National Youth Agency

Safeguarding standards for the youth sector

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Introduction

The Safeguarding Standards have been designed to support good safeguarding practices for those working with children and young people in the youth sector.

For the purposes of this guidance, the youth sector includes all individuals and organisations that are delivering positive activities and youth work. Local authorities have a duty to provide youth work to young people aged from 13 to 19 years.[1]

Youth work often works with children and young people from the age of 8 and up to 25 years for those with special educational needs and disabilities. In safeguarding terms, older young people, aged 18 to 25 years if they meet statutory safeguarding threshold, are termed 'adults at risk'.[2]

This standards guidance document may also be of interest to commissioners and funders of youth work to help inform their decision-making around safer working practices.

The implementation of these safeguarding standards will support good practice for safeguarding young people, adults at risk, volunteers, paid staff working with young people and organisations including charities. Safeguarding is everyone's business.[3] We have a moral and ethical duty of care, alongside legal responsibilities and accountability, to protect and support the wellbeing and safety of the young people we work with. The youth sector safeguarding standards aim is to create a culture of safeguarding across every part of an organisation.

We recognise that good safeguarding practice will also include risk assessments and risk management for activities. These will not be explored in-depth in this guidance, but you can find specific information and support on the National Youth Agency (NYA) safeguarding and risk hub[4] and the Health and Safety Executive website[5].

Young people, youth work and the youth sector

The National Youth Agency (NYA), is the professional, statutory, regulatory body for youth work in England. It sets and maintains the standards for qualifications, training and practice for those working with young people through youth work.

With support from the Department for Culture, Media and Sport (DCMS), the NYA provides safeguarding training, support, advice and guidance to the youth sector as part of the NYA's safeguarding and risk management hub.[6]

Youth work is a distinct educational process, applied across a variety of settings, to support a young person's personal, social and educational development.

Youth work supports young people to:

— explore their values, beliefs, ideas and issues

— develop their voice, influence and place in society

— acquire a set of practical or technical skills and competencies

— realise their full potential.

Youth work supports young people aged 8 to 19 years (or up to 25 years old with special educational needs and disabilities). If you or your organisation works with individuals outside this age group, you will benefit from looking at other more relevant safeguarding resources. Links for these can be found in the appendix.

> "Youth work happens in a variety of spaces and places, and the trusted adults that deliver this can range from volunteers to part-time or full-time qualified practitioners."

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Youth work happens in a variety of spaces and places, and the trusted adults that deliver this can range from volunteers to part-time or full-time qualified practitioners. This can be in traditional youth work settings such as youth clubs or detached projects in communities, and in allied sectors such as the uniformed sector, health, arts, sport and faith-based organisations.[7]

Not all youth sector providers call themselves youth workers or uniformed leaders, however, providers apply the same principles and values to their work with young people.

For the purposes of these standards, the term youth work and youth worker applies to all projects, programmes and providers whereby trusted adults build supportive relationships with children and young people, and deliver informal education or positive activities. This guidance is intended to inform the practice of all people working with young people through this relational practice.

The definition of safeguarding

Safeguarding involves all actions taken to promote and protect the welfare of children and adults, prevent harm and ensure safety. This includes health and safety, risky behaviours, and disclosure procedures, while also educating young people on these practices to minimise risks and make informed choices.

Safeguarding means:

- protecting children and young people from abuse and maltreatment
- preventing harm to children's and young people's health or development
- ensuring children and young people grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process; it focuses on protecting the individual children identified as suffering, or likely to suffer, significant harm.[8] This includes child protection procedures, which detail how to respond to concerns about a child or young person.

The National Occupational Standards for Youth Work states that safeguarding is taking all reasonable measures to ensure that the risks of harm to children's, young people's and vulnerable adult's welfare is minimised.[9] Where there are concerns about welfare, all agencies must take appropriate actions to address those concerns, working to agreed local policies and procedures, and in full partnership with other local agencies such as the health and social care.

This definition should be extended to include all individuals (paid or unpaid) that are working with children, young people or adults at risk.

Role of safeguarding in the youth sector

While working with children and young people, safeguarding should be at the forefront of all ways of working, in other words, their welfare is paramount.

The NYA's National Curriculum for Youth Work [10] stresses how good youth work is underpinned by the principle that the welfare of children and young people is the top priority. The Children Act 1989 is clear that the welfare of the child is paramount and should remain the focus of any professional intervention.[11] While an understanding of cultural context is necessary, this should not get in the way of measures to protect the child from significant harm. Anti-racism should also be centred in this practice. Practitioners should avoid making any judgements that are based on racial or cultural profiling or assumptions. All causes for concern should be treated on their own merits and passed to appropriate services to prioritise and action.

The Department for Education's statutory guidance emphasises the need for all agencies (including the youth sector) to work together locally and nationally to keep children and young people safe.[12] This should be used alongside the out-of-school settings (OOSS) voluntary safeguarding code of good practice.[13] Where there are variations in the guidance you should utilise the one that applies most closely with the work that you are undertaking.

> "Young people are experts in their own lives and lived experiences."

Active participation

Youth work is underpinned by key values[14]. These include being youth-led and the active participation of young people in shaping all of their experiences and decisions about their own lives. Young people are experts in their own lives and lived experiences. Through the support of trusted adults, and in line with Standard 5, they should, wherever possible, be equipped to make informed decisions about safeguarding and safer working practices. All policies and procedures that an organisation has should be accessible to the young people involved in the project or service.

Relationships

Youth work is a relational practice. Skilled, trained, trusted adults build relationships with children and young people that facilitate their personal, social and educational development. The journey is shaped by the young person, either individually or collectively, and has no adult predetermined outcomes.

This sets it apart from other allied professional relationships that have a specific outcome that has been preconceived before engagement. For example, a teacher's primary focus is to guide young people through the completion of a curriculum and syllabus of learning that is set.

Youth work should create opportunities for young people to explore and learn about things that they choose.

Youth work has a unique set of professional and relational boundaries, which often means youth workers are party to open information sharing and disclosures from young people. Navigating the boundaries of this to keep young people safer and protect the trusted, developing relationships is part of the skill of a youth worker. Youth workers must work with young people to create a trusting and safe environment, where they feel comfortable if they need to raise concerns.

It may be a legal duty in future legislation for professionals to report child sexual abuse and face criminal sanctions for not doing so. This is under the recommendations of the Independent Inquiry into Child Sexual Abuse (IICSA)[15]. The IICSA highlighted the importance of those that work with children and young people being aware of the indicators of child sexual abuse and reporting concerns promptly.

Keeping young people safe must always be the top priority.

Current legislation, statutory guidance and standards

Specific to safeguarding in the youth sector

The legislation and guidance relevant to safeguarding and promoting the welfare of children and young people includes the following:

- The Children Act 1989 (updated 2004).[16]
- Working together to safeguard children (2023).[17]
- The Health and Social Care Act (2008).[18]
- Care Act (2014).[19]
- Safeguarding Vulnerable Groups Act (2006).[20]
- The Charity Commission guidance: safeguarding and protecting people for charities and trustees (updated 2018).[21]
- Keeping Children Safe in Education (update 2024).[22]

There are other guidance and standards which should be read in conjunction with this document to help shape and inform good practice.

Depending on the environment in which you work, there may be specific additional guidance to consider. For example, refer to those detailed below for sports-based providers.

- Out-of-school settings: voluntary safeguarding code of practice.[23]
- Standards for safeguarding and protecting children in sport.[24]
- NSPCC's safeguarding and children protection standards for the voluntary and community sector.[25]
- Specific faith standards (for example, the Ten standards by Thirtyone:eight).[26]

Culture of safeguarding in youth sector

Over a decade of funding cuts and challenges has led to a complete evolution of the current workforce picture of youth work as documented by the NYA and the All-Party Parliamentary Group (APPG) on Youth Affairs.[27]

The voluntary and community sector has stepped up and into the gap left by statutory service cuts. This has created a rich and diverse offer to young people, with place-based community provisions providing a wide range of activities, experiences and informal education opportunities. This diverse workforce needs the same safeguarding training, support, guidance, and resources as statutory services in order to keep all children and young people safe. All young people should be supported by robustly trained workers and safeguarding should underpin the delivery of all work. This is irrespective of the area, organisations accessed, or the level of support required.

This guidance intends to provide an opportunity for the standardisation of best practice, providing a baseline of understanding and requirements in safeguarding that can be understood by parents or carers, volunteers, professionals and young people.

> “All young people should be supported by robustly trained workers and safeguarding should underpin the delivery of all work.”

Why do we need standards in the youth sector?

In the absence of consistency regarding safeguarding guidance across the sector, there is potential for increased risks that may impact negatively on children and young people.

Pre-existing safeguarding guidance and legislation have not been created with a focus on youth sector delivery and can sometimes be open to interpretation. The lack of joined-up clarity in safeguarding between children and young adults, particularly when they reach the age of 16 to 18 years and beyond (known as transitional safeguarding), can leave some with increased vulnerabilities that can be avoided.

These safeguarding standards for the youth sector will help in holding people or organisations to account for any bad, harmful and neglectful practices. In the absence of clear legislation for safeguarding within the youth sector, these standards provide the framework that people such as parents or carers, funders and providers, can use.

They promote and support a cultural shift in safeguarding practices in the youth sector. We want to move away from compliance or tick-box safeguarding practices to one of embedding a culture of safeguarding across everything an organisation does, which is embraced and upheld by all staff and volunteers.

From compliance to culture to culture plus

Safeguarding processes can be seen as prescriptive and a tick-box exercise. Feedback from youth work organisations has been that these standards are a positive addition to their work supporting individuals and organisational practice. Using these standards will enable you to move from a compliance-based approach to an embedded culture of safeguarding where processes are looked at as part of the fabric of what an organisation does, rather than a process to be applied on top of day-to-day activities.

Compliance as a term means 'achieving minimum requirements'. Therefore, we can use the term compliance in this context to mean meeting the basic, minimum required standard for safeguarding practice. Achieving that means that you, and or your organisation, is actively thinking about the welfare of young people and considering what preventative measures can be put in place. However, we should all aspire to ensure that our safeguarding practices require us to do our very best to achieve what is a safeguarding culture or 'culture plus'. This will ensure that we are achieving best practice in safeguarding in a sustainable and future-proofed way within our organisations – not just because we have to, or are legally required to, but because we are compelled to and driven by these good standards.

These standards challenge individuals and organisations to go one step further, beyond culture, to consider 'culture plus' where you can maintain the standard of culture and further integrate safeguarding in your organisation – making it part of your identity and values.

Examples of how you can achieve this can be found in the standards part of this document.

Organisations that are operating and demonstrating 'culture plus' standards are demonstrating the very best practice in safeguarding.

How do we use these standards?

These standards are designed for everyone working with children, young people and adults, regardless of their role, title, or the size of their organisation. Co-created by individuals from across the youth sector, they reflect the diversity of people and places where youth work takes place.

The standards apply to all forms of youth work delivery, whether building-based, street-based, digital, or online activities. They encompass a variety of youth work methods and approaches.

These standards are not intended as a pass-or-fail assessment. Instead, they serve as a guidance tool to support your safeguarding practices. While we encourage organisations to aspire to reach the 'culture plus' level, we recognise that each organisation is at a different stage in its journey

Glossary
For the purposes of this document, the term young people is used to describe both children and young people as well as adults aged 18 to 25 years (who, in a safeguarding context, would usually be referred to as adults at risk.)

The standards:

1 Ensure a clear safeguarding policy and interconnected organisational policies and procedures

What?

A safeguarding policy demonstrates a commitment to safeguard staff and young people and is an integral part of your safeguarding process, providing a framework within which procedures can be developed.

Your safeguarding policy[28] needs to have:

A. a clear definition of safeguarding, child protection and adult protection

B. relevant and up-to-date legislation and guidance

C. a clear outline of what all workers' roles and responsibilities are in preventing harm to young people

D. what to do if harm arises or is disclosed

E. details of your Safeguarding Lead and how to contact them

F. contact details for any relevant governing body or association (if applicable)

G. contact details for local safeguarding services such as: your local authority children's social care team, your Local Authority Designated Officer (LADO) – at your local council; and or the police. (This might look different for a national organisation – you must remember to use the young person's address to make contact with the relevant safeguarding service).

Safeguarding policies and procedures must be clear for staff, volunteers, young people and other stakeholders to understand, this should include an accessible, young-person-friendly version.

The safeguarding policy should not sit in isolation from other policies. The organisation should also have a range of other interconnected policies. For instance, a safer recruitment policy, staff conduct policy, a whistleblowing policy, lone working policy, risk assessments. If you want more information about relevant policies, please see the NYA Safeguarding Hub.[29]

Having interconnected policies builds on basic safeguarding and leads to a more aligned and robust approach. You might be in a large organisation, which may mean different staff have responsibilities for each policy, so it is imperative to ensure cohesion of the policies.

Why?

The out-of-school settings (OOSS) government guidance[30] says that all providers should have written safeguarding and child and adult protection policy, with procedures in place. Policies make responsibilities clear to all workers and stakeholders. A safeguarding policy makes clear to staff what is required of them in relation to the welfare and protection of children and young people and adults. It helps to create a safer, thriving and positive environment, evidencing that the organisation is taking its safeguarding responsibility seriously.

It is important that all policies and associated procedures are part of a process of implementation and regular review.

> “A safeguarding policy makes clear to staff what is required of them in relation to the welfare and protection of children and young people and adults.”

How?

Compliance	Culture	Culture plus
The safeguarding policy is clearly written and easy to understand by all stakeholders. The policy clearly describes the organisation's understanding and definitions of all forms of harm and abuse and covers you or your organisation's commitment to safeguard all young people and staff who access your services.	The policy has been drafted with staff who deliver services. There is evidence to show that the staff team fully embrace and understand the policy and are able to implement, execute and review it effectively.	The organisation (or responsible individual) has consulted with young people, guardians and allied professionals (for example, police, health) during the creation of the policy and its implementation and review.
The safeguarding policy is reviewed yearly. Earlier reviews should be undertaken if there is a significant change in legislation and guidance; change in organisations' roles and responsibility or when learning has taken place through experience (or a significant safeguarding incident). Earlier reviews should also happen if the needs of the young people attending change.	The policy and procedures are jointly reviewed by staff, senior management and the governance team. Staff understand how to raise concerns and make suggestions and improvements in relation to the policy.	There are co-created opportunities to scope out with allied professions (for example, PCSO, Health, etc.) examples of good practice policies and procedures, that can enhance the approach and commitment to safeguarding.
The policy has been signed off by senior members of the organisation or trustees where applicable. The policy contains the name and contact details of the safeguarding lead and deputy if applicable.	Implementation systems are in place at management level, which are overseen through governance. There is a system for regularly reviewing these. This can be evidenced by board meetings, safeguarding reports.	
The safeguarding policy is readily available and accessible for staff and is part of their induction.	The policy is available on the organisation's website or social media page, or posters or internal information is made available and identifies the named safeguarding lead. Policy is made available if needed in a different language or in an accessible format.	The policy is proactively given to carers and other relevant associated adults and young people, encouraging them to engage with it. This could be shared as part of an introduction pack. Encourage carers to look on group's website and or social media pages where the policy is and what to do.
All externally contracted work is expected to adhere to the organisation's safeguarding policy and this is regularly monitored.	The policy is proactively shared with partners, sponsors, donors and funders.	Joint policies and procedures are agreed across partners. Partner organisations have made a commitment to safeguarding, and this is clearly identifiable in partnership agreements.

How? (continued)

Compliance	Culture	Culture plus
All relevant organisational policies are linked to the safeguarding policy (for example, the equity, equality, diversity and inclusion policy aligns itself with the safeguarding policy to make sure that all young people will have access to a safe environment). There are clear links to the recruitment policy, so all applicants will be treated with dignity, respect and fairness.	Policies reference each other clearly, and this is evident in action. For example, an anti-bullying initiative might link to the safeguarding policy by addressing bullying as a safeguarding issue, while also aligning with EDI by ensuring support is inclusive and equitable.	Young people are regularly consulted about the organisation's practices, ensuring their feedback informs policy updates. For instance, if young people highlight barriers to feeling safe or included, both safeguarding and EDI policies are reviewed and adapted together.
The safeguarding policy demonstrates commitment to recruiting staff safely and is clearly linked to a safer recruitment policy. It reflects safer recruitment, good practice and regulatory guidance If concerns about an applicant's history are revealed through the disclosure and barring checks, the recruitment process in place ensures that any actions taken are relevant and proportionate. This is beyond the DBS checks- for instance interviews and references. Policies acknowledge and value the importance of lived experiences, ensuring they are meaningfully incorporated into practice. Appropriate and proportionate risk assessments are conducted to safeguard all individuals while supporting their participation where appropriate.		
Within the safeguarding policies there is clear guidance about what happens where allegations are made about staff or volunteers. It will show how allegations are investigated with timelines and who allegations and findings will be shared with and when. For regulated activity providers: when you have removed a staff member due to safeguarding reasons, you must refer to DBS under the Legal Duty to Refer legislation.		

Related resources

Safeguarding for youth work main

The-Role-of-a-Designated-Safeguarding-Lead-1.pdf

Safeguarding governance guidance

External Providers

Staff Conduct Policy

Safer-Recruitment-Policy.pdf

whistleblowing policy and procedure

Gender-Inclusive-Environment-in-Youth-Settings.pdf

Lone Working Policy

Health and safety policy

policy for recruitment of candidates with a criminal record

Disclosure and Barring Service Checks Guidance

Complaints comments and compliments

2 Proactive safeguarding systems, governance and oversight

What?

This standard focuses on maintaining proactive systems and procedures for safeguarding, clearly defining the roles and responsibilities of staff (including governance), and creating opportunities for organisations and individuals to evaluate their work.

Every organisation, regardless of its size, should have a named person responsible for safeguarding. This individual is often referred to as the safeguarding lead or designated safeguarding lead (DSL). For an outline of the DSL's responsibilities, refer to Annexe C of the KCSiE[31].

Procedures are essential to support the implementation of safeguarding policies. They provide workers with clear guidance on how to act in various situations, clarify roles and responsibilities, and detail how to escalate concerns both internally and externally. Organisations should adhere to legislation and regulatory guidance on safeguarding, such as Working Together to Safeguard Children 2023[32] and Keeping Children Safe in Education.

Good governance plays a critical role in safeguarding. The Charity Commission[33] emphasises that: 'Protecting people and safeguarding responsibilities should be a governance priority for all charities. It is a fundamental part of operating as a charity for the public benefit.'

This proactive approach helps ensure the safeguarding of all beneficiaries of your organisation.

Why?

Safeguarding must be embedded throughout your organisation. Effective procedures, supported by proactive governance, enable this to happen. A well-designed safeguarding procedure ensures that safeguarding becomes integral to your organisation's work, with systems that are both proactive and responsive to the evolving needs of young people. For further support with this, please see NYA's Safeguarding Hub.

For safeguarding to be truly effective, systems and procedures must be regularly reviewed and monitored. This ensures a prompt response to concerns about the safety or wellbeing of young people and staff while also ensuring compliance with relevant legislation and guidance.

After addressing any safeguarding concern, you should review your systems and policies. This enables effective learning and improvement.

Regardless of the size or structure of your organisation, good governance, along with clear policies and processes, is essential. This supports safeguarding practices and protects organisations, staff and young people.

Policies and practice guidance should clearly outline levels of responsibility and accountability. For example, they should specify the respective roles of the safeguarding trustee and the DSL, ensuring everyone understands their responsibilities.

How?

Compliance	Culture	Culture plus
There is an identified and named member of staff in the organisation responsible for safeguarding who is the designated safeguarding lead. All staff and young people in the organisation know who this individual is and how to contact them.	Other workers are identified and supported if interested in a safeguarding lead professional development pathway. The DSL develops approaches that support the learning and development of all staff, including those in administration and governance roles.	
Young people are provided with information, advice and guidance on keeping themselves and their peers safer	Young people are part of the development process for relevant training and systems. Young people actively engage in the development of youth work activity on keeping themselves and their peers safer.	Young people review the organisation's safeguarding approach. Young people in governance roles are involved in the evaluation of information, advice and guidance, and work with the organisation to develop strategies to keep themselves and their peers safer.
Procedures on reporting concerns to children and adult protection agencies are made clear for workers. They are readily available and easy to access. Reporting procedure flowcharts should be provided to all staff and displayed.	Reporting flowcharts should be shared with all partners as part of the contract or agreement process.	
The organisation has arrangements in place to support young people and workers during and following an incident, allegation or complaint.	The organisation has made information available to young people, their parents or carers, about what is likely to happen following a disclosure, in a format and language that can be easily understood and accessed by everyone.	
There is a clear process and system for recording safeguarding concerns, incidents and referrals. The system is protected and can be accessed only by those that need to.	Safeguarding concerns, incidents and referrals are reviewed by senior leaders (with safeguarding responsibility) on a regular basis.	The organisation supports the creation of safeguarding peer learning opportunities with other practitioners. The organisation works with partners to identify and share information about local and national safeguarding trends and protective factors.

How? (continued)

Compliance	Culture	Culture plus
Arrangements are in place to monitor the implementation of safeguarding policies and procedures through specific measures or integration into existing systems for quality assurance, risk management, audit, monitoring and review. For example, an organisation regularly checks safeguarding recording to improve practice – in line with the organisation's safeguarding process and procedures.	There is a system of regular reporting to senior leaders on safeguarding in the organisation. Learning on safeguarding issues and practices is shared sensitively to enhance good practice.	
There is a named and known safeguarding member at governance level.	Staff throughout the organisation are aware of this individual and are able to contact them.	
In the absence of trustees, a named senior responsible staff member has oversight of safeguarding, including ensuring there is a named DSL in line with good governance and proactive safeguarding The board of trustees, or senior leadership team (SLT) or responsible individuals, monitor safeguarding from a strategic level and hold senior leaders or peers to account in relation to safe practice.	Trustees or senior leadership team (SLT) reflect with responsible staff around safeguarding learnings.	Key learnings are shared strategically with other partners where opportunities arise.
	Opportunities are created where staff can feel able to communicate openly and honestly about experiences; opportunities for further support are explored. Lessons learnt are included in organisational reports where appropriate and used for further learning.	Lessons learned are reported to key stakeholders, independent bodies. For example, the local children's safeguarding partnership or police.

Related resources

The-Role-of-a-Designated-Safeguarding-Lead-1.pdf

Setting-Up-Your-Safeguarding-Culture-Guidance-final-1.pdf

Staff Conduct Policy

3 Collaborative working

What?

The youth sector plays a critical role in collaborative working to safeguard children, young people and adults. This involves supporting and implementing child and adult protection procedures to ensure their safety and wellbeing.

— **Multi-Agency working:** Protecting children from harm requires multi-agency join-up and co-operation at all levels. Local organisations and agencies that work with children and families play a significant and often statutory role when it comes to safeguarding children. The way in which these organisations and agencies formally work together are known as Multi-Agency Safeguarding Arrangements (MASAs).

— **Inter-agency working:** This means collaborating with other agencies to safeguard young people and promote their rights and wellbeing. Examples include: working with education, social care, police and health providers (this list is not exhaustive).

— **Intra-agency working:** This involves collaboration within an organisation, across departments or sections, to ensure that young people are consistently safeguarded throughout.

Staff and volunteers in Voluntary, Community and Social Enterprise (VCSE) settings often play an essential role in safeguarding. They are instrumental in building relationships, identifying concerns and providing direct support. In many situations, they may be the first trusted adult to whom a young person discloses abuse. As such, these organisations are crucial in safeguarding practice.

Lead Safeguarding Partners (LSPs) should recognise the importance of including VCSEs in their local safeguarding arrangements, even if these organisations are not explicitly named in the 2018 regulations. Where LSPs choose to designate VCSEs as a relevant agency, it is vital that:

— these organisations are actively engaged in developing safeguarding arrangements

— they are informed of their statutory duty to co-operate with these arrangements

— they are made aware of the Keeping Children Safe in Out-of-School Settings guidance.

This guidance outlines the safeguarding measures that organisations should have in place, including processes for managing safeguarding concerns, the importance of aligning with local safeguarding arrangements, and understanding referral routes.

A clear understanding of the roles, approaches and responsibilities of other sectors and agencies is key to fostering good practice. Workers should remain open to learning and collaborating with colleagues from outside their organisation while maintaining the values and ethos of youth work.

Why?

Young people interact with a wide range of services and agencies throughout their lives. Each of these agencies gathers important information about them through these interactions. Collaborative working enables all services involved to:

— share relevant information,

— identify patterns of concern, and

— coordinate responses effectively.

Embedding this approach improves safeguarding practice within your organisation. Youth workers, through their skills and approaches – such as active listening – can support and empower young people to understand their own role in safeguarding and amplify their voices.

Because of the relational nature of youth work, it is vital for youth workers to share risks and concerns from a young person's perspective. This ensures that safeguarding procedures effectively address the needs of the young person and help keep them safe.

Youth workers have a unique role to play within these processes. Their frontline engagement makes them key contributors to safeguarding practices, highlighting the importance of involving them in local safeguarding arrangements.

You should adopt the principles for multiagency working as outlined in the Department for Education's statutory framework, 'Working Together to Safeguard Children'.

> "Because of the relational nature of youth work, it is vital for youth workers to share risks and concerns from a young person's perspective."

How?

Compliance	Culture	Culture plus
Workers within the organisation understand how safeguarding roles and responsibilities are aligned across the youth sector. For example, the role of a youth worker alongside other safeguarding practitioners within multiagency teams such as education.	The organisation proactively works with the community (geographical, culture or interest) to collaborate to keep young people safer.	
The organisation shares information with the Local Safeguarding Partnership when needed in a timely manner; supports joint decision-making; identifies risk towards a young person or group or context.	Systems exist between agencies for reflecting on and developing safeguarding culture.	Organisations lead or are involved in multiagency reflective spaces.
Relationships are built at local, regional and national levels with relevant child and adult protection agencies. This can be through being a relevant agency to share information at multiagency meetings as part of 'Working together to Safeguard Children' 2023.	The organisation works with local children's safeguarding partnership and adult safeguarding teams to promote the youth sector's role in safeguarding.	
The organisation promotes the voice and views of young people in multiagency safeguarding forums.	There is suitable training for practitioners to understand how to include the voices and views of young people in safeguarding.	Youth workers proactively advocate the voice of the child across relevant agencies, underpinned by the Lundy model of youth participation[34]. The Lundy model is based on the key concepts of space, voice, audience and influence.

How? (continued)

Compliance	Culture	Culture plus
Contact details for the local authority social care teams – both children and adult, and Local Authority Designated Officer (LADO) are available for all staff. This will be found on local authority websites. (On your preferred search engine, type in your local authority and the abbreviation LADO to get their contact details).	There are lists of contacts and building relationships for specialist advice and information. For example, the local child exploitation prevention team if this is identified as a local need or area of concern.	
Staff know the roles, boundaries and limitations of their role in safeguarding. The organisation works towards a culture where staff feel able to ask for help to keep children and young people safe. This includes reaching out for specialist support.	All staff are empowered to raise safeguarding practice concerns while working with other agencies.	

Related resources

The-Role-of-a-Designated-Safeguarding-Lead-1.pdf

Safeguarding report working copy

Setting-Up-Your-Safeguarding-Culture-Guidance-final-1.pdf

Guidance on personal professional and environmental boundaries

4 Training and development

What?

Training in safeguarding equips staff and young people with the knowledge and skills needed to implement safeguarding policies and follow procedures effectively. Reflective practice complements training by providing opportunities to evaluate and monitor how these policies and procedures are applied in real-world situations. Together, training and reflective practice ensure that safeguarding remains an active, dynamic part of an organisation's culture, central to its daily operations and decision-making.

Reflective practice can be carried out through supervision, peer learning opportunities (such as communities of practice) and team meetings. Supervision, in particular, plays a vital role in enabling youth workers and volunteers to manage professional demands such as casework, ethical dilemmas and the continuous development of knowledge and skills. It creates a space for individuals and teams to explore their practice, identify gaps in understanding, and develop strategies to deliver services safely and effectively.

Safeguarding should always feature as a standing item on supervision agendas. Supervision can take place in various formats—individually, in groups, or as part of team meetings. The Working Together to Safeguard Children, 2024 guidance states: "Effective supervision can play a critical role in ensuring a clear focus on a child's welfare and support practitioners to reflect critically on the impact of their decisions on the child and their family".

Supervision provides a safe, structured space for communication, reflection and improvement. It supports staff to stay responsive to the needs of young people while promoting a culture of safe delivery and accountability.

Young people themselves should also be involved in reflective learning, as this contributes to their lifelong development and empowers them to keep themselves and their peers safer. Participatory reflection helps young people take ownership of their learning and develop skills in decision-making, risk awareness and self-advocacy. For more on this, refer to NYA Participation Resources.

> "Training and reflective practice ensure that safeguarding remains an active, dynamic part of an organisation's culture, central to its daily operations and decision-making."

Why?

This standard is essential for embedding a culture of safeguarding that is proactive, ethical and reflective. It supports the core youth work principle of helping both young people and colleagues reflect on their actions, learning and conduct. By engaging in reflective practice, staff can critically assess their professional and ethical boundaries, ensuring that their interactions with young people remain safe, respectful and supportive.

Reflective practice also enhances ethical decision-making. It allows staff to consider the impact of their actions on young people and communities, creating better relationships, clearer communication and more effective safeguarding measures. Involving young people in reflective processes reinforces their ability to recognise and manage risks, empowering them to be active participants in their own safety and wellbeing.

Supervision is particularly important because it creates opportunities for learning and growth within a supportive environment. It encourages staff to challenge assumptions, address gaps in their knowledge and seek solutions collaboratively. By embedding safeguarding into supervision and team meetings, organisations ensure it is a continuous focus rather than an occasional consideration.

Training and reflective practice work together to strengthen safeguarding, protect young people and create a culture of trust and accountability. These processes also help staff maintain high standards of care and professionalism, ensuring they are prepared to respond to challenges in a way that prioritises the wellbeing of young people.

How?

Compliance	Culture	Culture plus
All staff have access to annual training of internal safeguarding processes and procedures. All staff have opportunities to access wider safeguarding training relevant to their role, responsibilities and context of delivery at least every three years. There are training records for all staff, and continuous professional development opportunities are in place (for monitoring of training and expiration of certifications).	There are clear safeguarding training development pathways that enable staff to extend their learning and practice. Young leaders or volunteers have safeguarding training that is age-appropriate, relevant to their role and bespoke. All staff are engaged in assessment and identification of their own training needs relating to safeguarding through supervision or other appropriate mechanisms	Training offered recognises current trends that young people face, including language, culture and context.
Workers with specific responsibilities for safeguarding (for example, designated safeguarding leads) have access to regular additional training relevant to the role and supervision.	Workers with specific responsibilities for safeguarding (for example, DSLs) have access to specialist support if needed – for instance, therapeutic support or clinical supervision.	All team members are able to access therapeutic developmental supervision to enable them to critically reflect on safeguarding practices.
Appropriate opportunities are given to reflect on safer practice, for instance, in response to a safeguarding incident, a cause for concern, new research, policy or national news stories.	Staff attend at least one youth-work specific safeguarding forum per year. (Peer review, external event, local authority forum or group supervision.)	Safeguarding considerations are part of all session plans, recording and evaluations. Safeguarding considerations are part of staff supervision agendas and appraisals.
All workers have access to good quality and regular supervision internally. This must have safeguarding as a standing item within supervision and team meetings. Adequate records are kept by the supervisor or supervisee that reflect appropriate safeguarding recording processes.	All workers are able to access reflective supervision depending on needs and responsibilities Peer supervision is available across the organisation, along with training opportunities and reflective spaces.	There are learning reviews and restorative supervision opportunities for whole organisational reflective learning. Learning reviews and opportunities for the organisation to reflect as a whole.

Related resources

Safeguarding in a Youth Work Setting – (NOCN Endorsed Programme) – National Youth Agency

Safeguarding in a Youth Work Setting – National Youth Agency

Basic introduction to Safeguarding for Volunteer Youth Workers – National Youth Agency

Supervision

Worker Supervision Policy

Worker Supervision agreement

5 Enabling young people's voices and views

What?

Enabling young people's voices in safeguarding involves creating a culture where their thoughts, feelings and experiences are consistently heard, valued and acted upon. This commitment enhances safeguarding by ensuring it is both meaningful and responsive to the needs of young people. Organisations can achieve this by embedding youth participation principles and ethics into every aspect of policy and system development, creating an environment where young people are recognised as active contributors to their own safety.

Young people should play a central role in decision-making about safeguarding processes and systems. To participate effectively, they need access to relevant skills, knowledge and understanding, including:

- **Their rights** under safeguarding frameworks and the law.
- **The responsibilities of adults** to protect and support them.
- **Clear reporting processes**, so they know how to raise concerns and trust the system to respond appropriately.

When young people are equipped with this understanding, they can advocate for safer spaces, activities and trusted relationships for themselves and their peers. Providing them with age-appropriate training empowers them to recognise risks, understand what a safe environment looks like and know how to seek help or challenge unsafe practices.

Embedding the voice of young people also means creating mechanisms for regular consultation and feedback. In doing this, organisations can ensure that young people's input directly shapes safeguarding policies and practices.

"Young people should play a central role in decision-making about safeguarding processes and systems."

Why?

The core purpose of this standard is to ensure that safeguarding is done with young people rather than to them. Listening to and acting on their voices builds trust and ensures safeguarding practices are not only protective but also empowering. It creates a partnership where young people feel valued and take ownership of their role in co-creating safer environments.

Safeguarding risks are constantly changing as society evolves. For example, young people often face emerging risks connected to technology, social media, or changes in cultural and societal contexts. By involving them in safeguarding, organisations can learn from their insights and lived experiences to stay informed about these shifts. This allows for the development of responses that are relevant.

Including young people in safeguarding processes also upholds their rights to expression and participation, as outlined in the UN Convention on the Rights of the Child (UNCRC)[35]. These rights not only affirm the importance of their voices but also recognise their capacity to contribute to meaningful change when given the opportunity.

Empowering young people to engage in safeguarding builds their lifelong ability to make safer choices and advocate for themselves and others. It strengthens their understanding of how to create safe spaces, recognise inappropriate behaviour, and seek help when needed. By giving them the tools to contribute, they develop confidence, leadership skills and an understanding of ways to keep themselves and their peers safer.

Organisations that embrace youth participation also create environments that reflect the needs and perspectives of young people. This leads to better safeguarding outcomes and stronger relationships between young people and adults, building mutual trust and accountability. By embedding young people's voices into every stage of safeguarding, organisations demonstrate a commitment to building safer, more inclusive spaces where young people can thrive.

How?

Compliance	Culture	Culture plus
An accessible and young-person-friendly version of the organisation's safeguarding policy is shared with young people before registration, or membership that is appropriate for your setting. (Consider the age and the needs of the groups that you are working with, as the level of understanding might vary.) Young people are aware of the named safeguarding person (DSL) in the organisation and have various methods in which they can communicate with this person. There should always be another named contact in case concerns arise about the designated safeguarding lead.	Process is in place to consult with young people as part of review of safeguarding policy and procedures. This should include young people's lived experiences of safeguarding.	Young people co-design and review safeguarding policies and procedures within the boundaries of legislation and government guidance.
Young people are provided with information, advice and support on how to reduce the risk of harm, including how to report harm and to who. Young people know where to go if they are concerned Young people are equipped to challenge dangerous, harmful or inappropriate practices and feel able to disclose and whistleblow. Formal safeguarding systems are explained to young people in a young-person-accessible manner.	The organisation operates rights-based practice across all of their safeguarding work. Young people are supported to advocate and challenge on their own behalf and for their peers.	Young people work alongside the organisation in creating relatable safeguarding content for other children and young people.
The organisation has a process for dealing with complaints. All stakeholders, including young people, are aware of and able to understand this process. There are various methods of enabling complaints to be heard, not just in a written format. Clear processes for the recording and documentation of these are in place.	The organisation has consulted with young people as part of the initial development or ongoing review of this system to make it fit for purpose, relatable and relevant.	

How? (continued)

Compliance	Culture	Culture plus
Systems are adapted to support the needs of young people including accessible materials, advocacy or provision of direct support.	The organisation works with young people and professionals to understand their special needs and disabilities or vulnerabilities.	
Risk assessments relating to safeguarding are available and conducted for activities, transport, accommodation and spaces, and shared with young people as part of safety briefings.	Young people are consulted on as part of the development of risk assessments.	Risk assessments are created jointly with young people to enable their views in this process.
Organisations actively promote young people, who they can go to for safeguarding concerns in the wider community. (Community can be culture, interest or geographical.)	Young people have worked jointly with the organisation to identify risks and protective factors in the community.	Young people have worked jointly with the organisation to complete a mapping exercise to identify community guardians, taking a contextual safeguarding approach.

Related resources

Introduction to Participation – National Youth Agency

Participation: Developing Authentic and Effective Practice – Intermediate – National Youth Agency

complaints comments and compliments

An Introduction to Risk Assessment for the Youth Sector – National Youth Agency

Safety Briefings

Risk assessment process

ROMA Staff Guidance.pdf

6 Health, safety and welfare

What?

Health, safety and welfare are at the heart of creating a safer space where young people can engage in activities without being exposed to undue and unmanaged risks. These principles extend beyond compliance; they are a foundation for ensuring young people can thrive in an environment that prioritises their wellbeing and security while also ensuring that staff who manage these services are kept safe and that employers fulfil their legal duties. This standard outlines the expectations for health, safety and welfare, providing guidance that is both practical and achievable.

The scope of this standard builds upon the recommendations made by the Health and Safety Executive (HSE) and includes a range of areas such as: food hygiene, preventing slips and trips, managing risky behaviour and creating safer environments for all. It emphasises the need for clear policies, procedures and workforce development to enhance safety and build an understanding of risks, enabling proactive management. By identifying and addressing potential dangers, organisations can prevent accidents, injuries and harm while being ready to respond effectively to incidents, including those requiring a safeguarding response.

Managing health and safety effectively is rooted in the HSE's '9 Basics,' a framework that supports practical, proportionate approaches to workplace safety. This framework underpins the delivery of tasks outlined in this standard, ensuring that risks are well understood, appropriately managed and regularly reviewed. To achieve this, organisations must rely on competent persons – individuals with sufficient training, experience and knowledge to identify risks and implement measures to control them. According to the HSE, competence is about having the skills and judgment to do a job safely and responsibly.

While legal requirements in the UK state that written health and safety policies and documented risk assessments are only required for organisations with five or more employees, this standard recommends following best practice regardless of size. By adopting this proactive approach, organisations can ensure consistent safety measures for everyone involved, including young people, staff and volunteers. Health and safety for youth organisations are not just about preventing harm; they are about enhancing safety and maintaining a secure and supportive environment where everyone can thrive.

"This framework underpins the delivery of tasks outlined in this standard, ensuring that risks are well understood, appropriately managed and regularly reviewed."

Given the importance of health and safety in preventing harm and ensuring wellbeing, this is a compliance-heavy standard. It requires detailed attention to legal obligations, policies and procedures. Following the standards and recommendations set out in this chapter will help organisations to create and maintain safer spaces. By promoting inclusion, preventing harm and ensuring compliance, this chapter provides a roadmap for implementing robust health, safety and welfare practices in your organisation. With these principles in place, young people can grow, learn and engage in an environment where risks are managed and safety is prioritised for all.

Why?

Adhering to this, health, safety and welfare standard goes beyond legal compliance – it reflects our ethical responsibility to safeguard young people and ensure their inclusion, equity and wellbeing. This aligns with the National Occupational Standards (NOS), which emphasise the importance of planning and implementing learning activities in youth work. By providing a safer and more secure environment, we empower young people to participate actively and equitably, reducing barriers to engagement.

For young people with increased vulnerabilities or complex needs, these standards are especially critical. Addressing factors such as mental health challenges, cultural and racial discrimination or trauma, requires environments that are sensitive, culturally appropriate and inclusive. This creates spaces where all young people feel valued, protected and able to fully engage in their learning and development.

How?

Compliance	Culture	Culture plus
Health and safety policy		
There is a dedicated policy for managing health and safety that is clearly written and easy to understand by all stakeholders. It explains how health and safety is managed and who does what, when and how. The scope of the policy extends to non-workers, including young people and others affected by the organisation's operation, such as volunteers and members of the public.	The policy clearly details how the organisation manages health and safety and includes: a clear commitment from the most senior person in the organisation, defined responsibilities in relation to health and safety and the arrangements or operating procedures in place.	The policy and procedures are subject to annual review with senior leadership involvement and a commitment to improving performance. Relevant areas of the policy are accessible to all stakeholders, including young people.
The statutory health and safety poster and employers' liability insurance certificates are displayed or made available for workers.		Health and safety is integrated into day-to-day operations and is externally benchmarked or certified.
Managing risks and risk assessment		
There are clear processes in place to identify hazards, assess the risk, and actions identified to either eliminate the hazard or control the risk. The process is documented and covers all significant risks that workers and others affected, including young people, may be exposed to. This includes those with additional support needs. The process of assessing risk is reviewed periodically. The process covers common workplace risks as well as those associated with service delivery.	Health and safety risk assessments specifically consider risks associated with the provision of services to young people and take into account how working with young people may alter the risks to be managed. Where external partners are being considered their information is proactively used to inform the risk assessment. Key findings of the risk assessment are communicated to those responsible for implementing control measures. Key findings of the risk assessment are provided to young people in an appropriate way, such as through safety briefings.	Senior management are proactively involved in the process of assessing risk and take responsibility for this. Risk assessments are co-created with young people where appropriate The effectiveness of risk assessments is formally monitored and measured with frequent review informing change.

How? (continued)

Compliance	Culture	Culture plus
Information and training		
Your organisation provides workers with clear instructions, information, adequate training and supervision in how to work safely, without unmanaged risk to health of themselves and young people. This also covers volunteers, contractors and those with additional training requirements such as new staff and young workers. Staff who are required to conduct risk assessments are provided with sufficient training and support in how to do this effectively. Training covers hazards, risks, the measures in place to mitigate these and emergency procedures. Suitable health and safety information is provided to young people and others in relation to service delivery.	Young people are also provided with appropriate information, instruction, training and supervision, which is appropriate for their specific needs.	The effectiveness of health and safety information, instruction, training and staff supervision is proactively monitored. Health and safety training records are kept and training is periodically refreshed, monitored and measured with frequent review informing change.
Reporting of accidents and illness		
There is a process to record accidents, including an accident book. This process involves the statutory reporting of certain workplace injuries, near misses and cases of work-related disease to HSE under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). If applicable, serious incidents should also be reported to the Charity Commission.	There is a process for reviewing incidents, accidents, near misses and illness that is used to inform the health and safety policy and arrangements or procedures. There is an emergency procedure and critical incident plan to help guide both local and strategic response.	The learning from reviewing incidents, accidents, near misses and illness is proactively shared with those affected through updated information and refresher training. Senior leadership takes a proactive role in reviewing accidents and illness and ensure that sufficient time and resources are made available to help reduce cases. The impact of incidents, accidents, near misses and illness on young people is considered during the review process.

How? (continued)

Compliance	Culture	Culture plus
Safe facilities		
A safe environment is provided for staff and young people, along with suitable welfare facilities.	Specific arrangements are in place to ensure a clean work environment for service delivery, with well maintained equipment and sufficient resources including restrooms, lighting and temperature. Specific consideration is given to young people and those with additional support needs. Venues and settings used by workers and young people are inspected in line with guidance from HSE (for example fire safety checks).	There is a systematic process to ensure venues and settings used by workers and young people are inspected frequently, with actions being taken to improve cleanliness and maintenance if required. The views and opinions of young people are sought when planning the facilities they use.
Competent person		
There is a competent person appointed to help meet health and safety legal duties. The competent person has the skills, knowledge and experience to recognise hazards and help put sensible controls in place to protect workers and young people involved in service delivery.	The competent person takes an active involvement in day-to-day operations and in monitoring the effectiveness of control during service delivery with young people. The competent person is consulted during the risk assessment process. Access to advice from those with suitable health and safety qualifications is made available when considered relevant, such as in more complex or higher risk operations.	

How? (continued)

Compliance	Culture	Culture plus
Consultation		
Workers are consulted on health and safety matters in relation to their work	There is a formal way for workers and others affected by the operation to offer suggestions or raise concerns in relation to health and safety.	There is a committee that meets periodically to review health and safety and appraise the effectiveness of policies and procedures. Senior leadership takes an active role in consulting upon health and safety. Young people are proactively consulted in relation to their health and safety.
First aid		
There are specific arrangements in place to ensure that those injured or taken ill at work or during service delivery get immediate help. There is a suitably stocked first aid kit(s) and an appointed person or people who would take charge of first aid arrangements. First aid information is provided to all workers and those involved in service delivery.	A structured first aid needs assessment has been conducted and the findings documented, with consideration made of first aid training and equipment. The first aid needs assessment makes specific adjustments for young people and those with additional support needs. Mental health first aid is considered as part of the organisational approach to health, safety and welfare. First aid arrangements of external partners is considered as part of service delivery planning.	Workers are provided with the opportunity to receive first aid training and are given time to do so. First aid needs assessments are reviewed in a structured way as part of periodic review processes.
Critical incident		
Your organisation has a clearly outlined emergency plan that includes procedures for dealing with various emergencies, such as medical incidents, fires. All staff and volunteers must be aware of the operational plan to deal with any emergencies.		

How? (continued)

Compliance	Culture	Culture plus
Welfare		
Welfare is a key aspect of this standard, focusing on meeting the physical, emotional and mental wellbeing needs of young people, staff and volunteers. This means recognising when individuals may require additional support, such as mental health interventions, and fostering an environment that encourages open communication and care.	The organisation demonstrates a commitment to promoting wellbeing by embedding welfare considerations into day-to-day activities. This includes actively recognising the impact of mental health and emotional wellbeing on both young people and staff.	Senior leadership demonstrates visible accountability for promoting welfare, including allocating resources to improve facilities, provide ongoing support and address challenges, such as mental health or trauma.
The organisation ensures that all individuals have access to appropriate welfare facilities, such as quiet spaces, or access to support services.		Young people are actively involved in shaping the organisation's approach to welfare, providing feedback on facilities, support and how their needs are met.
Staff are encouraged to identify and report concerns related to welfare, with a structured process in place to respond.	Staff receive basic training on recognising welfare needs and providing initial support or signposting individuals to appropriate resources.	There is confidential professional employee assistance made available to support workers' mental health.

Related resources

Health and safety policy

Health and safety law poster

Insurance overview

An Introduction to Risk Assessment for the Youth Sector – National Youth Agency

Risk assessment process

Example general third party provider due diligence form

Transport

Example-transport-provider-checklist-1.pdf

Physical Security in Youth Work Settings

Online-Delivery-Youth-Work-Pack-1.pdf

Weather

Supporting individual needs

Residential venues

Public Spaces and Outreach Work

Safety Briefings

Fire safety

Manual handling

Health and safety welfare for youth workers

Control of substances

Electrical safety

Equipment Safety

Food Safety

Manual handling

Health and safety: an introduction to the legal background

Incident reporting

Safety monitoring and audit

Safer Environments and Activities – National Youth Agency

First aid provision

Resources and links

National Youth Agency Safeguarding and Risk Management Hub, Safeguarding & Risk Management Hub - National Youth Agency

National Youth Agency, Digital Youth Work Standards, nya.org.uk/wp-content/uploads/2025/03/1768-NYA-Digital-Youth-Work-Standards-–-DIGITAL.pdf

National Youth Agency, Practice Standards, https://3b8d1f91d5.nxcli.io/wp-content/uploads/2024/02/NYA_Publications-2023_Youth-Work-Standards_DOWNLOAD_AW-FINAL-050623-1.pdf

Department for Education, Working Together to Safeguard Children Working together to safeguard children - GOV.UK

Department for Education, Code of Practice After-school clubs, community activities and tuition: safeguarding guidance for providers - GOV.UK

The Charity Commission, Charity Commission guidance - GOV.UK

NSPCC Safeguarding Standards and Guidance, NSPCC safeguarding standards and guidance | NSPCC Learning

HSE: Information about health and safety at work, HSE: Information about health and safety at work

Disclosure and Barring Service, Disclosure and Barring Service - GOV.UK

Contextual Safeguarding, About us | Contextual Safeguarding

Research in Practice, Transitional Safeguarding | Research in Practice

Lundy Model of Participation and Lundy Voice Model Checklist, commission.europa.eu/document/download/31c5ad34-8ac4-4c11-a037-25cc5e10a96a_en?filename=lundy_model_of_participation_0.pdf

Multi-agency Practice Principles for responding to child exploitation and extra-familial harm, Multi-agency Practice Principles for responding to child exploitation and extra-familial harm

Standards for safeguarding children in sport, CPSU, Standards for safeguarding children in sport | CPSU

Our Ten standards, Our Ten standards | Thirtyone:eight

Reshet Safeguarding Commitments, https://archive.jpr.org.uk/download?id=22792

Thank you

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Endnotes

1 nya.org.uk/support-for-local-authorities/statutory-duty/

2 An adult at risk is 'any person who is aged 18 years or over and at risk of abuse or neglect because of their needs for care and support' (Care Act 2014 England).

3 HM Government, gov.uk/government/publications/working-together-to-safeguard-children--2, 2018. Published on gov.uk

4 National Youth Agency, nya.org.uk/skills/safeguarding-and-risk-management-hub, 2023. Published on nya.org.uk

5 Health and Safety Executive, hse.gov.uk/simple-health-safety/risk/index.htm 2023. Published on hse.gov.uk

6 NYA, nya.org.uk/skills/safeguarding-and-riskmanagement-hub, 2023. Published on nya.org.uk

7 This includes Army cadets, Sea Cadets, Scouts, Girlguiding, Volunteer Police Cadets, Fire Cadets, Royal Airforce Air Cadets, Boys Brigade, Girls Brigade, Jewish Lads and Girls Brigade, St John Ambulance.

8 Safeguarding children and child protection, NSPCC Learning, learning.nspcc.org.uk/safeguarding-child-protection

9 NYA, nya.org.uk/national-occupational-standards-andenglish-youth-work-policy-new-document-published, 2020. Published on nya.org.uk

10 NYA, nya.org.uk/quality/curriculum, 2023. Published on nya.org.uk

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12 Department for Education, gov.uk/government/publications/working-together-to-safeguardchildren--2, 2015. Published on gov.uk

13 Department for Education, gov.uk/government/consultations/out-of-school-settings-voluntarysafeguarding-code-of-practice, 2018. Published on gov.uk

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25 NSPCC, learning.nspcc.org.uk/research-resources/2019/safeguarding-child-protection-standards, 2019. Published on learning.nspcc.org.uk

26 Thirtyone:eight, thirtyoneeight.org/about-us/who-we-are/our-ten-standards, 2015. Published on thirtyoneeight.org

27 NYA, nya.org.uk/resource/appg-inquiry-into-youthwork-report-2019, 2019. Published on nya.org.uk

28 Department for Education, gov.uk/government/consultations/out-of-school-settings-voluntarysafeguarding-code-of-practice, 2018. Published on gov.uk

29 NYA, nya.org.uk/safeguarding-hub/ Published on nya.org.uk

30 Department for Education, gov.uk/government/publications/working-together-to-safeguardchildren--2, 2015. Published on gov.uk

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33 The Charity Commission, gov.uk/guidance/safeguarding-duties-for-charity-trustees Published by gov.uk

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