this OGB as the basis for your actions and follow the advice in it. You must not agree to anything which goes against this OGB.

If, due to illness or something unexpected, you are left in charge of a child or group that was being led by a non-FC employee, then you must always follow this OGB.

4.2.2 For activities with unaccompanied children or vulnerable adults

In most instances the children and vulnerable adults you meet at work will be with a teacher or parent. However, if you are the leader of an unaccompanied group, then it is your responsibility to:

- plan the activities and make decisions during the event using the principles in this OGB;
- give clear tasks to others involved in the activities, and make sure that they follow the correct procedures; and
- maintain the right **child-to-adult ratios** for the relevant local authority – see Section 4.3.

This must support the main aim of providing an enjoyable and safe experience for the children and vulnerable adults.

4.2.3 Using staff to help who have not been through Disclosure vetting

Anyone of our staff may occasionally help with activities with children and vulnerable adults. They can only do this if the group is led by a parent, teacher or other group leader or one of our staff who has been appointed through the essential necessary disclosure checks. The person leading the activities must be the one to allocate tasks and make any decisions.

Any agreements and decisions must be in line with this OGB.

4.2.4 Volunteers 'recruited' by us

Offers of help, whether from staff or others, are always welcome and we must encourage them.

When we 'recruit' a volunteer to work with children and vulnerable adults, we must make them aware we have this OGB and what is in it. They must agree to work in line with it.

Please refer to Section 8.

4.3 Safety in numbers

 **In most situations we must make sure that no adult is in a one-to-one situation with a child or vulnerable adult.**

Safety in numbers is our golden rule, whether the numbers are other children or adults.

If for any reason you cannot avoid a one-to-one situation, for example, a work placement, then you must look for additional safeguards. See Section 11.

As a rule, the ratios should never be less than:

- for children under two years – one adult to three children;
- for children under three years – one adult to four children;
- for children under eight years – one adult to eight children; and
- for children over eight years – two adults for up to 20 children, and an additional adult for every 10 extra children.

Adjust these ratios where the type of outdoor activity needs more supervision. These are only general guidelines, Local Education Authorities (LEA) and Scottish Local Authorities (SLA) issue specific guidance.

4.4 When working with others involves children or vulnerable adults

4.4.1 Contractors and franchisees

Units who engage **contractors** or **franchisees** to work with children or vulnerable adults, where that work involves '**regular, substantial or unaccompanied**' contact, must be prepared to apply for a Disclosure – see Section 5.7. The individual franchisee or contractor must pay the appropriate fee.

4.4.2 Partnerships

Where you are working in partnership with other organisations, and the work involves **children, young people** or **vulnerable adults** of any age, you must follow this OGB as the basis for discussion and to support any conditions about child and vulnerable adult protection in your agreement.

You can do this by referring to this OGB and any policy that our partners may have. Please share this OGB with others it will help everyone involved follow the process.

4.4.3 FC funding work carried out by other organisations

Where we are funding work carried out by other organisations, which involves children and vulnerable adults, whether through cash or other contributions, we should, where necessary, influence the way in which that organisation carries out the work. By doing this we can make sure that child and vulnerable adult protection is highlighted in their working practices.

4.5 Lost or injured children and vulnerable adults

Any unit which deals regularly with children or vulnerable adults, whether they are accompanied or not, should have an agreed framework for dealing with a lost or injured child or vulnerable adult. You should make all staff in your unit aware of the framework. Please read Section 10 for more information.

4.6 Alleged abuse?

We hope that you will never have to deal with an alleged incident of child or vulnerable adult abuse. But it is sensible that you are prepared to do so if necessary. You and your colleagues will benefit from discussing the subject locally.

There are four examples which you should be aware of and be prepared to deal with if necessary.

1. There is suspicion, or evidence, that a child or vulnerable adult is being abused by one of our staff or someone associated with us.
2. A child or vulnerable adult accuses our staff, or someone associated with the FC, of abusing them.
3. Abuse takes place, or is suspected, on FC land, or at an FC event by someone who is not part of the FC.
4. A child or vulnerable adult says they are being abused elsewhere, for example, at home.

For definitions of abuse please see Section 6.2.

In all cases you must:

- be prompt, calm, assured and professional;
- keep any details strictly confidential, and share only with those who 'need-to-know';
- follow the guidance in Section 7. and in your local framework document; and
- ask for advice if you need it, and keep your manager informed.

4.7 Allegations against our staff

Though your focus must be on safeguarding children and vulnerable adults, you must also be aware that allegations of abuse made by children or vulnerable adults about other adults do occasionally happen. Some prove to be mistaken or, very rarely, malicious. We will help you to avoid these situations in which well-intentioned actions could be misinterpreted. It will also help to make sure that you do not find yourself in a situation where a child or vulnerable adult can make an allegation.

If you suspect abuse or harm has been caused to a child or vulnerable adult by a member of staff, refer to Section 7.2 for further guidance and advice.

4.8 Using information about children and vulnerable adults

You must treat information about children and vulnerable adults, such as names and addresses, in confidence. Under the Data Protection Act such information is classed as personal, and we have a duty in law to protect it. The information must not be shared with anyone who does not have a genuine need to know. It is the responsibility of the group leader to keep this information secure, to store it only as long as necessary, and dispose of it by shredding or burning. This will make sure it remains confidential.

4.9 Discussing child and vulnerable adult protection

We should all encourage open discussion about child and vulnerable adult protection. This will make us all more comfortable with the subject and the issues involved. Do not keep it 'under wraps' for fear of upsetting or embarrassing people.

5. Child and vulnerable adult protection vetting

It is a cornerstone of the Forestry Commission's child and vulnerable groups protection policy that all employees, workers or volunteers working in posts which are focussed on children and, or, vulnerable adults, and where there will be regular, substantial or unaccompanied contact with children and, or, vulnerable adults, must go through the appropriate vetting process to make sure they are suitable to work with children. Only then can they take up their role.

Note: A check will not be required if the presence of children or vulnerable adults is incidental to the main activity and purpose of an event. For example, where an event is open to the public, or attractive to a wide cross-section of the public, and where attendance is discretionary.



Remember that posts can change and develop over time and that new tasks may be given to staff which may require them to go through child and vulnerable group protection vetting.

Key All employees, workers or volunteers working in posts which are focussed on children and, or, vulnerable adults, and where there will be regular, substantial or unaccompanied contact with children and vulnerable adults must go through the appropriate Enhanced (England & Wales) or PVG (Scotland) vetting to make sure they are suitable to work with children or vulnerable adults. It is important to note that checks can only be carried out on over 16s. Only then can an individual take up their role.

5.1 How is vetting carried out?

Child and vulnerable adult protection vetting is carried out for the Forestry Commission by:

- Disclosure Scotland, via the PVG Scheme, for individuals living in Scotland; and
- The Disclosure and Barring Service (DBS) for individuals living in England or Wales.

You will find more detail and explanations of the type of checks carried out below:

Disclosure Scotland

- Disclosure Scotland carry out a 'Basic' Disclosure for all employees (whether they live in Scotland, England or Wales).
- Disclosure Scotland carry out a 'PVG' check for individuals that will be working with children and vulnerable adults and who live in Scotland.

Disclosure Barring Service (DBS)

- The Disclosure and Barring Service carry out an 'Enhanced Disclosure' (similar to the PVG scheme for those living in Scotland) for individuals that will be working with children and vulnerable adults, and who live in England and Wales.

Regardless of whether the vetting of a member of staff or a volunteer is carried out through Disclosure Scotland or the DBS, the choices and principles of who to check are the same, only the process is different.

5.2 Which employees, workers or volunteers require vetting?

All employees, workers (including those engaged through agencies) or volunteers working in posts which are focussed on children and, or, vulnerable adults, and where there will be regular, substantial or unaccompanied contact with children and vulnerable adults must go through the appropriate Enhanced (England and Wales) or PVG (Scotland) vetting to make sure they are suitable to work with children or vulnerable adults. Only then can an individual take up their role.

It is important that child and vulnerable adult protection vetting is used wisely and within the guidelines issued by DBS or by Disclosure Scotland. Over-zealous use of vetting can put an unnecessary burden on an employee and in some cases may infringe their rights.

When considering whether a given post requires the holder to be vetted for child or vulnerable adult protection, or both, you should apply the following tests.

1. Does it involve working with the same child, children or vulnerable adults over the course of their normal duties and not a one-off occurrence or unforeseeable event? The work should be reasonably anticipated and occur regularly.
2. Is the key work area (KWA) focused on children and vulnerable adults?
3. Does it involve contact with children and vulnerable adults on a frequent, intensive or unaccompanied or unsupervised basis?
4. Is it part of the employee, worker, or volunteer's normal role or key work area (KWA)?
5. Do you supervise or manage a team that undertakes regulated work?
 - o in general terms, it is any unsupervised work with children or vulnerable adults, where it involves an individual caring, teaching, training, instructing, supervising or being in sole charge of children or vulnerable adults;
 - o the work can be with the same or different groups, as long as the activity is carried out by the person frequently and forms part of their 'normal duties'; and
 - o it may apply to direct supervisors or managers of those carrying out regulated work.

If the answer to **any** of the above is '**Yes**' then the post-holder must be vetted. If the answer to **all** of the above is '**No**' then vetting is not required.

As an indication, the most likely posts to require vetting are those in education and recreation, and those which involve unaccompanied contact with work experience students under the age of 18. In the Forestry Commission, posts which are likely to require vetting are those:

- in an education or recreation role which involves regular unsupervised contact with children or vulnerable adults, or both;
- who regularly manage events at which there are unaccompanied children or vulnerable adults; or
- who are in contact with the same children or vulnerable adults over a series of events.

You can find examples of roles within the Forestry Commission that may be regulated and require PVG or Enhance vetting, in Section 12.1.

Example – Applying the guidelines sensibly for the post of Father Christmas, and his helpers

Guidance says that Father Christmas need not be vetted since he is never alone with children and vulnerable adults. However, we would suggest that unless you can guarantee that he will never be left alone with a child or vulnerable adult, then he should be vetted.

It is not sufficient grounds for requiring an employee to undergo vetting because, even though their

day-to-day work does not involve children and vulnerable adults, they may be called upon at some point to help look for them. This is an example of being over-zealous.

If you are unsure whether a particular post requires child and vulnerable adult protection vetting, then HR Services in Silvan House, can advise you.

5.3 HR's role in the disclosure process (employees only)

The Forestry Commission is registered with Disclosure Scotland and can apply for checks for those living in Scotland. For those living in England and Wales, the Forestry Commission uses an umbrella company called Secure by Integrity (SBI). You must make all applications for child and, or, vulnerable adult protection vetting through HR for employees.

For employees, the process is strictly controlled by law, and applications have to be checked and signed by a countersigning officer in HR, in Silvan House. HR will arrange with the employee or their manager for the correct forms and guidance to be sent out and will let them know what evidence is needed to establish their identity.

More detail on the process for each geographical area, is explained below:

Disclosure Scotland

- Disclosure Scotland carry out PVG checks for individuals. The result will be sent back to HR and the employee. HR will then decide on that person's suitability to work with children or vulnerable adults, update the HR system, and advise their manager accordingly.

Disclosure Barring Service (DBS)

- The Disclosure and Barring Service enhanced check is managed by Secure by Integrity, who are a registered body. They do not send the certificate or results to HR. They send them directly to the employee. It is up to the employee to disclose the outcome and content of the certificate to their manager.
- The line manager should then complete a declaration form, provided by HR, which details the certificate number. This should be sent back to HR Services.

An Enhanced or PVG disclosure check will give details of convictions, cautions, reprimands and warnings held in Police records as well as any locally held police force information if it is 'reasonably believed to be relevant' by the Chief Police Officer, to the job role.

Note: Applications for non-employees, such as contractors, franchisees, volunteers should be made by those individuals and managed by managers in that area of our business.

5.3.1 Current staff changing roles

Where a current member of staff is changing role to a post which requires child or vulnerable adult protection vetting, then an Enhanced check by the DBS or an application to join the PVG Scheme via Disclosure Scotland must be applied for through HR.

The staff member should not undertake unsupervised regulated work with children or vulnerable adults until the application and vetting process has been completed.

Similarly, if an employee is changing to a post which no longer works with children or vulnerable adults, then the employee must advise Disclosure Scotland or the DBS of this so that their record can be updated.

5.3.2 New recruits

All new recruits are required, as part of their pre-employment checks, to apply for disclosure vetting at basic level through Disclosure Scotland, regardless of where in the UK the new recruit lives or will be working. Where the new recruit is taking up a post which requires them to be vetted for child protection or working with vulnerable adults, then this will take precedence over the basic disclosure.

5.3.3 Leavers

If a member of staff leaves the service of the Forestry Commission, HR will advise Disclosure Scotland or the DBS to ensure their PVG record is updated. Similarly, the employee should also advise Disclosure Scotland or the DBS of this.

5.3.4 Volunteers

Volunteers living in Scotland who are engaged in a role which requires child or vulnerable adult vetting, must apply to join the PVG Scheme, via Disclosure Scotland. For those volunteers living in England or Wales, they must complete an Enhanced check via the DBS.

In summary, Enhanced or PVG applications for volunteers should be made by each individual.

FC managers are responsible and accountable for these checks being completed for volunteers.

5.4 Starting work before the vetting process has finished

An Enhanced or PVG check may take up to eight weeks to get results. You should start the process through HR as soon as you know a check will be required. Where there is a pressing operational requirement to start someone in the role before HR gives you the go ahead, you must ensure that they are accompanied at all times when they are dealing with children or vulnerable adults and that their duties are restricted, until HR advise the unit manager that the vetting process has been completed and their suitability to work with children and/or vulnerable adults is confirmed. You must ensure the person does not have unsupervised access to children or vulnerable adults during this time.

The local manager has overall responsibility to ensure all situations are managed accordingly.

5.5 Portability of Disclosure Scotland and DBS certificates

The Enhanced checks (through DBS) and PVG checks (through Disclosure Scotland), the PVG or Enhanced DBS checks are portable as they are not specific to a post. A new employee or volunteer with an existing PVG or Enhanced record must have their record updated when they join the Forestry Commission.

It is the individual's responsibility to keep their own PVG or Enhanced record up to date and they must advise the DBS (for England) or Disclosure Scotland, if they are registered on the Enhanced or PVG schemes, when they join the Forestry Commission or leave the Forestry Commission. You can find more information on these links:

- Disclosure Scotland:
<http://www.disclosurescotland.co.uk/protectionservices/referralprocess.htm>
- DBS – England and Wales: <http://www.gov.uk/dbs-update-service>

Note: There are three types of PVG or Enhanced membership.

1. Working with children.

2. Working with vulnerable adults.
3. Both of the above.

Therefore, you must clarify the type of check required, in relation to the Key Work Area (KWA) of that person's role.

As a result, a further check may be required if that person has been checked for working with vulnerable adults, but will now also be working with children.

5.6 Renewal of Disclosure Certificates

Disclosure certificates, PVG Scheme Records or Enhanced checks do not need to be renewed as long as the member of staff remains in the Forestry Commission's employment without a break in service.

An employee who leaves the FC and then returns will either need to go through the DBS vetting process again, or apply for a PVG Scheme Record Update.

5.7 Fees

Where an employee, or a new recruit, is required to go through the child and vulnerable adult protection vetting because their job involves working with children and, or, vulnerable adults, then the Forestry Commission will pay for the cost of the vetting.

For Basic Disclosure checks, HR Services cost centre will cover the cost for all new employees. However, for Enhanced or PVG checks, local units will cover the cost for employees.

Fees for child protection and vulnerable adult vetting for franchisees and contractors and their staff, will be paid for by the franchisee or contractor. The application must be made by the franchisee or contractor.

For volunteers living in Scotland, England or Wales, neither Disclosure Scotland nor the DBS will charge a fee for volunteer vetting checks. The application must be made by the volunteer themselves.

5.8 Outcome of Checks at Recruitment

It is illegal to knowingly employ someone in a role involving regulated activity when they know that person is barred from that regulated activity. It is also an offence for a barred person to work or seek to work in regulated activity within a sector from which they are barred.

In England, HR will not receive a copy of the Enhanced certificate. Therefore, if an individual discloses the outcome of an Enhanced check and you are concerned about it, you should contact HR Services for more advice.

In Scotland, checks will be sent to the individual and HR Services where the outcome of the check will be reviewed and the manager advised of the outcome.

In general terms, the offer of employment with the Forestry Commission is conditional upon the future

5.9 During Employment

If during the course of employment, you are made aware that a member of staff may now be barred from regulated work, or you have reason to believe that they may have committed an offence that may limit their ability to undertake regulated work, such as having:

- harmed a child or vulnerable adult;

- placed a child or vulnerable adult at risk of harm;
- engaged in inappropriate conduct involving pornography;
- engaged in inappropriate conduct of a sexual nature involving a child or vulnerable adult; or
- gave inappropriate medical treatment to a child or vulnerable adult.

You should contact HR Services for further advice.

You must ensure the person does not have unsupervised access to children or vulnerable adults during this time.

Also, you may have been made aware by being a witness to abuse, been notified by others in work or by a member of the public, been contacted by the Police or a social worker, or through a whistleblower.

Please also refer to Section 7.2.1 if you suspect abuse.

Section 6.2 provides definitions of harm and abuse.

5.10 Safeguarding Disclosure information

When Disclosure Scotland have completed their checks, a certificate or PVG Scheme Record is sent to the registered counter-signatory in HR in Silvan House, and a copy to the individual at their home address.

Remember, DBS certificates are sent to the individual themselves so this will not apply for those living in England and Wales.

- 🔑 **Individuals are free to share the contents of a Disclosure with whoever they wish, but under no circumstances can you tell them to do this. In England and Wales, it is illegal to take copies of a certificate, or keep copies locally.**
- 🔑 **For those living in Scotland, PVG Scheme records may be stored. However, they must be stored securely in accordance with the Data Protection Act.**
- 🔑 **For Enhanced checks carried out by DBS, a log can be kept with the employee name, certificate dates and certificate number only.**

5.11 More information

You can find more information about the child and vulnerable adult vetting process on:

- <https://www.gov.uk/government/organisations/disclosure-and-barring-service>; and
- <http://www.disclosurescotland.co.uk>.

6. Protecting children and vulnerable adults – general

6.1 Introduction

The fundamental principle in law and practice is that the welfare of the child and vulnerable adult must always come first when we take decisions about them. As an organisation that values children and vulnerable adults, we must make every effort to:

- promote their safety and enjoyment; and
- contribute to their personal development and self-esteem.

We do not expect you to be an expert in child and vulnerable adult welfare. However, you do need to know enough to enable you to act in the correct way. In this OGB we will help you to:

- protect the child or vulnerable adult, yourself and the Forestry Commission;
- make sure children and vulnerable adults have a safe and enjoyable visit to the forest;
- reassure parents, guardians and others responsible for children and vulnerable adults visiting us; and
- make sure you cannot be accused of inappropriate behaviour, with no one to support your side of the story.

6.2 Definitions of abuse and harm

Abuse has a wider meaning than the media headlines of 'sexual abuse'. It is normally defined in one of four ways.

1. **Physical abuse** – where a child or vulnerable adult is subjected to pain, hurt or injury, by direct physical force, by the use of some instrument or by neglect.
2. **Emotional abuse** – where a child or vulnerable adult is subjected to distress, emotional trauma or psychological damage by severe or persistent verbal abuse or neglect.
3. **Sexual abuse** – where a child or vulnerable adult is used to gratify the sexual desires of another person, physically or otherwise.
4. **Neglect** – the persistent or severe neglect of a child or vulnerable adult, or the failure to protect a them from exposure to any kind of danger, including cold and starvation, or extreme failure to carry out aspects of care, resulting in the significant impairment of the child's health and development, including neglecting their natural development.

Harm – 'ill-treatment or the impairment of health or development including, for example, impairment suffered from seeing or hearing the ill-treatment of another'.

Development – means 'physical, intellectual, emotional, social or behavioural development'.

Health – means 'physical or mental health'.

Ill-treatment – includes sexual abuse and other forms of bad treatment which are not physical. This includes 'emotional harm'.

6.3 Safeguarding the health, safety and welfare of children

We want the children and vulnerable adults we meet to enjoy their involvement with us and with our forests. We want them to have a safe visit and we rely on you: our **staff, volunteers** and **other adults** to achieve this.

The health and safety of children and vulnerable adults may involve:

- additional planning and action because children and vulnerable adults may be smaller and less strong than adults;
- taking account of the physical capabilities and abilities of children and vulnerable adults in risk assessments for activities involving them; and
- making sure you have the correct ratio, for age, ability and activity, of **adults** to **children** as in the relevant local authority guidelines – see Section 4.3.

Children and vulnerable adults also have less experience of life's dangers. They may place themselves in a situation, which you clearly know is risky, but which they are totally unaware of.

You have a duty, as far as is possible, to:

- prevent children and vulnerable adults from coming to harm through their own rash action; and
- take all reasonable steps to make sure that no one else compromises the health and safety of any child or vulnerable adult in contact with the Forestry Commission.

6.4 Acceptable behaviour

6.4.1 Behaviour of our staff

The behaviour of all our staff should be **exemplary at all times** when working with children and vulnerable adults. This includes:

- language;
- gestures; and
- behaviour with other adults when there are children and vulnerable adults around.

6.4.2 Touch

Adults can sometimes be unsure about touching children and vulnerable adults, fearing their actions may be misconstrued. This is wrong. It is simply a matter of:

- keeping things open;
- letting the child or vulnerable adult make first contact;
- making it right for the child or vulnerable adult's age;
- respecting the wishes of the child or vulnerable adult on how much physical contact they have, except in exceptional circumstances, such as, if they need medical attention or for their safety; and
- not imposing yourself on them.

If you wish to help an injured child or vulnerable adult, tell them what you are going to do.

An example – A child falls and hurts their knee

You tell them you are going to look at their injured knee and then carry them to a car. Ask them if they agree. If they are upset and ask for comfort then check with them that that is what they want, and if it is, then hold them. Equally if the child doesn't want help, so long as the situation isn't life threatening or endangering a group, then respect that wish.

Each family has their own behaviour and differing levels of physical contact. Colleagues need to be

open with each other if they consider anyone interacts with children and vulnerable adults, during FC activities, in a way which is wrong or which may be wrongly interpreted.

6.5 Controlling bad behaviour

6.5.1 An unruly child or vulnerable adult

Minor bad behaviour is usually best ignored, while more disruptive behaviour will need your response. When a child or vulnerable adult won't listen to you, get to their level, kneel or sit if you need to, then:

- look serious;
- look straight in their eyes;
- speak in a firm, clear, calm voice;
- listen to their answer and think about what they say;
- give them options whenever possible and explanations;
- negotiate; and
- praise them when they co-operate.

6.5.2 Taking control – discipline

This is never easy, but sometimes you will have to 'take control' and instil some discipline if a child's behaviour is persistent, disruptive or inappropriate.

You may use discipline to:

- encourage a **sense of responsibility**;
- encourage **respect** for others and their property;
- support the **rules and values** of the group;
- support **good behaviour** and **attitudes**; and
- reinforce **health and safety** aspects of the activity.

You **MUST NOT** use discipline to:

- exert power;
- embarrass; or
- humiliate a child or vulnerable adult.

Different families have different methods of disciplining. It is important therefore that we have a common understanding of what behaviour is acceptable and not acceptable for our activities involving children and vulnerable adults.

It is **NOT** acceptable to:

- slap or to hold them so tightly it hurts them;
- upset a child or vulnerable adult by shouting at them; or
- to call them insulting names.

However, if you need to prevent them from coming to harm, or from putting the rest of a group in danger, then you may have to shout or restrain a child to make sure they and others are safe.

6.6 Responsibilities

6.6.1 Accompanied groups

The **accompanying adult** (not an FC employee) is the person responsible for children and vulnerable adults who visit the FC in a group accompanied by a **parent, teacher or group leader**. A member of our staff may help them.

6.6.2 Unaccompanied children and vulnerable adults

Where children and vulnerable adults are involved in activities, or visiting the FC, where they are **not** accompanied by an adult, then all planning and supervision of activities must be done by someone who has been through child and vulnerable adult protection vetting.

Anyone else who has not been through the vetting process, for example, **employees, volunteers, franchisees or contractors** must not organise or run activities involving unaccompanied children or vulnerable adults, but they can help.

When planning events:

- where possible, avoid situations in which anyone will be alone with children and vulnerable adults; and
- consider situations where, for example, a child or vulnerable adult has to go to the toilet, and make sure that one-to-one situations are kept to a minimum.

6.6.3 A child or vulnerable adult is not collected at the agreed time

You will need to think about, and plan for, how you will deal with a child who is **not collected** at the agreed time.

- Always plan so the collection points are in a public place.
- Try to get contact numbers from parents before the event – see Section 6.6.5.
- Make **parents** and **guardians** aware of their responsibility to collect them **promptly**.
- Make it clear to parents and guardians where the collection point is, and give them a contact number in case they are delayed.

However, unexpected events may mean you find yourself alone with a child or vulnerable adult who has not been collected. If so:

- keep an open and friendly manner, but don't be over familiar in either what you say or do;
- except in critical situations, always ask for their agreement to any physical contact; and
- if possible move to a place where other people, like colleagues or the public, can see you. If you can't, **phone or radio colleagues** telling them that you are alone with them and need support.

6.6.4 Offers of help

Offers of help in running FC activities are always welcome, but **volunteers** must accept our guidelines for working with children. **If they don't accept the guidelines in this OGB, then refuse their offer of help.**

It is carelessness that **abusers** are looking for and will exploit. Anyone with a genuine concern for the well-being of young people and vulnerable adults will readily accept our procedures and see the sense in following them.

Please look at Section 8 for more information on using volunteers.

6.6.5 Access to children and vulnerable adults personal information and addresses



In Section 12 you will find a model Parental Consent Form. We strongly recommend that you use this whenever you have unaccompanied children and vulnerable adults attending planned activities.

However, if this is not possible or practical, you have the option of using a register to record details including, address, contact phone numbers and medical conditions, such as allergies. **This information is confidential and should only be shared with approved leaders.**

6.7 Team planning



We recommend that you should regularly discuss child and vulnerable adult protection and the issues it raises at unit meetings.

A useful starting point is:

- to review what levels of contact you and your colleagues have with children and vulnerable adults;
- to consider how as a team you would deal with some of the situations in this section;
- to share experiences with other units or our partners; and
- create a local framework to deal with child and vulnerable adult protection, this will help focus your discussion and ideas.

The Questions and Answers in Section 12 may also help you stimulate discussion.

Talking about child and vulnerable adult protection as a team is essential to help you and your colleagues understand what it is all about. Some employees may find the whole issue very difficult to deal with for many reasons. Be aware of the possibility that a colleague may have suffered abuse as a child or may currently be dealing with these issues within their family. Be sensitive to people's reactions when discussing child and vulnerable adult protection and if appropriate remind people that the [FC Employee Assistance Programme](#) can provide confidential support and advice.

Some units ask one team member to take the lead in child and vulnerable adult protection issues and to:

- help staff combine child and vulnerable adult protection measures with their activities;
- keep abreast of developments in guidance and good practice inside and outside the FC;
- be the link with other units to share experiences and encourage an exchange of ideas;
- be the contact for other organisations; and

- be the link to HR for arranging for child and vulnerable adult protection vetting to be carried out.

6.8 Please remember!

We want children and vulnerable adults to enjoy all contact with us and their visits to our forests. Children and vulnerable adults may well look up to you as a role model. Your friendly and helpful manner will make all the difference to a child or vulnerable adult's experience of our work, hopefully encouraging them, and their parents and teachers, to take a more active role in their local forests. These guidelines are intended to help you do this.

6.9 Other guidance

A list of other guides on this subject and addresses are in Section 12.

7. Suspect child or vulnerable adult abuse?

7.1 Background

In this section, we set out best practice, based on police advice and without being prescriptive, on what to do if you suspect child or vulnerable adult abuse, either because of something you have seen or because someone has reported it to you. No two situations are ever identical, and you must use the guidelines in the way which, in your judgement, best suits the situation.

It is a legal responsibility to report and take action on any suspected child or vulnerable adult harm or abuse for any member of staff who undertakes regulated work. Failure to report or take the necessary action places the organisation at risk. Please see Section 7.2.1 for further guidance.

7.2 Dealing with suspicions or allegations of abuse

There are several circumstances which may require you to deal with suspicions or allegations of abuse:

- you have suspicions that a child or vulnerable adult is being abused;
- a child or vulnerable adult says they are being abused elsewhere, such as at home;
- a child or adult reports that a child or vulnerable adult has been abused while visiting the FC. This may be reported by a member of staff or member of the public; or
- you have been contacted by an external body such as the Police, Social Work, or through a Whistle-blower.

7.2.1 If you suspect abuse because of something you have seen

If you are concerned because of something you have seen, but you do not think you need to take immediate action, discuss your concerns with:

- the group leader or other accompanying adult as appropriate;
- your line manager, who should make your Unit Manager aware, as soon as possible; and
- a member of HR Services to discuss action to be taken.

It may be that after discussion with HR, you can contact a trained Child Protection Officer to advise them of the incident. You can do so by calling the NSPCC Child Protection Helpline – see Section 7.8. You can do this without disclosing your name or details.

Alternatively you can contact the Child Protection Team through the Police or your local social services:

- if your suspicions suggest immediate action is required; or
- you think it is necessary after discussion with a group leader and your line manager.

However, you should always seek HR advice in the first instance.



We refer to the Child Protection Teams several times in this OGB. We recommend a manager or HR Services should be your first point of contact. We recommend the Police should also be a first point of contact. However, if for any reason you do not wish to approach the **Police** then you should contact **Social Services**. Both services are involved in the **Child Protection Team** and an approach through either agency will bring the **child** any necessary protection, and you the help and advice you need.

-  In any instance that abuse of a child or vulnerable adult is suspected, reported or witnessed you must take action. Their welfare must be your overriding concern. Do not delay in order to simply to check you are doing the right thing with your manager or unit manager.

If a member of staff has been carrying out regulated work with children or vulnerable adults, we must inform Disclosure Scotland or the DBS in England if it is suspected they have:

- harmed a child or vulnerable adult;
- placed a child or vulnerable adult at risk of harm;
- engaged in inappropriate conduct involving pornography;
- engaged in inappropriate conduct of a sexual nature involving a child or vulnerable adult; and
- given inappropriate medical treatment to a child or vulnerable adult.

This may be in or outside of work.

If this is suspected, you should contact HR Services for further guidance and advice.

If an individual is removed from regulated work as a result of a disciplinary process due to evidence of harmful behaviour towards a vulnerable person, then we have a duty to refer the individual to the PVG Scheme so that consideration can be given to whether that individual should be barred from any kind of regulated work with vulnerable groups.

The following links provide useful information from Disclosure Scotland and the DBS in England on this referral process:

- Scotland - <http://www.disclosurescotland.co.uk/protectionservices/referralprocess.htm>
- England - (See Section ' Reporting to the DBS)
[http://www.resourcecentre.org.uk/information/disclosure-and-barring-service-dbs/#Reporting to the DBS](http://www.resourcecentre.org.uk/information/disclosure-and-barring-service-dbs/#Reporting%20to%20the%20DBS)



Do not under any circumstances attempt to carry out your own investigation!

As soon as possible, make notes of the situation and what aroused your suspicions. Keep these notes confidential.

7.2.2 If a child or adult in an accompanied group reports abuse to you

Where the child or vulnerable adult is in an accompanied group, the group leader is responsible for:

- leading the response to any incident;
- the overall management of the situation; and
- taking any decisions that are required.

Clearly, if that person is the one accused or suspected, then this cannot apply, and you may have to follow the guidance given in Section 7.2.1.

7.2.3 How you can help if a child or adult in an accompanied group reports abuse to you

You may help by:

- explaining what we are required to do under FC guidance;

- sharing this guide with those responsible for leading groups;
- dealing with the situation, for example, staying with or supporting one or other party, but do not stay with a child or vulnerable adult if you are on your own, get support;
- offering additional help from other staff (as agreed in your contingency planning); and
- offering the use of resources, such as mobile phones.

Do not:

- agree to do anything which is **not in this guide**.

Concerns

If you have concerns about the response from the **group leader**, speak to your line manager straight away. Also seek advice from HR Services. If necessary and if agreed with your manager or HR, contact the Police or Child Protection Team and discuss your concerns with them.

7.2.4 Alleged child or vulnerable adult abuse reported to an FC employee

If alleged abuse is reported to you, you should:

- tell the child or vulnerable adult it's alright to tell you what happened;
- tell the child or vulnerable adult you will help them get help;
- stay calm and supportive, even if what you are hearing is painful, upsetting, seems improbable, or relates to someone who is trusted and respected;
- tell the group leader;
- do not try to investigate or decide what might have happened; and
- as soon as possible make notes of the circumstances, your conversations and actions, and keep these confidential.

It is often difficult to know what is the 'right' thing to say in these difficult situations. We have included a few examples in key points – *Saying the right things* – Section 12 which might help you.

7.3 FC group leader responsibilities

If you are leading a group when an allegation is made, follow the instructions in this list.

- Make sure the child or vulnerable adult is supported, and remove them from the group if necessary.
- Make sure the other party, the person the allegation has been made against, is supported and remove them from the group if necessary.
- Get back-up from other staff or adults as necessary. However, try to involve as few others as possible, only say enough to get their help, and where possible involve only those who will need to know anyway, such as, your line or unit.
- Make sure someone continues to manage the group, and if appropriate, the activities. You must do your utmost to maintain the correct adult-to-child ratios.
- Contact HR Services for advice.
- Contact the **parents** unless they appear to be involved.
- Following discussion with HR, it may be appropriate to contact the Police or **Child Protection**

Team and follow their advice about what you do next, for example, what to do with the person who has been accused of abuse.

Do not:

- ask the child or vulnerable adult to repeat what they have said, or ask for clarification, as it may appear to them that you do not believe them;
- make any promises of confidentiality to them– you have a duty to pass the matter to the authorities;
- jump to conclusions, or try and decide if a they have been abused;
- try to investigate – this can jeopardise subsequent investigations by the Child Protection Team; and
- deal with the alleged abuser in an aggressive or accusatory manner, but be firm and assured if faced with an emotional or aggressive reaction.

There is no right order in which to carry out these actions, you must decide in light of the circumstances which way to tackle the situation.

7.3.1 If a parent arrives

If a **parent** arrives:

- allow the child or vulnerable adult to recount the incident to them, rather than you, this will safeguard against accusations of deliberate or accidental 'spin';
- supplement this only with facts about the circumstances, such as, where, who was there, and what you have done in response to the incident;
- guard against giving (or agreeing with) an opinion, like reviewing procedures;
- give them your work contact details, **do not** give them your personal contact details; and
- ask them to let you know directly what happens.

7.4 Confidentiality

While it is sensible to discuss your suspicions, you should do so with as few people as possible. Only discuss with those who:

- may have an insight into the situation;
- may be required to protect the child or vulnerable adult; or
- have a supportive role for you.

It is important that there is no open discussion about:

- the protection of the child or vulnerable adult;
- their welfare, for the sake of the other person involved; and
- the proper handling of any later investigation.

7.5 If you are the person accused

If you are the person accused:

- try to stay calm;
- do not try to explain or justify your actions;
- co-operate fully with the group leader, they have their responsibilities, they are not making judgements;
- find a quiet place and make notes of what happened; and
- ask a colleague or friend to support you, such as to sit with you or make you a coffee, but do not discuss the incident with them.

7.6 Unit manager's response

- Ensure you contact HR Services for advice. If the accused is one of our staff, also inform the Director, HR and the Head of HR Services who will help you in dealing with the short, medium and longer-term management of the situation if needed.
- Following discussion, it may be appropriate to contact the Police or the Child Protection Team to ask what you should do next with the person who is accused. They will be aware of the impact of such allegations on an individual and a work unit.
- Consider internal and external communications:
 - **internal** – you may need to explain short-term re-allocation of duties or suspension; and
 - **external** – seek help on a possible response to the media.
- If appropriate, tell staff that they should not discuss the events or allegations with anyone, and that any discussion may damage subsequent investigations and possible legal proceedings. More importantly it could mean that a child or vulnerable adult is denied help and protection.
- Offer pro-active support to those involved, be prepared for some reaction in individuals in the team or in the unit, don't expect 'business as usual'.
- At the right time (which may be after any legal proceedings) encourage those involved to take 'time out' to review events as a team. Look at circumstances surrounding the incident and actions taken in response to the incident. Take the opportunity for individuals to express feelings as well as looking at the factual and procedural issues. When you have done this, help employees to 'draw a line' under the event.
- Contact the [FC Employee Assistance Programme](#) for confidential support and advice if you need it.

If it turns out that someone's behaviour has been unwise or inappropriate, rather than criminal, make it clear that you take this seriously, and consider in liaison with HR, whether any form of disciplinary investigation is required.

7.7 Recording and reporting

Taking some notes is sensible for various reasons:

- it is useful to have a clear record of what happened at the time;
- where something happens which shows up a flaw in 'the system' and from which we can learn;

- where something happens which may have legal implications; and
- where there is the possibility of the situation leading to a dispute.

Keep all notes and records confidential and in a locked cabinet until you know the outcome. Have an active resumption system – see OGB 34 [Resumption Diaries](#) which will make sure they are disposed of when you know the outcome.

There is a list of things that may help you in ‘Reporting an incident’ – see Section 12.

It would also be sensible to cross-reference this with any other relevant record like your Accident Book.

7.8 Support for those involved

If you have been involved in an incident allow yourself time and space to deal with it afterwards. Do not be surprised if you have an ‘emotional’ response. Do not expect to be able to return to ‘business as usual’ right away.

If you want or need confidential support or advice, then contact the [FC Employee Assistance Programme](#).

You can also discuss things confidentially by contacting:

- **In England** – it is the NSPCC Child Protection Helpline 0808 800 5000 or www.nspcc.org.uk.
- **Wales** – NSPCC Wales 0808 100 2524 Monday to Friday 10am to 6pm. Calls taken in Welsh or English. Outside these times calls are taken automatically by the number above. Or use this link www.nspcc.org.uk.
- **Scotland** – Individuals can also contact the NSPCC. Helpline listed above. Alternatively, Children 1st have a dedicated Parent line 0808 800 2222 Mondays, Wednesdays and Fridays 9am to 5pm, Tuesdays and Thursdays 9am to 9pm or use this link: www.children1st.org.uk.

8. Using volunteers for activities with children and vulnerable adults

8.1 Introduction

Additional help in the form of a volunteer is always welcome, and we want to encourage volunteers. However, when a volunteer is helping with activities involving children and vulnerable adults, we must take sensible precautions. Please also refer to OGB 42 [Managing Recreation](#) – Sections 11 and 12.

It is the responsibility of local management to ensure appropriate vetting is in place. HR do not manage the vetting process for Volunteers. However, if there are any queries on the process, please contact HR Services and not the Disclosure bodies, in the first instance.

8.1.1 Who does it apply to

This section is about **volunteers** who offer their help directly to the FC, or who are given permission to carry out activities on our land. Volunteers who accompany school or other groups are the responsibility of the **leader of those groups**.

8.1.2 Some definitions

There are many different types of **volunteers**, such as:

- An **external volunteer** is anyone who gives their time and expertise without payment, this may include a **parent** accompanying their child or a vulnerable adult to an FC run event or a 'friend of the forest'.
- **Short-term volunteers** are those who come once, or offer help for a specific event, but who don't intend offering their services for longer.
- **Parents** should be considered volunteers when only a limited number help with a group event. **Parents** should **not** be considered volunteers when there is a parent with every family group.
- **Regular volunteers** are those who offer to help for a series of events, or over an unlimited time.
- **Young volunteers** are those who are under 18 years of age.

A volunteer is defined as, 'a person engaged in an activity which involves spending time, unpaid (except for travel and other approved out-of-pocket expenses), doing something which aims to benefit some third party (individuals or groups), other than, or in addition to, a close relative, or to benefit the environment'.

Volunteers are **not** employees although they can include FC staff who give up their spare time to become involved in FC activities outside of their normal duties.

8.2 Before using a regular volunteer

When someone offers to be a regular volunteer, you must ask them some questions about:

- their previous work with children and vulnerable adults;
- their abilities;
- their experience; and
- why they want to help with these particular activities.

Ask them for:

- Evidence that they have the right to work in the UK and any qualifications or certificates that are essential for them to carry out the role, i.e. a driver's licence if we are expecting the volunteer to drive. You can find guidance on the documents required in the ['Right to Work in UK and Civil Service Nationality Rules'](#) form in the Pre-employment / Pre-engagement checks of the Staff Handbook.
- If they will be working with the FC for over four weeks and they have unsupervised access to our buildings and IT systems, then they will require a Basic Disclosure check which the line manager should organise.
- If they have regular unsupervised access to children and vulnerable adults then they will require a PVG or Enhanced check, which the line manager should organise.

For more information on the appropriate pre-engagement checks for volunteers, please follow this link: [Pre employment / Pre engagement Checks page of the Staff Handbook](#).

This should give you confidence that the person is suitable to help with children's activities. While we have no wish to offend or upset volunteers, our primary concern must always be to safeguard the child or vulnerable adult's welfare and safety. Most people who genuinely want to help will understand and be happy to comply.

If any answers you get from a volunteer concern you or leave you unsure, then speak to your **manager**.

Do not be swayed by factors such as:

- knowing the person;
- they say they have children of their own;
- they seem nice;
- they are from a 'safe' background, such as a teacher; or
- that you may have to reduce or stop your planned activities without their help.

If you have any doubt or you are simply uncomfortable, then always err on the side of caution. **Trust your instincts**. Suggest to the volunteer that they could help in other areas, but do not use them in children's activities.

While you are waiting for the Enhanced check or PVG certificate, please make sure the volunteer does not have unsupervised access to children or vulnerable adults.

8.2.1 When a volunteer has already been through the child protection vetting process

PVG Scheme records and Enhanced DBS checks are portable. If a volunteer has already been through the child and vulnerable adult protection vetting process they must provide the full details to you and have had their record updated to reflect their work with the Forestry Commission.

Note – Enhanced or PVG disclosure checks that were carried out before March 2013, are not portable and you must carry out a new check.

8.3 Induction

For **short-term** volunteers:

- tell them that we have a child and vulnerable adult protection guide;
- give them a copy of *General good advice about child protection* – see Section 12.
- tell them who the event **organiser or leader** is, and that it is that person who is responsible for the **group** - the organiser or leader will make all necessary decisions and these will be in line with this OGB; and
- that we will act if their behaviour or language is unwise, inappropriate or simply 'out-of-order'.

When recruiting **regular volunteers** you should:

- give them a copy of this OGB and any other guides that are relevant to the activities they will be involved in; do this before the volunteer starts work;
- specifically ask them to confirm that they are prepared to work in line with this OGB and keep a record of this;
- give them a clear description of what you will ask them to do, and who they are responsible to;
- ask them to work an agreed probation period during which the person they are responsible to will provide feedback on their performance in the context of our work;
- make them aware of local child and vulnerable adult protection contingency plans, and whenever possible involve them when these plans are reviewed; and
- tell them they will be required to go through the child and vulnerable adult protection vetting process if their work with us will involve **regular, substantial or unaccompanied** contact with children – see Section 5.

8.3.1 Training and discussions on child and vulnerable adult protection

Offer **regular volunteers** suitable in-house child and vulnerable adult protection training and involve them in discussions about child and vulnerable adult protection whenever possible.

8.3.2 Badges

Give **regular volunteers** a badge identifying them and showing that they are a volunteer with the Forestry Commission. Do not give them the same identity badge that our permanent staff use.

8.4 Young volunteers

When using a volunteer who is under 18 years of age, they may only **help** with children's and vulnerable adult activities. They may not run or lead them unsupervised. They:

- must be accompanied at all times by one of our staff;
- may lead small **groups** only if they can be supervised by the **group leader** throughout; and
- must not be put in one-to-one situations.

Responsibility for children and vulnerable adult's welfare and safety remains with **our staff**.

8.5 Volunteers or interest groups working on FC land unsupervised

When you give permission for volunteers or interest groups to engage in activities on our land without our supervision, make sure they understand the need to include sensible child and vulnerable adult protection measures in their operating procedures. These will vary according to the activity, but may include such things as:

- making sure a **minimum number** of **adults** are on site;
- having procedures for dealing with accidents;
- agreeing procedures for alerting the FC to any major incident; and
- what actions they will take if they find a lost or injured child or vulnerable adult.

8.6 Cause for concern

Once a volunteer is helping with activities, if anything they do worries you or just gives you cause for concern, then you must **act**. Your actions will depend on the circumstances, but consider:

- speaking to them;
- asking them to leave the group temporarily, or in extreme cases, permanently;
- discussing your concerns with your manager;
- notifying and discussing with the unit manager ; and
- not using them in the future for activities involving children and vulnerable adults.

While it is important that unsafe, inappropriate, unwise or bad behaviour is dealt with, you must discuss your concerns with the volunteer in a polite and calm manner. Please refer to Section 5.9 for examples of behaviour that may be inappropriate in the role. Do not make direct accusations or approach the volunteer in a confrontational way. A volunteer's behaviour may be unsafe, unwise or inappropriate simply because they have not had a lot of dealings with children or vulnerable adults, or it is some time since they regularly dealt with children. Their behaviour may be unsuitable because they bring family attitudes to their volunteering activities.

If you consider a volunteer is unsuitable for further activities with children or vulnerable adults, tell them. Ask your manager if you should tell other units.

8.7 Information and volunteers



For Data Protection and the protection of children and vulnerable adults, the phone number or address of any child or vulnerable adult should never be given to a volunteer. A nominated FC employee should hold this information for situations such as medical emergencies.

8.8 Access to an independent person

It is good practice to allow volunteers access to an '**independent**' person who they can turn to if they have concerns. Give volunteers the name and contact details of the unit manager or other suitable person in the unit who is not directly involved in the activities.

8.9 Volunteer Co-ordinator

Units which have many regular volunteers may find it helpful to appoint a member of staff to co-ordinate the recruitment, induction and monitoring of volunteers and to act as a source of advice to colleagues.

9. Photography - Children and vulnerable adults

9.1 Background

Photographs can be used to identify children and vulnerable adults, particularly if the photograph is accompanied by personal details or location information. This could make the child or vulnerable adult, vulnerable to abuse by someone wishing to 'groom' them.

Photographs can be adapted for use on pornography sites. Child pornography is a form of child abuse, because for every image produced, a child has been subjected to abuse.

We must be aware when considering what is and is not appropriate, and what might require parental consent when we, or others, take photographs of children and vulnerable adults. In this section we aim to give you a framework for suitable photography, whether still or moving images, when children and vulnerable adults are visiting or in contact with the FC. Photographs should show children and vulnerable adults having an enjoyable and safe visit to a forest or an FC site.

-  The interests of children and vulnerable adults must always be put before those of the FC.
-  Parental or other adult consent must be endorsed by the individual concerned.

9.2 What situations are covered?

In this section we cover:

- staff commissioning a photographer to take photographs for FC use;
- photographs being taken for the FC during open events;
- photographs taken at FC organised media events; and
- staff taking photographs as part of their work.

By commissioned, we mean mainly photographs that the FC has asked to be taken, by our own FC photographers or external photographers. It can also mean photographs taken by volunteers, contractors, franchisees and by staff as part of their everyday work that are then used by the FC.

9.3 Your responsibilities

-  If you are commissioning photographs, it is your responsibility to make sure that the photographers are aware of our guidelines and understand them.

9.4 Organised groups

9.4.1 Before the event

- Make sure that those responsible for the children and vulnerable adults, for example the school's organiser, group leader or the parents are aware that there will be an authorised photographer at the event, and they will be taking photographs for the FC. Where possible do this in writing preferably on the booking form, and get their agreement. Do this as early as possible. This will give the teacher or group leader time to tell the parents and get their permission.
- Make sure you identify all potential uses for the photographs, such as talks, leaflets and show stands, so that we can make good use of the photographs.

- Think carefully about taking photos of children and vulnerable adults at events like swimming where they will have to discard clothing. If the photographer is to take pictures of children or vulnerable adults in swimming costumes, then make sure they are in the water, and not on the edge on open view. If you don't do this, you may not be able to use the photographs.
- Consider if you need permission and facilities for children and vulnerable adults to change clothing? You will only need this if they are removing trousers, skirts, shorts and tops, not for changing a jacket or shoes.

9.4.2 On the day – some Do's and Don'ts

Table 1 – On the day some Do's and Don'ts

Do ✓	Do Not! ✗
Make sure that everyone knows who the photographer is. And introduce them to everybody in the party and explain what they are going to do.	Let a child or vulnerable adult act or pose in an inappropriate way, or in a dangerous situation.
Tell the photographer which children or vulnerable adults they cannot photograph as you do not have permission from the parents. Make sure those children or vulnerable adults are not in any photos.	Ask a child to dress in a costume or other clothing without their permission (and those of parent or guardian). Children and vulnerable adults should have suitable facilities if they need to change.
<p>Make clear to the photographer what photographs they can take.</p> <p>Make sure that they do not take any pictures if the children or vulnerable adults are not fully clothed, such as in swimming costumes.</p> <p>Explain that they can take photos if they are swimming in the water.</p>	Unduly raise the children's expectations that they may appear in FC publicity. Some children or vulnerable adults may be disappointed if their photos are not printed, transmitted or recognised.

9.4.3 Which pictures to use

Table 2 – Which pictures? Do's and Don'ts

Do ✓	Do Not! ✗
Make sure the 'message' the photograph gives meets the advice in this OGB. For example, do not use photographs that show children or vulnerable adults in potentially dangerous situations, or alone with an adult.	Use photographs where a child or vulnerable adult could be identified through their school or other group uniform, unless the school or other group leader tells you they have the parents' consent.
Be aware that digital images can be adapted, so look carefully to see if a photograph of an innocent pose might be altered and become unsuitable.	Use photographs for any purpose other than the ones you were given permission for.

9.5 Open days and 'What's-on' events

When an open event is staged on our land, although the control you have over who attends and how people act or behave is limited, you should nonetheless follow best practice and take what precautions you can.

9.5.1 Before the event

- Think how you will tell the people that we will be using 'official' photographers at the event to take photos for us. Have this message clearly shown on flyers and posters which advertise the event well in advance.
- Consider how people will be able to recognise our **photographer** and that they are working for us. It may be useful to give the photographer a badge, not a standard FC badge, which identifies them as working for the FC.
- Try to secure a '**repeat use**' agreement with the photographer for the photographs they take, unless they have been commissioned by us using a '**standard release form**'.

9.5.2 On the day

- Place signs at prominent positions like car parks, entrances and catering facilities to tell the public that we are having photographs taken by an authorised photographer.
- Make sure your sign tells people clearly what they should do if they do not wish to be included in any photographs. We have created examples which you can adapt for your own use in 'Model Signs for Photographers' in Section 12.
- Ask all staff at the event to try to make sure that fun and safety come first. Make sure they are not distracted for too long from the activities, or placed in unsafe situations by the photographer.

9.5.3 Permissions

You need only ask for permission to use a photograph if a child is **prominent** or **central** to a photograph, or if the photograph could identify them. You do not need permission for photographs of crowd scenes, distance shots, or shots where children or vulnerable adults are spectators and the focus of the photograph is on an activity.

9.6 Media events

9.6.1 Before the event

Get permission, in writing, from a parent or guardian **before** inviting children or vulnerable adults to 'model' at events. If schools or other groups already have parental consent, then you do not need to get it again.

9.6.2 On the day

Ask the media people:

- for their name and their position;
- for some identification (ID) preferably photographic and confirming the organisation they represent;
- which newspaper, magazine, agency, radio or television station they represent; and
- when the photos or articles might appear.

If you are concerned about their behaviour, be prepared to tackle this, and if necessary, ask them to leave.

Table 3 – Do's and Don'ts on the day

Do ✓	Do Not! ✗
Meet the children or vulnerable adults and their parent or guardian or teacher. Fully brief the children or vulnerable adults, and those responsible for them about what is planned and what you are asking them to do.	Leave children or vulnerable adults alone with photographers or journalists. If you can, make sure that they are accompanied by a responsible person as well as a member of staff.
Ask the children or vulnerable adult if they are comfortable about what is going to happen.	Divulge any information about the child, vulnerable adult, or their family (including their full name and address) unless you have written permission. If the child or vulnerable adult is accompanied, that adult should reply to any questions. Photographers and journalists can be 'pushy' – most editors will not accept material without the subject's full name, age and the place.
Make sure that children or vulnerable adults are not asked to pose in questionable, inappropriate or unsafe positions.	
Make sure that all the right safety clothing and equipment is provided and worn correctly.	
Protect children or vulnerable adults from being the focus of a photographer's or journalist's 'scrum' .	

9.6.3 After the event

Notify the editor or other relevant person if:

- a photographer, or a journalist, has acted incorrectly or inappropriately; or
- if their photographs are unsuitable; and
- if their article shows unsuitable photographs, or gives inaccurate information.

9.6.4 Photography in your everyday work

If you wish to take an action shot or capture a 'moment' like **a family scene** or a **group of children or vulnerable adults** on play equipment, in your everyday work, then you may do so, provided you have identified yourself to them and asked their permission to use it.

9.6.5 Historical photographs

If you or your unit have photographs which have been taken over a number of years, you can still use these if they appear suitable in the light of this OGB.

9.6.6 Photography by the public

You are not expected to police photographs taken by **visitors**. However, as with every aspect of child and vulnerable adult protection, if you see something which causes you concern, **take action**.

This might include:

- advising both the child or vulnerable adult and photographer of a potential danger;
- advising parents or other accompanying adults if you become aware that photographs of them are being taken by someone not in the same party as the child;
- contacting the Local Authority Child Protection Team if the photographs they are taking seem potentially inappropriate or unsuitable; and
- taking notes of the incident, for example, a description of the adult, a description of the child or vulnerable adult, a note of the place and vehicle registrations.

9.7 Consents

If you have obtained written permission on a parental consent form – Section 12 or in another form, then you must keep them for **one year securely and then dispose of them safely, for example by shredding**.

9.7.1 Commissioning a photographer

You can find detailed information about commissioning photographers and writing photographic briefs on the Corporate Communications web pages on e-Connect under *Photographic*.

The link is – [Photographic Services](#)

Note: under the 1988 Copyright, Designs & Patents Act, copyright belongs to the photographer unless, through written contract, it is transferred. Photographs taken by **FC staff** during work time, and using equipment supplied by the FC, are automatically **Crown Copyright**.

9.8 Advice

If you need more advice, please talk to your manager or the person responsible for child or vulnerable adult protection in your unit.

10. Lost and injured children or vulnerable adults

10.1 Introduction

The incidence of lost and injured children or vulnerable adults varies from unit to unit, but most staff involved in activities with children or vulnerable adults will at some point be required to deal with a lost or injured child.

In this section we outline the areas you will need to address when creating a plan for your unit so you can deal with these situations.

You will need to consider the following:

- The nature of the site or area;
- type and number of visitors;
- availability of staff and volunteers at different times; and
- realistic arrival times for the police and other emergency services.

10.2 Contingency plan

Our best plans cannot cover every incident that might happen. Don't make your contingency plan too prescriptive, but make sure it sets down a framework which staff can work within and apply to whatever circumstances they find they need to deal with. It is important that our staff are confident about taking action, and this will come through discussion and regular review of the plan within the unit.

Please look at Operational Guidance Booklet No.17 – [‘Planning for the Unexpected’](#) which contains information that may be of use to you, including how to deal with the media. You may also wish to read OGB 17b – [Managing Incidents in the Forestry Commission](#).

10.2.1 Team effort

Dealing with incidents which involve lost or injured children or vulnerable adults will always be a team effort, and it is important that everyone understands how they can help. This help might mean that they remain at the office as a contact, or provide refreshment. You will find it helpful to discuss your plans with the emergency services. This will save valuable time at the start of any incident – see OGB 17b – [Managing Incidents in the Forestry Commission](#).

10.2.2 Training exercises

The emergency services do use our land for training exercises.



We recommend that you arrange a mock incident and work with the emergency services to test your planning. This has been very successful in some units.

10.3 Some things to consider in your contingency plan

Here we highlight some of the issues which you should consider in your contingency plan – consider reading OGB 17a – [Contingency Planning Framework](#).

10.3.1 A lost child or vulnerable adult

- Agree a contact, reporting or control point. If necessary, identify this ‘**lost person point**’ on your maps or other literature.
- Identify places which must be staffed, no matter what, and which could, if necessary, be ‘closed’. For example, shut a shop if you need extra searchers.
- Staff involved in a search should be identifiable. They should wear an identity badge or badged clothing and hi-visibility (Hi-Viz) vests or jackets.
- Make sure that those searching can talk to each other by radio or mobile phone.
- Consider printing cards with the telephone number and contact point to offer a parent or teacher. You can use your business card as a temporary measure.
- **Search in pairs**, ask other adults in the area to pair up with our staff if necessary. You may have to deal with an injured and distressed child or vulnerable adult.
- Ask for a description of the child or vulnerable adult in a discrete way, and preferably away from the public. If you write it down, make sure you destroy the note when the incident is over.
- Ask one parent, guardian, teacher or other group leader to stay at, or move to, the contact point. This means you can get more information quickly if you need it, and make early contact when the child or vulnerable adult is found.
- Set a time limit for the initial search, such as 15 or 30 minutes. At the agreed time re-group (if necessary by telephone or radio) and rethink your strategy. For instance, is it necessary to get more searchers? Or should you now call the Police?
- When the child or vulnerable adult is found, make sure that everyone follows this guidance on how to deal with the situation.
- When the incident is over make sure everyone involved gets a short break to relax before returning to their normal duties. If the incident has taken some time, consider offering outsiders refreshments, and make sure they are properly thanked for their time and effort.
- At a suitable point afterwards review how things went, and see if you can make improvements, such as, did you use the best reporting point? Was your time limit too short or too long? If necessary, update or amend your contingency plan.

10.3.2 Children or vulnerable adults separated from parents

If a child or vulnerable adult tells you that they have become separated from their parents, what you do will vary depending on the age of the person and how upset they are.

In every case however, you should:

- reassure them;
- ask where and when they were last together;
- ask what they were doing to help you identify where the parents might be;

- ask what the parents are wearing;
- ask their names; and
- let the staff at the 'Lost Person' point know.

Offer them a drink and food if they need it, but check they don't have any food allergies first.

If you are alone with them, then tell another member of staff. Give comfort if they need it, but remember to do this in a way they are happy with.

If they are calm, or old enough, you may be able to suggest that they simply wait a short while with you till their parents come back. This is the best approach if you have an advertised '**Lost Person**' point.

If they are distressed, or young, you may need to start a search for the parents. In addition, you may consider inviting other visitors nearby to 'keep a look out' and pass a message on if they should come across the parents.

If you cannot find the parents in a reasonable time, or they become distressed, then you will have to alert other staff and possibly the emergency services.

10.3.3 Sick or injured children or vulnerable adults

There will be many factors which influence your response to a sick or injured child or vulnerable adult.

- The severity of the illness or injury.
- The age of the child or vulnerable adult.
- Whether the child or vulnerable adult is accompanied.
- Do you have a contingency plan?

There are ways you can prepare. These might include:

- drawing up a contingency plan;
- identifying 'high risk' areas such as bike trails;
- considering access routes and any potential hazards such as locked gates, and include information on how to deal with these in your contingency plans;
- access to maps;
- liaison with local emergency services to find out what they might require of us;
- encouraging all staff to do first aid training and keep it up-to-date;
- having some staff trained in first aid specifically for children or vulnerable adults; and
- identifying and making a list of all those trained in first aid within your unit, including volunteers, franchisees and contractors.

Please read the relevant sections of OGB 23 – [Accidents and incidents: investigation and reporting](#).

10.3.4 Accompanied children or vulnerable adults

Where the sick or injured child or vulnerable adult is accompanied by an adult, they should decide what is best for the child. You should offer any help that is required and call on other staff and resources if needed.

When a child or vulnerable adult is in a group led by FC staff, then that leader should decide what is best.

10.3.6 A child or vulnerable adult alone or only with other children and vulnerable adults

If you discover an ill or injured child or vulnerable adult who is alone, or only with other children or vulnerable adults, and their illness or injury is or might be serious, **you must decide the best course of action**. Do not delay simply to check with other staff or a manager that you are doing the right thing. If you are a trained first aider tell the child what medical help you intend to offer, and ask for their agreement before giving this.

11. Work experience

11.1 Introduction

In this section we offer you guidance on some of the child and vulnerable adult protection issues which may arise when you are offering work experience placements.

Throughout this section we refer to work experience **students**. This term applies to anyone under the age of 18 who spends a short time with the Commission to experience our work.

11.2 Some health and safety aspects of work experience

Students taking part in work experience are regarded as the employees of those who provide the work placement under health and safety law. The providers must ensure, so far as is reasonably practicable, the health, safety and welfare at work of all their employees.

In health and safety law the term '*in so far as is reasonably practicable*' means balancing the degree of risk posed by a particular job, against the time, cost and physical difficulty of taking measures to avoid or reduce that risk.

11.2.1 Risk assessments

The FC, as a placement provider, has a duty to assess the risk to work placement students **before** they start work. Operational Guidance Booklet No. 24 [Health and Safety: Assess the Risk](#) gives full information on how you should do this.

Before the student takes up the placement, you must let the parents or guardians know the key findings of your risk assessment and the control measures you have put in place. Ask the work experience organiser, who is your contact with the school or college to pass the information to the parents or guardians of any student seeking a placement. You do not have to do this in writing, though it could usefully accompany a job description or other information about the placement.

11.2.2 Framework risk assessments

Where a unit expects to host a series of work experience students for a similar series of tasks, they can draw up a framework risk assessment which identifies the core hazards and any significant risks. This framework can then be reviewed in light of any specific factors about a particular student or circumstances.

11.3 Written agreements

Work experience organisers and the FC should draw up an 'agreement'. The work experience organiser may offer a standard form or it can be in a letter. It should set out the important issues relating to the student's treatment and well-being. We have listed here some of the issues it should cover.

- What work is planned for the student and how will it be carried out?
- What induction, instruction and or training will be undertaken?
- Who will supervise them and how will this be done?
- Will they be near strong chemicals or powerful machinery?

- Are special arrangements required on medical grounds or other special needs?
- Is any personal protective equipment and clothing required for the work?
- Safeguards or restrictions to make sure you comply with this guide including restrictions or permissions about photography, see Section 9, and 'one-to-one' situations, see Section 11.4.
- Any other conditions for this type of work experience.
- Procedures for reporting absence or an accident – see [OGB 23](#) for reporting accidents and incidents.

11.4 One-to-one situations

The nature of some FC jobs means that the work experience placement will inevitably involve the student spending some or all of their time in a one-to-one situation with their FC mentor or supervisor. This will include being in vehicles travelling to and from a work site. In this situation, you need to follow the points below.

- Only employees who have been through the child and vulnerable adult protection vetting process can work with a work experience student in a one-to-one situation. If they have not been through this process, then they should not be left in a one-to-one unsupervised situation – see Section 5 for vetting process guidance.
- The student, their parents (through the work placement organiser) and the school organiser should all be made aware that the placement will involve time spent in a one-to-one situation. Ask both the parents and student for their explicit agreement to this.
- The student should have a 'buddy'. That is a member of staff other than their mentor, who will keep in touch with them pro-actively, but informally, once or twice a day, during their time with the FC.
- The student should have a separate means of communication from their mentor or supervisor for use in an emergency, so they can contact their buddy.

11.4.1 Other safeguards

You may also want to put in place other safeguards for particular situations.

- Chaperoning by a parent or volunteer, or having two or more young people on the placement together.
- Changing your programme – though this is not ideal, it may be sensible to remove parts of your preferred programme which would involve one-to-one situations.
- Making unscheduled visits, by a manager or the buddy.
- Providing placements where you have a group of students, possibly from different schools, working on a particular project.

11.5 Child and vulnerable adult protection vetting

Managers should apply the same criteria of **regular, substantial or unaccompanied** contact as the basis for deciding whether any staff involved in a work placement, whether as supervisor, mentor or buddy, should be put through the vetting process – see Section 5.

12. Supporting documents

We have placed a series of documents on our intranet site that will help you with child or vulnerable adult protection. Table 4 gives you links to all our Supporting Documents which you will find on our intranet pages.

Table 4 Supporting document links

No	Document title with link
1.	Useful guidance and external websites.
2.	Your questions answered.
3.	General good advice about child protection.
4.	Dealing with abuse or allegations of abuse.
5.	Saying the right thing when dealing with abuse.
6.	Model parental consent form.
7.	Model signs for photographers.
8.	Work experience checklist.
9.	Incident report form.

12.1 Examples of posts within the FC that do and do not require a PVG or Enhanced check.

Title	Typical Activities	PVG/Enhanced Check required?
Community Ranger	<ul style="list-style-type: none"> • Work regularly with schools, may take pupils out into woodland as part of outdoor education. • Organise events for the community that will involve children, vulnerable adults and families. • Running activities, such as Branching Out for vulnerable adults. • Work with community groups that may have vulnerable people. 	<p>If teaching children in/out of the schools, irrespective of whether or not a teacher is present, then the teaching is regarded as regulated activity.</p> <p>If the Ranger has sole responsibility for children while in woodlands, this is regulated work.</p> <p>Working with groups solely targeted at the adult community, where some of them may be vulnerable, is not considered regulated work as the service is available to all.</p>
Communities Work Supervisor	<ul style="list-style-type: none"> • May visit schools to explain work in nearby woodland. • May support events or school visits, along with community ranger. • May have work experience pupils from schools. • Likely to supervise contractors who are employing young trainees. Likely to be other adults present, but could be out of sight. • May supervise volunteer groups. Likely to be other adults present, but could be out of sight. 	<p>If teaching children in the schools, irrespective of whether or not a teacher is present, then the teaching is regarded as regulated work.</p> <p>If not above, and if the supervisor has the opportunity to have unsupervised contact with the schoolchildren, then this is regulated activity.</p> <p>Supervising young trainees is not regulated activity.</p> <p>'Being out of sight' with vulnerable groups is not enough to constitute being in regulated activity.</p>
Woodland Wardens	<ul style="list-style-type: none"> • Likely to support events with communities with vulnerable people. There will be other staff present. • May support education events, either taking lead as pair of woodland wardens or more likely supporting Community Ranger. • May work alongside young people as part of skills training or work shadowing. 	<p>Not clear enough information to establish whether or not this would constitute regulated activity. Therefore each case must be discussed separately.</p>

Title	Typical Activities	PVG/Enhanced Check required?
Beat Forester	<ul style="list-style-type: none"> Attend occasional events or education visits with young or vulnerable people as part of line management duties with community rangers or woodland wardens. 	<p>Responsibility for the day-to-day management of someone in regulated work is also defined as being in regulated work.</p> <p>For example, if it is established the Community Ranger is carrying out regulated activity, then so is their manager.</p> <p>(Please note: the above stops at the first level of line management and does not continue up the management hierarchy).</p>
Employment Skills Manager & Supervisor	<ul style="list-style-type: none"> Supervise contractors, such as Action for Children and Barnardo's who are employing young trainees. Part of the role is to ensure trainees get adequate support and will require speaking one to one. 	<p>This is not regulated work as not carrying out any activities with vulnerable groups.</p>
Landscape Architect	<ul style="list-style-type: none"> May take part in a landscape project working with teachers and pupils in a school. 	<p>If the architect has the opportunity to have unsupervised contact with children, then this is regulated activity.</p>
District Forester	<ul style="list-style-type: none"> Act as mentor for any work experience with young people or volunteers. District lead for Protecting Children and Vulnerable Adults – OGB 16. May attend events and education. 	<p>Not clear enough information to establish whether or not this would constitute regulated activity. Therefore each case must be discussed separately.</p>