



Literacy Volunteers believes that everyone we come in contact with has the right to be protected from all forms of harm or abuse.

We are all committed to safeguarding and promoting the welfare of children and young people.

We expect all staff and volunteers to share these commitments.

An Enhanced DBS check is required for all successful applicants.

LITERACY VOLUNTEERS APPLICATION PACK/PROCESS

ROLE: Early Years Support Worker

Documents

- Job Description
- Person Specification
- Application Form
- Equality and Diversity Form
- Self-Declaration Form (for information only – shortlisted candidates will be asked to complete this form)
- Pro-forma for References (for information)
- Safeguarding Policy
- Equality & Diversity Policy
- GDPR Policy and Privacy Statement
- GDPR statement

All documentation relating to applicants will be treated confidentially in accordance with the Data Protection Act 2018 and UK GDPR. We will process your personal data, including special category data, for the purposes of safer recruitment to ensure suitability for working with children. Information will be shared only with those involved in the recruitment

process and, where appropriate, the Designated Safeguarding Lead. Unsuccessful applicant data will be securely destroyed after 6 months.

Selection criteria

After the closing date all applications will be anonymised and assessed to identify the candidates who best meet the criteria set out in the Person Specification. Please ensure your supporting statement addresses each of the areas to be assessed. Shortlisted candidates will then be invited to interview.

Candidates invited to interview will be asked to complete the Self Declaration Form and return it to contact@literacyvolunteers.org.uk.

We will also request references. If there is a problem with this, please contact us to discuss.

For further information about Literacy Volunteers please visit www.literacyvolunteers.org.uk.

Applications without a completed application form will not be accepted. Applications received after the closing date will not be accepted.

Interview

Interviews will be held at Literacy Volunteers, Woodthorpe Grange, Woodthorpe Park, Woodthorpe Drive, Nottingham, NG5 4HA.

The interview panel will consist of a member of the Literacy Volunteers team and one Trustee.

A member of the team will greet you and explain the interview process.

As part of the interview, candidates will complete:

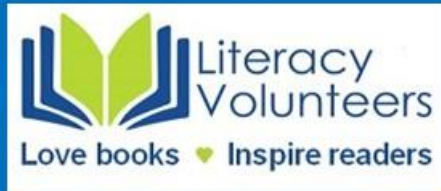
- A short practical storytelling/activity task.
- A short administration exercise.

Please bring your Passport, Birth Certificate and proof of National Insurance number. These documents will be copied and stored securely.

The successful Applicant will need:

- Valid right to work in the UK.

- Satisfactory references.
- An Enhanced DBS check.
- Successful completion of the probationary period.



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YEARS STORYTELLING SUPPORT WORKER

JOB ADVERT

£13.31 per hour (7 hours per week)

Annual salary: £4,100.33, paid monthly over 12 months

Term-time working (44 weeks per year)

Could you help inspire a lifelong love of books?

Literacy Volunteers is looking to appoint an enthusiastic and creative **Early Years Storytelling Support Worker** to help deliver our **Learning to Love Books** programme for children aged 0–4 and their parents and carers.

This is a permanent, part-time role working **7 hours per week** during school term time, supporting weekly Learning to Love Books sessions in Nottingham City libraries. The post is subject to continued funding and a three-month probationary period.

Founded in 1996, Literacy Volunteers is an independent registered charity based in Nottingham. We believe every child deserves the opportunity to develop the literacy, language and communication skills they need to thrive. Alongside our volunteer reading

programme in schools, our Early Years programme supports families to build confidence, connection and a love of books from birth.

Working alongside our Early Years Project Co-ordinator, you'll help create fun, welcoming and engaging sessions where stories come alive through songs, rhymes, movement, crafts and play.

Sessions are lively, busy and interactive, typically welcoming dozens of young children and their parents and carers each week.

Working pattern

- 7 hours per week during school term time (44 weeks per year).
- **5 hours are worked every Thursday (10.00 am–3.00 pm)** delivering Learning to Love Books sessions in Nottingham City libraries.
- The remaining **2 hours are flexible** and are used for planning, preparation and administration. Occasional team meetings take place approximately once every half term.

About the role

You'll help to:

- Plan and deliver engaging weekly storytelling sessions for children aged 0–4.
- Prepare stories, songs, rhymes, crafts and interactive activities.
- Create a warm, welcoming and inclusive environment for families.
- Encourage parents and carers to support their child's early literacy and communication development.
- Build positive relationships with families and help signpost them to additional support where appropriate.
- Welcome and support visitors to sessions, including authors, library staff, funders, researchers and partner organisations.
- Maintain registers, family records and monitoring information in line with GDPR requirements.
- Contribute to project monitoring and reports for funders.
- Promote Literacy Volunteers and the Learning to Love Books programme.
- Attend meetings, training and occasional events as required.

We're looking for someone who:

- Loves working with young children and families.
- Is confident leading songs, stories and interactive activities.
- Has a warm, enthusiastic and approachable manner.
- Can communicate confidently with both adults and children.
- Is organised and able to keep accurate records.
- Is comfortable using basic IT systems and spreadsheets.
- Works well independently and as part of a small, supportive team.
- Is creative, energetic and enjoys bringing stories to life.

Experience working with children aged 0–4, parents and carers, or in community or charity settings would be an advantage, although enthusiasm, reliability and a genuine passion for early literacy are just as important.

We offer

- A supportive and friendly team.
- The opportunity to make a real difference to children's lives.
- Training and ongoing support.
- Paid travel expenses for authorised work-related travel.
- A rewarding role helping children develop a lifelong love of books.

The salary is **£13.31 per hour**, based on **7 hours per week for 44 weeks per year**, with salary paid in equal monthly instalments across 12 months.

Closing date: Monday 20 July 2026

Shortlisting: Monday 3 August 2026

Interviews: Monday 10 or Tuesday 11 August 2026

Safeguarding

Literacy Volunteers is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. An Enhanced DBS check will be required for the successful applicant.



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JOB DESCRIPTION – Early Years Support Worker

Purpose of the Role

To support the delivery of the Learning to Love Books programme for children aged 0–4 and their parents/carers through engaging weekly sessions in two Nottingham City libraries.

Working Pattern

7 hours per week during school term time (44 weeks).

Five hours every Thursday (10.00am–3.00pm) delivering sessions. Two flexible hours for planning, preparation and administration.

Key Duties

Plan and co-deliver Learning to Love Books sessions.

Prepare stories, songs, rhymes, crafts and activities.

Support interactive activities using resources such as instruments, scarves and parachutes.

Set up and pack away resources safely.

Share early literacy messages with parents and carers.

Maintain accurate registers and records in line with GDPR.

Contribute to monitoring and funder reports.

Welcome and support authors, library staff, funders, researchers and partner organisations such as the National Literacy Trust.

Promote Literacy Volunteers.

Attend meetings, training and events.



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PERSON SPECIFICATION – Early Years Support Worker

Mandatory Requirements

Commitment to safeguarding

Enhanced DBS check

Availability every Thursday 10.00am–3.00pm during term time

Ability to travel to delivery locations

Able to lift and transport resources

Essential Skills and Abilities

Confidence delivering storytelling, songs and activities

Communicate effectively with families

Communicate professionally with partner organisations and visitors

Create a fun and inclusive environment

Manage groups safely

Organisation and attention to detail

Maintain accurate records

Use spreadsheets and basic IT

Understand confidentiality and GDPR

Work independently and as part of a team

Personal Attributes

Warm and approachable

Creative and adaptable

Reliable

Positive team player

Energetic and engaging

Desirable Experience

Experience with children aged 0–4

Community or charity experience

Experience engaging parents

Experience delivering group activities

Desirable Skills

Knowledge of early literacy

Report writing



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LITERACY VOLUNTEERS SELF DECLARATION FORM

You are being asked to complete this form because the role you are applying for is exempt from the Rehabilitation of Offenders Act 1974 in England, Scotland and Wales or the Rehabilitation of Offenders (Northern Ireland) Order 1978 and involves contact with children or young people.

As the role you have applied for involves work with children, you will also be required to undergo the relevant vetting and barring checks.

All information you provide will be treated as confidential and managed in accordance with relevant data protection legislation and guidance. You have a legal right to access any information held about you.

ROLE: EARLY YEARS SUPPORT WORKER

PERSONAL DETAILS

Name	
Previous Name(s)	
Address with postcode	

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CONDUCT DECLARATION

Have you ever been known to any children's services department or police as being a risk or potential risk to children?	YES	NO
If YES please provide further information:		
Have you ever been dismissed for misconduct from any paid or voluntary position previously held by you?	YES	NO
If YES please provide further information:		
Have you ever been under investigation for or subject to any disciplinary sanctions in relation to your conduct at the time of your employment?	YES	NO
If YES please provide further information:		

Have you ever been subject to any sanctions being placed on your professional registration, by a regulatory or licencing body in any country? (as applicable) Sanctions may include: Warnings, conditions, limitations, suspensions removal or any other restrictions that may have applied to your professional registration.	YES	NO
	N/A	
If YES please provide further information:		

CONFIRMATION OF DECLARATION (tick boxes below)

	I agree that the information provided here may be processed in connection with recruitment processes and I understand that an offer of employment may be withdrawn, or disciplinary action may be taken if information is not disclosed by me and subsequently comes to the organisation's attention.
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	In accordance with the organisation's procedures, if required, I agree to provide a valid criminal record certificate and consent to the organisation clarifying any information provided on the disclosure with the agencies providing it.
	I agree to inform the organisation within 24 hours if I am subsequently investigated by any agency or organisation in relation to concerns about my behaviour towards children or young people.
	I understand that the information contained on this form, the results of the criminal record check and information supplied by third parties may be supplied by the organisation to other persons or organisations in circumstances where this is considered necessary to safeguard children.

By signing below, I confirm that the information I have provided on this form (or attached) is accurate. I understand that this information will not necessarily prevent me from being employed or appointed in the role above, and that I will be given an opportunity to discuss any concerns you might have before you make a final decision on my suitability for the role.	
Signature of Candidate	
Print name	
Date	



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Early Years Support Worker Reference Request

Date:

Dear *

Literacy Volunteers Reference Request

Thank you for agreeing to provide a reference for the above applicant.

Literacy Volunteers is an independent charity working to improve children's literacy and communication skills through our school-based reading programme and our Learning to Love Books early years programme.

The applicant has applied for the role of Early Years Support Worker. The role involves supporting interactive early years sessions for children aged 0–4 and their parents/carers in Nottingham City libraries through stories, songs, rhymes, crafts and play, while maintaining accurate records and supporting a safe, welcoming environment.

As this role involves regular contact with young children and families, we would be grateful if you could complete the questions below.

1. How long have you known the applicant?

2. What position did the applicant hold and how long did they work or volunteer with you?
3. With your knowledge of the applicant, do you consider them suitable for this role? Yes / No
4. Please comment on your answer above, including strengths, any areas for development, and suitability for working with young children, families and colleagues.
5. Please comment on their reliability, ability to work independently and ability to work as part of a team.
6. Do you know of any safeguarding issues or concerns relating to the applicant?
7. Are there any other comments you would like to make?

Referee Details

Name: _____

Position: _____

Organisation: _____

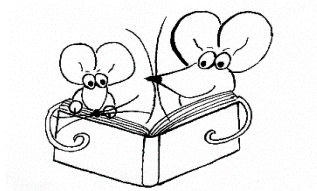
Address: _____

Telephone: _____

Email: _____

Signature: _____

Date: _____



LITERACY VOLUNTEERS

Equality and Diversity Policy

Literacy Volunteers is committed to providing equal opportunities for all who engage with us. We seek to provide high quality learning and volunteering services that are inclusive and free from discrimination.

Equality of opportunity is an important aspect of raising aspirations, self-esteem and achievement. We aim to provide services including training and volunteering opportunities that are safe, accessible and welcoming to all.

We respect and value difference in ability and disability; culture, race, faith, gender, sexual orientation and age.

Discriminatory behaviour or harassment will not be tolerated.

Our principles for achieving Equality and Diversity are:

- Equality of opportunity is embedded in all policies, practices, decision-making and evaluation processes. An Equalities Impact assessment will be carried out on all future Literacy Volunteers policy and strategy developments.
- The richness of cultural diversity is recognised and celebrated in all our resources and practice.
- Our Service will reflect the particular and individual needs of our Learners and Volunteers.

- We support all our Learners and Volunteers to reach their potential by providing adequate support and resources to meet their individual needs as far as is reasonably practicable.
- We aim to support and develop our Staff and Volunteers through training to meet the needs of our diverse communities.
- We will monitor our performance against any agreed targets and act on any inequalities highlighted.
- We will offer a programme of activity that reflects the needs of our priority groups/areas.
- We will develop and improve feedback systems to capture Learner and Volunteer perceptions of what we do and how we could improve in terms of Equality practice. We will also seek feedback from staff and our stakeholders.
- Discriminatory practices are demeaning for all. We have Disciplinary, Grievance and Complaints Procedures for challenging unacceptable behaviour. All Learners and Volunteers are provided with guidance on making a complaint during their induction.

The Literacy Volunteers Board of Trustees meets regularly and will assess the Equalities impact of Literacy Volunteers policy and practice.

Any breaches of the policy will lead to disciplinary investigation and possible disciplinary action.



GDPR/PRIVACY POLICY AND PROCEDURES

This policy was approved by the Board of Trustees on: 03/07/2024

This policy will be reviewed annually by - Trustee with the Team Leads

Trustees with GDPR responsibility: Mel Cope

Data Controller - Literacy Volunteers Board of Trustees

Everyone is responsible for data protection.

Reviewed: September 2025 – reviewed and no changes

Review Date: July 2026

LITERACY VOLUNTEERS GDPR/PRIVACY POLICY AND PROCEDURES

Our contact details

Literacy Volunteers – charity number 1167357

Name: Sue Marriott or Lorna Jaggard

Email: contact@literacyvolunteers.org.uk

Address: Woodthorpe Grange, Woodthorpe Drive, Nottingham, NG5 4HA

Phone Number: 0115 8765474 - answerphone

www.literacyvolunteers.org.uk

Definitions

Personal data is information about a person which is identifiable as being about them. It can be stored electronically or on paper and includes images and audio recordings as well as written information.

Data protection is about how we, as an organisation, ensure we protect the rights and privacy of individuals and comply with the law, when collecting, storing, using, amending, sharing, destroying or deleting personal data.

Responsibility

Overall and final responsibility for data protection lies with the board of trustees, who are responsible for overseeing activities and ensuring this policy is upheld.

All trustees, staff and volunteers are responsible for observing this policy, and related procedures, in all areas of their work for the organisation.

Overall Policy Statement

Literacy Volunteers needs to keep personal data about its trustees, members, staff, volunteers and supporters in order to carry out the charity's activities.

We will collect, store, use, amend, share, destroy or delete personal data only in ways which protect people's privacy and comply with the General Data Protection Regulation (GDPR) and other relevant legislation.

We will only collect, store and use data for:

- Purposes for which the individual has given explicit consent
- The charity's legitimate interests
- Compliance with legal obligations
- Keeping children and volunteers safe.

We will provide individuals with details of the data we have about them when requested by the relevant individual.

We will delete data if requested by the relevant individual, unless we need to keep it for legal reasons.

We will endeavour to keep personal data up-to-date and accurate.

We will store personal data securely.

We will keep clear records of the purposes of collecting and holding specific data, to ensure it is only used for these purposes.

We will not share personal data with third parties without the explicit consent of the relevant individual, unless legally required to do so. We will endeavour not to have data breaches. In the event of a data breach, we will endeavour to rectify the breach by getting any lost or shared data back.

We will evaluate our processes and understand how to avoid it happening again. Serious data breaches which may risk someone's personal rights or freedoms will be reported to the Information Commissioner's Office within 72 hours, and to the individual concerned.

To uphold this policy, we will maintain a set of data protection procedures for our board of trustees, staff and volunteers to follow.

DATA PROTECTION PROCEDURES

Introduction

Literacy Volunteers has a data protection policy that is reviewed regularly. In order to help to uphold the policy, we have created the following procedures which outline ways in which we collect, store, use, amend, share, destroy and delete personal data.

These procedures cover the main, regular ways we collect and use personal data. We may from time to time collect and use data in ways not covered here. In these cases we will ensure our Data Protection Policy is upheld.

General Procedures

Data will be stored securely. When it is stored electronically, it will be kept safe using online secure portals, including through third party partners. Any information stored on paper will be filed carefully in a locked cabinet.

When we no longer need data, or when someone has asked for their data to be deleted, it will be deleted securely. We will ensure that data is permanently deleted from computers, and that paper data is shredded.

Contact Details

We will use these contact details to send out newsletters, publicity and fundraising appeals. When people sign up to their information being kept and used, they will be told how their data will be used, how long for, how it will be stored, plus their rights to remove/correct the information.

We will never share this information unless we have asked each individual if we can and explained why, unless there is a legal reason to do so.

To support volunteers who attend the same school we encourage the exchange of contact details but this does not happen unless consent has been given.

If you have any concerns about our use of your personal information, you can make a complaint to us at contact@literacyvolunteers.org.uk.

You can also complain to the ICO if you are unhappy with how we have used your data.

The ICO's address:

Information Commissioner's Office
Wycliffe House
Water Lane

Wilmslow
Cheshire
SK9 5AF

Helpline number: 0303 123 1113

ICO website: <https://www.ico.org.uk>

Your data protection rights

Under data protection law, you have rights including:

Your right of access - You have the right to ask us for copies of your personal information.

Your right to rectification - You have the right to ask us to rectify personal information you think is inaccurate. You also have the right to ask us to complete information you think is incomplete.

Your right to erasure - You have the right to ask us to erase your personal information in certain circumstances.

Your right to restriction of processing - You have the right to ask us to restrict the processing of your personal information in certain circumstances.

Your right to object to processing - You have the the right to object to the processing of your personal information in certain circumstances.

Your right to data portability - You have the right to ask that we transfer the personal information you gave us to another organisation, or to you, in certain circumstances.

You are not required to pay any charge for exercising your rights. If you make a request, we have one month to respond to you.

Please contact us at contact@literacyvolunteers.or.uk if you wish to make a request.



VOLUNTEERS

Safeguarding Children and Young People Policy & Procedures

This policy was approved by the Board of Trustees on: 19 JULY 2023

Policy Reviewed and changes made and approved: SEPTEMBER 2025

The policy was checked against the Keeping Children Safe in School September 2025 (KCSIS) and appropriate changes made and an additional item has been added to the Volunteer Code of Conduct.

Chair of LV has approved the changes and confirmed this did not need to go for full Board Approval.

Signed: S Marriott - Position: School Team Lead/SG Lead

This policy will be reviewed annually by - Trustee with SG responsibility/Staff SG Leads

Trustee with SG/Policies responsibility - Mel Cope

Schools SG – Lead Sue Marriott - Deputy – Lorna Jaggard

Early Years SG – Lead Lorna Jaggard - Deputy – Sue Marriott

Next Review Date due: SEPTEMBER 2026

LITERACY VOLUNTEERS AIMS

- To provide children with one-to-one help that improves their reading and communication skills.
- To promote a love of books and reading for pleasure.
- To address the literacy gap that exists for many children, even before they start school.
- To support parents in developing their children's early literacy skills and promote effective early reading habits

1. Definitions:

In accordance with the Children Act 1989 and 2004, a child is a person who has not yet reached their 18th birthday. For the purpose of these procedures the reference to children therefore means ‘children and young people’ throughout.

2. Policy Statement

2.1 Literacy Volunteers' Safeguarding Children and Young People Policy and Procedures ensures that:

- All children, regardless of age, disability, gender, race, religion or belief, sex or sexual orientation have an equal right to protection from all types of abuse, neglect and exploitation. Literacy Volunteers recognises that some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues and that extra safeguards may be needed to keep these children safe from abuse, neglect and exploitation.
- All Trustees, Staff and Volunteers at Literacy Volunteers are committed to protecting the welfare of all children as they participate in Literacy Volunteers' services and activities. This includes Literacy Volunteers understanding its responsibility to comply with legislation, particularly to ensure that the welfare of children and young people is paramount, and Literacy Volunteers will constantly monitor developments in this field. However, Literacy Volunteers recognises that the best protection for children participating in our programmes is the vigilance and forethought of Staff and Volunteers in preventing circumstances where abuse of trust could occur. To that end, Literacy Volunteers strives to create a safe and secure environment where service users, Volunteers and Staff can work together confidently in mutual respect, feeling safe and valued.
- Literacy Volunteers also recognises its responsibility to take appropriate action, as soon as problems emerge, when a child discloses that they are experiencing abuse, neglect or exploitation, and to ensure that Staff/Volunteers have an understanding of what might indicate this and what action to take. Any personal information will be processed fairly and lawfully and kept safe and secure in line with our Data Protection Policy.

2.2 Key Safeguarding Legislation and Guidance

Interagency Safeguarding Children Procedures for local authorities:

Nottinghamshire Safeguarding Children Partnership (NSCP) –

<https://nscp.nottinghamshire.gov.uk/>

Nottingham City Safeguarding Children Partnership (NCSCP) –

<https://www.nottinghamcity.gov.uk/marf>

Derby & Derbyshire Safeguarding Children Partnership (DDSCP)

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

- Working Together to Safeguard Children (DfE 2023)
- Education Act 2002
- Keeping Children Safe in Education (DfE 2025)
- Children Act 2004
- Children and Social Work Act 2017
- Children and Families Act 2014

2.3 Declaration

Literacy Volunteers Staff and Volunteers are required to abide by the Staff and Volunteer Code of Conduct and must inform Literacy Volunteers of any change in their circumstances that may make them unsuitable to work with children.

2.4 Updates and Communication

Literacy Volunteers will ensure that the Code of Conduct and the organisation's safeguarding children procedures are continually monitored, developed and maintained and are appropriately communicated to current Staff and Volunteers.

2.5 Accountability

All Staff, Trustees and Volunteers throughout the organisation are responsible for ensuring that they follow safeguarding procedures in this policy and in the Code of Conduct. They must also follow the policies of the schools, libraries and other organisations used by Literacy Volunteers. All new Staff and Volunteers will have appropriate level of Safeguarding training and Volunteers will be informed of their school's procedures during their Introduction meeting.

2.6 Safeguarding Leads

Literacy Volunteers has a Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Lead (DDSL) and a Trustee with Safeguarding responsibilities for the Schools Team and Early Years Team:

Schools Team

DSL - Sue Marriott – Leader (School Teams) - sue@literacyvolunteers.org.uk

DDSL – Lorna

Early Years Team

DSL - Lorna Jaggard – Leader (Early Years Team) -

lorna.jaggard@literacyvolunteers.org.uk

DDSL – Sue

Trustee with Safeguarding Responsibility

Melanie Cope – email contact@literacyvolunteers.org.uk for the attention of Melanie Cope

2.7 Other Policies

Literacy Volunteers will maintain policies and procedures geared towards the prevention of abuse, neglect and exploitation that include, but are not limited to the following:

- Safer Recruitment Policy – for Staff and Volunteers
- Vetting Procedures – for Staff and Volunteers, including appropriate DBS screening
- Code of Conduct for Staff, Trustees, Volunteers and Early Years sessions
- Disciplinary Process – for Staff and Volunteers
- Whistleblowing policy

2.8 Responsibility

It is the responsibility of everyone at Literacy Volunteers to follow the safeguarding procedures to keep children safe. All Staff and Volunteers must be aware of the definitions and indicators of abuse and know the procedures they must follow if they have a concern. Staff inductions/training will include the indicators and Literacy Volunteers Safeguarding procedures and responsibilities.

School Volunteer training and introduction to school meetings will include their responsibilities and procedures. Each Volunteer signs and keeps a copy of the Safeguarding Procedures for Volunteers with them in school to refer to (Appendix 1)

2.9 Training

Literacy Volunteers will receive safeguarding training as part of their induction; this includes Introduction to Safeguarding Children and Prevent training and a certificate for each has to be provided and recorded in Literacy Volunteers' records. Staff and Volunteers must renew/update their safeguarding training annually or as required.

DSL and Deputy DSL will have to complete the Safeguarding Children Designated Lead training and this must be updated at least every 2 years or as required.

All training for Staff and Volunteers will be reviewed and updated annually.

3. Definitions of Abuse, Neglect and Exploitation

3.1 Working Together to Safeguard Children (2018) provides the following definitions:

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These

may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, and this includes cyberbullying, causing children to frequently feel frightened or in danger, or the exploitation or corruption of children (including gangs, county lines). Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school's policy and procedures for dealing with it.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **Exploitation:** Safeguarding Network definition of child exploitation
Child exploitation is when someone uses a child for financial gain, sexual gratification, labour or personal advantage.
Using cruel and violent treatment to force a child to take part in criminal or sexual activities often leads to physical and emotional harm to the child, to the detriment of their physical and mental health, education, and moral and social development.

“The exploitation of children can take a number of different forms and perpetrators may subject children and young people to multiple forms of abuse at the same time, such as criminal exploitation ... and sexual exploitation.”

<https://www.gov.uk/government/publications/child-exploitation-disruption-toolkit>

- **Extremism:** Extremism is defined in the Prevent strategy as the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

3.2 All volunteers and Staff must also be aware that abuse can include bullying and cyberbullying.

3.3 All volunteers and Staff must also be aware of misinformation, disinformation and cyber conspiracy theories.

If you have a concern about a child in relation to any of these risks, you must share this with a member of the school staff on the day. You must be aware of these risks if you complete research to help children with their general knowledge, interests etc.

A definition and examples of each of these issues is given below:

- **Misinformation**

Definition: False or inaccurate information spread unintentionally.

Intent: Stems from error or misunderstanding, not a deliberate attempt to deceive.

Example: Accidentally sharing an old photo of a protest and claiming it is from a recent, unrelated event.

- **Disinformation**

Definition: False or manipulated information created and spread deliberately to deceive and mislead.

Intent: To cause harm or achieve political, personal, or financial gain.

Example: A foreign government spreading false claims to influence an election or stir hatred against a group.

- **Conspiracy Theory**

Definition: A belief that a secret group of actors has coordinated to achieve a harmful or significant outcome, and their secret plot is of public interest but not public knowledge.

Characteristics: Often involves malevolent acts and opposes publicly accepted understandings of events.

Example: Theories claiming a secret group controls global events to achieve a specific, hidden agenda.

4. Signs and Indicators

4.1 Recognising Abuse

Child abuse occurs to children of both sexes and all ages, in all cultures, religions, and social classes and to children with and without disabilities. All Staff and Volunteers should be alert to signs that a child may be at risk of significant harm.

Common signs (taken from NSPCC website)

Some common signs that there may be something concerning happening in a child's life include:

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- unexplainable and/or persistent absences from education
- always choosing to wear clothes which cover their body

- having new things such as clothes and mobile phones, which they are not able to easily explain.

Signs that may indicate a child is being radicalised include:

- isolating themselves from family and friends
- unwillingness or inability to discuss their views
- increased levels of anger
- talking as if from a scripted speech
- a sudden disrespectful attitude towards others
- increased secretiveness, especially around internet use.

4.2 Concerns and Worries

There are a number of ways that worries may be raised, for instance:

- A child or young person may tell you about something that has upset or harmed them, or that has happened to another child or young person.
- Someone else might report that a child or young person has told them, or that they strongly believe, that a child or young person has been or is being harmed in some way.
- A child or young person might show signs of physical injury or neglect, for which there appears to be no satisfactory explanation.
- A child's or young person's behaviour may suggest he or she is being abused, neglected or exploited.
- A child may tell you they have harmed or bullied another child.
- The behaviour or attitude of one of the Staff members or Volunteers towards a child or young person may worry you or make you feel uncomfortable in some way.
- Someone might make an allegation that a worker or Volunteer has harmed a child or young person or behaved inappropriately towards them.
- You may witness worrying behaviour from one child or young person to another.
- However, concerns or worries are raised it is important that you recognise that abuse may be happening/have happened and that you know what to do next.

4.3 Acting on Worries and Concerns

Action to be taken if you have worries or concerns about a child or young person you are working with.

4.3.1 Volunteers or Staff in Schools:

- It is the responsibility of the Literacy Volunteers Staff member/Volunteer to contact the Designated Safeguarding Lead in school and their Volunteer/Schools Co-ordinator (VSC) or line manager if they have any concerns about a child. They should inform the school's class teacher and/or designated safeguarding lead or head immediately after their session if they have worries or concerns about a child they are working with.
- They must follow the school's safeguarding procedures and may be asked to write a short report on this for the school's procedures, which must be factual and include what the child said or what they observed.
- Volunteers in schools should notify their Literacy VSC on the day of the 'incident' If you cannot speak to your VSC please register that you have had a safeguarding incident. This can be done as follows, via:
 - a) The Volunteer App or email to contact@literacyvolunteers.org.uk
 - b) Only state '**Safeguarding incident today – I have reported this to school staff before leaving.**' Do not include any names or details.
 - c) One of the School Team will get back to you as soon as they can, to log the relevant details.
 - d) This report will then be passed to Literacy Volunteers DSL or Deputy DSL.
- The information will be recorded by the VSC on Recording Safeguarding Concerns in School (Office use only form) and should be scanned and filed electronically, the paper copy should then be shredded.
- The VSC will follow up with the school DSL, ideally within a working week, to ensure some action has been taken and that the Volunteer followed the correct procedure or if not what needs to be addressed.
- The VSC will also follow up to ensure the Volunteer is supported.
- The Recording Safeguarding sheet has to be updated by the VSC. The VSC will then update the Literacy Volunteers DSL or Deputy DSL who will then need to record the rationale for any decisions made and sign off the record. This needs to be kept electronically and any paper copy should be shredded.
- If the VSC is not in work to do any of the actions above then another member of the team will do this, either another VSC or one of the SG Leads.

4.3.2 Volunteers and Staff in other settings:

- It is the responsibility of the Literacy Volunteers Staff member/Volunteer to inform their line manager if they have concerns about a child or a parent/carer they are working with.
- The LV Staff members will need to record this information on Recording Safeguarding Concerns in other settings form (Appendix 3). This will need to be scanned and filed electronically, the paper copy should then be shredded.

- This information must then be shared with the Literacy Volunteers DSL or Deputy DSL as soon as possible who will make the relevant referral. Each member of Staff working at a setting must have a sheet with the setting's safeguarding policy and procedure and be aware of how to refer an incident/concern and who to. Any follow up or further action must be decided with the SG Lead at the setting. If LV needs to take any further action this needs to be reported to LV DSL/Deputy DSL. A full record, including the rationale for any decisions made, must be kept alongside the report of the incident and passed to the LV DSL/Deputy DSL and filed electronically.

4.3.3 Dealing with concerns and allegations against a Literacy Volunteers Staff member/Volunteer:

- When dealing with issues concerning abuse of trust, Trustees must remember that the welfare of the children participating in Literacy Volunteers services is paramount, but that they also have a responsibility to ensure that Staff members and Volunteers are treated fairly and with respect.
- Literacy Volunteers to appoint a Named Designated Person to whom such concerns should, in the first instance, be reported to:
Melanie Cope - Volunteer/Trustee – email contact@literacyvolunteers.or.uk for the attention of Mel Cope
- If this person is unavailable or the subject of the allegation, then contact:
Chair of Literacy Volunteers Board - Mike Collis - email contact@literacyvolunteers.or.uk for the attention of Mike Collis

On receipt of a concern when an individual may have:

- Behaved in a way that has harmed a child, or may harm a child
- Possibly committed a criminal offence against or related to a child
- Behaved in a way that indicates they may not be suitable to work with children
- The Named Designated Person (NDP) (or support person) will contact the Local Authority Designated Officer (LADO) who will consider, with the NDP, the most appropriate way forward.

- It is essential that nothing is done to investigate before contacting the LADO as this can contaminate evidence if a police investigation is deemed appropriate.

Nottingham City Council LADO (0115 8764762 – Nottingham City Safeguarding Children Partnership)

LADO@nottinghamcity.gov.uk

Nottinghamshire County Council – 0115 8041272

LADO@nottscc.gov.uk

Derbyshire County Council (01629 533190 - Starting Point)

Professional.Allegations@derbyshire.gov.uk

If the concern does not meet the above criteria but involves other inappropriate behaviour this will be dealt with through Literacy Volunteers Disciplinary Procedure.

In all circumstances, it is essential to make accurate records, that all parties are supported, and that the information is kept confidential. You must not discuss the disclosure with any individual or party other than those identified in the above procedure.

NSPCC have a helpline 0808 800 5000 and lots of information on their website <https://learning.nspcc.org>. This includes advice on protecting children with special educational needs and disabilities (SEND).

<https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send>

<https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send>

This policy has been updated in line with KCSIE September 2025 and to reflect the Prevent Duty.

