

# Safeguarding Policy

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# 1 Safeguarding Policy Statement

- The Postal Museum is committed to the principle that all children and vulnerable adults who access the museums, its exhibitions, collections, staff, and resources, whether on or off-site, should be safe and protected from harm.
- This policy is aimed at everyone who works with or at The Postal Museum to explain, in simple terms, what is involved in ensuring this commitment is upheld across every part of the museum's work. This follows the expectations of The Postal Museum's Board of Trustees and in compliance with the law that applies to The Postal Museum as a charity.
- The Postal Museum considers that:
  - The welfare of children and vulnerable adults is paramount.
  - All children and vulnerable adults have the right to protection from harm irrespective of their age, culture, disability, gender, language, racial origin, religious beliefs, or sexual identity.
  - Our staff will ensure that The Postal Museum's physical and virtual spaces are safe and secure and promote enjoyable and positive experiences.
  - All suspicions and allegations of harm will be taken seriously and responded to promptly and appropriately and reported in compliance with The Postal Museum's safeguarding procedure.
  - All Postal Museum representatives (whether permanent, temporary, freelancers, volunteers, or contractors) working at the Museum, engaged in outreach activities or other programmes, will be aware of their paramount responsibility to ensure the safeguarding of children and vulnerable adults who have contact with The Postal Museum.
  - As employers, The Postal Museum practice safe recruitment processes, to ensure that our staff and volunteers do not pose a risk of harm to children or vulnerable adults.

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## 2 Definitions

- **A child is anyone under the age of 18.** This includes unborn children and adolescents up to their 18<sup>th</sup> birthday.
- **A vulnerable adult (over 18, or someone 16 to 18 who is married)** can be defined as someone who lives in residential accommodation such as a care home, residential special school or sheltered housing and is receiving domiciliary care in their own home (i.e. help with feeding, transport, finances, washing). A vulnerable adult is also defined as

a person who, for any reason, may be unable to take care of themselves or protect themselves against significant harm or exploitation. This could be a short- or long-term condition.

- **Safeguarding** is protecting individuals from maltreatment and preventing impairment of health and development. **Child Protection** is part of safeguarding, referring specifically to the statutory investigation when a child has suffered significant harm.
- **Responsible Adults** are defined as people of 18 and over who assume responsibility for children or vulnerable adults during a museum visit (e.g. teachers, parents, and group leaders). However, we recognise that some parents may be under the age of 18 and will be responsible for their own child / children while in the Museum.
- The **Designated Safeguarding Officer (DSO)** is the person within an organisation that takes the lead on safeguarding and child protection. They can also be known by various other terms, such as: Designated Safeguarding Lead (DSL); “Named person” for child protection; or safeguarding / child protection officer / lead / coordinator.
- Every local authority has a statutory responsibility to have a **Local Authority Designated Officer (LADO)** who is responsible for co-ordinating the response to concerns that an adult who works with children may have caused them or could cause them harm. The Local Authority Designated Officer (LADO) works within **Children’s Services** in each local authority and gives advice and guidance to employers, organisations and other individuals who have concerns about the behaviour of an adult who works with children and young people.
- The **Disclosure and Barring Service (DBS)** is the statutory body currently responsible for storing data about those unsafe to work with children and vulnerable adults. They carry out criminal record checks, known as DBS checks, on those whose work brings them into contact with children or vulnerable adults. They are also responsible for barring certain individuals from being allowed to work with children or vulnerable adults and maintaining the Barred Lists.
- See **Section 8.1: What is Abuse?** for definitions of abuse and the various forms it can take.

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### 3 Legal Framework

- This policy takes into account relevant legislation and guidance and is particularly informed by the requirement of the **Children Act 1989**, which provides a framework for the care and protection of children and young people, and the **Children Act 2004** which

underpins the **Every Child Matters, Change for Children** programme, and **Working Together to Safeguard Children 2018**.

- Section 7 of the **Local Authority Social Services Act 1970** gives local authorities the responsibility for developing partnership working to protect adults and to have an interagency safeguarding adults procedure. For the purposes of this policy, the same principles that can be applied to children and young people should be used to ensure appropriate action is taken to protect vulnerable adults.

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## 4 Safeguarding Responsibilities

**‘Safeguarding is everyone’s responsibility’** to varying degrees.

### 4.1 All staff and volunteers

- All staff and volunteers will have access to the Safeguarding Policy and procedures and need to be alert to and aware of issues of abuse, neglect or exploitation. If they have any concerns, they need to know how and when to report them. They also need to know how to respond if someone tells them about abuse and who to report it to.
- It’s not the role of staff or volunteers to solve problems by themselves but they must be able to report problems.
- Copies of **Appendix 1: ‘Safeguarding Information for Staff and Volunteers’** will be available behind the ticket desks. This document provides staff and volunteers with some basic guidelines which should be easy to follow but will also empower everyone to take action with confidence.

### 4.2 Trustees

- The Board of Trustees has overall responsibility for The Postal Museum’s Safeguarding Policy, its implementation and monitoring.
- All trustees should have a safeguarding induction.
- It is the responsibility of the trustees to ensure appropriate action is taken when a disclosure or safeguarding incidents occurs. Trustees should appoint and support the Designated Safeguarding Officers (DSOs) to enable incidents and disclosures to be dealt with promptly and properly.
- Trustees must ensure that a review of the effectiveness of the Safeguarding Policy is undertaken every three years and ensure that all aspects of the policy are closely followed.
- Trustees must review the policy when new activities are introduced (for example at the start of a project involving young people) or when the organisation changes significantly.
- **Peter Walls** is the trustee with particular responsibility for safeguarding and ensuring its effectiveness at all levels.
- Trustees should ensure that the DSOs receives training to an appropriate standard and that the DSOs are chosen for their suitability.

#### 4.3 Designated Safeguarding Officer (DSO)

- The Designated Safeguarding Officer(s) will ensure:
  - That this policy is up to date.
  - All staff and volunteers are aware of the procedures, how to follow them and receive appropriate training especially in regard to working online.
  - Specific concerns are discussed, and appropriate action is taken.
  - Accurate records relating to individual incidents and disclosures are kept in a secure place.
  - Policy updates are undertaken every 3 years, or whenever a significant change in activity takes place if sooner.
  - Young volunteers and work experience placements are well planned and safe.
  - Children and vulnerable adults are safe on site.
  - Children and vulnerable adults undertake age / ability appropriate tasks.
  - That a register is maintained of who has received safeguarding training and when.
- At the current time the DSOs for The Postal Museum are:
  - **Andy Richmond**, Head of Exhibitions, Access and Learning – [andy.richmond@postalmuseum.org](mailto:andy.richmond@postalmuseum.org) – 0300 0300 700 (Extension 500).
  - **Natalia Arkhipova**, Head of People and Culture – [natalia.arkhipova@postalmuseum.org](mailto:natalia.arkhipova@postalmuseum.org) – 0300 0300 700 (Extension 601).
  - Both DSOs have access to the dedicated **safeguarding inbox**: [safeguarding@postalmuseum.org](mailto:safeguarding@postalmuseum.org).

#### 4.4 Apprentices and young workers (aged 16-18), work experience placements and young volunteers

- Apprentices and young workers (aged 16-18), young volunteers and work experience students will understand that they have a part to play in safeguarding themselves. They will receive some information on what to expect and who to talk to (in the event of safeguarding concerns) during their induction.
- Details of young volunteer / work experience safeguarding inductions can be found in **Appendix 2**.
- This will include information about working online and undertaking social media for the museum safely.

#### 4.5 Partners

- The Postal Museum's partners who provide facilities management services, visitor and security services, various engagement events and catering are expected to have their own comprehensive safeguarding policy and procedures, and to be aware of The Postal Museum's policy and comply with our awareness and reporting procedures.

- The Postal Museum employees responsible for managing the relevant contracts will check on a regular basis that The Postal Museum's partners have an up-to-date safeguarding policy.
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## 5 DBS Checks

- Legislation provides that individuals may be **disqualified from working with children, young people or vulnerable adults** by inclusion on one or more of a number of official lists contained in the statutory provisions. It is a criminal offence for any employer to knowingly recruit a disqualified individual into a post working with children. This also applies to volunteers and contractors. Individuals obtain checks on disqualification from the Disclosure and Barring Service (DBS).
- The Postal Museum requires all staff and volunteers to undergo **DBS checks** (formally Criminal Record Bureau CRB checks). All staff and volunteers are subject to a **basic DBS check** and some roles will be eligible for **enhanced DBS checks**.
- Organisations are only legally entitled to carry out an **enhanced or enhanced with barred lists DBS check** if someone's position is one of those listed in the 'exceptions order' of the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and in the Police Act regulations and (for the barred list check) meets the definition of regulated activity. Knowingly requesting a higher-level check than the legislation allows is unlawful and could be in a breach of the Data Protection Act 2018 and other relevant legislation.
- The need for an enhanced DBS, or enhanced DBS check and barred list check, must be made evident by the recruiting manager when requesting approval to recruit a staff or volunteer role, based on the advice within the document **Guidance on Security Checks TPM 2023**, which is available on the Breathe HR portal.

Recruiting managers can also check eligibility for an enhanced DBS check by using the **online tool provided by DBS**: <https://www.gov.uk/find-out-dbs-check>.

- As a general guide, **enhanced checks without barred list** checks will be required for museum roles that involve regularly caring for, training, supervising, or being solely in charge of children or specified activities with adults in receipt of health care or social care services. Eligible roles at The Postal Museum will mostly fall within the Exhibitions, Access and Learning Team.
- To be eligible for **enhanced checks with adults and / or children's barred lists check(s)** roles must meet the DBS definition of 'regulated activity' – see Appendix 4. It is expected that extremely few museum roles would fall into this category



## 6 Safeguarding Code of Conduct

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

### 6.1 When working with children or vulnerable adults onsite:

- You must always avoid situations when you could be alone with a child or vulnerable adults – make sure others are nearby.
- Don't go into toilets with children or vulnerable adults. Enable responsible adults and carers to access the toilets as they require.
- Avoid prolonged physical contact with a child or vulnerable adult. Be aware that a brief touch on the shoulder, arm or hand is acceptable but not on any other area of the body. Touching should be relevant – for example helping a child with a costume or offering a 'high five' during an interactive workshop for families or schools.
- Only hold a lost child's hand if offered (by the child) and in order to lead them safely to another public space.
- Never leave a group of children under the age of 13 unattended. They may be able to move freely within one room or space, but adults should be aware of the whereabouts of the child or group of children.
- Never use any form of physical discipline.
- Do not be overly familiar in your language or behaviour with children or be over-friendly with some at the expense of others.
- Don't take a child alone with you on foot and never invite a child into your car or any other vehicle. This includes work experience students.
- Give jobs to work experience students or young volunteers that can be done in public, shared or open areas of the centre.
- Try accepting students in pairs so they can support each other during the placement.
- Work experience students and young volunteers may on occasion have access to small spaces that are shared by a range of different adults. Doors should be kept open so that these spaces are not private.
- Always listen to and respect children and / or vulnerable adults in your charge and act upon any concerns or allegations of abuse.
- Approach any child or vulnerable adult apparently in distress and ask if you can help.
- 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.
- Do not invite children to join any WhatsApp chats. More broadly, WhatsApp should not be used for any work-related communications – Microsoft Teams can be used for instant messaging and Outlook for emails.
- Consider the risks of inviting a vulnerable adult to any non-work-related social WhatsApp groups. This will mean a range of people have their contacts.
- **First Aid for serious injury should be administered with urgency. In the event of serious injury first aid supersedes safeguarding good practice.** However, if

possible, a first aider should be accompanied by the parent or guardian. If this is not possible volunteers should accompany each other and not be left alone with a child or vulnerable adult. First aid for minor injuries should be undertaken with parents / carers / teachers or other similar responsible adults present.

## **6.2 When staff or volunteers are working online:**

- Take care when communicating with those remote working. Ensure you maintain professional standards and boundaries. Wherever possible, use office or shared spaces to make calls and undertake any kind of communication,
- 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.
- 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.
- Look out for fraudulent emails or online posts – if someone wants you to open a document or press a link, make sure you know them.
- Be careful using public computers – it might be ok to use a library computer to do research, but it could pose a risk if logins are used for social media platforms (as logins can be stored by computers).
- Ensure safe use of removable devices.
- Do not add pictures of yourself to posts or via messages that could be misinterpreted or used by others.

## **6.3 When children and / or vulnerable adults are working online:**

- Children should be 13+ when undertaking social media and 16+ when taking part in videoconferencing calls.
- Do not attempt to find out personal information about vulnerable adults or young people by searching for them on social media platforms.
- 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. If you find, during routine checks of the organisation activity, conversation threads of content that concerns you, act promptly as a safeguarding matter. For example, you will need to inform the DSO (and complete the reporting form) if students are developing relationships, giving personal information or contacting staff or volunteers inappropriately.
- 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).
- Be alert to vulnerable adults interacting with those who request money, support or other kinds of services (such as lifts in a car or meetings). Speak to the vulnerable adult initially but if concerns persist contact an emergency contact, or care home / carer.
- If problems arise always speak to the parent, carer, guardian or school. If a placement has been arranged via school, they may be your first contact but for serious concerns you should also contact parents.

- **If you believe a child to be in immediate danger, contact the police as an emergency on 999.** For example, if a child has arranged to meet someone via an online chat and this is happening imminently.
- Remaining 'public' diminishes these problems. This means that a work experience student might post pictures of the galleries on your public Facebook page using your identifier (also called a 'handle' see 'Useful Definitions' for more information) but should never be asked to send a private message to a visitor.
- This also means that when communicating with vulnerable adults or children 16+ remotely, video or phone calls including 'Zoom' calls should be done via parents or carers and in shared spaces with parents / carers present.
- Children and / or vulnerable adults should always be given access to the social media login information and accounts that enable them to remain anonymous.
- Work experience students should not be required to 'post' or upload pictures of themselves during a placement and should never share personal information.
- Work experience students should wait until their placement is over before posting about it in a capacity that might become 'public'. This might include their own social media accounts.
- These guidelines protect the children and vulnerable people in your care but also protect you. Situations can be misinterpreted and young people can also make false allegations.
- Regularly check search histories, be aware of social media content and ensure that private information is password protected on shared drives.
- Zoom calls should be undertaken in a professional manner. All those participating should wear suitable clothing and should use professional and respectful language.

#### **6.4 When delivering digital engagement work:**

- Digital engagement work encompasses all the work The Postal Museum team do as both facilitated and live-streamed activities.
- These activities can be either private sessions (e.g. 'Virtual sessions') or public sessions (e.g. curator talks). Platforms for these activities include: Zoom, Microsoft Teams, Facebook Live and Youtube Live, amongst others.
- The following guidelines must be followed by TPM staff when delivering sessions from the museum, from home, or from any other location. When delivering digital engagement work you should:
  - Ensure all bookings for sessions involving children are made by teachers or parents / carers. Never allow lone adults or participants who won't show their camera view into sessions for schools or families.
  - Advise parent / carer or teachers that they must always be present in room with children during a session.
  - Use departmental accounts for access to different platforms (e.g. Zoom, Teams etc.) – never use personal accounts.
  - Connect to the internet via an ethernet cable rather than WIFI where possible.
  - Consider using a VPN (Virtual Private Network).
  - Always do the automatic updates recommended when turning your computer on and off.

- Ensure access to platforms and sessions is password protected and this information is shared only with booked participants and TPM staff.
  - Remove key word flags by using acronyms to name school or family sessions booked on the platforms – e.g. 'TPM VC' instead of 'The Postal Museum Virtual Classroom' or 'TPM FS' instead of 'The Postal Museum Family Storytelling'.
  - Use the 'waiting room' function to disable the ability for anyone to join a session before TPM staff and lock sessions once they have commenced.
  - Restrict chat functions on platforms so that private conversations are not possible.
  - Ensure that only TPM staff have permission to use the 'share screen' function on the relevant platform.
  - Ensure that limited personal information is shared during the session – e.g. ask participants to use first names only.
  - Advise participants that their surroundings will be visible to others and that they may want to select their background with care.
  - Ensure TPM staff delivering the session understand how to invigilate for safeguarding and can act accordingly (e.g. able to block viewer's screen if required, see and delete comments in chat, halt session, etc.)
  - Dress professionally and keep camera at eye height.
  - Ensure you are presenting from a suitable room. Where possible, use virtual backgrounds or background prepared to remove views of personal items.
  - Not record or share / publish any videos or photos of a session unless TPM has secured written permission from adults prior to the session.
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## **7 Children at events and on sites**

### **7.1 Unaccompanied children visiting the site:**

- Children aged 12-17 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.
- All children 11 years or under wishing to visit the exhibitions and / or ride the train must be accompanied by someone aged 16 or over.
- Children will be asked to leave if behaviour is not appropriate and affects exhibits or other visitor's experiences.
- If an issue arises then next-of-kin details will be sought, and parents / carers will be contacted.
- Unaccompanied children are to be closely monitored by staff as they move around the building to ensure their safety.

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

- If a child gets parted from their responsible adult, they can become very distressed. Take the child to the ticket desks in The Postal Museum or Mail Rail and alert the Duty Manager. Ask the child for a simple description of the person accompanying them.

- Make sure that you remain in public and open spaces when with the child.
- The Duty Manager should organise staff to sweep the site for the missing adult. Wait with the child in a public space until the responsible adult is found / returns.
- Contact the local police (using 101) if the responsible adults do not reappear after 15 minutes.

### **7.3 Lost or missing children and vulnerable adults – urgent**

- Reports of a lost or missing child or vulnerable adult should be relayed to the Duty Manager and Security immediately.
- A member of staff should gather the following information quickly and calmly:
  - Name of child;
  - Age of child;
  - Physical description of child (height, colour of hair, clothing, etc.);
  - Where child was last seen;
  - The time the child was last seen.
- This information should immediately be reported to all volunteers and staff on site. Involve all staff and volunteers in searching for the child. Members of staff should be stationed at the exits to The Postal Museum and Mail Rail to ensure the child or adult does not leave the site.
- **If the child isn't found after 15 minutes ring the police (999) as an emergency.**

### **7.4 Apprentices and young workers (aged 16-18), work experience placements and young volunteers**

- Children aged 16-18 may work with staff and volunteers, but staff and volunteers must follow this policy closely as well as obey laws that keep children and young people safe at work, work experience and volunteering: <https://www.nspcc.org.uk/keeping-children-safe/away-from-home/at-work>. Those laws cover legal age limits, working hours and wages and pay. Guidance from the Health and Safety Executive on Young Workers must also be followed: <https://www.hse.gov.uk/young-workers/index.htm>. This will include updating or completing a risk assessment to cover the role or placement in question.
- The DSOs will oversee the timetables of students undertaking work experience, qualifications or awards, such as Duke of Edinburgh (DofE) Award. The DSOs will also oversee staff and volunteers working with students.
- Students will need a 'named contact' who will be the DSO or another suitable person chosen by the trustees.
- Work experience students 14-16 may be unaccompanied, but staff and volunteers should be especially alert. The DSO should ensure that an 'open door' policy is understood and operated. Students should be given a suitable induction. See **Appendix 2**.

## 7.5 Children in organised groups / schools

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

Age Group	Key Stage	TPM Ratio
0-3 years	EYFS Nursery	1 adult: 3 children
4-5 years	EYFS Reception	1 adult: 4 children
5-7 years	Key Stage 1	1 adult: 5 children
8-10 years	Key Stage 2	1 adult: 6 children
11-14 years	Key Stage 3	1 adult: 10 children
14-18 years	Key Stage 4 and 5	1 adult: 15 children

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

## 7.6 Family Events and Other

- All workshops and activities will ensure that children get regular breaks. No workshop will last longer than 2 hours without sufficient breaks.
- Parents / carers and / or teachers / other guardians will be required to remain with children during activities.
- All activity will take place with groups of children.
- Unless an emergency arises children should not be alone with volunteers or staff working on behalf of The Postal Museum.

## 7.7 Photography and Filming

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

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# 8 Recognising Signs of Abuse

## 8.1 What is Abuse?

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

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

- Abuse can include one or more of the following:
  - **Neglect** is the failure to provide suitable care or attention to the point where someone's health is affected. This includes leaving young children at home unsupervised (when a potentially life-threatening incident might occur).
  - **Physical Abuse** includes hitting, pinching, deliberately giving too much medication, or physically restraining someone in an inappropriate way.

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

Physical abuse includes **Female Genital Mutilation**. For more information on FGM see: <https://www.gov.uk/government/collections/female-genital-mutilation>.

- **Sexual Abuse** includes any sexual act to which the vulnerable adult or child has not consented to, cannot consent to, and / or may not understand. A child under 16 cannot consent to sexual acts.
- **Psychological Abuse** (mental or emotional cruelty) can happen when someone is isolated, verbally abused or threatened.
- **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. For more information see: <https://www.gov.uk/government/news/coercive-or-controlling-behaviour-now-a-crime>.
- **Financial Abuse** includes taking another person's money or possessions, or exerting pressure in connection with wills, property or financial transactions.
- **Discriminating Abuse** includes any type of abuse aimed at a vulnerable person because of e.g. their ethnicity, disability, religion, appearance or sexuality.
- **Bullying is** behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.
- **Stalking and harassment** is when someone repeatedly behaves in a way that makes another person feel scared, distressed or threatened. There are different types of stalking and harassment and anyone can be a victim.

- Any of the above **online**, including targeting an individual persistently or with inappropriate or sexualised content. This could include any of the following:
  - Cyberbullying;
  - Grooming;
  - Sexual abuse;
  - Child sexual exploitation.

## 8.2 Who is most at risk of abuse?

- Some adults and children are more at risk than others.
- **Factors which are associated with higher risk for vulnerable adults:**
  - Being dependent on others.
  - Having mental health needs and / or learning disabilities or dementia.
  - Having family carers who suffer from stress, substance abuse or mental illness.
- **Factors which are associated with higher risk for children:**
  - Disabled children.
  - Children using social media (susceptible to online message abuse).
  - Children are more likely to be harmed in their homes and/or by those who look after them. Being alert in all situations will help children.

## 8.3 What should you look out for?

- **Children or adults making a clear allegation.** This might be about something that has happened to them which has been upsetting or a passing statement such as 'I'm at home on my own with my little sister this weekend'.
- You should look out for any signs that a child or vulnerable adult:
  - Has any injury for which there is no explanation, or for which the explanation changes or is inconsistent.
  - Regularly has unexplained injuries or unexplained injuries which may appear to have a reasonable explanation.
  - Exhibits significant changes in behaviour, performance or attitude.
  - Discloses an experience in which he / she or another young person or vulnerable adult may have been significantly harmed.
  - Uses language of a sexual nature, routinely or in a surprising way. This is especially a concern if children are younger, although we must also be aware that grooming teenage children is a concern and should be reported.



- Has an overly tactile relationships with older people.
  - Is seen drinking alcohol or using drugs (including 'legal highs').
  - Undertakes to find sexual images online or use forums / blogs not part of their work for the organisation.
  - Discloses online bullying or abusive content on social media.
- The **'gut instinct'** of staff as well as factual content will also be considered. Certain situations may lead you to become alarmed. Staff and volunteers should follow safeguarding procedures if the below happens:
    - Children and / or vulnerable adults who are hungry, fainting or seem to be suffering from neglect. Neglect may manifest in poor and unclean clothing, or children / vulnerable adults being unaccompanied.
    - Children who are punished very severely should be reported. Smacking in England is legal but only if it's deemed to be 'reasonable punishment'. Any kind of punishment that is extreme, including swearing, public humiliation or manipulative behaviour should be reported. Repeated smacking or hitting in a public place is unacceptable.
    - People accompanying children or young people who seem too familiar or overly tactile. Professionals working with children know that sitting on laps and any prolonged touching is not advisable (certainly with children over 6 years old). If you see this let the school or organisation know and inform the DSO.
    - Significant bruising or unexplained injuries.
    - Changes in behaviour that may link to abuse, such as change in mood, temperament and possible physical changes such as incontinence or significant weight change.
    - The above list is not conclusive and numerous other signs of abuse / circumstances may be considered safeguarding incidents.
    - The items on this list are offered purely as examples – if you have other concerns which are not mentioned here, you should report them in the same way.

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## 9 What should you do in the event of a safeguarding incident?

### 9.1 Concerns about a child or vulnerable adult.

- A concern about the safety of a child or vulnerable adult may arise because:
  - You identify signs of child / adult abuse or neglect.
  - A child or adult tells you they are being abused or tells you about an experience or event that has happened to them that you think would be harmful. This could include self-harm or suicidal thoughts and intent. This is sometimes referred to as a 'disclosure' – not to be confused with a disclosure related to checks by the Disclosure and Barring Service.

- The person's behaviour is inappropriate and gives cause for concern (e.g. a visitor or teacher).
- You directly witness someone being harmed by an adult or another child.
- Someone tells you (e.g. a child or a member of the public) either face-to-face or by any other means of communication, that a child or adult is being harmed or is at risk of harm.
- The behaviour of an adult towards a child or vulnerable adult gives you cause for concern.
- An adult survivor of abuse tells you about their abuse in childhood. This can be referred to as 'historical abuse'. The perpetrator may still be alive and children may therefore be at risk.

## **9.2 Allegations against a member of staff, volunteer or freelancer / contractor**

- A safeguarding allegation is where a member of staff, volunteer or freelancer/contractor has:
  - Behaved in a way that has harmed, may have harmed or might lead to harm of a child, young person or vulnerable adult.
  - Possibly committed or is planning to commit a criminal offence against a child, young person or vulnerable adult, or:
  - Behaved towards a child, young person or vulnerable adult in a way that indicates he / she is or would be unsuitable to work with children, young people or vulnerable adults.
- Allegations may concern one or more children or adults. It can be about any child or adult, for example those:
  - Visiting the museum with their family, friends or alone.
  - Participating in one of The Postal Museum's outreach activities offsite.
  - Participating in one of The Postal Museum's engagement activities online.
  - Participating in one of The Postal Museum's community engagement or consultation activities.
  - Visiting as part of a school or other organised group.
  - Supporting The Postal Museum such as volunteers, donors and patrons.
  - Participating in work experience or internships.
  - That the member of staff, volunteer or freelancer / contractor has contact with in their community / home life.
  - Who are the son, daughter or other relative of the employee, volunteer or freelancer / contractor not known to The Postal Museum
- The allegation may:
  - Not directly concern a known child, young person or vulnerable adult for example may involve accessing inappropriate images online.

- Be about any form of abuse or neglect.
- Relate to a staff member, volunteer or freelancer who has left.

A safeguarding allegation against a member of staff, volunteer or freelancer / contractor may arise when:

- A child or parent / carer makes a direct allegation against the individual.
- Another member of staff or volunteer observes behaviour that is cause for concern.
- The Postal Museum receives a safeguarding allegation, e.g. by phone, letter or email, from a member of the public or a professional.
- A member of the public tells a member of staff or volunteer face-to-face.
- It is made in the course of another Postal Museum procedure, such as grievance or disciplinary.
- The Postal Museum is informed by the police or local authority or other organisation that an individual is the subject of a child protection or criminal investigation.
- Information emerges from a DBS renewal that could compromise the safety of a child, young person or vulnerable adult.
- An employee or volunteer informs The Postal Museum that they have been the subject of allegations or have harmed a child / adult.

### **9.3 Procedure for reporting and managing concerns or allegations.**

- The procedures for managing safeguarding concerns and allegations must be followed consistently regardless of how the concern or allegation arose, or from whom, or how the information was received.
- All concerns or allegations should be recorded in writing as soon as possible. Write down details of what you have witnessed or have been told. 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.
- During a disclosure by a child or vulnerable adult 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.
- 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.
- 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'.
- It's not up to you to prove that the information about abuse or suspected abuse is true. You must not try to investigate yourself.

- After any incidents or disclosures only divulge information to DSO, social services and / or the police. **Do not discuss details with others.**
- If you are able, complete the **Safeguarding Reporting Form**, adding as much detail as possible. This can be found in the [Documents section of the Breathe HR Portal](#), is available via the Staff Hub and is **Appendix 3** of this document. Information should be passed onto the DSO. At the current time this is:
  - **Andy Richmond**, Head of Exhibitions, Access and Learning – [andy.richmond@postalmuseum.org](mailto:andy.richmond@postalmuseum.org) or 0300 0300 700 (Extension 500).
  - **Natalia Arkhipova**, Head of People and Culture – [natalia.arkhipova@postalmuseum.org](mailto:natalia.arkhipova@postalmuseum.org) or 0300 0300 700 (Extension 601).
  - Both DSOs also have access to the dedicated **safeguarding inbox**: [safeguarding@postalmuseum.org](mailto:safeguarding@postalmuseum.org).
- If staff or volunteers have urgent concerns about a child or vulnerable adult or need advice they can contact the **relevant teams from Islington Council**:
  - For concerns about children, call the **Children's Social Care Referral and Advice team** on 0207 527 7400 between 9am-5pm.
  - For concerns about vulnerable adults, call the **Access Service** on 0207 527 2299 or email [access.service@islington.gov.uk](mailto:access.service@islington.gov.uk). They will talk to you about your concerns and do everything they can with the permission of the person to reduce the risks and ensure their safety.
  - For an emergency outside of office hours about a child or an adult, call the **Islington Emergency Duty Social Work Team** on 0207 226 0992.
- If you're worried about a child or young person, you can also contact the **NSPCC Helpline** for support and advice for free on 0808 800 5000.
- Children can contact **Childline directly** at any time to get support for themselves: 0800 1111.
- **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.**
- For allegations against a member of staff, volunteer or freelancer / contractor, if staff or volunteers believe concerns to be serious and in need of immediate attention they can contact the **local LADOs**:

- Timur Djavit, Service Manager Children Protection and Local Authority Designated Officer (LADO) for Islington on [LADO@islington.gov.uk](mailto:LADO@islington.gov.uk), 020 7527 8101 or 8102.
- Jacqueline Fearon, LADO for Camden on [LADO@camden.gov.uk](mailto:LADO@camden.gov.uk) or 0207 794 4556.

Ideally incidents should be reported to the LADO for the local authority in which it took place – i.e. Islington for Mail Rail and Camden for The Postal Museum. If this is not known, then you can contact either LADO.

- If you have concerns about a child's safety and have decided to share information to protect them from a risk of harm, whenever it is safe and practical to do so, you should engage with the child, their parent(s) or carer(s) and explain who you intend to share information with, what information you will be sharing and why. This is unless seeking to discuss a potential concern would put the child or others at risk of harm.

#### **9.4 What will happen if you report concerns or allegations?**

- The Designated Safeguarding Officer will discuss the issue with you and decide on a suitable course of action.
- They should provide you with support if you find your experience stressful. This might be to recommend a helpline or to report back – bearing in mind that this must be done with police and social services permissions.
- Concerns, allegations or offences relating to paid, unpaid, volunteer, casual, agency, or self-employed workers will be reported to the relevant LADO within 24 hours. Internal investigations should not be carried out before referrals to the LADO.

#### **9.5 Staff and volunteer rights.**

- If an accusation is made against a member of staff or volunteer, the member of staff or volunteer will be informed of the accusation in writing.
- They will be given an opportunity to respond to accusation(s) in person but will be asked to remain off site during any investigation.
- The accuser will be able to enter the site and use the services of the organisation as normal.

#### **9.6 Confidentiality**

- It is crucial that staff and volunteers exercise the highest degree of confidentiality, in order to protect the rights of both the alleged victim and alleged perpetrator. Breaches of confidentiality can compromise any investigations that may take place and may lead to disciplinary action.
- The Postal Museum 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 Postal Museum is clear that an individual can come forward on a confidential basis, without fear of reprisal or victimisation.

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

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## 10 Useful Information

- **NSPCC Safeguarding and Child Protection Standards for the Voluntary and Community Sector:** <https://learning.nspcc.org.uk/media/1079/safeguarding-standards-and-guidance.pdf>
- **Keeping children safe in out-of-school settings: code of practice (DfE)** <https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice>.
- **What to do if you're worried a child is being abused: advice for practitioners (DfE):** [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What to do if you re worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf).
- **Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children (DfE):** [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/942454/Working together to safeguard children inter agency guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf).
- **Safeguarding and Protecting People for Charities and Trustees:** <https://www.gov.uk/guidance/safeguarding-duties-for-charity-trustees>.
- **Kids in Museums Safeguarding Overview:** <https://kidsinmuseums.org.uk/resources/safeguarding-overview/>
- **Scouts Safeguarding Policy and Procedures:** <https://www.scouts.org.uk/about-us/policy/safeguarding-policy-and-procedures/>.
- **Online safety advice from Childline:** <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>.
- **ThinkUKnow:** <https://www.thinkuknow.co.uk/parents/>. A website from National Crime Agency's CEOP Command about keeping children and young people safe on the internet.

- **UK Safer Internet Centre:** <https://www.saferinternet.org.uk/>. Promoting the safe and responsible use of technology for young people.

## **Appendix 1: Safeguarding Information for Staff and Volunteers – Front Desk**

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

#### **2. Dos:**

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

#### **3. Make sure you:**

- Always 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.

#### **4. Unaccompanied children onsite:**

- Children aged 12-17 may be admitted unsupervised to The Postal Museum at the discretion of the staff and volunteers. If in doubt seek guidance from the DSO.
- Work experience students 14-16 may be unaccompanied but staff and volunteers should be especially alert and the DSO should ensure that an 'open door' policy is understood and operated.
- Students should be given a suitable induction and their placement should be managed by someone suitable.
- Children aged 16-18 may work with staff and volunteers, but staff and volunteers must follow this policy closely.

#### **5. Concerns and Allegations:**

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



- **Andy Richmond**, Head of Exhibitions, Access and Learning, on [andy.richmond@postalmuseum.org](mailto:andy.richmond@postalmuseum.org) or 0300 0300 700 (Extension 500).
- **Natalia Arkhipova**, Head of People and Culture on [natalia.arkhipova@postalmuseum.org](mailto:natalia.arkhipova@postalmuseum.org) – 0300 0300 700 (Extension 601).
- Both DSOs also have access to the dedicated **safeguarding inbox**: [safeguarding@postalmuseum.org](mailto:safeguarding@postalmuseum.org).
- If you are very concerned and the DSOs are not available, you can speak to the Duty Manager and discuss the option of contacting the relevant service teams from Islington Council for advice:
  - For concerns about children, call the **Children's Social Care Referral and Advice team** on 0207 527 7400 between 9am-5pm.
  - For concerns about vulnerable adults, call the **Access Service** on 0207 527 2299 or email [access.service@islington.gov.uk](mailto:access.service@islington.gov.uk). They will talk to you about your concerns and do everything they can with the permission of the person to reduce the risks and ensure their safety.
  - For an emergency outside of office hours about a child or an adult, call the **Islington Emergency Duty Social Work Team** on 0207 226 0992.
- If you're worried about a child or young person, you can also contact the **NSPCC Helpline** for support and advice for free on 0808 800 5000.
- **If the matter could result in death or serious injury phone 999.**

## 6. Lost children and vulnerable adults (urgent)

- Gather the following information quickly and calmly if a child or vulnerable adult is reported lost or missing:
  - Name of person;
  - Age of person;
  - Description of person (height, colour of hair, clothing etc.);
  - Where person was last seen;
  - Time person was last seen.
- Report this immediately to all volunteers and staff on site. Involve all staff and volunteers in searching for the child. Remain with the adults searching for the child and keep them as calm as possible.
- **If the child isn't found after 15 minutes ring the police (999) as an emergency.**

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

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

**For a more complete list of good practice guidelines see pages 8-12 ('Safeguarding Code of Conduct') of the full Safeguarding policy.**

## Appendix 2: Young Volunteer / Work Experience

### Student Safeguarding Induction Notes for ‘named contact’ or DSO

1. Tell the young person that 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 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 all staff and volunteers get a basic DBS check before they start work for the organisation and receive some form of safeguarding training. All staff and volunteers should therefore be aware of the rules, but most visitors will not.
4. Share **Appendix 1** with the young person. Explain that everyone follows these rules, and as a young volunteer they need to follow them too. Share **Section 6** of this policy (‘Safeguarding Code of Conduct’) with young people or vulnerable adults. It is especially important that they are fully versed in the dangers of online working.
5. Make sure young people / children understand:
  - They shouldn’t accept friendship requests or exchange personal mobile numbers with older volunteers. It’s not that you can’t be friendly but I’d be on my guard if someone wanted my personal information on a placement.
  - They should always meet with staff and volunteers in public or shared spaces. If it’s necessary to have a video or phone call with a member of staff or a volunteer, this should be done with parents / carers present and be pre-arranged. It could also be done via the school.
6. Having knowledge of a work mobile or number to contact is fine.
7. Tell the students that if they post about their placement or volunteering they should:
  - Protect personal information by checking who can see their posts;
  - Post about their placement when they’ve finished;
  - Keep passwords secure.

Don’t put personal information online, this includes:

- The times they are doing work experience and how they arrive at the site.
- Personal information alongside pictures of themselves.

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

- Do not add pictures of yourself that could be misinterpreted or used by others.

## Appendix 3: Safeguarding Reporting Form

Complete as fully as possible.

<b>Form completed by:</b> <b>(Please PRINT)</b>	
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 More details (if required):	
<b>Write all details of disclosure or safeguarding incident.</b> If you are recording a disclosure try and use the exact words of the child or vulnerable adult:	
<i>Please turn over the page...</i>	

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

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

Date received:	
Name of DSO:	
Signature:	

## Appendix 4: Regulated Activity

- **Regulated activity is work that a barred person must not do.** There are different definitions of regulated activity depending on whether you are working with a child or a vulnerable adult.

### Regulated Activity with Children

- See here for full details:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/739154/Regulated\\_Activity\\_with\\_Children\\_in\\_England.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739154/Regulated_Activity_with_Children_in_England.pdf)
- Activities that place a postholder in **Regulated Activity with children** are:
  - **Unsupervised activities:** teach, train, instruct, care or supervise children, or provide advice guidance on well-being, or drive a vehicle only for children.
  - **Work for a limited range of establishments ('specified places') with opportunity for contact:** for example, schools, children's homes, childcare premises.

The Postal Museum does not come under the list of 'specified places' and therefore only the first point above is relevant. If the activities in point 1 are being conducted under the reasonable day-to-day supervision of another person engaging in regulated activity, then it is not regulated activity. It is up to the organisation to define what 'reasonable day to day supervision' means.

- **Illustrative example:** A Learning Facilitator is regularly teaching groups of school children at the Museum. This is not considered regulated activity as it is always supervised by someone in regulated activity (i.e. a teacher is always present).
- **Points to note:** The activity must be for children. If it is merely incidental to activity with adults, then it is not considered regulated activity. For example, if a child comes to a training event put on for adults, then the trainer would not be engaging in regulated activity.

### Regulated Activity with Adults

- See here for full details:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/739152/Regulated\\_Activity\\_with\\_Adults\\_in\\_England.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739152/Regulated_Activity_with_Adults_in_England.pdf).
- Activities that place a postholder in **regulated activity with an adult** (a person aged 18+) are:



- Healthcare for adults provided by, or under the direction or supervision of a regulated health care professional (members of peer support groups and first aiders are excluded)
  - Personal care for adults involving hand-on physical assistance with washing and dressing, eating, drinking and toileting, oral care or care of the skin, hair or nails (excluding only hair-cutting); prompting and supervising an adult with any of these tasks because of their age, illness or disability; or teaching someone to do one of these tasks.
  - Social work – provision by a social care worker of social work which is required in connection with any health services or social services.
  - Assistance with and managing an adult's cash, paying an adult's bills or shopping because of their age, illness or disability.
  - Assisting in the conduct of an adult's own affairs under a formal appointment.
  - Conveying adults for reasons of age, illness or disability to, from, or between places, where they receive healthcare, personal care or social work.
- **Points to note:**
    - For adults at risk these remain regulated activities even if they are conducted under the supervision of someone in a regulated activity.
    - An adult is considered vulnerable at the point of receiving any of the activities outlined above. The setting in which the activities take place and the characteristics of the adult receiving them are not relevant in deciding whether an adult is vulnerable.