

P3 Staff and Volunteer Induction Pack

What every person must know before working with participants

Purpose

This pack must be completed by every staff member, volunteer, mentor, trainer and contractor before they begin working with participants. It is not optional and it is not a formality. It covers the minimum safeguarding knowledge every person needs, in plain language.

Short-term and one-off roles: if your involvement lasts less than one day, a condensed 30-minute verbal briefing covering sections 2, 3 and 4 of this pack is the minimum. For roles lasting 1-7 days, complete this full pack. For roles longer than one week, complete this pack plus the training requirements in P4.

1. Our Safeguarding Commitment

[Organisation name] is committed to the safety and wellbeing of all participants. Safeguarding is everyone's responsibility — not only the DSL's. If something concerns you, you are expected to report it. The reporting procedure is simple and takes less than five minutes.

2. Who Does What

Your role: receive concerns and report them to the DSL. You are not an investigator. You are a trusted adult who knows what to do in the first few minutes.

Person	
You (staff / volunteer)	Know the signs of concern. Receive disclosures calmly. Report to the DSL as soon as you are able — within the same session or the same day. Complete Part A of the Incident Form (I1).
DSL: [Name, contact]	Receives all concerns. Logs them. Makes the triage decision. Coordinates the response. Makes statutory referrals when required.
Alternate DSL / External backup: [Name, contact]	Steps in when the DSL is unavailable or has a conflict of interest. Same authority as the DSL.
Board / Trustees	Governance oversight. Annual review of safeguarding performance.

3. What a Safeguarding Concern Is

A safeguarding concern is any situation in which a person may be at risk of harm, or in which harm may have occurred. Concerns can include — but are not limited to:

- Abuse: physical, emotional, sexual, financial, or neglect.



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- Boundary violations: inappropriate contact, communication or relationships between workers and participants.
- Grooming: a pattern of behaviour in which someone builds trust and gradually erodes a participant's boundaries.
- Exploitation: financial, sexual or other exploitation.
- Discrimination or harassment.
- A participant who appears distressed, withdrawn or at risk without having said anything directly.
- A welfare concern that has not reached the threshold for a formal safeguarding report, but that you feel should be noted.

When in doubt, report. The DSL decides whether it is serious enough to act on — not you. Your responsibility is to say something. All concerns are assessed by the DSL, not dismissed.

Listening Ear

[Where applicable: insert whether your organisation has a Listening Ear role.] A Listening Ear is an informal, confidential support role between self-help and formal reporting. If your organisation has a Listening Ear, their name and contact details are: [Insert]. A Listening Ear does not replace the DSL. All concerns that meet the reporting threshold must still be formally escalated.

4. The Five Steps — When Someone Tells You Something

Step	
1. LISTEN	Give the person your full attention. Stay calm. Do not take notes while they are speaking. Do not interrupt.
2. REASSURE	"Thank you for telling me. You did the right thing." Then: "I need to share this with [DSL name] to keep you safe." Do NOT promise confidentiality.
3. DO NOT INVESTIGATE	Do not ask: "Are you sure?" "Why didn't you say something sooner?" "Did anyone see it?" One permitted clarifying question only: "Can you tell me a little more?"
4. WRITE IT DOWN	As soon as the person has finished speaking: date, time, location, their exact words in quotes, your name and role. Use I1 Part A. Within 24 hours at the latest.
5. REPORT TO THE DSL	As soon as you are able — within the same session or the same day. If you are in shock, if you needed to support the person first, if you needed a few minutes to compose yourself: that is understood. What matters is that you do report, not how many minutes it took. Call, message or go to the DSL. Read them what you wrote.



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5. Reporting Channels

Channel	
Tell the DSL directly	Always the first step. Call, message or go to them.
II Incident Form (Part A)	Your written record of what you heard or saw. Always completed within 24 hours.
Anonymous reporting: [Insert link]	When you are not comfortable giving your name. Only purpose-built platforms guarantee genuine anonymity.
Emergency services: 112 (EU) / 999 (UK)	When someone is in immediate physical danger. You do not need anyone's permission.

6. Confidentiality

You must not share case information with colleagues who are not involved in managing the concern. Not even to ask for advice. Not even informally. This is confidentiality — controlled, need-to-know sharing, not gossip.

The DSL will tell you what you need to know. If you are not told something, assume it is confidential and that you do not need to know it for your role.

Staff and volunteers who handle safeguarding information are bound by the confidentiality principles in F0 Section K. By completing this induction, you acknowledge this obligation.

7. Position of Trust and Boundaries

You hold a position of trust. You have power over participants' experience. This power must never be used for personal benefit. Key reminders:

- Ask before any physical contact.

- Use only official communication channels with participants.

- Declare any pre-existing personal relationship with a participant to the DSL before the project begins.

- Report any grooming warning signs you observe — pattern of excessive attention, gifts, secrecy, private communication — to the DSL. Do not confront. Do not wait.

The Code of Conduct (F2) sets out the full standards of behaviour you are expected to meet. You must read and sign F2 before working with participants.

8. Training Delivery

This induction may be delivered in any of the following formats. The format does not change what you are required to know:

- In-person group induction with the DSL or safeguarding lead.

- Online module (see the Safe Spaces eLearning programme).

- Pre-recorded webinar plus self-study pack.



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Structured self-study using this pack, with a follow-up conversation with the DSL. Record all training in P4 (Safeguarding Training Plan and Record). Annual refreshers are required for all roles.

Acknowledgement

I confirm I have read and understood this induction pack. I know who the DSL is and how to contact them. I understand my safeguarding responsibilities and will fulfil them.

Name: _____ Role: _____ Date: _____

Signature: _____ Inducted by: _____

Glossary of Key Terms (Safe Spaces) — for definitions of all bolded terms in this document.



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