



Ocean Youth Trust Scotland



# Induction and Volunteer Handbook





# CONTENTS

## PART ONE. INDUCTION HANDBOOK

Welcome Aboard.....	5
Safety Management .....	6
Who's who on a voyage .....	7
Voyage Outcomes.....	8
Delivering the Outcomes.....	9
Learning .....	10
Building a Crew Contract.....	12
The Learning Zone.....	13
The Learning Cycle .....	13
Learning Styles .....	14
Group Behaviour .....	15
Safeguarding Policy – Key Principles .....	17
Dealing with a Disclosure from a Child .....	18
Coaching.....	19
The Roles of a Coach.....	20
Next Steps .....	21
Games TRIC Card.....	23
Summary of sea staff qualifications and requirements .....	24
Third Mates' Assessment.....	25
GDPR.....	34

## **PART TWO. VOLUNTEER HANDBOOK**

Introduction .....	35
Our Trust.....	35
Mission and Vision Statement .....	36
Values.....	36
Youth work on the Waves: Inspiring Young People.....	36
Sailing Fleet.....	37
Board of Trustees.....	37
Administration.....	38
Volunteering for the Trust .....	38
Medicals .....	39
General Administration .....	39
Good Practice Guide .....	40
Rules for Driving on Trust Business .....	42
Grievance Procedure.....	43
Rules for Volunteers.....	43
Volunteer Review Procedure .....	46
Volunteer Review Appeal Procedure.....	46
Health, Safety and Hygiene .....	47
Alcohol and Substance Abuse.....	47

## **PART THREE. SAFEGUARDING POLICY AND PROCEDURES**

Introduction .....	49
Policy Statement.....	49
Key roles and responsibilities .....	50
Safeguarding Procedures.....	52
Guidance for all staff who have been notified of a concern by a young person .....	53
Staffing Issues.....	54
Definitions - The range of ways in which young people can be abused.....	56
Types of abuse and indicators of risk, abuse and neglect .....	58
Key Reference Documents and Links.....	63





## PART 1

# Induction Handbook

## Welcome Aboard

You are now part of the Ocean Youth Trust family!

Today's voyages have evolved from more than 50 years of great adventures, run mainly by volunteers dedicated to giving young people a chance.

Ocean Youth Trust Scotland inspires positive change in young people through the challenge of adventure under sail.

Residential voyages aboard our fleet of sail training vessels provide a uniquely powerful and extremely effective environment for personal development

of young people from a diverse range of backgrounds throughout Scotland and beyond.

Without our volunteers it would not be possible to offer these opportunities.

On behalf of all the young people who sail with us, thanks for joining the team and helping to deliver life changing Adventures Under Sail.



***Hazel Wiseman***

Chief Executive Officer - OYT Scotland

## VOLUNTEER PROGRESSION/OPTIONS

Progression will depend on previous youth work and sailing experience and qualifications;

- Induction Weekend
- RYA Safe and Fun Online Course
- Big Boat Seamanship Weekend
- Sail as Bosun on Youth Voyage
- Complete Third Mate's Assessment from the familiarisation or Bosun's berth during a Youth Voyage
- ML5 (or ENG1) Medical Certificate
- Sail as Watch Leader on several voyages
- Complete RYA Day Skipper Theory and/or Shore-Based Course
- Attend Winter Refit
- RYA Day Skipper Practical Course on small boat
- Training Seminar (Youth Work Modules and RYA Courses)
- 2nd Mates Assessment

See page 19, 22 and 30 for further details on training, qualifications and



## Safety Management

Ocean Youth Trust Scotland (OYT Scotland) operates a Safety Management System in order to promote high standards of safety throughout the organisation. The Safety Management System has the following components:

- Maintenance and inspection of vessels
- Training and assessment of sea staff
- Safety Committee, Training Committee and Safeguarding Committee
- Vessel Reporting and Duty Person Ashore System
- Safety briefings and drills
- Emergency procedures
- Incident reporting, Non-conformity reporting and Safety Notices

As a new volunteer you should take time to read through the Trust's Safety Management Manual, accessible through the members' portal. Contact the office for log-in details. Incidents, near misses and non-conformities are reviewed by the Safety Committee and Safety Notices are issued from time to time. You can find the current Safety Notices in "File 00". The Trust places great importance on the Training and Assessment of Sea Staff. An annual training programme provides both hard and soft skills training ashore and afloat. You will carry out the following safety drills during your Induction Weekend and on every OYT Scotland Voyage;

- Muster Drill
- "Dry" Man Overboard Drill
- "Wet" Man Overboard Drill

If you have any concerns about Safety during an OYT Scotland voyage you should raise it immediately with the Skipper or 1st Mate.



# Who's who on a voyage

Non-voyage support

Shorebased Staff

Shorebased Duty Person Ashore

**Skipper**

**1st Mate**

**Bosun**  
Maintenance

**18th**  
Assessment

**2nd Mate**  
Watch Leader

**3rd Mate**  
Watch Leader

## Group Leader

Sometimes an adult may accompany a group. The group leader is usually encouraged to take part alongside the young people.

**Red Watch**

**Green Watch**

**Voyage Support**

**Crew – Up to 12 young people aged 12 to 24**

The crew is usually divided into two teams to share tasks for the duration of the voyage. The teams of up to 6 young people are called watches and will have a watch leader to supervise them, help them learn and stay safe.



# Voyage Outcomes

Our voyages are made up of lots of sailing and non-sailing activities, supported by sea staff with a range of knowledge, skills and tools, then young people leave one of our voyages having:

- Built their confidence, resilience and optimism for the future
- Improved their ability to manage relationships
- The ability to describe and apply their learning and skills
- Participated safely and effectively as a valued team member
- Considered risk, made reasoned decisions and taken responsibility
- Expressed their voice and demonstrated social commitment
- Broadened their perspectives through new experiences and thinking

These youth work outcomes align with the Scottish Curriculum for Excellence outcomes but are also extremely valid

outcomes in their own right. Groups may want to focus on different areas and have different needs. The voyage environment is very dynamic, so it is important to remember to emphasise those aspects which will help young people achieve the Voyage Outcomes.

If you would like to learn more about how our youth voyages relate to the Curriculum for Excellence, see Section 11 of our Youth Work Toolkit - the Curriculum for Excellence Guide.

Our Youth Work Toolkit is designed to help you develop knowledge and skills around working with Young People that you can then work on further during voyages. You can access the Toolkit through the website Portal.

The Trust runs Youth Work Training Modules on various elements of the Toolkit at the Annual Training Seminar and from time to time at Shore Group meetings. Your skills, knowledge and the range of tools at your disposal will continue to develop throughout your involvement with the Trust.



# Delivering the Outcomes

We know from experience that young people achieve the outcomes, to varying degrees, on our voyages, but it is our responsibility to ensure that these goals remain in focus.

As our young people progress through their time on board, they will learn new skills and be encouraged to use them independently. They will gradually be given more responsibility to experiment with these skills, and learn to make their own decisions in a new environment. Young people will sometimes follow instructions, and at other times take their own initiative to lead, but will learn to respect the people around them as well as themselves. These skills and new levels of empowerment will allow them to gain confidence.

The culmination of many voyages is the last full day when the trainees take on a higher level of responsibility. Sometimes the young people will take charge of the entire day, including organising a sea passage. For other groups, a different kind of challenge may be more appropriate.

A great deal of the work we do with young people during a voyage is easy to record using digital photography. Apart from recording the activities themselves (with the young people's permission), we can take a quick snap of the plans and review sheets, and other useful voyage documents. All this data is stored electronically and used by our Development Team to feed back to groups and individuals.



# Learning

## Supportive Learning Environment

LEVELS OF COMMUNICATION & TRUST





# Learning Environment

There are some situations where people simply do not learn well, for example where they are scared, apprehensive, tired, hungry, ill, or bored. In other words, another need or emotion is stronger than the motivation to learn.

A supportive learning environment is not only important to keep people safe and happy then, but also to allow them to achieve a new level of personal development.

We should not ignore the need for people to know where they will sleep, how they will use the toilet, when they will eat, and how to stay physically safe and well, but throughout the important introduction period we must also allow the group members to gain each other's trust. (Including Sea Staff)

Without attending to all of the above needs, people simply will not feel

encouraged to learn, or even take part.

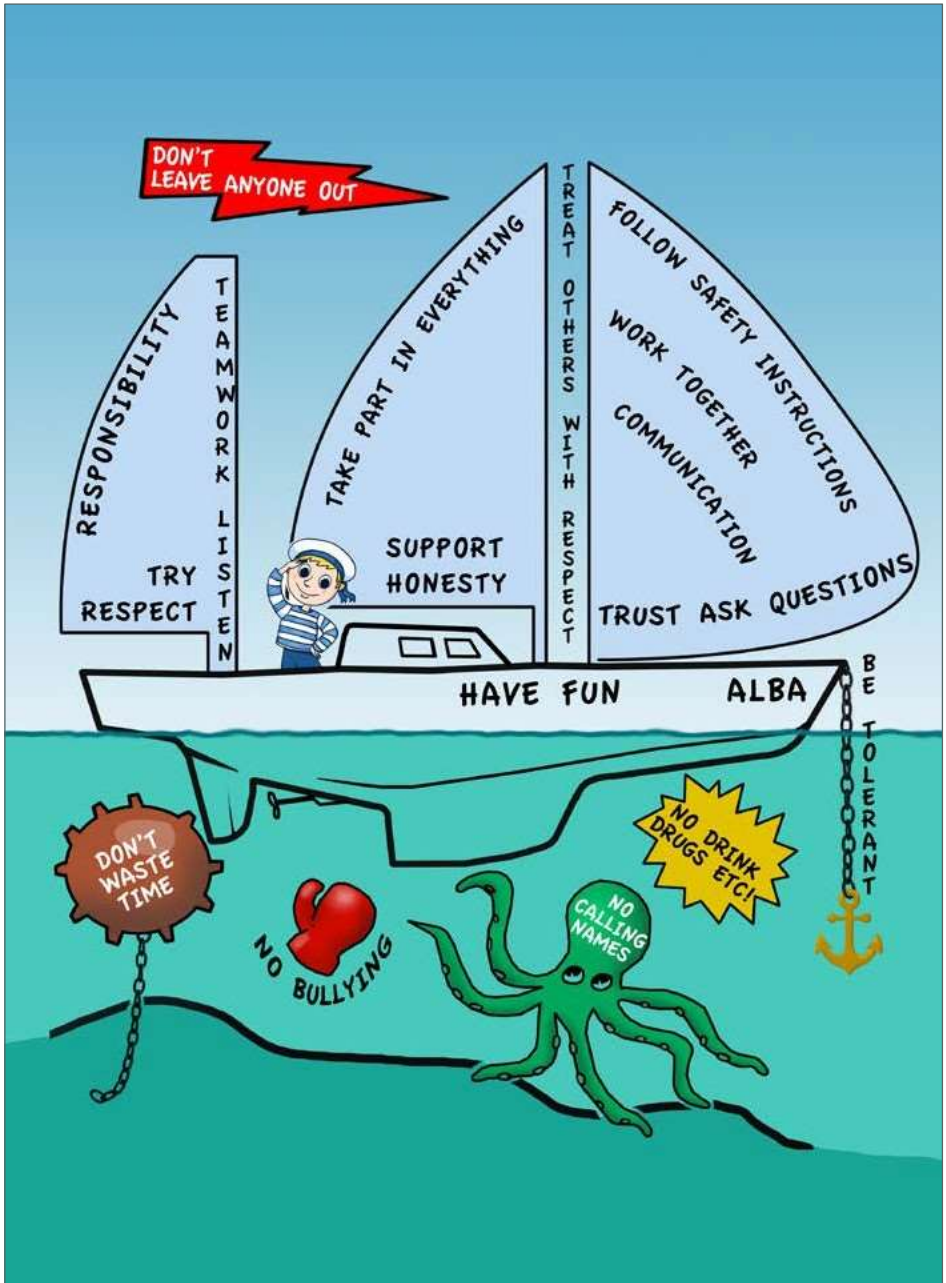
As individuals begin to trust each other more, they feel more confident about discussing themselves and their emotions. This is when effective, and self-directed, learning can take place allowing young people to achieve the Voyage Outcomes.

Communication is very complex, but it can be helpful to think of it in different levels (see the iceberg analogy on the previous page). Naturally, it might take a fairly long time for a group to start communicating at the deeper levels conducive to trust and development, however Sea Staff can introduce some processes to help people get there sooner.

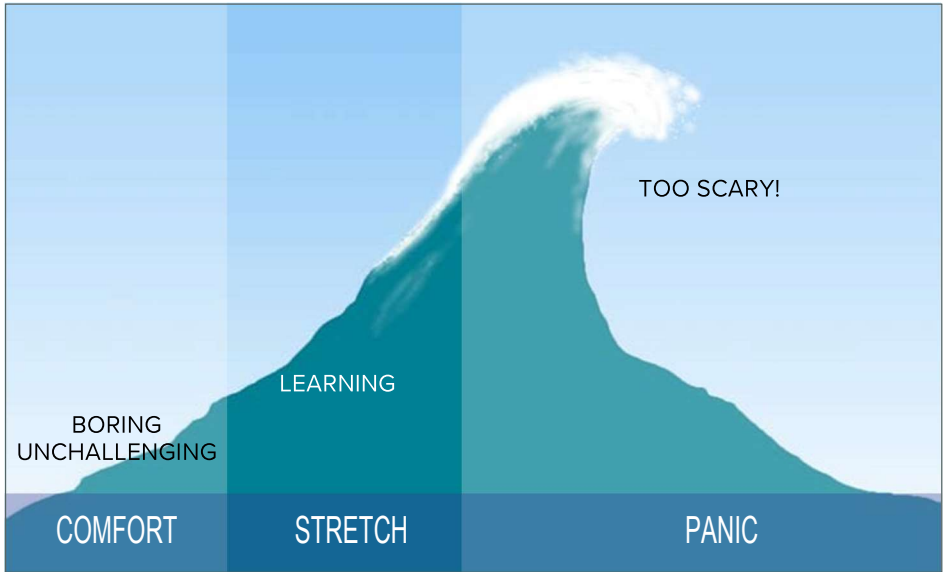
These include Contract Building, Getting to Know You Games, and an open, listening, inclusive attitude from staff.



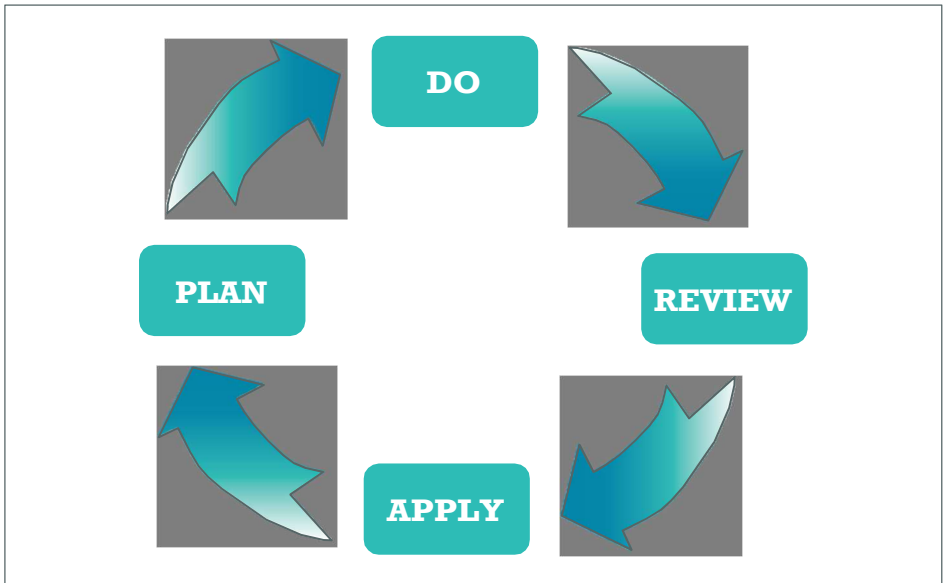
# Building a Crew Contract



# The Learning Zone



# The Learning Cycle



# Learning Styles

Because we are all different, we learn new things in different ways. For example, some people might feel they prefer to learn by trial and error, and others by studying the theory.

Some people enjoy looking at diagrams, and others prefer to watch others try out a new task.

Research by Honey & Mumford suggests there are 4 common styles for learning:

- **Activists** - who are 'hands-on' learners and prefer to have a go and learn through trial and error
- **Theorists** - who are 'convince me' learners and want reassurance that a project makes sense
- **Reflectors** - who are 'tell me' learners and prefer to be thoroughly briefed before proceeding
- **Pragmatists** - who are 'show me' learners and want a demonstration from an acknowledged expert

Do you think you fit a particular category, or are you a mixture of more than one? It is worth remembering when helping others learn, that they may have a different style from you, and from each other.

There is a full questionnaire available if you wish to check which styles you prefer most:

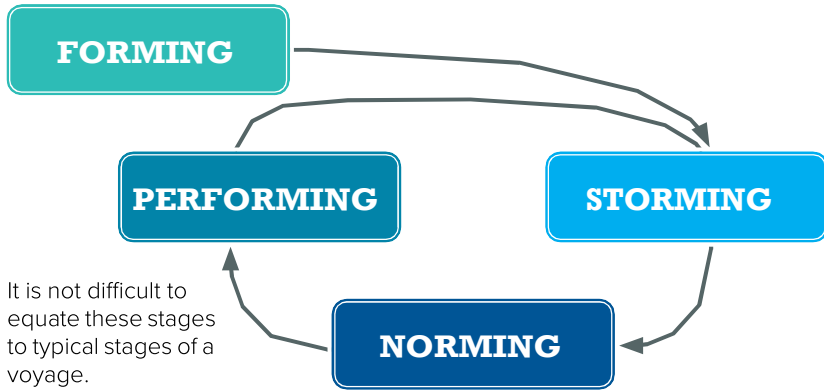
[www.peterhoney.com/content/LearningStylesQuestionnaire.html](http://www.peterhoney.com/content/LearningStylesQuestionnaire.html)



# Group Behaviour

## STAGES OF GROUP DEVELOPMENT

The Forming – Storming – Norming – Performing model of group development was first proposed by Bruce Tuckman in 1965, who maintained that these phases are all necessary and inevitable in order for the team to grow, to face up to challenges, to tackle problems, to find solutions, to plan work, and to deliver results.



## INCLUSIVENESS

OYT Scotland voyages are open to all young people between the ages 12 and 25, and it is important that no-one feels excluded by the group or the staff. It is common to have a very diverse crew of youngsters on board, so sometimes an individual may feel that they do not fit in, or that they have nothing to contribute. It is the Sea Staff's responsibility to notice if an individual is not joining in, and find an appropriate way to encourage them, or make sure others give them a chance. This applies to the participation of staff as well as young people.

## MANAGING INAPPROPRIATE BEHAVIOUR

Inappropriate behaviour can happen in many ways, but it is always better to address it as early as possible. A very useful way to address minor behavioural problems is to review the crew contract. This process allows young people to admit any short-comings, and also lets them feed back to their peers in a safe controlled manner. Obviously, the staff has the opportunity to contribute and ask the group to set some targets for improvement. In some cases, particularly where a single young person is being disruptive or refusing to take part, it may be appropriate to deliberately exclude them from the voyage to re-assess their choices. The individual must be made aware of the reasons they are being excluded, and should be given a time limit when they should decide whether to participate properly. If they choose not to, they must be aware that they will have to return home early and arrangements should be made for this to happen safely. Whenever such sanctions are taken, it is important to keep promises. OYT Scotland supports giving

people second chances, but it is unfair to the group when certain members repeatedly break rules (see page 44), and the staff do not act.

## GAMES

Playing games is a great way for young people to learn about themselves and how they relate to other people. Games are invaluable for breaking down barriers, and providing that mysterious ingredient we call “fun”. Games can help adult Sea Staff interact more informally with young people and as all good games have clear rules and boundaries, they can provide a safe environment to get to know each other. Certain games, or the way they are played, can of course be dangerous or lead to negative behaviour, for example, exclusion, name calling, inappropriate physical contact or unsafe behaviour. The Sea Staff should carry out a Risk Assessment before organising any games (See appendix for Games Risk Assessment). Good games will stimulate the mind and body, and enhance the team building process and the relationships between the young people and the Sea Staff.

### CODE OF CONDUCT FOR SEA STAFF

- 1.** Before sailing with young people all sea staff must have a current PVG scheme certificate and have completed the online RYA Safe and Fun course.
  - 2.** Sea staff must place the safety and wellbeing of young people above the sailing performance of the vessel.
  - 3.** Treat everyone with respect, equality and fairness. Listen to their opinions and beliefs and value diversity.
  - 4.** Engage with young people in a fun supportive way and you will soon earn their respect.
  - 5.** Always challenge offensive language or behaviour (racist or sexist comments, bullying or any form of aggression or violence).
  - 6.** Avoid overtly criticising young people or using sarcasm where it may cause loss of confidence or low self-esteem.
  - 7.** Sea staff must maintain high standards of personal behaviour and act as positive role models at all times
- (Avoid swearing, racist, sexist or religious remarks, consumption of alcohol or illegal drugs, over familiarity with other sea staff or crew, or any offensive behaviour or language).
- 8.** Never spend time alone with a young person away from others.
  - 9.** Never take young people alone on car journeys.
  - 10.** Never take young people to your home if they will be alone with you.
  - 11.** Never engage in rough physical or sexually provocative games or horseplay.
  - 12.** Never engage in any form of inappropriate touching.
  - 13.** Never make sexually suggestive comments to young people even in jest.
  - 14.** Ensure you are fully familiar with OYT Scotland’s Safeguarding policy and Code of Conduct.



# Safeguarding Policy – Key Principles

It is the policy of Ocean Youth Trust Scotland to ensure that every young person who takes part in our activities should be able to participate in a fun, safe and unique environment and be protected from neglect, physical, sexual, and emotional abuse.

The key principles which underwrite this policy are:

- Anyone under the age of 16 years should be considered as a child for the purposes of this document
- The child's welfare is paramount
- All children whatever their age culture, ability, gender, language, racial origin, religious belief and/or sexual identity have the right to protection from abuse
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately
- Adults working with children will also be provided protection and are made aware of the best practice so they can be protected from wrongful allegations
- Ocean Youth Trust Scotland recognises the statutory responsibility of Social Work Departments to ensure the welfare of children and it is committed to working with Local Area Child Protection committees, and to complying with their procedures



# Dealing with a Disclosure from a Child

It is rare that during a voyage a child should disclose information about abuse, however, if this happens you must not try to deal with it alone.

## DO

- Stay calm - do not rush into inappropriate action
- Reassure the child - that they are not to blame and confirm that you know how difficult it must be to confide
- Listen and believe - to what the child says; show that you take them seriously
- Allow only one adult to talk to the child - as any discrepancies in statements may lead to legal problems
- Keep questions to a minimum - in many cases it may be more appropriate to nod and acknowledge the child's account. If you must question then use open ended questions i.e. those where more than a yes/no response is required.
- Ensure that you clearly understand what the child has said - so that you can pass it on to the appropriate agencies
- Consult with Safeguarding Officer - ensuring that you communicate all the information accurately
- Maintain confidentiality – although it is likely you will have to inform the Skipper or 1st Mate
- Write down all information immediately - after your discussion

## DO NOT

- Panic – stay calm
- Make promises you cannot keep – explain that you may have to tell other people in order to stop what is happening whilst maintaining maximum possible confidentiality
- Make the child repeat the story unnecessarily
- Delay
- Take sole responsibility for further action.



In all cases if you are not sure what to do you can call the Ocean Youth Trust Scotland 24-hour safety number to get in touch with the Safeguarding Officer – **07623 912 543**.

# Coaching

The duration of a voyage is relatively short, so it is important that young people initially set short-term goals. When they succeed with their initial goals it becomes more important to emphasise the process which led to success, in order that it can be repeated in the longer-term.

Give young people the chance to learn at their own pace and take ownership of the process. As a coach you should learn along with the young person, but empower them to take control.

## CREATE A SUPPORTIVE LEARNING ENVIRONMENT

- Get to know people - gain trust & relate to the young people
- Set achievable goals – starting where the young people are
- Keep it simple – adjust your expectations to suit the young people
- Think of learning styles – don't stick to your own preference.
- Have fun – if you enjoy it, your enthusiasm will show

### PLAN

- Involve – ask for ideas
- Guide – sort out the best options
- Agree – get buy-in, what's first

### DO

- Demonstrate – Ask as you show
- Supervise – Hands in pockets
- Delegate – give responsibility

### REVIEW

- Reflect – young people's own thoughts
- Respond – your encouragement
- Reinforce – peers support

## APPLY LEARNING & IMPROVE PERFORMANCE

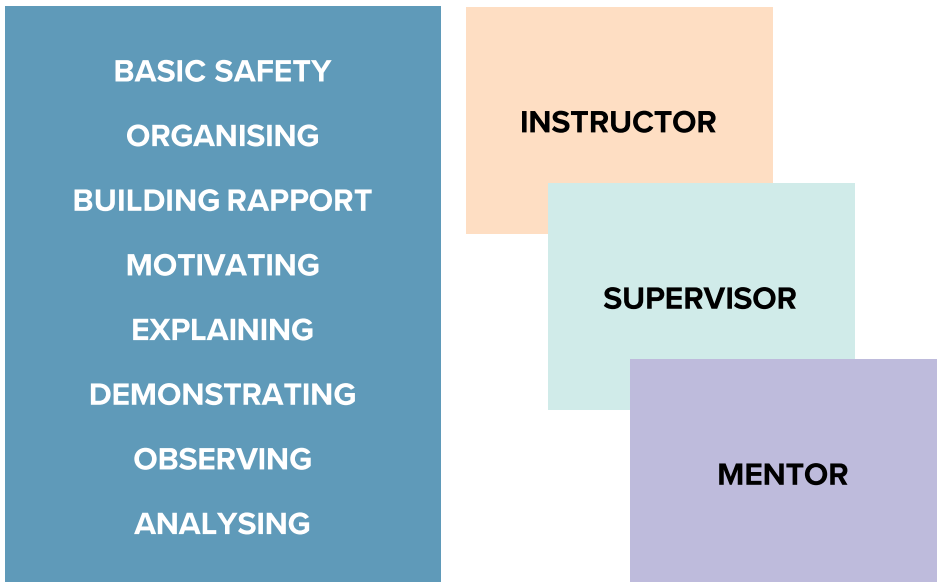
- Criteria for success – process not outcome
- Changing plan is a positive result – inevitable
- Removing obstacles – weaknesses & taking responsibility
- Importance of criticism – effort should be praised
- Commitment to improve - resilience





## The Roles of a Coach

The longer you spend coaching an individual, the more your role is likely to evolve. When someone is learning a new skill (the cognitive stage) they will benefit greatly from direct instruction, and must be given time to learn the basics properly without external pressure. As they develop a technical understanding they will require less instruction but still require supervision. Eventually an individual should understand the learning process themselves, and may only require a coach in the mentor role to ask advice.



## Next Steps

Hopefully you will have enjoyed your Induction weekend with Ocean Youth Trust Scotland and will be keen to continue your involvement by becoming a voluntary member of Sea Staff.

During you're debrief, the Skipper will advise on your next steps. This will depend on your current level of sailing experience and qualifications and also on your youth work experience and knowledge.

If you need more training on the technical and safety aspects of sailing our vessels, then coming on a Seamanship Training weekend will help build your confidence in this important area.

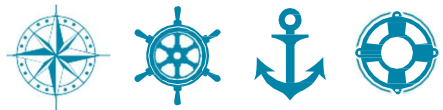
The next step will be to sail on a Youth Voyage either in the 18th berth or bosuns berth, where you will have the opportunity

to complete our Third Mates' Assessment (see page 23).

Contact the OYT Scotland office to book onto a Seamanship Training Weekend or to book an 18th or Bosun's berth on a suitable youth voyage (01475 722 722).

Before you sail on a youth voyage with young people you will need to complete a PVG Application and do the RYA Safe and Fun on-line course.

You should also take time to read through the Safety Management Manual and the Youth Work Toolkit, both of which are accessible through the portal on our website.











# Summary of sea staff qualifications and requirements

SUMMARY OF SEA STAFF QUALIFICATIONS AND REQUIREMENTS					
Status	RYA Certificate and Other Certificates and Training	Preferred	Logged Sea Time	OYT Sea Time	Age
<b>Bosun</b>	Bosun's Training Weekend	Competent Crew / Watch Leader Power Boat 2 Diesel Engine Medical ML5/ENG1	5 days	5 days	At least 16
<b>3rd Mate (WL1/WL2)</b>	RYA Watch Leader Medical ML5/ENG1 RYA Safe and Fun OYT Scotland Safeguarding	RYA/MCA First Aid Day Skipper Theory Day Skipper Practical Power Boat Level 2	9 days of sail training	5 days with OYT Scotland	At least 16
<b>2nd Mate (WL1/WL2)</b>	Coastal Skipper Practical Medical ML5/ENG1 RYA/MCA First Aid GMDSS SRC	2nd Mates Training Weekend Sea Survival Radar	30 days	15 days	At least 17
<b>1st Mate</b>	Yachtmaster Offshore with Commercial Endorsement** Sea Survival Medical ML5/ENG1 Radar All Youth Work Modules	1st Mates Training Cruising Instructor Advanced First Aid	50 days	20 days	At least 18
<b>Skipper</b>	Yachtmaster Offshore with Commercial Endorsement** Cruising Instructor Radar	MCA Master 200gt (Yacht) Proficiency in Medical Care Yachtmaster Instructor	15,000 nM	60 days with OYT Scotland or other approved org.	At least 21

**\*\*For Blue Water Voyages (over 150 miles from a safe haven): A full RYA Yachtmaster Ocean Certificate, Restricted Radio Operators Certificate, Proficiency in medical Care and a current ENG1 medical fitness certificate are required.**

**Please note: All staff will be required to get an ML5 Medical Certificate before sailing on their first voyage.**

# Third Mates' Assessment

## OCEAN YOUTH TRUST SCOTLAND

### CHECK LIST AND REPORT FORM

NAME of CANDIDATE .....

ASSESSOR (1) .....VOYAGENO.....DATES.....

ASSESSOR (2) .....VOYAGENO.....DATES.....

### 1. QUALIFICATIONS

Candidates should present their log-books to the assessor at the beginning of the assessment period. At the point of assessment to Third Mate (i.e. at the end of the relevant assessment voyage), the candidate must hold the following qualifications as a minimum.

	QUALIFICATION/EXPERIENCE	SEEN
<b>1.1</b>	At least 9 days sail training experience logged (at least 5 of which must be with OYT Scotland).	
<b>1.2</b>	RYA Watchleader (can be taught and assessed alongside Third Mate, relevant requirements marked † in this form).	
<b>1.3</b>	OYT Scotland Safeguarding @ Earliest Opportunity.	
<b>1.4</b>	RYA Safe and Fun.	
<b>1.5</b>	ML5/ENG1 before sailing as a 3rd Mate.	

The following qualifications are desirable but not essential for attaining Third Mate status. Candidates who cannot demonstrate these qualifications at the point of assessment should continue to work towards these as part of ongoing development. **A first aid qualification should be completed at the earliest available opportunity.**

	QUALIFICATION/EXPERIENCE	SEEN
<b>1.A</b>	(Highly desirable) RYA/MCA approved First Aid certificate.	
<b>1.B</b>	RYA Day Skipper (practical).	
<b>1.C</b>	RYA Day Skipper (theory).	
<b>1.D</b>	RYA Powerboat Level 2.	

The following sections contain mandatory requirements which must be demonstrated to achieve Third Mate status and desirable additional capabilities. The additional capabilities marked as lettered subsections do not need to be assessed and their completion does not need to be reported to the OYT Scotland Office. These are included on this

form to help candidates identify and prioritise areas of focus for future development. **Once the candidate has passed their Third Mate assessment, this form should be retained by the candidate and used as part of pre- and post-voyage development discussions on future voyages.**

2. YOUTH WORK SKILLS		TESTED	DESIRABLE	NOT TESTED
2.1	The candidate must demonstrate an empathy for working with young people.			
2.2	Understands the importance of creating a welcoming and supportive environment.			
2.3	Is committed to a participative approach, taking into account the ages and skills of the young people involved.			
2.4	Can apportion work within the watch in such a manner as to be seen to be fair to all watch members.			
2.5	Is prepared to engage in guidance activity but recognises their limitations and when to call on support from senior staff.			
2.6	Avoids discrimination on the basis of any protected characteristic, whether by behaviour or language and challenges evidence of such discrimination in others.			
2.7	Avoids overfamiliarity with the crew member and appreciate the need to avoid the creation of cliques within crew or sea-staff.			
2.8	Understands the importance of maintaining high personal standards of behaviour including the avoidance of swearing, alcohol or drug misuse and smoking.			
2.9	Understand OYT Scotland's Safeguarding Policy.			
2.10	Understand the importance of social interaction amongst all on board and that this is based on good working relationships and mutual respect.			
2.11	Understand the importance of non-sailing activities.			
2.12	Understand the importance of crew logbooks in supporting the development of the crew and the delivery of the voyage objectives.			

<b>3. LIVING BELOW DECKS</b>		TESTED	DESIRABLE	NOT TESTED
<b>3.1</b>	Able to teach the following skills to a novice member.			
	i) Heads operation.			
	ii) Fitting, operation and stowage of lifejacket / safety harness.			
	iii) fitting and stowage of oilskins and the importance of staying warm and dry.			
	iv) explanation of watch rota and cooking rota.			
	v) stowage plan for food.			
	vi) Stowage of individual bunk space so as not to inconvenience others including operation of lee cloths.			
	vii) Safe operation of gas appliance, including the requirements for protective clothing to prevent burns.			
<b>3.2</b>	Can supervise the following skills with up to six members.			
	i) Prepare, cook and serve meals while at sea, including basic food hygiene precautions.			
	ii) Clean up an allotted area of the vessel effectively.			
	iii) Monitor usage of victuals and freshness of perishables.			
<b>3.3</b>	Understands how to victual and make provisions for consumables such as water and gas.			

<b>4. SEAMANSHIP AND SAILING SKILLS</b>		TESTED	DESIRABLE	NOT TESTED
<b>4.1</b>	The ability to apply the skills of RYA Competent Crew syllabus to OYT Scotland vessels, with particular emphasis on crew safety and wellbeing.			
<b>4.2</b>	Fully appreciates the potential dangers of winch operation, and is capable of instructing winch drill and supervising safe operation.			

4. SEAMANSHIP AND SAILING SKILLS (cont.)		TESTED	DESIRABLE	NOT TESTED
<b>4.3</b>	The ability to lead a watch of up to six, in safety, in the following tasks with advice and close supervision from more experienced members of the sea staff.  <i>Additional capabilities: can lead a watch to complete the following tasks with minimal input required from more experienced sea staff.</i>			
	<b>1) Jib</b>			
	i) Bend on a Jib.			
	ii) Hoist & Set a Jib.			
	iii) Lower and Stow a Jib.			
	<b>2) Staysail</b>			
	i) Bend on a Staysail.			
	ii) Hoist and set a Staysail.			
	iii) Lower and stow a Staysail.			
	<b>3) Mainsail / Mizzen</b>			
	i) Hoist and set the Mainsail.			
	ii) Lower and stow the Mainsail.			
<b>4.4</b>	With advice from Skipper or 1st Mate can lead a watch to:  <i>Additional capabilities: can complete with minimal input required from more experienced sea staff:</i>			
	i) Tack (with both Jib and Staysail set).			
	ii) Gybe.			
	iii) Heave to.			
	iv) Rig the Gybe Preventer.			
<b>4.5</b>	With advice from the Skipper or 1st Mate can lead a watch to:			
	i) Reef.			
	ii) Shake a Reef.			
<b>4.6</b>	Without supervision or advice:			
	i) Can teach a watch to keep an efficient look-out at sea and report to a more experienced member of the sea-staff when necessary.			



	ii) Can teach a watch member to steer a compass course and to the wind.			
	iii) Can trim sails to suit point of sailing requested.			
<b>4.7</b>	Can lead a watch to fender the vessel and prepare warps for coming alongside.			
<b>4.8</b>	Can demonstrate a practical understanding of IRPCS, particularly covering look-out, assessing risk of collision and conduct of vessels in sight of one another.			
<b>4.9</b>	Ability to handle a loaded dinghy under oars and outboard, and is fully familiar with the operational procedures for the dinghy including:			
	i) Safety Equipment.			
	ii) Loading rules and the effect weight distribution on stability.			
	iii) Launch and recovery.			
	iv) Use of kill cords.			

<b>5. NAVIGATION AND PILOTAGE</b>		TESTED	DESIRABLE	NOT TESTED
<b>5.1</b>	Can teach a crew member to:			
	i) Keep the ship's log accurate and up-to-date.			
	ii) Plot the position of the vessel by GPS.			
	iii) Use an echo sounder.			
<b>5.2</b>	Knows the uses and limitations of AIS.			
<b>5.3</b>	Understands:			
	i) IALA Buoyage.			
	ii) Uses of a lead line or similar.			
	iii) The use of leading lines, clearing lines, transits and soundings.			
<b>5.A</b>	<i>Has knowledge of producing a simple passage plan.</i>			
<b>5.B</b>	<i>Has knowledge of producing a simple pilotage plan using transits, clearing bearings and echo sounder as appropriate and advise another Watch Leader who is conning the vessel.</i>			

<b>6. METEOROLOGY</b>		TESTED	DESIRABLE	NOT TESTED
<b>6.1</b>	Knows sources of forecast information.			
<b>6.2</b>	Can accurately record and interpret a weather forecast from VHF radio broadcast sources.			
<b>6.A</b>	<i>Has knowledge of the meteorology section of RYA Competent Crew.</i>			

<b>7. SAFETY</b>		TESTED	DESIRABLE	NOT TESTED
<b>7.1</b>	Can send an undesignated distress message by VHF DSC and the procedure for sending a voice mayday.			
<b>7.2</b>	Understands the correct action to take as watchleader during a fire, flood, abandonment or the recovery of a MOB.			
<b>7.3</b>	Can instruct a watch to escape via an emergency hatch.			
<b>7.4</b>	Knows the stowage locations of and can demonstrate the use of on-deck lifejackets.			
<b>7.5</b>	Understands the stowage and contents of grab bag.			
<b>7.6</b>	How to operate all life-saving and firefighting appliances on board including: watertight door, hatches and storm boards, life-rafts, fire extinguishers and distress flares.			
<b>7.7</b>	Understands the effect of cold-water shock on a casualty in the water.			
<b>7.8</b>	Understands helicopter rescue procedure.			
<b>7.9</b>	Is aware of the dangerous of downwind sailing and mitigating actions.			
<b>7.10</b>	Understands safe crew placement during sail hoisting manoeuvres.			
<b>7.11</b>	Has a working knowledge of basic first aid, including the dangers of hypothermia and the management of seasickness and treatment of burns and bleeding.			
<b>7.12</b>	Understands and complies with Skippers Standing Orders at all times.			
<b>7.13</b>	Is aware of own limitations and knows when to call for help or advice from the Skipper or 1st Mate.			
<b>7.A</b>	<i>Has knowledge of the emergency equipment section of RYA Competent Crew.</i>			

<b>8. SHIP HUSBANDRY</b>		TESTED	DESIRABLE	NOT TESTED
<b>8.1</b>	Understands the use of PPE and safe procedures when carrying out maintenance.			
<b>8.2</b>	Can start and stop the main engine including the use of a shaft brake.			
<b>8.3</b>	Understands:			
	i) The need for periodic maintenance checks on engine and electrical installations.			
	ii) The requirements for tool kits, spares and lubricants.			
	iii) The location of filters and bleed points for fuel.			
	iv) The tension of drive belts and how to change them.			
	v) The location of impellers.			
	Can:			
	i) Carry out checks before starting, while running and after stopping.			
	ii) Clean raw water filters.			
	iii) Estimate fuel consumption at various speeds and knows the effects of fouling.			
<b>8.4</b>	Is aware of the need to observe and report all potential faults in all systems. Eg. unusual engine noises, chafe to ropes/sails and strange smells.			
<b>8.5</b>	Understands correct procedure for control, handling and disposal of hazardous substances such as fuel, oil and aerosols.			
<b>8.6</b>	Knowledge of stability.			
<b>8.7</b>	Can stow for sea, including securing equipment below and on deck and closing all hatches.			
<b>8.8</b>	Can perform end of voyage lifejacket checks.			
<b>8.9</b>	Appreciates the importance of the Bosun's role and supports the Bosun wherever possible, especially with daily, weekly and monthly checks.			
<b>8.10</b>	Understands how to victual and make provisions for consumables such as water and gas and can monitor the usage of victuals and the freshness of perishables.			

## 9. TRAINING

*Following the assessment, the assessor and candidate should discuss development needs, highlight priority areas for future development in the tables above and identify a training plan. Suggested courses that might form part of such a training plan are included below for reference:*

COURSE	RECOMMENDED COMPLETION?	TARGET DATE
RYA First Aid		
Essential Navigation and Seamanship		
Day Skipper Theory		
Day Skipper Practical		
Big boat training weekend		
Youthwork courses		
Food hygiene course		
Bosun's Training		

# Third Mate Assessment: Comments

Whether fully or partially completed at the end of the voyage, a photographic copy should be taken on board and sent to the office. The physical form should be retained by the candidate and brought on subsequent voyages for further assessment or to help identify training needs.

## FIRST ASSESSOR'S COMMENTS

(If mandatory requirements not fully demonstrated on first assessment voyage)

.....  
.....  
.....  
.....  
.....

First Assessor's Signature ..... Date .....

First Assessor's Name (print) .....

## FINAL ASSESSOR'S COMMENTS

.....  
.....  
.....  
.....  
.....  
.....

Final Assessor's Signature ..... Date .....

Final Assessor's Name (print) .....

PASS / TRAINING PLAN

**I have been de-briefed by the assessor and understand the results of the assessment.**

Candidate's Signature ..... Date .....

# GDPR

When you signed up to come aboard or volunteer, you may have seen our privacy notice explaining our duties under GDPR. These are available at any time on our website <https://oytscotland.org.uk/about/privacy-notice/> or by request from our office.

GDPR is a European law that protects everyone's data and so prevents unlawful sharing of private information. Dates of birth, next of kin details, addresses, phone numbers, email addresses, bank details and even certain photographs are classed as data.

OYT Scotland works very hard to comply with GDPR and to protect not only everyone we work with: volunteers, staff and customers, but also our trusted reputation. Everyone is responsible for protecting data when it comes to GDPR, including you!

Before coming aboard everyone has consented to us using parts of their data and you should only have access to the parts of data you need to perform your volunteering role. There's not too much to worry about on the boat but we have a few important pointers that you'll need to remember.

- The crew list and the camera card must be taken to and from the boat in a locked folder or box by the skipper, 1st mate or office staff.
- The crew list should have a cover sheet and be stored in set location when not in use. Your skipper will let you know where.
- There is one ship's camera per boat and this is the only camera that can be used for photos of the clients on the boat. We repeat: Only the ship's camera can be used for photos on the boat!
- You will be made aware of any clients who do not wish to be photographed are welcome to take pictures of those aboard with the ship's camera, so long as they do not include anyone who wishes to be excluded.
- At the end of the trip, the photos from the ship's camera will be shared with those who were aboard that trip.
- On some occasions, with the consent of those in the pictures, some may be used for promotion and reporting to funders.
- If you find any unprotected data on the boat or are concerned about photos other people are taking please speak to our Data Protection Officer, Hazel Wiseman, by calling the office on 01475 722 722
- When ashore you are free to take pictures on your own camera of yourself and other volunteers who have given you permission. These should not include any clients.

Don't forget, if you have any questions or aren't sure about something just ask a member of staff.

We're all here to have a great time and this should not detract from it in any way.

Welcome aboard and have a great trip, just remember: SHIP'S CAMERA!



## PART 2

# Volunteer Handbook

## Introduction

Welcome to our volunteer team. We greatly appreciate you volunteering to work with us, and hope you will find your experience positive and rewarding.

This Handbook contains information, rules, policies and procedures concerning your volunteering experience. If you have any queries you should have no hesitation in raising this matter.

## Our Trust

Ocean Youth Trust Scotland operates two sailing vessels which take young people aged between 12 and 25 to sea on youth development residential voyages. Our voyages provide a safe, unique and extremely effective environment for the personal development of young people.

As a voluntary organisation OYT Scotland recognises great value in the diversity of its volunteers. Through the shared challenge and adventure of life at sea, OYT Scotland aims to empower young people to discover their true potential by:

- Building self confidence
- Experiencing the need for teamwork and mutual trust
- Developing problem solving and leadership Skills
- Developing a sense of equality and fairness
- Promoting the importance of lifelong learning
- Taking responsibility for their own actions and decisions
- Understanding the needs and backgrounds of others
- Developing a sense of community and active citizenship
- Developing social and life skills
- Promoting an awareness and respect for the environment
- Learning a range of sailing and navigation skills



# Mission and Vision Statement

Ocean Youth Trust Scotland inspires young people through sail training and youth work on the waves. Residential voyages aboard our fleet of sail training vessels provide a uniquely powerful and extremely effective environment for personal development of young people from a diverse range of backgrounds throughout Scotland and beyond.

All young people, regardless of circumstance or ability should have the opportunity to realise their true potential in order for them live healthy, fulfilling lives making a positive contribution to their local community and to society in general.

## Values

Within Ocean Youth Trust Scotland staff and volunteers are expected to commit to the following values:

- Respect each other and behave courteously at all times
- Promote and protect a professional and positive image of yourself, your colleagues and the Trust at all times. Don't criticise your colleagues in front of third parties
- Really listen to your colleagues, understand their viewpoint and learn from them
- Set SMART objectives (be honest and don't make promises you can't deliver)
- Challenge and be challenged
- Be positive and look for solutions
- Consider the bigger picture and focus on how we can improve and develop the Trust
- Above all, remember you are part of a team. Help and support your colleagues and volunteers as much as possible

## Youth work on the Waves: Inspiring Young People

Everybody has an adventurous side and we help young people to discover theirs. Our adventures are exciting, challenging and full of learning opportunities.

Young people aged 12 to 25 years become one of twelve crew-members needed to sail our boats. Almost all will never have sailed before and no special knowledge or kit is required; just enthusiasm, a spirit of adventure and an open mind.

Slip the lines, leave harbour and hoist the sails. It's a physical, hands-on challenge but worth it when the boat is sailing as a direct result of the team's hard work.

The twelve crew steer the boat, navigate, help change sails, keep a lookout, do all the domestic tasks and go ashore to explore. Together, they and six sea-staff voyage along the beautiful coastline of Scotland, taking on the challenge of the sea and the elements.

Our voyages are customised to meet the abilities and needs of each group; a diversion for young people at risk of offending, respite for young carers, a welcome break from



challenges at home or simply a change from their everyday routine. Life aboard is simple: all that matters is that the boat is safe. The duties necessary to run it cause time to pass quickly and offer a distraction. This allows sea-staff to work with the young people, and their personal development to be undertaken almost subliminally.

The Voyage Syllabus documents young people’s progress to becoming confident individuals, successful learners, active citizens and effective contributors. They also have a lot of fun, learn about themselves and others and take away memories to last a lifetime.

## Sailing Fleet

Ocean Youth Trust Scotland have an Oyster 70’ and a Challenge 72.

**The Challenge 72 Alba Explorer** has successfully circumnavigated the world, sailing the ‘wrong way round’ in the world’s toughest yacht race – the BT Global Challenge. Optimised for heavy upwind sailing they performed well in the wide variety of conditions faced while racing around the world. They were specifically designed to be strong, safe and seaworthy in even the most demanding conditions.

### **The Oyster 70’ – Alba Venturer**

– is an equally well-found vessel. Built especially for Ocean Youth Trust Scotland, she is an easily handled boat that has proven herself to be well suited to sail training – ideal for first time sailors.

## Board of Trustees

OYT Scotland maintains a board of voluntary Directors, who together with the Trust Secretary, act as trustees for the organisation. The board members are drawn from the trust membership, assisted by appropriately experienced supporters in the various disciplines involved.



One third of the board members stand down each year at the Annual General Meeting, but may offer to stand for a further term. OYT Scotland directors receive no remuneration for their service to the Trust.

## Administration

Our Administration Headquarters and registered office address is at:

Victoria House, Room 18  
5 East Blackhall Street  
Greenock, PA15 1HD

**Tel:** 01475 722 722

**Email:** [office@oytscotland.org.uk](mailto:office@oytscotland.org.uk)

**Website:** [www.oytscotland.org.uk](http://www.oytscotland.org.uk)

### **24 Hour Emergency Contact:**

(During Sailing Season):

Tel: 07623 912 543

## Volunteering for the Trust

### INDUCTION AND TRAINING

The full Induction and Training available to you as a volunteer are detailed in the Volunteer Progression Options, and in Appendix 2 in the Induction handbook section showing training and qualification details.

### EXPENSES

The Trust will reimburse you for approved expenses wholly and necessarily incurred in the course of your voluntary work the Trust.

Expenses will be paid in accordance with the regulations and interpretation of HM Revenue & Customs or suspended, if necessary, at its instruction.

Any special ad hoc arrangements made to suit particular circumstances will not be considered to set any form of precedent.

You are expected to use the most cost-effective transport, methods, and routes when travelling to carry out your duties.

You will be entitled to claim the following providing they are reasonable, the appropriate documentation has been completed, and supporting receipts (including VAT receipts) have been submitted:

- Cars - mileage at the rate notified and all necessary parking charges and unavoidable tolls - you are responsible for any fines or penalties incurred
- Trains - standard class fare
- Accommodation - cost of room and all necessary meals and reasonable drinks
- Meals - as necessary and to a reasonable standard whilst on authorised business

# Medicals

## SEA STAFF MEDICALS POLICY

We require all sailing volunteers with the exception of bosuns to obtain either a ML5 or ENG1 to ensure you are medically fit to perform the duties assigned to you and any emergency duties. It is important to find out if you have a medical condition which could lead to sudden incapacity or abnormal behaviour which could put the vessel and those on board in danger.

Additionally, it is important to find out if you have a medical condition which could recur when the vessel is at sea and need urgent treatment as this may be difficult to obtain or delayed in a way it would not be ashore.

You can find more information regarding sea staff medicals on the members portal.

# General Administration

## PERSONAL DETAILS

You will have provided us with various personal details. Please notify the Trust immediately of any change, e.g. name, address, telephone number, next of kin, bank details etc.

## PERSONAL PROPERTY AND LOST PROPERTY

We do not accept liability for any loss of, or damage to, property that you bring onto the vessels. You are requested not to bring personal items of value onto the vessels.

## STATEMENTS TO THE MEDIA

Any statements to reporters from newspapers, radio, television, etc. in relation to the work of the Trust must be given only by the Fundraising Manager, Senior Executive Officer or Chair of the Board.

## CONTACT WITH YOUNG PEOPLE OUT-WITH OYT SCOTLAND

All volunteers need to be aware of the potential conflicts of interest which may arise from personal friendships with service users and colleagues. You should ensure you are familiar with the Trust's Child Protection Policy and Code of Conduct and be mindful not to put yourself in a potentially compromising situation where allegations by young people or vulnerable adults could not be defended by witnesses. The following restrictions apply and must be adhered to:

- It is forbidden to email any of the Young People under the age of 16 in Ocean Youth Trust's care, or who have been previously in Ocean Youth Trust's care without the prior consent from Management
- It is forbidden to send or intentionally receive any images of Young People, colleagues, Ocean Youth Trust property or Ocean Youth Trust sensitive or operational information which may have been photographed or filmed in the course of a voyage without prior consent from Management. This includes the use of social networking sites such as Facebook, Twitter, etc.



- It is forbidden to use personal mobile phones to communicate with any of the Young People in the care of Ocean Youth Trust or who have been in the care of Ocean Youth Trust except for official Trust Business
- It is forbidden to take any of the young people in Ocean Youth Trust's care, or who have previously been in Ocean Youth Trust's care, to your home address or relatives address, without prior consent from Management
- It is forbidden to befriend young people in Ocean Youth Trust's Care or who have been in Ocean Youth Trust's Care using your personal Facebook or other social networking site. All social media communication with young people should be through official OYT Scotland groups or pages

## Good Practice Guide

This guide only covers the essential points of good practice when working with vulnerable adults. You should also read the organisation's Safeguarding Policy and Procedures which are available for reference at all times.

- Always communicate clearly, in whatever way best suits the individual, and check their understanding and expectations
- Always try to work in an open environment in view of others
- Avoid spending any significant time working with a young person or vulnerable adults in isolation
- Do not take a young person or vulnerable adults alone in a car, however short the journey, unless you are certain that the individual has the capacity to decide to accept a lift
- Do not take a young person or vulnerable adults to your home as part of your organisation's activity
- Where any of these is unavoidable, ensure that it only occurs with the full knowledge and consent of someone in charge of the organisation or the person's carers

- Avoid unnecessary physical contact with young or vulnerable people
- Ensure that all activities are appropriate to the age, ability and experience of those taking part
- Encourage participants to value their performance and not just results
- Promote fair play and never condone cheating
- Build relationships based on mutual trust and respect
- If you need to help someone with a life jacket or provide physical assistance or support, make sure you are in full view of others
- Do not drink alcohol or smoke when working directly with young people
- Communicate clearly with participants and carers
- Be aware of any relevant medical information If you are concerned that someone is not following the Code of Conduct, you should inform your Skipper / Safeguarding Officer.



### YOU SHOULD NEVER:

- Engage in rough, physical or sexually provocative games or activities
- Allow or engage in inappropriate touching of any form
- Use inappropriate language
- Make sexually suggestive comments, even in fun
- Fail to respond to an allegation made by a vulnerable person; always act
- Do things of a personal nature that the person can do for themselves



# Rules for Driving on Trust Business

## INFORMATION FOR VEHICLE DRIVERS

The following general rules apply if you drive on Trust business.

You are required to comply with the Trust's driving license check process as and when requested, to enable the Trust to check the details of your driver record held by the DVLA. You must inform the Trust immediately if you are no longer entitled to drive for any reason.

The consumption of alcohol or illegal drugs prior to or during the course of driving is strictly prohibited.

You and any passengers must wear seatbelts at all times when the vehicle is in motion.

If you incur any fines for parking or other motoring offences whilst on Trust business you will be personally liable for the payment of such fines.

## DRIVERS USING THEIR OWN VEHICLES

Where you are required to use your own vehicle on Trust business you must ensure that you hold appropriate business insurance, a valid MOT certificate (where required), and that the vehicle is taxed. You will need to produce copies of your insurance, road tax, and MOT certificate (if applicable) each year or as otherwise requested, so a copy can be kept on file. You must inform the Trust immediately if you cease to have valid cover in respect of MOT, tax or insurance.





## DRIVERS OF TRUST VEHICLES

OYT Scotland owns a van and a trailer. The Trust's vehicles should be booked and pre-arranged through the Office Manager who is responsible for administering and monitoring the use of the Trust's vehicles.

The use of Ocean Youth Trust Scotland vehicles must be recorded by the driver in the Vehicle Log Book which is kept in the vehicle.

You are personally responsible for the payment of any fine or fixed penalty incurred whilst in charge of the vehicle. Any conviction for driving offences, any driving endorsements or any fines incurred must be reported immediately as this may affect the Trust's insurance.

You are liable for the payment of any fines or penalties incurred as a result of being caught misusing a mobile phone.

## Grievance Procedure

Where you have a grievance relating to any aspect of your volunteering for the Trust you should have no hesitation in raising the matter informally, with the Chief Executive Officer. If you wish to make a formal grievance it must be set out in writing.

It is the Trust's intention to consider all grievances as soon as possible, and a meeting will be held usually within 5 days of you raising a grievance. The meeting will enable you to give full details of your grievance.

You are entitled to be accompanied by a fellow volunteer at the grievance meeting.

After the meeting the Chief Executive Officer will inform you of his or her decision in writing in response to the grievance. You have the right to appeal against this decision.

If you wish to appeal, you must inform the Trust in writing within 5 working days. You will then be invited to attend another meeting, after which you will be informed of the final decision in writing.

It is not permissible to record, whether audio and/or visual, any meetings which take place as part of this procedure, without our express written authorisation.

## Rules for Volunteers

It is necessary to have a minimum number of rules in the interests of the whole organisation.

The rules set standards of performance and behaviour, whilst the procedures are designed to help promote fairness and order in the treatment of individuals. It is our aim that the rules and procedures should emphasise and encourage improvement in the conduct of individuals where they are failing to meet the required standards.

It is your responsibility to familiarise yourself with the following rules and procedures. Any breaches may result in action being taken in accordance with the Volunteer Review Procedure. If you have any concerns or require clarification on any issue, please raise them with management.

The Trust may need to change the rules from time to time and you will be notified of any changes as soon as possible.

It is not practicable to specify all rules or actions that may result in a Volunteer Review, as they may vary depending on the nature of the work. In addition to the general rules in this handbook, a breach of other specific conditions, procedures or rules that are contained within this Handbook or that have otherwise been made known to you, may also result in the Volunteer Review Procedure being used to deal with such matters.

## BEHAVIOUR OF OYT SCOTLAND STAFF OR VOLUNTEER

If there is any concern about the behaviour of someone who is staff or a volunteer with OYT Scotland, the vessel's Skipper and Safeguarding Officer must be informed; the Crew Incident Report Form (Form A 7-5) can be used to record the complaint. A Complaints Procedure or Volunteer Review Procedure may then be followed. This procedure is detailed in Flowchart A 3-3 Reporting concern about the behaviour of someone at OYT Scotland.

## GENERAL RULES

This list is not exhaustive.

- You must conduct yourself and perform your duties at all times in a manner that is in the interests of the Trust. Any conduct detrimental to its interests or its relations with any third party, or damaging to its public image, shall be considered to be a breach of the Trust's rules
- You are expected to read and observe all authorised notices that are displayed by the Trust
- You must adhere to the Trust's policy with regard to the use of mobile phones and other devices
- You are not permitted to remove material or equipment of any kind from the Trust without prior permission
- You must notify the Trust immediately of any incident causing damage to property belonging to the Trust (e.g. building, machinery and equipment), or to the property of fellow employees, visitors or customers/clients
- You must act in accordance with the Trust's working procedures
- Personal hygiene and appearance must be of an acceptable standard
- Visitors are not allowed onto the vessels at any time without prior authority
- An orderly and courteous manner must be maintained at all times
- You are required to submit your person or property, including vehicles, to being searched whilst on the Trust's premises, or at any time at the reasonable requirement of the Trust
- You must comply with the Trust's rules on no smoking, including no smoking in the Trust's vehicles
- You are required to comply with the Trust's policy of not permitting the display of flags, emblems, posters, graffiti, etc. or the circulation of literature which is likely to give offence or cause apprehension among particular groups of employees



## GROSS MISCONDUCT

The following acts are examples of gross misconduct offences and as such may render you liable to be removed from our volunteer register without previous warnings. It is not possible to provide an exhaustive list of examples of gross misconduct. However, any behaviour or negligence resulting in a fundamental breach of rules that irrevocably destroys the trust and confidence necessary to continue the volunteer relationship will constitute gross misconduct. Illustrative examples of offences that will normally be deemed as gross misconduct include serious instances of:

- Fighting, physical assault or dangerous horseplay
- Serious cases of bullying, offensive, aggressive, threatening or intimidating behaviour or excessive bad language
- Theft or misappropriation of the Trust's property or property belonging to another employee, or fraud
- Drinking alcohol or being under the influence of alcohol/drugs and/or drug abuse whilst attending work
- Being in possession of, or dealing in illegal drugs whilst at work
- Breach of safety rules and/or any action, which seriously endangers the health or safety of an employee or any other person whilst at work
- Unlawful discrimination, harassment and/or bullying
- Breach of any of the Trust's policies
- Deliberate damage to property
- Unauthorised recording of any workplace meeting, including but not limited to disciplinary meetings

# Volunteer Review Procedure

We retain discretion in respect of the Procedure to take account of your volunteering experience with us and to vary the procedures accordingly.

The purpose of the Volunteer Review Procedure is to outline a recognised and consistent system to deal with any issues of conduct, capability, or other circumstances which may result in a warning or removal from our volunteer register.

Before considering a warning or removal from our volunteer register, steps will be taken by the Trust to establish the facts.

If it is necessary for the Trust to take action under the Procedure you will be issued with a written statement setting out the nature of the conduct or allegation. You will only be issued with a warning or removal from our register following a formal review meeting, at which you will have been given the right to be accompanied by a fellow volunteer.

The Trust may commence the Volunteer Review Procedure, depending on the circumstances, at any of the following levels:

## VERBAL WARNING

A record of the verbal warning will be placed on your record for 6 months after which it will be disregarded.

## WRITTEN WARNING

A written warning will be issued and a copy placed on your record for 12 months after which it will be disregarded.

## FINAL WRITTEN WARNING

A final written warning will be issued and a copy placed on your personnel file for 12 months after which it will be disregarded.

## REMOVAL FROM OUR VOLUNTEER REGISTER

You may be removed from our volunteer registered or without notice, depending on the circumstances, and may occur whether or not warnings have been issued.

You will be entitled to appeal against any disciplinary decision taken, such appeal being held in accordance with the Appeal Procedure, which is outlined below.

# Volunteer Review Appeal Procedure

If you wish to appeal against any review meeting decision, you should apply in writing within 5 working days. You will be invited to attend a meeting and you should take all reasonable steps to attend.

# Health, Safety and Hygiene

## SAFETY

The Trust is committed to ensuring your health, safety and welfare. If you become aware of any potential hazard or unsafe working conditions, you should have no hesitation in raising them with the Trust.

You are required to take all reasonable steps to safeguard your health and safety, and that of any other person who may be affected by your actions, and to observe at all times the published health, safety and fire rules and procedures. All accidents must be reported to management and entered into the Accident Book as necessary.

Please refer to the Health & Safety Policy and Refit Health and Safety Manual including Organisational Responsibilities & Arrangements for Implementation in the Policy & Procedures Handbook for further details.

## SMOKE FREE WORKPLACE

It is the Trust's policy that all of its workplaces are smoke-free and that you have the right to work in a smoke-free environment. Failure to adhere to this policy may result in formal disciplinary action being taken against you, as set out in the Trust's Disciplinary Procedure.

You should be aware that enforcement authorities can issue penalties and fines if you are found guilty of smoking in a smoke-free place. You will be personally liable for any fine or fixed penalty imposed for non-compliance.

Smoking, including the use of electronic cigarettes (e-cigarettes) or electronic nicotine delivery systems (ENDS), is prohibited throughout the entire workplace with no exceptions.

## HYGIENE

Any exposed cut or burn must be covered with a first-aid dressing.

If you are suffering from an infectious or contagious disease or illness such as rubella COVID 19 or hepatitis you must not report for work without clearance from your own G.P. Contact with any person suffering from an infectious or contagious disease must be reported before commencing work.

# Alcohol and Substance Abuse

The Trust's policy applies to all activities on board OYT Scotland vessels (including OYT Scotland's small boats and vessels chartered for use by OYT Scotland), and where applicable shore-based activities.

In summary boats should be 'dry' during all youth voyages when at sea or alongside. No volunteer is permitted to consume alcohol, or be under its influence whilst the vessel is underway. No alcohol should be consumed by Sea Staff eight hours prior to sailing; or eight hours before the start of the next voyage, whichever is applicable. Young People should not be permitted to consume alcohol at any time during a youth voyage or any other OYT Scotland event.







## PART 3

# Safeguarding Policy and Procedures

## Introduction

### 1. Policy Statement

#### 1.1 POLICY STATEMENT RELATING TO THE CARE AND PROTECTION OF YOUNG PEOPLE

Ocean Youth Trust Scotland is fully committed to safeguarding the welfare of all young people and vulnerable adults. It recognises its responsibility to take all reasonable steps to promote safe practice and to protect young people from abuse, neglect, and exploitation.

We will give equal priority to keeping all children and young people safe regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation.

#### 1.2 DEFINITIONS

Ocean Youth Trust Scotland will be referred to as 'the Trust' therein.

The Trust uses the term 'young person/people' to refer to **age 12 to 25** unless otherwise stated. It covers all participants in the Trusts' activities, crew and staff, in accordance with Scottish Government Definitions and Guidelines (2017).

Child - the definition of a child in Scotland varies in different legal contexts, but statutory guidance which supports the Children and Young People (Scotland) Act 2014, includes all children and young people up to the age of 18.

Vulnerable adult - is an adult at risk of harm. Someone aged 16 or over who cannot look after their own well-being, property or rights. In accordance with the Adult Support and Protection (Scotland) Act 2007.

Employees and volunteers of the Trust will be referred to as 'staff'; unless otherwise stated. Staff is defined as a person who does works for an organisation regardless of remuneration.

### **1.3 WITHIN THE CONTEXT OF THEIR ROLE AND RESPONSIBILITIES, ALL STAFF WILL:**

- 1.** Establish open, positive, supporting relationships across the Trust to ensure that young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives
- 2.** Promote a climate in which young people feel safe and secure
- 3.** Model behaviour which promotes health and wellbeing and encourage it in others
- 4.** Be sensitive and responsive to the wellbeing of each young person
- 5.** Take all reasonable steps to protect young people from abuse, neglect, and exploitation by adhering to Safeguarding procedures.
- 6.** Where concerned that a child could be at risk of harm/abuse, be guided by the underpinning principle – the needs of the child are the paramount concern.
- 7.** Maintain open and positive relationships with parents and carers unless advised to the contrary.
- 8.** Recognise the limits of their responsibilities within Trusts' Safeguarding network.
- 9.** Report Safeguarding concerns to the Trusts' Designated Person for Safeguarding.
- 10.** Actively participate in Safeguarding training relevant to the care and protection of young people.
- 11.** Adhere to the guidance on information sharing and confidentiality and understand that, in relation to a concern that a child or young person could be at risk from harm/abuse, report their concerns to the Safeguarding Officer.

([www.gov.scot/publications/national-guidance-child-protection-scotland/pages/5/](http://www.gov.scot/publications/national-guidance-child-protection-scotland/pages/5/))

## **2. Key roles and responsibilities**

### **in relation to the implementation of the Safeguarding procedures**

#### **2.1 SAFEGUARDING OFFICER**

The Safeguarding Officer will:

- a)** Ensure that Safeguarding procedures are regularly reviewed and meet national and local best practice
- b)** Identify resources which will facilitate the development of effective and regular Safeguarding training and staff development; and
- c)** Respond appropriately to Safeguarding issues which may be raised

#### **2.2 SENIOR MARINE OFFICER**

The Senior Marine Officer is responsible for ensuring the effective implementation of Safeguarding policy and procedure across the Trusts' Sea Staff. (S)he will:

- a) Ensure that appropriate mechanisms are in place which support the effective implementation of the policy/procedures by sea staff
- b) Ensure that appropriate mechanisms are put in place which support the sharing of best practice in relation to the care and protection of young people
- c) Respond appropriately to any concerns raised about staff who may pose a risk to the care and welfare of young people; and
- d) Ensure that sea staff have adequate knowledge and skills to implement policies and procedures relating to the care and protection of young people
- e) Ensure general information on Safeguarding is readily available on all vessels

## 2.3 VESSEL SKIPPER

### 2.3.1 The Skipper must:

- a) Be the main contact for Safeguarding referrals from staff on the Trusts' vessels and ensure the procedures in this policy are followed.
- b) Ensure thorough and confidential record keeping of all information, related to child welfare and protection is carefully recorded and forwarded to the Safeguarding Officer at the earliest opportunity.

**2.3.2** The Skipper is responsible for ensuring that the appropriate procedures are followed in the event of concerns regarding a young persons' welfare or evidence of the risk of immediate danger to them whilst on a voyage (this includes activities taking place on shore - during the voyage schedule) .

**2.3.3** The Skipper has a key role to play, to share information and plan for cohesive and appropriate intervention.

## 2.4 ALL STAFF MUST:

- a) Focus on preventative, early intervention strategies.
- b) Respond effectively and promptly to any concerns, especially of imminent risk to a young person.
- c) Contribute to assessment and recording of all child welfare and Safeguarding concerns, using a chronology of significant events and related documentation.

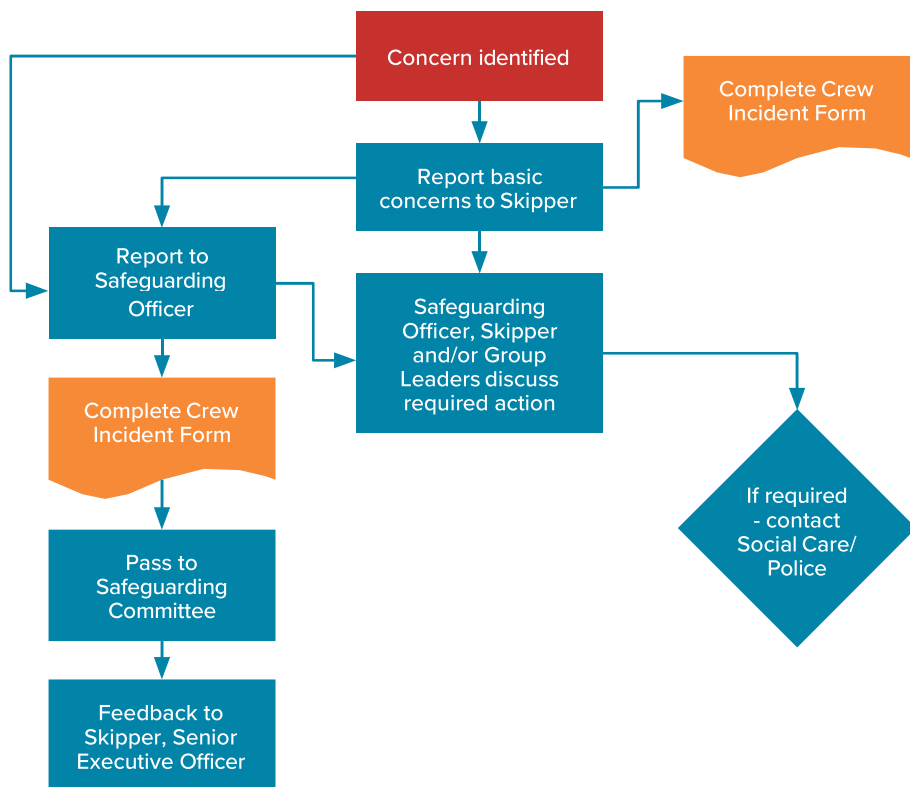
## 2.5 THE TRUST

The Trust should review and update their implementation of this policy annually by involving staff in discussion and development. This helps to ensure the relevance of the policy and gives priority to the safety and wellbeing of young people.

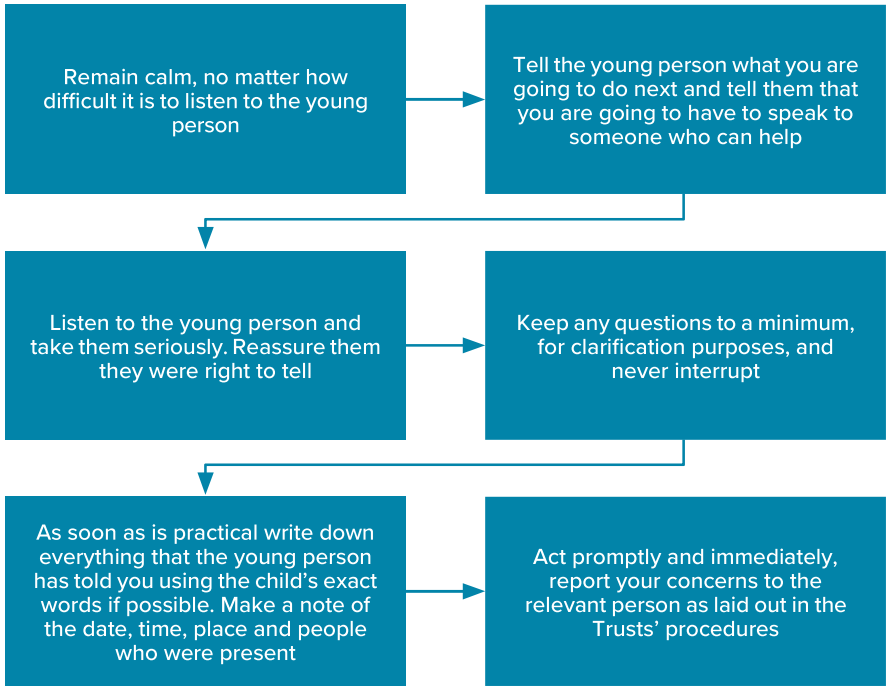


### 3. Safeguarding Procedures: Response, Referral and Recording

#### REPORTING PROCEDURES



# Guidance for all staff who have been notified of a concern by a young person



## 3.2 CONFIDENTIAL SAFEGUARDING FILES

**3.2.1** Safeguarding evidence must be kept securely and comply with Data Protection and GPMS. The information should be filed under the appropriate headings

- Young persons' Information
- Staff notes – memos, notes of concerns.
- Young Person Report or other documented discussion

**3.2.2** The Safeguarding Officer will store Confidential Safeguarding Files in a secure place.

**3.2.3** All electronic documentation should be stored in secure folders with restricted access

**3.3.4** It is the responsibility of each individual staff member to ensure that their Safeguarding concerns are taken seriously and followed through. Everyone is accountable for their own role in the Safeguarding process.

### 3.4 REPORTING SAFEGUARDING CONCERNS TO THE POLICE

**3.4.1** The Skipper/Senior Marine Officer/Safeguarding Officer may decide to contact the Police immediately where there are urgent circumstances such as:

- Where there is indication that a crime either has been committed or may be committed.
- The immediate avoidance of further abuse.
- The immediate pursuit of an alleged abuser.
- The avoidance of the destruction of evidence.

**3.4.2** Members of staff who make an urgent referral to the Police must notify the Safeguarding Officer and Senior Executive Officer as a matter of urgency.

### 3.5 QUALITY ASSURANCE

**3.5.1** Self-evaluation is the key to the continuous improvement of services to protect children. Organisations should evaluate their own processes and gather evidence on the effectiveness of the Trusts' procedures for Safeguarding and Safeguarding on an annual basis as part of a staff training exercise. Any areas for improvement should be included in the Trusts' planning structures.

### 3.6 ESCALATION POLICY

**3.6.1** Where a member of staff makes a Safeguarding referral but remains unsatisfied with the response from a member of staff or another agency, the Safeguarding Officer should be informed. The case must be kept under review until all parties are satisfied with the outcome. Staff not involved in the initial referral can be brought in to assist if necessary.

In the situation where the dissatisfaction is with the Safeguarding Officer of the Trust, the staff member must inform the Chairman of the Board, who will take responsibility for the review.

## 4. Staffing Issues

### 4.1 STAFF SUPPORT

**4.1.1** It is essential to ensure that there are effective structures in place to support staff dealing with Safeguarding issues, which may be highly stressful. For example:

- Annual reminders to all staff that they are operating within known and agreed Trust Safeguarding procedures.
- Regular opportunities to discuss concerns about a child with the Safeguarding Officer
- Appropriate debriefing of staff who have been involved in Safeguarding investigations; and
- The offer of counselling or other support should this be required.



## 4.2 STAFF TRAINING

**4.2.1** All staff, who have contact with children, should receive training in the form of:

- Induction training
- RYA Safe and Fun course, and
- Access to specialised training provided by the Trust

It is the Senior Marine Officers' responsibility to ensure all sea staff have received all relevant training.

## 4.3 ALLEGATIONS AGAINST MEMBERS OF STAFF

**4.3.1** Should a member of staff receive information/allegations of abuse or inappropriate conduct against another member of staff, the Safeguarding Officer must be informed immediately. The Safeguarding Officer must then inform the Chairperson of the Board immediately.

**4.3.2** It is vital to staff and young people that any action taken in response to information or allegations is conducted properly and promptly in order to support proper investigation.

**4.3.3** After receiving initial information or hearing an allegation and establishing these are of a serious nature, further interviewing of the young person is not appropriate other than by trained police officers or social workers, or during the legal process of prosecution. However, staff should gain sufficient information from the child in order to judge the seriousness of the issue, in order to inform senior managers' decisions.

**4.3.4** The Safeguarding Office may remove the member of staff who an allegation had been made against from the boat/environment

**4.3.4** Allegations against any Managers should be directed straight to the Chairperson of the Board.

## 4.4 MINIMISING RISK OF ALLEGATIONS

**4.4.1** All staff should consider the appropriateness of their own and their colleagues' behaviour. Staff and young people alike should feel confident in openly discussing behaviour which they do not like.

**4.4.2** Where members of staff feel that their actions have been, or might have been, misinterpreted, they should make a written report to their line manager without delay.

## 4.5 ONE TO ONE MEETINGS WITH YOUNG PEOPLE

**4.5.1** Staff working alone with young people in a one-to-one setting should be aware of the risks involved in these situations and should take appropriate precautions i.e.

- Ensure that other members of staff know where they are;
- Do not meet out with hours or in quiet areas away from other people; and
- If they feel uncomfortable about a particular situation report it to a more senior member of staff.

**4.5.2** When providing personal care for disabled young people or reassurance or comfort when a young person is distressed, physical contact should be minimal and respectful of the young person's wishes.

## **4.6 RECRUITMENT/USE OF VOLUNTEERS**

**4.6.1** Under the Protection of Vulnerable Groups (Scotland) Act 2007 individuals who work or volunteer with /or adults at risk of harm are required to join the PVG Scheme. Anyone with a known history of harmful behaviour is barred from the PVG Scheme and must not work with /or adults at risk of harm. An adult at risk of harm is defined as an individual aged 16 or over who is provided with a type or care, health, or welfare service.

**4.6.2** Once approved, individuals are provided with a certificate to state they are a member. Thereafter, membership records are automatically updated if any new vetting information arises. Vetting information is conviction and non-conviction information held by agencies that is considered relevant.

**4.6.3** It is also an offence for any individual on the list to ask to undertake work. Employers must report any incident especially ones which may lead to dismissal or to referral to the relevant bodies.

**4.6.4** The Protecting Vulnerable Group (PVG) scheme applies to all staff within the Trust as they are considered to undertake Regulated Work as part of their core duties.

**4.6.5** Regulated work is the term used by the PVG Act to define the types of work which barred individuals must not do.

# **5. Definitions - The range of ways in which young people can be abused**

**5.1** The National Guidance for Child Protection in Scotland (2021) highlights that young people can be abused in a number of different ways and provides definitions of abuse against the following and non-exhaustive areas of concern (see Appendix 1).

**5.2** Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Assessments will need to consider whether abuse has occurred or is likely to occur.

**5.3** Where does the majority of abuse/neglect occur?

**5.3.1** Annual Safeguarding statistics produced by the Scottish Government, show that the majority of cases of abuse and neglect occur in the home and are a direct result of parents/carers (and other people who know children) wilfully abusing, or failing to attend to, the needs of their children.

**5.3.2** Not all abuse is deliberate acts of harm, some are unintentional exposure to harm and while some are motivated by malice much is "ordinary people in extraordinary circumstances" who due to loss, bereavement, changes in lifestyle/circumstances place children in situations of actual/potential risk.

## 5.4 WHAT IS MEANT BY A CONCERN?

**5.4.1** The Scottish Government defines a ‘concern’ as a suspicion or a belief that a child or young person may be in need of help or protection.

**5.4.2** The guidance also illustrates a range of possible indicators of risk, which can be used in the recording process to categorise the key elements of concern (see Appendix 1).

## 5.5 HOW CONCERNS MAY ‘COME TO LIGHT’

**5.5.1** Concerns regarding a child’s safety or wellbeing are likely to emerge in one of the following ways:

- The child discloses alleged abuse.
- Another child, child’s parent, friend of the child or member of the public may express concern or make an allegation of child abuse.
- Young people often take time to seek out and test adults to whom they wish to disclose abuse – disclosure is more often a process than an event; and
- Children with complex support needs may find it difficult to communicate concern.



# Types of abuse and indicators of risk, abuse and neglect

## DEFINITIONS OF ABUSE

The following definitions are taken from the National Guidance for Safeguarding in Scotland 2010.

The lists of indicators have been adapted to show situations relevant to young peoples' interactions with the Trust.

## PHYSICAL ABUSE

Physical abuse is the causing of physical harm to a child or young person.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.

## POSSIBLE SIGNS AND INDICATORS OF PHYSICAL ABUSE

- Injuries
- Improbable excuses given to explain injuries
- Refusal to explain and discuss injuries
- Admission of punishment which appears excessive
- Fear of medical help particularly on the part of the parent who may seem reluctant/make excuses for not taking a child to the GP
- Arms and legs kept covered in hot weather
- Withdrawal from physical contact
- Black eyes
- Bruising on the soft parts of the body – thighs, upper arms, buttocks
- Bruising around the neck area
- Physical aggression towards others
- Physical aggression towards self – hitting and telling self-off for doing something wrong

**Non-accidental injury (NAI) such as non-accidental bruises are frequently present on soft tissue parts of the body e.g. cheeks, mouth, neck, tissue surrounding elbows and knees, lower back, buttocks, upper legs and genitals and on protected areas such as under the arms.**

**Non-accidental injuries may also include burns, breaks and bite marks.**

## NON-ACCIDENTAL BRUISES

Caused by	Indications
Hand	Finger and thumb tips may also indicate severe shaking, slap marks.
Fist	Black eye, bruised ear.
Torn Fraenulum Torn Fraenulum	Fraenulum is mid line tissue in the mouth containing a vein – situated between upper lip and upper gum. A torn fraenulum indicates a blow across the mouth or force-feeding. It is a common accidental injury when a person falls with something in their mouth.
Tying	Circumferential bruising on wrists and ankles.
Pinch Marks	Circular areas of deep, tender bruising.
Foot	Bruise may appear in the mark of footwear.
Implement Bruising	Strap, buckle marks which may follow the contours of the body.

## NON-ACCIDENTAL BURNS

Caused by	Indications
Cigarette Burn	Accidental cigarette burn is usually superficial with a trail where the person has brushed against the cigarette. Non-accidental burn is usually a well-defined round area.
Radiator	A ring or cooker leave distinctive marks by symmetry and depth.
Hot Liquid	Splash marks. Clear line where a person was immersed and held in water.

## NON-ACCIDENTAL FRACTURES

Caused by	Indications
Fractures	Direct blow. Grabbing and twisting.

## NON-ACCIDENTAL BITE MARKS

Caused by	Indications
Bite Marks	Bite marks of an adult are large, and bruising may occur around wounds.

## NEGLECT

Neglect is 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, to protect a child from physical harm or danger, or to ensure access to appropriate medical care or treatment. It may also include neglect of, or failure to respond to, a child's basic emotional needs.

Neglect may also result in the child being diagnosed as suffering from 'non-organic failure to thrive', where they have significantly failed to reach normal weight and growth or development milestones and where physical and genetic reasons have been medically eliminated. In its extreme form children can be at serious risk from the effects of malnutrition, lack of nurturing and stimulation. This can lead to serious long-term effects such as greater susceptibility to serious childhood illnesses and reduction in potential stature. With young children in particular, the consequences may be life-threatening within a relatively short period of time.

- Possible signs and indicators of neglect
- Constant hunger
- Compulsive stealing or scavenging
- Emaciation
- Constant tiredness
- Poor personal hygiene
- Poor state of clothing and/or child inappropriately clothed for the weather
- Untreated

## SEXUAL ABUSE

Sexual abuse is any act that involves the child in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts.

They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or in watching sexual activities, using sexual language towards a child, or encouraging children to behave in sexually inappropriate ways.

**Sexual abuse may include activities such as incest, rape, sodomy, or intercourse with children, lewd or libidinous practices or behaviour towards children, indecent assault of children, taking indecent photographs of children, or encouraging children to become prostitutes or to witness intercourse or pornographic materials.**

Sexual exploitation may be indicated by the presence of one or more of the following characteristics:

- Lack of consent.
- Inequalities in terms of chronological age, developmental stage of stature; and
- Actual or threatened coercion.

Sexual activity involving informed consent of children under sixteen or involving informed consent of a child under sixteen with an adult who is not a relative is not in itself “child abuse”. Although, this may still be a criminal offence. However, there could be other factors which could be indicative of abuse, or which could indicate that the welfare of the children involved requires input from agencies.

## **POSSIBLE SIGNS AND INDICATORS OF SEXUAL ABUSE**

**Children from the age of twelve onwards may:**

- Be fearful about certain people like relatives or friends
- Find excuses not to go home or to a particular place
- Run away
- Have unexplained sums of money
- Have recurring nightmares/be afraid of the dark
- Be fearful or undressing
- Become withdrawn, isolated, or excessively worried
- Have outbursts of anger or irritability
- Be chronically depressed
- Be suicidal
- Use drugs or drink to excess
- Self-harm
- Develop eating disorders
- Exhibit inappropriate sexual/seductive behaviour
- Have chronic ailments such as stomach pains and headaches
- Have a friend who has a problem and then talk about the abuse of the friend

## **EMOTIONAL ABUSE**

Emotional abuse is persistent emotional neglect or ill treatment that has severe and persistent adverse effects on a 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 involve the imposition of age- or developmentally inappropriate expectations on a child. It may involve causing children to feel frightened or in danger or exploiting or corrupting children. Some level of emotional abuse is present in all types of ill treatment of a child; it can also occur independently of other forms of abuse.

Emotional abuse may include situations where as a result of persistent behaviour by the parent(s) or caregiver(s), children are:

- Rejected, denigrated, or scapegoated.
- Denied opportunities for exploration, play or socialisation appropriate to their stages of development.



- Encouraged to engage in anti-social behaviour.
- Put in a state of terror or extreme anxiety using threats or practices designed to intimidate them; and
- Isolated from normal social experiences preventing the child from forming friendships.

## POSSIBLE SIGNS AND INDICATORS OF EMOTIONAL ABUSE

- Fear of parents being contacted
- Admission of punishment which appears excessive
- Physical, intellectual, and emotional development lags
- Significant decline in concentration
- Sudden speech disorders
- Over-reaction to mistakes
- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour
- Self-harm
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing/scavenging
- Indiscriminate friendliness
- Socio-emotional immaturity

## PARENTAL SUBSTANCE MISUSE

### Possible effects on children can include:

- Impaired patterns of parental care with a higher risk of emotional and physical neglect and abuse.
- Chaotic lifestyles, which disrupt children's routines and relationships, leading to early behavioural and emotional problems.
- Isolation of inability to confide in others for fear of the consequences
- Children's early exposure to, and socialisation into, illegal substance misuse and other criminal activity.

(Source: Getting Our Priorities Right, Scottish Executive, 2013).

## YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS

Young people with additional support needs and particularly those with multiple disabilities may be more vulnerable to abuse. National **Guidance for Safeguarding in Scotland 2014. Additional notes for practitioners: protecting disabled children from abuse and neglect** is available. Staff have a particular need to be alert to possible indicators of abuse in relation to children with additional support needs.

Where children have a communication difficulty, it is particularly important that they have access to a means of being understood.

# Key Reference Documents and Links

## NATIONAL GUIDANCE FOR SAFEGUARDING IN SCOTLAND

National Guidance for Safeguarding in Scotland 2014. Additional notes for practitioners: protecting disabled children from abuse and neglect

<https://www.gov.scot/publications/getting-priorities-right/>

Children and Young People (Scotland) Act 2014,

<https://learning.nspcc.org.uk/child-protection-system/scotland#heading-top>







Victoria House, 5 East Blackhall Street, Greenock, PA15 1HD  
Tel: 01475 722722 • [office@oytscotland.org.uk](mailto:office@oytscotland.org.uk) • [www.oytscotland.org.uk](http://www.oytscotland.org.uk)

Registered in Scotland as a charity no. SC029531 and as a company limited by guarantee reg. no. 193204

