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Safeguarding Policy

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1: Introduction

1.1: Safeguarding is everyone's responsibility

1.2: This policy should provide all staff and volunteers with clear guidelines regarding safeguarding for the Museum of Richmond. This policy will be used to train staff and volunteers, and includes important practical documents within the appendices.

2: Safeguarding Statement

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

2.2: All volunteers and trustees have a duty to assist in reducing risk of abuse by complying with the terms of this policy. The Museum of Richmond pledges to act on any suspicion or allegation of abuse immediately.

2.3: These guidelines protect the children and vulnerable people in your care but also protect staff, Trustees and Volunteers. Situations can be misinterpreted – this policy, associated training and inductions are designed to ensure that all staff, Trustees and volunteers are aware of this and will prevent false allegations being made.

3: Vision and Values

3.1: Everyone has the right to live their life free from violence, fear and abuse, and vulnerable people have the right to be protected from harm and exploitation.

3.2: It is the responsibility of everyone, including all staff and volunteers, to play a part in preventing, detecting and reporting risk of harm to vulnerable adults and children.Your organisation name..... works together with the appropriate agencies to protect vulnerable adults and children.

4: Who is covered by this policy?

4.1: A vulnerable adult (over 18, or someone 16 to 18 who is married)

4.1.1: lives in residential accommodation such as a care home, residential special school or sheltered housing and is receiving domiciliary care in their own home (i.e. help with feeding, transport, finances, washing).

4.1.2: A vulnerable adult is also defined as a person who, for any reason, may be unable to take care of themselves or protect themselves against significant harm or exploitation. This could be a short or long term condition.

2.2 A child is anyone under the age of 18.

3. Legal Framework

3.1: This policy is underpinned by the legal principles listed below:

3.1.1: Children Act 1989, Children Act 2004 and Children and Social Work Act 2017

3.1.2: Safeguarding Vulnerable Groups Act 2006 and Protection of Freedoms Act 2012

3.1.3: Children and Families Act 2014 and Education Act 2002

3.1.4: Digital Economy Act 2017

3.1.5: Adoption and Children Act 2002, Children and Adoption Act 2006 and Children and Young Persons Act 2008

3.1.6: Female Genital Mutilation Act 2003 and Borders, Citizenship and Immigration Act 2009

3.1.7: Apprenticeships, Skills, Children and Learning Act 2009

3.1.8: Education Act 2011

3.1.9: A child is defined by the 1989 and 2004 Children Acts as someone under 18 years old.

4. Useful terms

4.1: DSO: Designated Safeguarding Officer. At the Museum of Richmond this is the Learning and Audience Development Officer (LADO – not to be confused with Local Authority Designated Officer for the purposes of this policy), supported by the Curator and Executive Officer (CEO)

4.2: DBS: Disclosure & Barring Service. Has taken over the duties of the former Criminal Records Bureau (CRB). DBS Check: formerly known as a CRB check.

4.3: Police check without DBS – a basic police check, useful for those who might have infrequent contact with children. Only those with regular contact (more than 3 times a month) can get a full Enhanced DBS (with barred list check)

4.4: Regulated activity: the term used to describe the sorts of activity that requires a person to have a DBS check. For more information, see Appendix 5.

5. Who is responsible for safeguarding?

5.1: ‘Safeguarding is everyone’s responsibility’ to varying degrees but there are a range of people who are responsible for safeguarding within the Museum of Richmond

5.2 Trustees

5.2.1: All trustees should have a safeguarding induction

5.2.2: It is the responsibility of the trustees to ensure appropriate action is taken when a disclosure or safeguarding incidents occurs. Trustees should appoint and support the Designated Safeguarding Officers (DSO) to enable incidents and disclosures to be dealt with promptly and properly.

5.2.3: Trustees must ensure that a review of the effectiveness of the Safeguarding Policy is undertaken every three years and ensure that all aspects of the policy are closely followed.

5.2.4: Trustees must review the policy when activity changes, for example at the start of a project involving young people, or when the organisation changes significantly.

5.2.5: The Trustee for Education, is the trustee responsible for supporting the DSO in safeguarding incidents and is the person who keeps a register of who has received safeguarding inductions and training.

5.2.6: Trustees should ensure that the DSO receives training to an appropriate standard and that the DSO is chosen for their suitability.

5.3: Designated Safeguarding Officer (DSO), who is responsible for ensuring:

5.3.1: That this policy is up to date

5.3.2: All staff and volunteers are aware of the procedures, how to follow them and receive appropriate training especially in regard to working online.

5.3.3: Specific concerns are discussed and appropriate action is taken

5.3.4: Accurate records relating to individual incidents and disclosures are kept in a secure place

5.3.5: Policy updates are undertaken every 3 years

5.3.6: Young volunteers and work experience placements are well planned and safe



5.3.7: Schools are safe on site

5.3.8: It is the DSOs responsibility to monitor volunteer and staff roles, ensuring that checks are done in accordance with government advice and regulations.

5.3.8.1: This includes carrying out DBS checks and renewals where appropriate

5.3.8.2: The Curator and Executive Officer (CEO) will have their DBS renewed every 5 years

5.3.8.3: The LADO will have their DBS check renewed every 3 years

5.3.10: Ensures that only children and vulnerable adults undertake age/ability appropriate tasks

5.3.11: At the time of writing, all learning activity with children and vulnerable adults is managed by the LADO

5.4 All other staff and volunteers

5.4.1: All other staff and volunteers will have access to the Safeguarding Policy and procedures.

5.4.2: It's not the role of staff or volunteers to solve problems by themselves but they must be able to report problems to another (unless a specific learning difficulty makes this demanding).

5.4.3: They will have access to 'Safeguarding Information for Volunteers' Appendix 1 which will be kept in the Volunteer Handbook and in the Volunteer Google Drive

5.4.4: This document provides volunteers with some basic guidelines which should be easy to follow but will also empower everyone to take action with confidence.

5.4.5: If volunteers are confident and able they can make a referral with regards to the safety of a child or vulnerable adult using the contact details in [Appendix 1](#)

5.4 Young volunteers and/or children undertaking work experience placements

5.4.1: Young volunteers and work experience students will understand that they have a part to play in safeguarding themselves. They will receive some information on what to expect and who to talk to (in the event of safeguarding concerns) during their induction.

5.4.2: Details of volunteer/work experience safeguarding inductions can be found in Appendix 2.

5.4.3: This will include information about working online and undertaking social media for the museum safely.

6. Recruitment & Supervision of Staff and Volunteers

6.1: New members of staff/volunteers/trustees will have one reference checked by staff or trustee(s).

6.2: Volunteers and/or staff may be required to undergo a DBS check if they are likely to be undertaking regulated activity with children or vulnerable adults.

6.3: Each new member of staff or volunteer will have basic safeguarding training during an induction and will have annual updates as well as access to the policy. See Appendix 4 of this policy.

6.4: Learning volunteers will receive additional support and further safeguarding training.

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

7. What are the essentials to know?

7.1: You need to be alert to and aware of issues of abuse, neglect or exploitation.

7.2: If you have any concerns, you need to know how and when to report them.

7.3: You need to know how to respond if someone tells you about abuse and who to report it to.

7.4 What is abuse?

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

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

7.4.3: Abuse can include one or more of the following:

7.4.3.1: Neglect is the failure to provide suitable care or attention to the point where someone's health is affected. This includes leaving young children at home unsupervised (when a potentially life threatening incident might occur).

7.4.3.2: Physical Abuse includes hitting, pinching, deliberately giving too much medication, or physically restraining someone in an inappropriate way.

7.4.3.3: Smacking is illegal in Scotland and is only legal in England and Wales if it's deemed 'reasonable punishment'. If it used to humiliate a child in public, it is a safeguarding concern.



7.4.3.4: Physical abuse includes Female Genital Mutilation (FGM). For more information on FGM go to <https://www.nhs.uk/conditions/female-genital-mutilation-fgm/>

7.4.3.5: Sexual Abuse includes any sexual act to which the vulnerable adult or child has not consented to, cannot consent to, and/or may not understand. A child under 16 cannot consent to sexual acts.

7.4.3.6: Psychological Abuse (mental or emotional cruelty) can happen when someone is isolated, verbally abused or threatened. This includes the new rules around 'Coercive Control'

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

7.4.3.7: Financial Abuse includes taking another person's money or possessions, or exerting pressure in connection with wills, property or financial transactions.

7.4.3.8: Discriminating Abuse includes any type of abuse aimed at a vulnerable person because of e.g. their colour, religion, appearance or sexuality.

7.4.3.9: Any of the above online, including targeting an individual persistently or with inappropriate or sexualised content. This could include any of the following:

7.4.3.9.1: cyberbullying

7.4.3.9.2: grooming

7.4.3.9.3: sexual abuse

7.4.3.9.4: child sexual exploitation.

8. Recognising signs of abuse

8.1: Some adults and children are more at risk than others.

8.2 Factors which are associated with higher risk for vulnerable adults

8.2.1: Being dependent on others.

8.2.2: Having mental health needs and/or learning disabilities or dementia.

8.2.3: Having family carers who suffer from stress, substance abuse or mental illness.

8.3 Factors which are associated with higher risk for children

8.3.1: Disabled children.



8.3.2: Children using social media (susceptible to online message abuse).

8.3.3: Children are more likely to be harmed in their homes and/or by those who look after them. Being alert in all situations will help children.

8.4: What to look out for

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

8.4.2: Has any injury for which there is no explanation, or for which the explanation changes or is inconsistent.

8.4.3: Regularly has unexplained injuries or unexplained injuries which may appear to have a reasonable explanation.

8.4.4: Exhibits significant changes in behaviour, performance or attitude.

8.4.5: Discloses an experience in which he/she or another young person or vulnerable adult may have been significantly harmed.

8.4.6: Uses language of a sexual nature, routinely or in a surprising way. This is especially a concern if children are younger, although we must also be aware that grooming teenage children is a concern and should be reported.

8.4.7: If a child has overly tactile relationships with older people.

8.4.8: If a child is seen drinking alcohol or using drugs (including 'legal highs').

8.4.9: If a child/vulnerable adult undertakes to find sexual images online, or use forums/ blogs not part of their work for the organisation.

8.4.10: Evidence of online bullying or abusive content on social media.

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

8.5.1: Children and/or vulnerable adults who are hungry, fainting or seem to be suffering from neglect. Neglect may manifest in poor and unclean clothing, or children/vulnerable adults being unaccompanied.

8.5.2: Children who are punished very severely should be reported. Smacking in England is legal but only if its deemed to be 'reasonable punishment'. Any kind of punishment that is extreme, including swearing, public humiliation or manipulative behaviour should be reported. Repeated smacking or hitting in a public place is unacceptable.

8.5.3: People accompanying children or young people who seem too familiar or overly tactile. Professionals working with children know that sitting on laps and any prolonged touching is not advisable (certainly with children over 6 years old). If you see this let the school or organisation know, and inform the DSO.

8.5.4: Significant bruising or unexplained injuries.

8.5.5: Changes in behaviour that may link to abuse, such as change in mood, temperament and possible physical changes such as incontinence or significant weight change.

8.6: The above lists are not conclusive and numerous other signs of abuse/circumstances may be considered safeguarding incidents.

8.7: The items on this lists are offered purely as examples – if you have other concerns which are not mentioned here, you should report them in the same way.

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

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

9.1.1: As soon as possible write down details of what you have witnessed.

9.1.2: If someone is speaking, let them talk. You may ask open questions and some further questions for factual information. Do not attempt to force children or vulnerable adults to speak and don't make threats, or promises.

9.1.3: Make sure that your information is set out clearly and in detail. Describe the circumstances and note the setting and anyone else who was there at the time.

9.1.4: In any situation, stay calm and try not to show shock, listen carefully and be supportive. You might say 'I think you're doing the right thing'.

9.1.5: Speak to the person responsible for the child or vulnerable adult, telling them that you will need to record the incident as a safeguarding concern. You may seek support from others when you do this.

9.1.6: It's not up to you to prove that the information about abuse or suspected abuse is true. You must not try to investigate yourself.

9.1.7: After any incidents or disclosures only divulge information to DSO, social services and/or the police. Do not discuss details with others.

9.1.8: If you are able, complete the Safeguarding form, adding as much detail as possible. This can be found at the Volunteer Handbook and on the Volunteer Google Drive and is Appendix X of this document. This information should be passed onto the LADO either in person or by emailing a copy to learning@museumofrichmond.com, or by calling 020 8332 1141 during Museum office hours.

9.1.9: If volunteers believe concerns to be serious and in need of immediate attention they can make a referral using the contact details in [Appendix 1](#) and follow policy guidelines. If the matter could result in death or serious injury phone 999. This could be a lost child, a child who appears to be drugged or you believe has been taken away by someone who isn't their guardian. It could also include children in extreme drowsy states, or who have unexplained illnesses/serious injuries.

9.2: If you have concerns about a member of staff or volunteer

9.2.1: Complete all steps as above, ensuring that LADO understands the concerns.

9.2.2: The Museum of Richmond recognises that a member of staff, volunteer or visitor may need to report a serious concern of misconduct about a member of staff, paid or unpaid. In this case, the Museum of Richmond is clear that an individual can come forward on a confidential basis, without fear of reprisal or victimisation.

9.2.3: If volunteers believe concerns to be serious and in need of immediate attention they can make a referral to the contact details in [Appendix 1](#) and follow policy guidelines. If the matter could result in death or serious injury phone 999.

9.3 What will happen if you report concerns?

9.3.1: The LADO will discuss the issue with you, and decide on a suitable course of action.

9.3.2: They should provide you with support if you find your experience stressful. This might be to recommend a helpline or to report back – bearing in mind that this must be done with police and social services permissions.

9.4: Staff and volunteer rights

9.4.1: If an accusation is made against a member of staff or volunteer, the member of staff or volunteer will be informed of the accusation in writing.

9.4.2: They will be given an opportunity to respond to accusation(s) in person but will be asked to remain off site during any investigation.

9.4.3: The accuser will be able to enter the site and use the services of the organisation as normal.

9.4.4: The Museum of Richmond acknowledges that this process may be led by police and/or social services and the organisation will comply with all requests or procedures made by those institutions.

10. Confidentiality

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

10.2: Personal details of any safeguarding matter should only be discussed with the appropriate agencies: the DSO, Social Services or the Police.

10.3: Trustees, staff and volunteers should not discuss the case with the public or the media and should relay any enquiries to the DSO.

10.4: Confidentiality is a continuing requirement at all times and is also required when staff and volunteers are 'off duty' or no longer working or volunteering for the organisation.

10.5: All safeguarding records will be kept securely.

11: First Aid

11.1: First Aid for serious injury should be administered with urgency.

11.2: In the event of serious injury first aid supersedes safeguarding good practice.

11.3: However, if possible a first aider should be accompanied by the parent or guardian. If this is not possible volunteers should accompany each other and not be left alone with a child or vulnerable adult.

11.4: First aid for minor injuries should be undertaken with parents/carers/teachers or other similar formal guardians present.

12. Promoting Good Practice

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

12.2: On Site



12.2.1: Avoid situations when you could be alone with a child or vulnerable adults. Make sure others are nearby.

12.2.2: Don't communicate with any children or vulnerable adults linked to your work in a personal capacity, e.g. don't become 'friends' on Facebook, or exchange personal mobile phone numbers. This includes work experience students and young volunteers.

12.2.3: Don't go into toilets with children or vulnerable adults. Enable responsible adults and carers to access the toilets as they require.

12.2.4: Avoid prolonged physical contact with a child or vulnerable adult. Be aware that a brief touch on the shoulder or arm is acceptable but on any other area of the body. Touching should be relevant, for example when helping with costume.

12.2.5: Only hold a lost child's hand if offered (by the child) and in order to lead them safely to another public space.

12.2.6: Never leave a group of children under the age of 13 unattended. They may be able to move freely within one room or space but adults should be aware of the whereabouts of the child or group of children. This is a difficult balance – you want a group of sensible children within the space – perhaps on their way home from school etc but you will need to decide whether children are safe on your site. Remember children are always safer in groups!

12.2.7: Never use any form of physical discipline.

12.2.8: Do not be overly familiar in your language or behaviour with children or be over-friendly with some at the expense of others.

12.2.9: Don't take a child alone with you on foot and never invite a child into your car or any other vehicle. This includes work experience students.

12.2.10: Give jobs to work experience students or young volunteers that can be done in public, shared or open areas of the centre.

12.2.11: Try accepting students in pairs so they can support each other during the placement.

12.2.12: Work experience students and young volunteers may on occasion have access to small spaces that are shared by a range of different adults. Doors should be kept open so that these spaces are not private.

12.2.13: Always listen to and respect children and/or vulnerable adults in your charge and act upon any concerns or allegations of abuse.

12.2.14: All volunteers/staff will provide an emergency contact.

12.2.15: Do not invite children to join WhatsApp chats.

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

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

12.3.1: Children should be 13+ when undertaking social media

12.3.2: Children should be 16+ when taking part in videoconferencing calls, children under 16 should be accompanied by a parent or trusted adult.

12.3.3: Do not attempt to find out personal information about vulnerable adults or young people by searching for them on social media platforms.

12.3.4: Stay alert to online and social media activity undertaken by young volunteers. As per the Museum's Digital Risk Assessment and Social Media policy, children and vulnerable adults

12.3.4.1: may be asked to create content for social media but will never be given direct access to Museum accounts

12.3.4.2: any image of children or vulnerable adults used on content will not have any personal details in the text: i.e., names, addresses etc. will not be used

12.3.4.3: if a child or vulnerable adult is named in the social media content, the associated image will relate to the content, but it will not be of the individual

12.3.4.4: Work experience students should not be required to 'post' or upload pictures of themselves during a placement, and should never share personal information.

12.3.4.5: Work experience students should wait until their placement is over before posting about it in a capacity that might become 'public'. This might include their own social media accounts.

12.3.5: Be alert to vulnerable adults interacting with those who request money, support or other kinds of services (such as lifts in a car or meetings). Speak to the vulnerable adult initially but if concerns persist contact an emergency contact, or care home/carer.

12.3.6: If problems arise always speak to the parent, carer, guardian or school. If a placement has been arranged via school, they may be your first contact but for serious concerns you should also contact parents.

12.3.7: If you believe a child to be in immediate danger contact the police as an emergency on 999. For example, if a child has arranged to meet someone via an online chat and this is happening imminently.

12.3.8: Remaining 'public' diminishes these problems. This means that a work experience student might post pictures of the galleries on your public Facebook page using your identifier (also called a 'handle' see 'Useful Definitions' for more information) but should never be asked to send a private message to a visitor.

12.3.9: This also means that when communicating with vulnerable adults or children 16+ remotely, video or phone calls including 'Zoom' calls should be done via parents or carers and in shared spaces with parents/carers present.

12.3.10: Regularly check search histories, be aware of social media content and ensure that private information is password protected on shared drives.

12.3.11: Zoom calls should be undertaken in a professional manner. All those participating should wear suitable clothing and should use professional and respectful language.

13. Children at events and on sites

13.1 Unaccompanied children visiting the site

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

13.2 Lost child/vulnerable adult – not urgent

13.2.1: A lost child/vulnerable adult is an individual who has been separated from their responsible adult and has been found by a member of staff/volunteer

13.2.2: If a child/vulnerable adult gets parted from their responsible adult, they can become very distressed. Take the child/vulnerable adult to the reception.

13.2.3: Ask the child/vulnerable adult for the details outline in the Lost Person Form – [Appendix V](#)

13.2.3: Make sure that you remain in public and open spaces when with the child.

13.2.4: Organise staff/volunteers to sweep the site for the missing adult. Wait with the child in a public space until the responsible adult is found/returns.

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

13.3 Missing child/vulnerable adults - urgent

13.3.1: A missing child/vulnerable adult is a person reported to museum staff/volunteers as missing by their responsible adult

13.3.2: Gather the following information quickly and calmly if a child or vulnerable adult is reported lost or missing, using the Missing Persons Form in [Appendix VI](#)

13.3.2.1: Name of child/vulnerable adult

13.3.2.2: Age of child/vulnerable adult

13.3.2.3: Physical description of child/vulnerable adult (height, colour of hair, clothing etc.)

13.3.2.4: Where child/vulnerable adult was last seen

13.3.2.5: The time the child/vulnerable adult was last seen.

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

13.3.4: If the child/vulnerable adult isn't found after 15 minutes ring the police (999) as an emergency.

14. Work experience and young volunteers

14.1: The DSO will oversee the timetables of students including those undertaking work experience, qualifications or awards, such as Duke of Edinburgh (DofE) Award. The DSO will also oversee staff and volunteers working with students.

14.2: Children aged 16-18 may work with staff and volunteers, but staff and volunteers must follow this policy closely.

14.3: No DBS check is needed if students are 16 or older. Students will need a 'named contact' who will be the DSO or another suitable person chosen by the trustees.

14.4: Work experience students 14-16 may be unaccompanied but staff and volunteers should be especially alert. The DSO should ensure that an 'open door' policy is understood and operated. Students should be given a suitable induction. See Appendix 2.

15. Children in organised groups/schools

15.1: The Museum of Richmond will have the right to turn away groups that do not have suitable adult to child ratios.

15.2: the following ratios are recommended by Ofsted at the time of writing:

15.2.1: 0-2 years - 1 adult for every 3 children

15.2.2: 2-3 years - 1 adult for every 4 children

15.2.3: 4-8 years - 1 adult for every 6 children

15.2.4: 9-12 years - 1 adult for every 8 children

15.2.5: 13-18 years - 1 adult for every 10 children

15.2.6: On occasion children will need to have 1:1 support. This will be applicable if it is 'normal practice' for the child in question. This adult will not count as part of the above ratios

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

16. Photography and Filming

16.1: Written permission from parents, guardians and schools will be sought for all photographs and films of children. The Museum of Richmond will make it clear how the photographs and films may be used at the time written permission is sought

16.2: Visitors are not permitted to photograph or film children who are unknown to them, and staff or volunteers should intervene if they see (or suspect) this is happening.

16.3: You should ask visitors to delete photos and/or film of children (as appropriate).

17. Family events and other

17.1: All workshops and activities will ensure that children get regular breaks. No workshop will last longer than 2 hours without sufficient breaks.

17.2: Parents/carers and/or teachers/other guardians will be required to remain with children during activities, both onsite and online

17.3: All activity will take place with groups of children.

17.4: Unless an emergency arises children should not be alone with volunteers or staff working on behalf of Museum of Richmond.

18: Online Age Recommendations

18.1: It's worth noting that a range of practical and safeguarding issues need to be considered when both engaging young people using the below platforms.

18.2: There are also considerations when arranging work experience placements. Please ensure young people are the correct age for their tasks.:

18.2.1: Zoom and Skype - 16+ (without adult supervision)

18.2.2: Social Media, including Facebook, Twitter, Instagram and YouTube - 13+

20. Bullying

20.1: 'Bullying is a pervasive type of aggression, which often occurs in schools and workplaces. As with other types of aggression, the harm that is inflicted – whether physical, emotional or both – is intentional. However, bullying has defining features which set it apart from other aggressive behaviours, in that it is repeated, and that the bully or bullies have greater access to power than their victim(s).' (NSPCC website accessed 24/05/12)

20.2: The Museum of Richmond will not tolerate any forms of bullying including but not limited to racist, sexist, homophobic, ableist abuse from any groups or individuals representing the Museum of Richmond.

20.3: Any incidents of bullying including but not limited to racist, sexist, homophobic, ableist abuse will be reported in written form, and this information will then be passed on to the LADO, who in turn will pass it on to the Chair of the Trustees and it will be dealt with as per the Museum of Richmond's disciplinary procedures.

21. Working online and/or remotely

21.1: The Museum of Richmond understands that we need to manage online working carefully and stay alert to a range of types of abuse that are specific to working online.

21.2: Online abuse can have long-lasting effects on children and young people, including but not limited to: anxiety, self-harm, eating disorders and suicidal thoughts.

21.3: Some of the effects of online abuse are similar to other abuse types and might include using online platforms or means of communication to abuse 'in person'.

21.4: Young volunteers/vulnerable adults will not be given access to the Museum of Richmond's social media accounts, as per the Digital Risk Assessment and the Social Media Policy. This is to ensure that their identity is protected and they are not subjected to any abuse.

21.5: At least once a week (or if there is a specific concern) browsing history, social media content and content of blogs or other similar work online will be checked. Schools and other partner organisations may help with this.

21.6: For more support on how to provide the appropriate logins and share accounts you will need to explore the 'help' facility of the different companies, such as Twitter, Facebook and Instagram.

21.7: Remote working is an important part of future success of the Museum of Richmond, both during and after the Covid-19 pandemic. Museum of Richmond staff and Trustees will:

21.7.1: Take care when communicating with those remote working, ensuring professional standards and boundaries are maintained. For further details on this, please see the Museum of Richmond's Digital risk assessment and the risk assessments for the role of CEO and LADO

21.7.2: Offering online volunteering opportunities and work experience placements for young people and vulnerable adults may help more people to work and engage with cultural organisations. In addition to being briefed on the Museum of Richmond's digital risk assessment, the following advice will be given to such volunteers performing tasks online:

21.7.2.1: Keep personal passwords to yourself. Volunteers will not be given passwords to Museum accounts.

21.7.2.2: Ensure up to date security protections are in place on their devices

21.7.2.3: If meeting with organisation staff or trustees in a meeting from home always dress sensibly and cover all parts of your body properly. It is expected that you will maintain professional standards even when volunteering remotely.

21.7.2.4: Be cautious when using public WIFI – it can be nice to work in a café or similar public space but remember it isn't always secure.

21.7.2.5: Look out for fraudulent emails or online posts – if someone wants you to open a document or press a link, make sure you know them.

21.7.2.6: Be careful using public computers – it might be ok to use a library computer to do research but it could pose a risk if logins are used for social media platforms (as logins can be stored by computers).

21.7.2.7: Safe use of removable devices – always safely eject memory sticks and the like before removing them from the computer

21.7.2.8: Install any updates – this is something we can all do. Make sure you know the software you're updating though. Always do the automatic updates recommended when turning your computer on and off.

21.7.2.9: Do not add pictures of yourself to posts or via messages that could be misinterpreted or used by others.

21.7.2.10: If attending an online meeting, always meet with Museum staff, volunteers or professionals in shared spaces at home. A kitchen or similar, and parents/carers should be present.



27.7.3: if such volunteers and their parents or carers would like further advice or guidance, the Museum of Richmond will provide them with the following information:

27.7.3.1: For parents and carers:

27.7.3.1.1: Net Aware: <https://www.net-aware.org.uk/>

27.7.3.1.2: Online safety advice from Childline: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

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

27.7.3.1.4: UK Safer Internet Centre: <https://www.saferinternet.org.uk/>

Appendix I: Useful Contacts and Information

If you are concerned about the welfare of a child, contact Single Point of Access (SPA) run by the Kingston and Richmond Safeguarding Children Partnership

The SPA contact for concerns about a child’s welfare is: 020 8547 5008 (or 020 8770 5000 for out of hours)

If you think a child is in immediate danger, and the matter could result in death or serious injury you must call 999.

For advice and guidance as needed, Kingston and Richmond Safeguarding Children Partnership can also be contacted the following ways:

Telephone: 07834 386459

Email: lscb-support@kingrichlscb.org.uk

Post - Kingston & Richmond Safeguarding Children Partnership, c/o London Borough of Richmond upon Thames, 44 York Street (Ground Floor), Twickenham, TW1 3BZ

If you are concerned about the welfare of an adult:

As with children, if they are concerned that a vulnerable adult is in immediate danger, and the matter could result in death or serious injury you must call 999.

<p>Richmond</p> <p>https://www.richmond.gov.uk/safeguarding_adults</p> <p>Telephone - 020 8891 7971</p> <p>SMS Phone - 07903 738043</p> <p>Email - adultsocialservices@richmond.gov.uk</p> <p>The Adults Emergency Duty Team is available Monday to Friday from 5pm to 8am, and 24 hours at weekends and on Bank Holidays.</p> <p>Telephone - 020 8744 2442</p> <p>Minicom: 18001 020 8744 9414</p> <p>Concerns must be reported using an online form: https://www.richmond.gov.uk/services/adult_social_care/safeguarding_adults/report_adult_abuse</p>	<p>Kingston</p> <p>https://www.kingston.gov.uk/adult-social-care</p> <p>Telephone: 0208 547 5005</p> <p>Email: adults@kingston.gov.uk</p>
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Other useful sources of information

Childline UK

Telephone: 0800 1111

Freepost 1111, London, N1 0BR

NSPCC

Child Protection Helpline 24 hours, call free 0800 800500

www.homeoffice.gov.uk/disclosure-and-barring

www.savethechildren.org.uk

www.charity-commission.gov.uk/supportingcharities/protection

www.scoutbase.org.uk/hg/child-protection

Getting DBS or Enhanced police checks completed:

You will need an umbrella body to get checks completed. This may be a local school or local authority.

You will need to comply with the following:

There is an obligation for all customers using the DBS service to comply with the DBS Code of Practice. This includes a requirement to have in place two policies:

- Recruitment of ex-offenders – sample policies can be found online
- Handling of DBS certificate information – sample policies can be found online

If your local authority is unable to help another useful umbrella body organization is here.

<http://www.anagrampeople.co.uk/disclosure-and-barring.htm>

This organisation provides services for individuals such as childcare professionals. The same DBS check will be done and you will receive the same documentation.

It's possible to sign up for the annual update service on receipt of your DBS. This needs to be done promptly however.

Useful Government Links

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

Appendix II: Safeguarding Information for Visitor Services Volunteers

This will be included in the Volunteer Handbook at the front desk and on the Volunteers' Google Drive

1. Safeguarding is everyone's responsibility

If you have any reason for concern, or are aware of any allegation of child or vulnerable adult abuse, report this as soon as possible to the LADO

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

2. Missing children and vulnerable adults (urgent)

Missing person – reported by an adult/carer

Gather the following information quickly using a **Missing Person Form** in [Appendix VI](#) and calmly if a child or vulnerable adult is reported lost or missing:

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

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

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

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

Lost person – child/vulnerable adult found by member of staff and/or volunteer

Please also report this to the member of the Museum team on duty and complete a lost person form – see [Appendix V](#)

4. Things to remember

Always listen to and respect children and/or vulnerable adults and act upon any concerns or allegations of abuse.

Work experience students and young volunteers will have access to office spaces that are shared by a range of different adults. Doors to all rooms need to be left open so that these spaces are open and as public as possible.

Safeguarding guidelines protect the children and vulnerable people in your care but also protect you.

Situations can be misinterpreted and young people can also make false allegations.

Remaining in public spaces and in groups diminishes these problems.

5. ALWAYS Make sure you:

Avoid situations when you could be alone with a child or vulnerable adults. Make sure others are nearby.

Don't communicate with any children or vulnerable adults linked to your work in a personal capacity, e.g. don't become 'friends' on Facebook, and exchanging mobile phone numbers.

Don't go into toilets with children or vulnerable adults. Enable responsible adults and carers to access the toilets as they require.

Never use any form of physical discipline.

Don't take a child alone with you on foot or on a car journey.

Don't take pictures of children without permission.

Are familiar with the Museum of Richmond's safeguarding policy and relevant risk assessments.

Let the Curator or Learning Officer if you have any questions or concerns.

Appendix III: Notes for Staff Member completing Young Person/Vulnerable Adult Volunteer/Work Experience Safeguarding Induction

1. Tell the young person/vulnerable adult they have the right to feel safe in any work environment. Both the organisation and the young people have a role to play in doing this.
 2. Explain that you are their named contact throughout their experience so they should find you/that person if they are concerned. They should report any problems or worries to you straight away, or tell their parents/carers and/or anyone else they trust. They can phone someone if they feel unsafe.
 3. Provide details about the different volunteer and staff roles within the organisation, and tell them who they might work with. Explain that only a very few people have a DBS check but everyone at the organisation has received some form of safeguarding training, so everyone should know the rules although visitors do not.
 4. Share Appendix 1 with the young person/vulnerable adult. Explain that everyone follows these rules, and as a young volunteer they need to follow them too. Share points 19, 20 and 21 (currently pages 13-14 in this policy) with young people or vulnerable adults. It is important that they are fully versed in the dangers of online working.
 5. Make sure young person/vulnerable adult understand:
 - They shouldn't accept friendship requests or exchange personal mobile numbers with older volunteers. It's not that you can't be friendly but I'd be on my guard if someone wanted my personal information on a placement.
 - They should always meet with staff and volunteers in public or shared spaces. If it's necessary to have a video or phone call with a member of staff or a volunteer, this should be done with parents/carers present and be pre-arranged. It could also be done via the school.
 6. Having knowledge of a work mobile or number to contact is fine.
 7. Tell the students that if they post about their placement or volunteering they should:
 - Protect personal information by checking who can see their posts
 - Post about their placement when they've finished
 - Keep passwords secure
- Don't put personal information online, this includes:
- The times they are doing work experience and how they arrive at the site
 - Personal information alongside pictures of themselves
 - Pictures of themselves that might be misinterpreted or used by others.

8. Remind students to take care when putting opinions and feelings online. Remind them that they are speaking on behalf of the organisation. Any online content should be discussed before sharing online, this includes sharing posts created by others.
9. Remind them that all sorts of people might visit the site, and even more access information online. It's important to be aware that not all of them will be safe. They don't need to be scared but do need to be aware, and protect themselves by seeking a safe space and a safe person if they feel at risk.
10. When undertaking tasks they shouldn't send any private messages to visitors or undertake any kind of 'private' communication. If a question is asked, someone else will be able to answer it.
11. They should also consider carefully what they search for on the internet. Remind them that search histories are looked at and the systems monitored for dangerous/inappropriate content.
12. Also remind them that if they do see anything suspicious, or content that is abusive or inappropriate they should tell someone. They will also be supported and online bullying isn't tolerated.
13. Tell young people/children that they will need to act responsibly. The organisation will provide generic details for young people to use when engaging in social media which means that they will be acting on behalf of the organisation.
14. Remind them that it is important that work experience students and all volunteers be 'professional' in their work. Spending lots of time on their phones and communicating with friends via social media at work is not appropriate. They should also make sure that they dressed appropriately even when volunteering from home. This might sound silly but if they were taking part in a work 'Zoom' meeting we would expect them to have professional approach which comes across in both clothing and actions.
15. Finally when working or volunteering, participants should be aware of these things:
 - o Keep your passwords to yourself
 - o Be cautious when using public WIFI – it can be nice to work in a café or similar public space but remember it isn't always secure.
 - o Look out for fraudulent emails – if someone wants you to open a document or press a link, make sure you know them.
 - o Be careful using public computers – it might be ok to use a library computer to do research but it could pose a risk if logins are used for social media platforms on such machines (as logins can be stored).
 - o Safe use of removable devices
 - o Use a VPN – a virtual private network can be useful
 - o Install any updates – this is something we can all do. Make sure you know the software you're updating though. Always do the automatic updates recommended when turning your computer on and off.
 - o Do not add pictures of yourself that could be misinterpreted or used by others.

Appendix IV: Safeguarding Reporting Form

Safeguarding Reporting Form

Complete as fully as possible and PRINT

Form completed by:	
Name of child or vulnerable adult	
(if known): Name(s) of other responsible adults (e.g. class teacher) made aware of the details of this disclosure and/or incident:	
Name of adult responsible for child or vulnerable adult (e.g. teacher or group leader):	
Date of incident:	
Location of incident/this could be online:	
Time of incident:	
Is the child or adult aware that you will be sharing this information with others?	YES / NO
<p>More details (if required): <i>Write all details of disclosure or safeguarding incident. If you are recording a disclosure try and use the exact words of the child or vulnerable adult: Use additional sheets as required</i></p>	
Details of actions taken (this may be completed by the DSO):	
To be filled out by Designated Safeguarding Officer – Learning and Audience Development Officer	
Date received:	
Name of DSO:	
Signature:	

Appendix V: Lost Persons Form



Lost Persons Form

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

Name of lost person	
Age of lost person	
Name of responsible adult	
Relationship to responsible adult: Circle as applicable	Mother Father Grandmother Grandfather Carer Teacher Family Friend Other:
Description of responsible adult	
Location: Where the last saw their adult:	
Time: When they last saw their adult:	
Any other details the lost person can provide: e.g., where else they have been today, Do they know/have their adult's phone number? Is there someone else we can call?	

Appendix VI: Missing Persons Form

Name of missing person	
Age of missing person	
Description of person (height, colour of hair, clothing etc...)	
Last known location:	
Time last seen:	
Any other details the lost person can provide: e.g., where else they have been today, Do they know/have their adult's phone number? Is there someone else we can call?	
<p>Report this immediately to all volunteers and staff on site – including Local Studies and the Reference Library.</p> <p>Involve all staff and volunteers in searching for the missing person.</p> <p>Remain with the adults searching for the child or vulnerable adult and keep them as calm as possible.</p> <p>If the missing person isn't found after 15 minutes ring the police (999) as an emergency.</p>	

Appendix VII: Staff and volunteer training – notes for trainers

Staff and volunteers should be trained regularly and receive updates from the Designated Safeguarding Officer(s). Training should be appropriate to the audience and their role. Recommendations for how to deliver safeguarding training include the following:

- Staff and volunteers should be able to voice concerns and have an open conversation about safeguarding. Make the room a safe space.
- Misconceptions and inappropriate views should be challenged and discussion used to convey the importance of safeguarding.
- For those with some specific learning difficulties, autism or health conditions, safeguarding can be a difficult subject to understand. Volunteers/staff may feel that they don't have the social skills to recognise when something is wrong. Don't ask people to do something that is beyond their capacity either physically, mentally or socially.
- It is far better to be honest and ensure that volunteers are paired appropriately enabling different people to bring different strengths to their role at the trust. You may want to conduct training in mixed ability groups (as necessary).

These training notes are for those with some safeguarding knowledge and experience. You may want to attend external/further training prior to delivering this training. Those who undertake this training should be familiar with principles of 'Every Child Matters' and the key documents below:

What to do if you're worried a child is being abused 2014

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

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

Government guidelines on how charities need to protect vulnerable groups including children

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

It's also recommended that trustees and DSOs discuss and 'practice' training sessions prior to delivery. Trainers should be able to answer general enquiries and be able to use the policy to answer questions and complete tasks.

To deliver the training complete these steps:

1. Copy and provide attendees with the handout 'Safeguarding handout for participants'
2. Read the aims of the training out loud. Check everyone is happy with their meanings and has an idea of how these aims will be achieved.
3. Suggest that safeguarding training can, on occasion be a little upsetting (but this is not your intention) and some conversations will need to be confidential. Good practice should be shared however, and most of the discussions in the training will be about the values and policies of the organisation (so can be shared and discussed).



4. Remind them that much of what they discuss is backed by laws, government advice and rules set out by the Charity Commission so it's important. National principles that have informed Safeguarding policy like 'Every Child Matters' underpin the sorts of guidance that will be given. In essence the training will help to protect children from maltreatment, ensure they are happy and safe as well as help them fulfil their potential.
5. Ask the participants to spend 20 minutes discussing the true/false statements. Tell the group that hopefully this will start them thinking about safeguarding issues. If they have any specific questions that come out of their conversations, they should write them down so we can answer them later. They shouldn't worry if they're not sure of an answer.
 - If you aren't sure about an answer to one these questions take a moment before the training to understand your own views, and the views of the policy. Your policy agreed by the trustees should help you determine your own safeguarding procedures. Of course some are just true such 'Yes, you must always record safeguarding incidents' and sadly 'yes, children and adults in care are more likely to suffer abuse'. Also 'No, we can't always make sure everyone is safe' – this is why the training is so important.
6. Provide attendees with a copy of the full policy. Ensure that they have a chance to discuss with a partner or read alone (as they prefer).
7. Complete the 'Your policy' tasks. Encourage participants to use the policy to find out the answer to questions provided.
8. Complete the 'What happens if?' Section, encouraging participants to use the policy to gain answers and further information.
9. Ask participants to complete the final sections. You could try seeking other kinds of feedback too.
10. Training should take anything from 60-90 minutes.

Appendix VIII: Safeguarding handout for participants in Safeguarding Training

Aims of today's training:

- To raise awareness of safeguarding and understand that 'safeguarding is everyone's responsibility'.
- To ensure everyone feels confident in recording safeguarding incidents and following your safeguarding policy.
- To consider the rights of young people and know how to keep them safe.

General Safeguarding principles: Myths quick quiz – true or false:

- You should never touch children or vulnerable adults.
- You always need to write down safeguarding incidents.
- DBS checks are vital if you work with children and/or vulnerable adults.
- It's fine to contact work experience students via social media, as long as it's clearly about work, or heritage related.
- It's best if young people work in quiet rooms away from the general public.
- We must ensure that everyone entering our sites is safe to be around children and/or vulnerable adults.
- Adults and children in care are more likely to suffer abuse.

The Museum of Richmond's Safeguarding Policy

1. Read through the Museum's Safeguarding Policy. Try highlighting any terms or sentences you're not sure about. Write any questions down that you have.

2. 'Safeguarding is everyone's responsibility' - What does this mean? Answer the questions below together:

- Who is responsible for keeping you up to date with the policy and procedures?
- Where do you report safeguarding incidents?
- How long after a safeguarding incident should you report it?
- What kinds of risks are there when you're doing online volunteering?
- Put these words in order of importance... safeguarding, collections, first aid

3. What happens if? Use the Safeguarding policy to determine what to do if...

- You find a child of 6 alone on site.



- You have a school group in and a child of 9 sits on their teacher's lap. The children seem very comfortable with him and stroke his bare leg.
- You often see two girls with an older man at the entrance to the organisation site. They seem to be drinking alcohol but you're not sure.
- You have a young volunteer on site for the day but their named contact (and also your Designated Safeguarding Officer) is off sick. What should you do?
- You have given your young volunteer the task of photographing some of displays on site. You notice that they are messing around and taking lots of selfies. They have their phone out constantly.
- You are working with a vulnerable adults and they ask for your phone number so they can get in touch in case of emergencies.
- A young person aged 14 gets in touch wanting to join your volunteer team.

Things you'd like to bring up in future conversations:

Something you'd like to remember from the day or a key point you've learnt:

Appendix IX: Regulated activity

Government advice on regulated activity can be found here:

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

1. Regulated activity with vulnerable adults

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

2. Regulated activity with children

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

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

Regulated activity is defined as many things but includes:

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

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

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

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

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

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



Museum of Richmond Board of Trustees Approval of the Safeguarding Policy

Name:	
Position:	
Date:	
Signature:	