Are they safe?

Safeguarding for leaders of groups in the voluntary and community sector that work with children and young people

Introduction and welcome

Welcome to Safe Network's *Are they safe?* guide, which is written for leaders of a wide range of voluntary and community groups working with children and young people of all ages. Your group may provide a range of activities, support or services, from arts activities and hobbies to faith-based education or community work. Whether your focus is on babies and pre-school children, on after-school care or on clubs and activities for teenagers and young people approaching adulthood, we hope you will find this resource useful.

While this guide contains material that we hope is useful to those who already have direct, practical experience in child protection, it is likely to be of most use to groups that are in the early stages of thinking about safeguarding, or who want to start again from scratch.

If your group has already done some work on safeguarding, you may find the **Safe Network standards** on safeguarding children and the accompanying **toolbox of resources** more relevant to your needs.

Please note

To make full use of this resource, **register** or **sign in** to our Safe Network website at **www.safenetwork.org.uk**

What is safeguarding?

We use the word "safeguarding" to mean the process of protecting children from harm – whether this harm is caused by accidents, deliberate abuse, neglect (deliberate or not) or factors such as bullying, prejudiced attitudes or a failure to enable children to participate in activities that are open to most of their peers.

"Child protection" has a narrower definition and is part of safeguarding. We use it to refer to the process of protecting individual children who are identified as suffering or likely to suffer significant harm.

This guide is primarily concerned with the child protection aspect of safeguarding, but also covers some areas within the wider safeguarding agenda.

"Safeguards" are measures put in place to help reduce the risk of children and young people being harmed.

Why do voluntary and community groups need safeguards if they work with children?

While most children and young people in England grow up without suffering harm, it is sad that some do not. Children and young people who experience hardship and distress can suffer long-lasting consequences. For example:

- Infants aged under one year are more at risk of being killed at the hands of another person than any other single year age group in England and Wales (Smith, Osborne, Lau and Britton, 2012).

- Almost one-in-five children aged 11–17 who took part in the NSPCC's most recent national prevalence study (NSPCC, 2011) reported having been severely maltreated (physically, sexually or by neglect) at some point in their childhood.

- A report published in 2010 indicated that almost half (48 per cent) of children and young people say they have been bullied at school at some point in their lives (Chamberlain et al, 2010).

- Research by Cross et al (2009) found that nearly one-in-three 11- to 16-year-old children have been deliberately targeted, threatened or humiliated by an individual or group through the use of mobile phones or the internet.

- Research for Stonewall (Guasp, 2012) found that 55 per cent of gay, lesbian and bisexual young people experienced homophobic bullying.

- In 2010 in England and Wales, 246 children aged 0–14 years died as the result of injury, poisoning or incidents such as traffic accidents (Office for National Statistics, 2011).

So, what has all this to do with voluntary and community groups? The answer is that activities and groups run in local communities by organisations in the voluntary and community sector are key providers of services to millions of children and young people every year. Leaders and adult helpers in these groups have a great deal of contact with many of the children who attend. Under the law (Children Act 1989 and Children Act 2004) and government guidance on how organisations should work together, we have a responsibility to contribute to the safeguarding of the children with whom we work, and to act on any concerns that a child is at risk of abuse. In addition, we need to make sure that the way we work with children keeps them safe and does not place them at unacceptable risk of harm. We can meet these responsibilities by creating and implementing safeguards.

How can you create safeguards for your group?

This guide offers a simple, step-by-step approach to developing and acting on a plan for putting safeguards in place. We describe it as "a pathway to safer practice".

- Read through the nine steps in this guide.

- Begin working through the steps one by one. Take your time and make sure you get help. Use the films available on the Safe Network website at **www.safenetwork.org.uk** where the guide suggests this.

- Use the references in order to open pages on the Safe Network website at **www.safenetwork.org.uk** that help you work through each step. The guide and the website also suggest other resources that you might find useful. You can print pages from the website and organise them in a folder. Keep this guide together with your folder.

- Use the wall chart enclosed with the guide to note down the aspects of safe practice you already have in place, and to record your planned actions from each step.

- The wall chart becomes the written record of your plan. Display it in a prominent and convenient place, and tick off the planned actions as you complete them.

- If you prefer to use visual images or symbols rather than text to record actions and planned actions on the wall chart, then that is fine – as long as everybody knows what the images and symbols mean.

- Use the wall chart stickers to plot your progress along the pathway.

- As you create new documents (such as new policies and procedures), keep copies of them in your folder along with the extra pages from the website.

You're ready to go!

By now we hope you will be keen to know what the nine steps are, so look at the next page and let's get started!

Step 1 Check it out
Use the exercises and checklist to see what your group has or hasn't got in place.

Step 2 Who is taking the lead?
Decide who is going to be your "named person for child protection" and be clear about their role.

Step 3 Getting support
Make sure that everyone understands why it's important to develop safeguards. Use the Safe Network films to help your trustees or management committee, or parents and children discuss the issues.

Step 4 Writing a child protection policy
Be clear about why your group needs a policy, and make sure you include what needs to be in it.

Step 5 Writing procedures
Create your basic safeguarding procedures.

Step 6 Code of behaviour for everyone
Write a code of behaviour for your group, so that everyone knows what is expected of them.

Step 7 Employing the right people
Make sure you do what you can to have the best people working for you, and that they are safe to work with children.

Step 8 Get informed – important topics about keeping children safe
Make sure that you know about the issues in this section. Your knowledge will help to keep children safe.

Step 9 Making it all work
What needs to be done to make sure your group's safeguards work? This final step will bring your safeguarding arrangements alive and help you to know that they are effective.

Step 1: Check it out

For some groups, children may not be the main focus of the activity. For example, the main focus might be arts, music, drama, worship, or managing an illness or disability. Your group may be for adults, which also provides activities for children, like a summer school or weekend club. You may already be doing many positive things that keep children safe, and it's helpful to remember these. Equally, as you think about your contact with children, there may be areas where you think you could do better.

Try this three-part exercise to help you get a real picture of the part that children play in your group, and the ways in which you can and could keep them safe in future. Make sure you write down your thoughts and ideas.

Exercise: Part 1 – Mapping your contact with children

Think about the main activities or services that your group provides for children and other ways in which it comes into contact with them.

It might be helpful to draw a "mind map" to show the different ways in which children have contact with your group. Write down what they are (for example, face-to-face, every day, once a week, occasionally or rarely, via email or internet) and the different related activities.

Also think about and note down the children's:

- age
- disability
- gender
- religion
- ethnic background
- sexual orientation
- language needs, including different communication methods such as Braille or sign language.

The clearer you can be about the children involved with your group, the better your safeguards will meet their needs.

Exercise: Part 2 – What you do well

Community groups are usually very committed to protecting children. There are likely to be many things that you already do that keep them safe, and you will need to build these into your safeguards. They may not be obviously linked to child protection or written down formally, but if you have an example of good practice use it and share it.

Think about the existing skills and knowledge of staff and volunteers, and the strengths of your group, and write them down.

Your headings could cover:

- the ways in which children are cared for and valued
- how you are able to welcome and include children from many different backgrounds or who have different characteristics in terms of disability, age, gender or sexual orientation
- understanding of children's specific needs, such as age- or ability-related needs
- communication with all children and asking them what they think
- the contact/involvement of the local community
- the staff's commitment and attitude to children
- the way your group is managed
- existing policies and procedures
- staff training
- how staff are recruited.

You could add more headings as you think of them.

Exercise: Part 3 – What are the gaps and risks?

Here is a checklist of some of the main safeguards to have in place. Check the list and tick off whether you have them or not.

You may have or need other safeguards specific to your group or activity – add them in the spaces at the foot of the checklist. Think about the safeguarding issues that might come up because of the types of children with whom you have contact, or the types of activities in which they are involved.

For example:

- deaf or disabled children
- activities involving changing clothes, such as dance costumes
- one-to-one contact
- favouritism or special treatment for children who are particularly good at an activity, which makes others feel left out or worthless.

This guide may not have all the resources to develop safeguards for specific areas you identify, but it will provide you with signposts and other references that will help.

Does your group have?	Yes	No	Action required
• Commitment to safeguarding from within the highest level in your organisation, and a protective culture that puts children's interests first – children must feel confident that someone will listen and take them seriously if they have concerns.			
• A child protection policy and a procedure for what to do if there are concerns about a child's welfare, or concerns or allegations about the behaviour towards a child of an adult, including a member of staff or volunteer.			
• A named person for dealing with concerns or allegations of abuse.			
• A rigorous recruitment and selection process for paid staff and volunteers who work with children.			
• A written code of behaviour that outlines good practice when working with children.			
• Regular support and supervision of staff and volunteers, together with a training plan and regular opportunities for them to learn about child protection, dealing with bullying, and health and safety.			
• A whistleblowing policy. This is an open and well-publicised way for adults and young people to voice any concerns about abusive behaviour, unethical actions or unsafe practice.			
• Information for young people and for parents or carers about your safeguarding arrangements and where to go for help.			
• Guidance on new technology safety, including internet use, use of photographs, video/digital equipment and websites, including chatrooms.			
Fill in any other specific safeguards here and below.			

Step 2: Who is going to take the lead?

There are two important roles in safeguarding children:

1. Leading the development of safeguards, such as by using this guide.

2. Being the named person for child protection.

One person could undertake both of these roles in your group or the roles could be shared between two people. Either option is fine, but the most important thing is that someone takes on the responsibilities and gets the full backing of the most senior people in the group, including the trustees or management board members if you have them. If you can identify a deputy to cover absences, this is even better. This section will help you decide who will take the lead and make sure safeguards are put in place.

A named person

It is good practice for all groups, however small, to identify at least one person (the "named person") to be responsible for dealing with concerns or worries about children and with allegations of abuse against staff or volunteers. Everyone in the group should know who this is and how to contact them. In many smaller groups this person is often the leader, manager or officer-in-charge. Having a named person is an essential element of the **Safe Network standards**.

The named person's role is to:

- receive and record information from anyone who has concerns

- assess the information promptly and carefully, clarifying or obtaining more information when necessary

- consult initially with a statutory child protection agency, such as the local children's social care teams (previously called social services), or the NSPCC on 0808 800 5000 (or via text on 88858) to talk about any doubts or concerns

- make a formal referral when required to a statutory child protection agency or the police.

It is **not** the named person's responsibility to decide whether a child has been abused or not.

This is the task of children's social care who have the legal responsibility, or of the NSPCC, which also has powers to help with child protection concerns. However, it is everybody's responsibility to ensure that concerns are shared and appropriate action is taken.

The named person should know who is responsible by law for child protection in their area.

This means they should be in contact with:

- the local children's social care team
- police
- education and health authorities.

The named person should also know about the role of the local safeguarding children board (LSCB) and the existence of local child protection procedures.

The named person needs to know the relevant contact numbers and addresses of the statutory agencies in their area. For example, if concerns arise when away on a trip, the named person should make contact with local agencies, whose details will be in the phone directory. The children's social care service for each area always has an out-of-hours duty team who can be contacted when offices are closed.

The named person should know what their responsibilities are, and have a basic awareness of child protection. They need to complete child protection awareness training and read important documents. The named person will also find information and support on the Safe Network website at **www.safenetwork.org.uk**

Role description for the named person

A role description for any job or role is important, because it means that both the person doing the job, and the group or organisation asking them to do it, are clear about the person's responsibilities. Where necessary, the role description should also cover the boundaries of those responsibilities and the person or committee to whom the named person should report.

Here is an example of a role description for a named person that combines the wider role of leading in the development of safeguards. You may find it useful to adapt this for your group, or you could insert it into the person's wider job description if they have other duties apart from acting as the named person. You can find an electronic version on the Safe Network website at **www.safenetwork.org.uk**

Example role description for a named person

Employer: Brayford Youth Club

Hours: 10 hours per week

Location: Brayford Community Centre

Reports to: Club management committee chair

Grade: Voluntary position

CRB requirement: Appointment to this post is subject to a satisfactory enhanced CRB check

Purpose of the role

- To take the lead role in ensuring that appropriate arrangements are in place at Brayford Youth Club for keeping children and young people safe.

- To promote the safety and welfare of children and young people using the youth club.

Duties and responsibilities

- Make sure that all issues concerning the safety and welfare of children and young people who attend the youth club are properly dealt with through policies, procedures and administrative systems.

- Make sure that the workers at the youth club, children/young people, parents/carers and the management committee are made aware of the procedures, and what they should do if they have concerns about a child or children.

- Receive and record information from anyone who has concerns about a child who attends the youth club.

- Take the lead on dealing with information that may constitute a child protection concern or an allegation about a member of staff or volunteer. This includes assessing and clarifying the information, and taking decisions where necessary in consultation with colleagues, the chair of the management committee and statutory child protection agencies.

- Consult with, pass on information to and receive information from statutory child protection agencies, such as the local authority children's social care department and the police. This includes making formal referrals to these agencies when necessary.

- Consult with the NSPCC on 0808 800 5000 (or via text on 88858) when such support is needed.

- Report regularly to the management committee.

- Be familiar with and work within local inter-agency child protection procedures developed by the local safeguarding children board.

- Be familiar with issues relating to child protection and abuse, and keep up-to-date with new developments in this area.

- Attend training in issues relevant to child protection from time to time and share knowledge from that training with workers and management committee members.

- Attend team meetings, supervision sessions and management meetings as arranged.

- Work flexibly as may be required and carry out any other reasonable duties.

Step 3: Getting support

Thinking about putting safeguards in place can seem like a big task, and it helps greatly if the job isn't all down to one person. You may run your group by yourself, or with other volunteers who are all pressed for time. However, whatever your situation, it's important to get the right people involved. If you are in a large group, make sure you talk to representatives from every section, as child protection and safeguarding procedures affect everyone, and everyone needs to be committed to them.

Depending on their size, some organisations may decide to form a working group. It will meet to discuss what needs to be done, or to read and comment on draft documents.

The working group might include:

- trustees or the management committee

- managers or leaders in the group

- people directly caring for children

- people responsible for health and safety in the building

- people responsible for organising events, outings or residential trips.

There may be people in your group who know about child protection through their job or experience. It will be a great help if they can become involved. There are also other local people you could ask to help.

They might include:

- the local authority children's social care department (previously social services and education departments)

- the local safeguarding children board (LSCB)

- other named child protection professionals in education, health or the police

- a grant-making body with whom you work

- your local CVS or VCS organisation

- local NSPCC teams

- **Safe Network regional development managers** or **safeguarding champions**.

They may not always be able to help, but the important thing is to keep asking. There are other resources, books and guidance that can help as well. For more information, visit the Safe Network website at **www.safenetwork.org.uk**

Support from children, young people and families

If at all possible, it is also very important to involve the young people and families using your group when you start to work on your safeguards. They will already have views on what makes them feel safe and on what needs further work. Some of their ideas will be things that leaders and trustees will not have considered. It will also be impossible to develop a safe culture in the group and to make the safeguards work properly if the children, young people and families involved don't contribute and don't understand the reasons for things being done in a certain way.

There are lots of methods you can use to consult children, young people and families. There are also ways that are unlikely to work well or could be intimidating. Asking an individual young person or parent to attend a meeting full of "official" people and to give their opinion is one example of an approach that should be avoided.

Some ideas of what could work well include:

- working with another local project that specialises in participation work

- using resources such as the NSPCC's *Kidscheck* audit tool from **www.nspcc.org.uk** or resources from Participation Works at **www.participationworks.org.uk**

- designing questionnaires that ask for people's views

- running a participation activity that asks children and young people to talk about, draw or show by some other means what being safe in the group means

- running a focus group for parents and carers on the same topic

- using the films on the Safe Network website at **www.safenetwork.org.uk**

Using the Safe Network film resources

The films directly linked to this pack provide you with a helpful way of raising awareness about safeguarding and starting discussion on why it is important in your group. They also suggest various safeguards that you can put in place that match the steps in this guide.

The *Are they safe?* films are divided into three sections, each designed for different audiences. These are:

- staff, volunteers, trustees and management committee members

- parents and carers

- children and young people.

The sections for staff and for parents/carers are similar, but approach the issue from slightly different perspectives. They use a combination of images, factual information and face-to-face interviews with staff, parents and volunteers in community groups to explore three questions:

- What do we mean by abuse?

- How do we stop it?

- How can we keep children happy and safe?

The section for young people is shorter and is designed to be visually appealing to its audience. It uses direct input from young people to give examples of what makes children feel safe. When using this section with children and young people, it would be helpful to provide contact details for ChildLine, including ChildLine's website at **www.childline.org.uk**

The best way to use the film resources is in the context of a meeting or group session. You can pause each section at any point to allow time for discussion or exercises with your audience. Remember that talking about child abuse can bring difficult feelings or memories to the surface for some people, so be sure to:

- watch the films yourself first and think about their impact on your audience

- speak individually before the session to anyone you think might be particularly affected

- make sure you know what to do with any disclosure that someone may make to you after they have seen the film/s

- run the session together with another person, so that you can support each other

- provide information about where people can go for help if they have been affected

- acknowledge the emotional impact of the subject with the audience at the beginning of the session

- leave time at the end of the session in case anyone needs space to talk to you on a one-to-one basis.

There are also a number of other film resources available on the Safe Network website at **www.safenetwork.org.uk**, which will provide your group with information about safeguarding and what Safe Network can offer.

If you would like a DVD version of three of the Safe Network *Are they safe?* films, please contact our team at **info@safenetwork.org.uk** or call 0116 2347217 – a subtitled version is also available upon request.

Step 4: Writing a child protection policy

A child protection policy is a written statement that makes it clear to staff, parents and children what the group thinks about safeguarding, and what it will do to keep children safe. This section tells you what the purpose of a child protection policy is and what should be in it.

The purpose of a child protection policy

The purpose of the policy is to show clearly that the group takes child protection seriously, and that it expects its staff, volunteers and trustees to do so too. It sets out the overarching principles that underpin the group's child protection procedures and systems.

A child protection policy states:

- what the group wishes to say about keeping children safe

- why the group is taking steps to keep children safe

- how, in broad terms, the group is going to meet this responsibility

- to whom it applies and relates: for example, all staff and volunteers, children up to 18 years of age

- how the group will put the policy into action, and how it links to other relevant policies and procedures, such as taking photographs and videos, internet use and recruitment.

It should be no longer than one or two sides of A4 paper.

The policy should also:

- identify the group, its purpose and its function

- recognise the needs of children from the full range of different backgrounds and identities, and the barriers they may face, especially around communication

- briefly state the main law and guidance that supports the policy

- include a commitment to making sure that everyone, including children, is aware of and understands your safeguards

- include arrangements for the regular review of the policy and related procedures.

All children have the right to be protected

Children who have a disability, come from a different ethnic or cultural group, or are perceived as "different" in some way can easily become victims of discrimination and prejudice. Any discrimination is harmful to a child's wellbeing, and may mean that they don't obtain the services they need to keep them safe.

Your group needs to make sure that all children have the same protection, and your policy needs to say that this is your belief. In trying to get help for children, you will work with other professionals who might make the wrong assumptions because of prejudice or ignorance.

You and your staff know the children you work with and must make sure any discrimination is challenged, so that disabled children or children from different ethnic or cultural groups find the services they need.

An example of a child protection policy

Having a child protection policy is an essential element of our **Safe Network standards** for child protection. You can find an example of one in the **toolbox of resources** linked to the standards and the **self-assessment tool**.

We have reproduced an example for you on the next page – perhaps you could adapt it to create your group's child protection policy?

Our child protection policy (example)

This policy applies to all staff, including the board of trustees, senior managers, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of

....

(name of group/organisation).

The purpose of this policy is:

- to protect children and young people who receive *(group/organisation)* ....'s services, including the children of adults who use our services

- to provide staff and volunteers with the overarching principles that guide our approach to child protection.

(Group/organisation) .... believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.

Legal framework

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- Children Act 1989
- United Convention of the Rights of the Child 1991
- Data Protection Act 1998
- Sexual Offences Act 2003
- Children Act 2004
- Protection of Freedoms Act 2012
- Relevant government guidance on safeguarding children.

We recognise that:

- the welfare of the child/young person is paramount, as enshrined in the Children Act 1989

- all children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse

- some children are additionally vulnerable because of their level of dependency or their communication needs

- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

We will seek to keep children and young people safe by:

- valuing, listening to and respecting them

- adopting child protection practices through procedures and a code of conduct for staff and volunteers

- developing and implementing an effective e-safety policy and related procedures

- providing effective management for staff and volunteers through supervision, support and training

- recruiting staff and volunteers safely, ensuring all necessary checks are made

- sharing information about child protection and good practice with children, parents, staff and volunteers

- sharing concerns with agencies who need to know, and involving parents and children appropriately.

We are committed to reviewing our policy and good practice annually.

This policy was last reviewed on:

.... (date)

Adapted from *Firstcheck* (NSPCC, 2006)

Step 5: Writing procedures

Child protection and safeguarding procedures are detailed guidelines that tell everyone what to do in situations where child protection or safeguarding could be a concern. It is very important to have clear instructions to ensure that there is a speedy and effective response for dealing with issues around the safety of a child or young person.

Think about the ways in which worries may be raised, as this will help the procedures to work well.

For instance:

- a child may tell you about something that has upset or harmed them, or that has happened to another child

- someone else might report what a child has told them, or that they strongly believe that a child has been or is being harmed in some way

- a child might show signs of physical injury or neglect, for which there appears to be no satisfactory explanation

- a child's behaviour may suggest he or she is being abused

- the behaviour or attitude of one of the workers towards a child may worry you or make you feel uncomfortable in some way

- someone might make an allegation that a worker or volunteer has harmed a child or behaved inappropriately towards them

- you may witness worrying behaviour from one child to another.

Bullying

Our understanding about the impact of bullying on children increases each year and it is vital that groups have clear guidelines about bullying, its consequences and the support available to those involved. There are times when bullying can reach the threshold where children are being abused or at risk of being abused. It is your group's responsibility to act appropriately to ensure this is dealt with effectively.

Making sure everyone can access your procedures

You will need to make sure that everyone is able to understand and use the procedures, regardless of the language they use or whether they have a disability. This may mean providing the procedures in different languages for anyone whose preferred language is not English, or in other formats for disabled people, such as Braille or large text.

What procedures should you have?

There are a number of procedures in the **Safe Network standards**.

They include procedures on:

- dealing with situations where a child says that they are being abused or is showing signs of abuse or neglect

- managing allegations against someone in your group (either an adult or another child/young person)

- whistleblowing and complaints

- anti-bullying

- reporting accidents and/or potentially serious near-misses.

You will find templates for all these procedures in the **toolbox of resources**, but you will need to adapt them so that they suit the needs of your organisation.

Some general guidelines to writing procedures

- Make sure that you state the **purpose and aim** of each procedure.

- Be clear about **to whom the procedure applies**.

  This should include all those in contact with children, even if it isn't their main job to look after them, such as the caretaker.

- Provide a **summary of useful information** relevant to the procedure.

  For example, it is helpful to include a description of the different categories of abuse (physical, emotional and sexual abuse, and neglect) in your procedures on what to do if you have a concern that a child may be at risk of abuse, and your procedures on managing allegations against staff members, volunteers or another child. These procedures could also contain examples of signs and indicators that might give cause for concern.

- Provide **clear directions** on the steps you expect people to take when following each procedure.

  Flowcharts and diagrams can help make the procedure clearer. Ask people in your group to check the procedure while it is still in draft form. It is all too easy to think that you are being clear when in fact there may be something confusing or contradictory in what you have written.

- Include details of **key people** who should be informed, including their contact numbers.

  State whose job it is to tell them and the timescales for doing so. It is important that staff and volunteers don't feel on their own when dealing with a worrying situation. The procedures should encourage them to get advice and support even if their concern turns out to be nothing to worry about. Parents and children also need to know who they should talk to if they are worried.

- Make sure the procedure states **how, when and what information needs to be recorded**.

  Include details such as whose job it is to record the information, the importance of distinguishing between fact and opinion, and where the information should be stored confidentially.

- Be clear about where the procedure stands on **confidentiality**.

  The legal principle that the "welfare of the child is paramount" means that taking action to safeguard the child is most important. Privacy and confidentiality should be respected, but the child's safety has to come first if respecting confidentiality leaves a child at risk of harm. So, legally, it is important to share information if someone is worried about the safety of a child. However, when a concern or worry is raised, not everyone needs to know about it. This respects the child's, family's and/or staff's rights to privacy and means that only people who need to know should be told about it. Otherwise there might be gossip and rumours, or other people may be genuinely concerned. It is fine to say that a concern has been raised and it is being dealt with according to your group's procedures.

- It is not child protection but I am **still concerned**.

  Make sure that your procedure doesn't leave children without support if they need it, even if your concerns are not about abuse. You may be concerned that a child or family need some help in making sure all of a child's needs are met or to address a particular problem. Examples of this might be where a child is suffering because of poverty, getting into trouble in the community, or has a disability and needs extra help. In these instances you can get them help by using the common assessment framework (CAF) or, if the child is a "child in need", the local assessment arrangements used by children's social care in your area. It is appropriate for your procedures to make reference to these. For more information, visit the Safe Network website at **www.safenetwork.org.uk**

Step 6: Code of behaviour for everyone

It is a good idea to think about how you expect everyone to behave in your organisation. This includes staff, volunteers, parents and the children themselves. A code of behaviour can help to ensure that these expectations are accepted and understood.

It is important that a code of behaviour reflects the child-centred principles of your group. It should be made known to all children, young people and workers and, where possible, it should be prominently displayed, perhaps as a poster. Children should be given every opportunity to learn that they have the right to be treated with respect. They should be taught and encouraged not to put up with any behaviour from adults or children that makes them feel threatened. This includes face-to-face contact and also behaviour carried out using technologies, such as mobile phones and internet chatrooms.

It may be best to have separate codes of behaviour for adults working with children and for children themselves, as the style of language used may need to be different and there may be a different approach to breaches of the code. However, the ethos and values underpinning each code should be the same and should include positive statements about:

• listening to each other

• valuing and respecting others in the group

• involving others, including children, in decision-making as appropriate

• offering praise and encouragement

• respecting differences

• cooperating with each other.

There should also be a clear statement about promoting an anti-bullying environment and about dealing firmly with bullying in all its forms.

Some groups have a separate policy on bullying, and we recommend that you work towards this if you do not already have it. Bullying is a central part (standard 3) of our **Safe Network standards** and you can find lots of help with it in the **toolbox of resources** accompanying the standards.

Involving children and young people in the writing of the behaviour code is really important. It can help develop a clearer understanding of the reasons why the code is important, ensure their views are heard and provide an element of shared ownership. Children and young people are much more likely to stick to the code and to help each other do so if they have helped to create it.

As well as developing a behaviour code, you need to think about what the consequences will be if someone breaches it. For staff and volunteers, such breaches will be dealt with in supervision and/or via the group's disciplinary processes. If the breach raises a child protection concern, then the group's child protection procedures will also need to be used. For children, unless their behaviour is of such concern that it constitutes a child protection risk to other children (in which case, the relevant procedure needs to be followed), the use of a traffic light system is often helpful. You can find examples of codes of behaviour in the **toolbox of resources** accompanying our **Safe Network standards**, where an outline of a traffic light system is given. You can also find this on the next page.

Breaches of the code of behaviour for children and young people

This code of behaviour is only useful if it forms part of a process for guiding children and young people to receive appropriate support.

It is the responsibility of [insert name/role] to ensure that all children and young people attending [name of group/organisation] are informed of this code of conduct and to confirm with them that they have seen, understood and agreed to follow it. Children and young people must also be made aware of the consequences if they breach the code.

Following the traffic light system

1. If a child or young person breaches this code of behaviour, the most appropriate sanction for a minor or first-time breach will be to remind him or her about the code of behaviour, and to ask him or her to comply with it. Children and young people will be given the opportunity to reflect, enabling them to plan a positive response, with support from either staff or mentors.

2. If, having followed the above step, the child or young person continues to exhibit inappropriate behaviour, she or he should be referred to the appropriate member of staff who will give her or him a formal, **green light warning**. Supportive interventions may need to be identified at this stage. The action shall also be recorded in the discipline book and parents/carers informed.
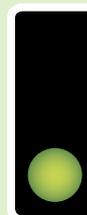
3. Any further persistent inappropriate behaviour will result in a more serious sanction being imposed (eg restriction/suspension from the group's activities). This is the **amber light warning**. Again, supportive interventions may need to be identified at this stage. This action should also be recorded in the discipline book and parents/carers informed.

4. If these interventions are still not effective in helping the child/young person to change his or her behaviour, a **red light warning** may be needed with further sanctions. It may be that at this point, [name of group/organisation] will discuss with the child or young person and his or her family a possible referral for further support from other services.

Use of child protection procedures

If staff at *(name of group/organisation)* .... become concerned that a child's behaviour suggests either that he/she may be at risk of significant harm or that he/she may present a risk of significant harm to other children, *(group/organisation)* ....'s child protection procedures will be followed and a referral may be made to the local authority children's social care department.

Such a referral would be discussed with the child and his/her family at the earliest possible opportunity, except in situations where this would possibly endanger a child's safety or interfere with a police investigation.

Step 7: Employing the right people

Whatever activities your group or project provides for children, you will want to make sure that you have the best people for the job. Selecting an unsuitable person can have grave consequences for the children themselves, and for your group and its reputation.

Some people who harm children appear very trustworthy and may hold important positions in the community. You should not take anything on trust or make assumptions based on someone's job or position.

Here are some tips to help you recruit safely. They apply to recruiting both paid and unpaid people of all ages, including young people.

Define the role and develop selection criteria

Consider the tasks and skills necessary for the job, and what kind of person is most suited to it. Decide how the person should behave with children and what attitudes you want to see. Develop a list of essential and desirable qualifications, skills and experience, and select against this list.

Plan your recruitment process and prepare your paperwork

Work out your timetable for the different stages in the process and make sure you have all the paperwork ready to send to applicants. This should include:

- a covering letter

- an application form, which covers personal details, and past and current work/volunteering experience

- a written declaration form (asking them to state in writing that they have no past convictions, cautions, legal restrictions on their behaviour, actions or movements, and no pending cases that might affect their suitability to work with children)

- some information about the job and about your group

- a copy of your child protection policy.

You can find examples of application forms and declaration forms in the toolbox of resources under **safer staff and volunteers**.

Advertise the vacancy

Circulate all vacancies widely, such as by putting them on notice-boards in shops or the local library.

Review all applications for the role and create a shortlist of suitable applicants

Use your selection criteria to help you shortlist.

Decide on your interview questions and tests

Try to make sure that the questions you ask test whether the applicant is competent in the areas of knowledge, skills and attitudes necessary for the job.

Conduct your interviews

Preferably, at least two representatives from your group should meet with an applicant to discuss information on their form, and to explore their attitudes towards and motives for working with children, as well as anything on the form that you need to know more about, such as gaps in employment history. The interview also provides an opportunity to discuss your child protection policy and to ensure that the applicant has the ability and commitment to meet the standards required for the job.

In addition to direct questions, interview methods such as an exercise, role-play or presentation will help to give you a better picture of each candidate.

Check identity

Ask candidates for photographic documentation to confirm identity, such as a passport or driving licence, and a recent gas or electric bill that contains their address.

Qualifications

Ask to see original documents if they are relevant to the job.

References

Ask for written references from at least two people who are not family members and, ideally, who have first-hand knowledge of the applicant's experience of work or contact with children. If there are doubts, follow up with a telephone call.

Criminal record checks

There have been some changes in the law affecting Criminal Records Bureau (CRB) checks – see the Safe Network website at **www.safenetwork.org.uk** for more information about these.

If the job involves work that is classed as regulated activity (see below), then, provided the person is at least 16 years of age, you will be able to ask for a CRB check on the person that includes a check of the barred list for children and young people.

If the job involves work that was previously seen as regulated activity, but is no longer defined as such (for example, trustees, supervised activity or "treatment/therapy"), you can still ask for a CRB check but it will not include a barred list check.

On 1st December 2012 the Disclosure and Barring Service (DBS) was launched - this is the merging of the CRB and the Independent Safeguarding Authority (ISA) and means that there will only be one organisation dealing with checks and barring decisions.

Regulated activity

Regulated activity is work that you must not do if you are barred from working with children and young people. It includes:

1. Unsupervised activities*: teaching, training, instructing, caring for or supervising children, or providing advice/guidance on wellbeing, or driving a vehicle only for children

2. Work for a limited range of establishments* ("specified places") with opportunity for contact, such as schools, children's homes, childcare premises (but not work by supervised volunteers)

3. Relevant personal care, such as washing, dressing or healthcare, either by or supervised by a professional

4. Registered childminding and foster care.

It is illegal to employ or have someone volunteering in regulated activity if they are barred.

*Work under (1) or (2) is regulated activity only if done regularly. In this context, "regular" means carried out by the same person frequently (once a week or more often), or on four or more days in a 30-day period (or in some cases, overnight).

Supervision

From September 2012, some work that was previously defined as regulated activity is no longer viewed as such. This includes activity that is "supervised at a reasonable level". It is up to organisations themselves to decide whether the supervision they can provide is enough to protect the children with whom the person is working. The government will be publishing guidance to help with this. For the most up-to-date information, visit the Safe Network website at **www.safenetwork.org.uk**

Agency staff and those who are self-employed

If you are using staff that you have recruited via an agency, and you are not dealing with all the checks and references yourself, make sure that you are very clear with the agency that the relevant checks have been made and are satisfactory. Ask the agency for written confirmation of this.

If you are self-employed or work on a freelance basis, you can't apply for a CRB check by yourself. However, you could register with an agency and they can check you, or you could apply to your local police for a "subject access" check.

Step 8: Get informed – important topics about keeping children safe

Listed below are some links to topics that you need to think about in relation to your own group. Some topics are where children affected can be more vulnerable to harm or abuse than other children; others are simply important issues for you to know about.

Each topic is linked to pages on the Safe Network website at **www.safenetwork.org.uk**, where you can find more information and discover the resources you need to respond to the issue. You might not be able to do everything straightaway, but you can write future actions into your plan where you need more time. Click on the ⬥ icon by each heading to access these pages.

⬥ Abuse of trust

A "relationship of trust" is said to exist in situations where someone over 18 is in a position of authority in the life of someone under 18. It may be because the older person works with the young person when the young person attends or uses a service where the older person works or volunteers. It may be because the older person cares for, or has sole charge of, the younger person in the community. An "abuse of trust" is when the older person exploits this relationship to intimidate the younger person, to abuse them or to encourage them to do things that are illegal, harmful or unhelpful to the younger person.

⬥ Avoiding accidents

Children can be seriously hurt, disabled or even killed in accidents, and it is important that you do what you can in your group to prevent accidental injuries – particularly serious ones. Equally, children cannot grow and thrive without taking some risks, and you will want to have a group where children can be adventurous without you having to worry all the time about the possibility that things could go wrong. Bumps and bruises are an inevitable part of growing up and cannot be prevented without seriously restricting children's activities and enjoyment.

⬥ Bullying

Bullying can take many forms and its harmful impact on children's wellbeing is often underestimated. Step 6 has already stressed the importance of creating an anti-bullying environment and a policy on bullying. If you want to do more work on this, please refer to this section of the Safe Network website at **www.safenetwork.org.uk**

⬥ Categories of abuse

It is important for all staff and volunteers working with children in your group to have a basic understanding of the different types of abuse and of the signs and symptoms that can indicate that a child may be at risk. The Safe Network website at **www.safenetwork.org.uk** provides information on these issues, but it needs to be backed up with training and awareness-raising.

Check out the **employers and recruiters** section for resources to help your group provide staff and volunteers with the face-to-face training they require.

⬥ Can I spot an abuser?

There is no clear cut way to identify someone who will harm children. People who pose a threat of abuse can be skilled at making sure no one knows. However, there are warning signs in many cases. Use the above page on the Safe Network website at **www.safenetwork.org.uk** to make sure you know what these warning signs are and what to do if you are worried.

⬥ Commercial sexual exploitation

Children can be seriously harmed by being involved in the sex industry. The vast majority do not get involved voluntarily: they are forced into it or are tempted or are desperate. They should be treated as survivors of abuse and have their needs carefully assessed. Use this page on the Safe Network website at **www.safenetwork.org.uk** to become aware of some of the signs indicating that children you know may be at risk in this way – and find out where to get help.

Common assessment framework

You may be asked to contribute to an assessment of a child under the common assessment framework (CAF) or under a local framework used in your area. This is a tool used with the consent of the parent and, if appropriate, the child, in order to help early identification of need and the promotion of coordinated support.

Deaf and disabled children and abuse

Children who are deaf or who have a disability can sometimes be more vulnerable to abuse than hearing children and those who are not disabled. They can also sometimes miss out on being included in community activities, either because they are seen as different or because people are worried about how to meet their needs. Find out more about why they can be more vulnerable, and how you can protect and include them in your group.

Domestic violence and abuse

Domestic violence, or domestic abuse as it is sometimes known, is not just about physical violence towards a partner. It can take many forms, be dangerous for children as well as adults and have a very detrimental effect on children's wellbeing.

Faith and culture

We live in a society enriched by many different cultures and where a number of different faiths are practised. Faith and culture are key aspects of our identity, and our perspective on safeguarding and child protection is deeply affected by them.

Female genital mutilation

Female genital mutilation is a criminal offence in the UK. It involves the removal of part or all of the external female genitalia for cultural or other non-medical reasons.

Forced marriage

A forced marriage is a marriage without the full consent of both parties and where pressure or threats are a factor. The Forced Marriage Unit at **www.fco.gov.uk** offers help and support in such cases.

Homophobia

Homophobia is fear or hostility towards people who are gay, lesbian or bisexual. It can surface anywhere in families or in the community, and is a major cause of bullying in schools. Homophobia causes a great deal of harm and distress to young people, regardless of their sexual orientation.

Honour crimes

These are criminal acts, such as assaults, abduction and murder, carried out in the name of family honour.

Information sharing and confidentiality

Balancing a child's right to privacy with the need to work positively with their parents and carers can be a difficult task for staff and volunteers working with children and families. It can be equally difficult to know where to draw the boundaries to confidentiality when a child's safety is at risk.

Local safeguarding children boards (LSCBs)

LSCBs are the key multi-agency partnerships in every locality of the country for organisations to come together to agree and monitor local safeguarding policy and practice between the various agencies involved. The purpose of the partnership is for organisations to hold each other to account and to ensure that the effective safeguarding of children remains high on the agenda across each region. LSCBs produce local guidance and procedures that you should try to obtain and become familiar with.

Peer sexual abuse

It is not always adults who abuse children and young people. Sometimes the perpetrators are other children. It is important to recognise that children may engage in sexual play and experimenting appropriate to their age, and that this is quite normal and not necessarily harmful. However, when the behaviour is abusive, it needs to be dealt with – for the sake of both the victim and the child whose behaviour is causing the problem.

Physical chastisement and smacking

Parents and others acting "in loco parentis" in the UK are currently allowed to use "reasonable chastisement" when disciplining their children (unless, as in the case of schools, they are forbidden to do so by virtue of other laws). However, any physical punishment that leaves visible marks constitutes a criminal offence. It is also widely accepted that hurting children is not the best way to teach them right from wrong, and that there are much better and more effective ways of disciplining them. Parents and children should be made aware of your policy on physical punishment.

Possession, witchcraft and other spiritual or religious beliefs that can cause harm to children

Most cultural practices, traditions and faiths provide protection to children. Sometimes, however, the interpretation of beliefs and rituals can be harmful to them. Some high-profile cases, such as Victoria Climbié and, more recently, Kristy Bamu, have highlighted that some families believe strongly that adults and children may be possessed by evil spirits, and their response to this can be abusive and dangerous.

Private fostering

Local authorities have a legal duty to oversee private fostering arrangements. These are situations where the care of a child is arranged with someone other than a parent or close relative for 28 days or more.

Racism

It is essential that all those who work with children and young people have a good understanding of what racism is, the harm it can cause and how to deal with it.

Recording and storing information

Most groups need to keep some information about who attends, including their contact details and any specific needs they may have. The level of record-keeping needed by some groups goes much further than this. Whatever your practice is, there are some important principles about what personal information about other people you should record, how you should do it and how you should keep it safe.

Resources for children and young people

There are a number of high-quality resources available to help children and young people understand and be aware of safeguarding matters. They cover issues as wide as domestic violence, bullying, personal safety, sexuality, sexual relationships, mental health, the different types of abuse, where to get help and many other topics.

Resources for parents and carers

Similarly, there is a wealth of resources for parents and carers. Some of the topics covered include positive discipline, how to hold and care for young babies, how to listen to children, how to keep them safe when they are out alone, dealing with stress, protecting children from abuse, preventing accidents in the home and many others.

Safeguarding children in sport

Getting involved in sport can benefit children in numerous ways. Many thousands of children participate in sport, either at school or in their own time throughout the year. Making sure that they can enjoy sport safely is obviously very important, and the NSPCC Child Protection in Sport Unit at **www.thecpsu.org.uk** has resources to help all involved do just that.

Sex and young people

Sex and relationships are important issues for all young people. If you work with young people, you need to be equipped to support them as they learn to deal with these aspects of their lives. However, it is important that you make parents and carers aware if you intend to raise these issues, particularly with younger children and adolescents. Staff and volunteers also need to consider issues linked to ability and cultural identity, and know the legal position around young people's consent to sexual relationships.

Serious case reviews

Serious case reviews (SCRs) are conducted by a local safeguarding children board (LSCB) if abuse or neglect is believed to have been a factor in the death of a child; or if it is thought to have been a factor in a child being seriously harmed and there are concerns about the multi-agency working in the case. There are also other situations in which a SCR must or may be carried out. Occasionally, voluntary or community sector groups can be involved in these reviews if they have had some involvement with the child or their family.

Signs and symptoms of abuse

As with the categories of abuse (page 20), it is very important that staff and volunteers working with children and young people have some knowledge of the signs and indicators that can be suggestive of abuse. The Safe Network website at **www.safenetwork.org.uk** provides information on these issues, but it needs to be backed up with training and awareness-raising.

Check out the **employers and recruiters** section for resources to help your group provide staff and volunteers with the face-to-face training they require.

Trafficking

Children have been trafficked into the UK for domestic service and benefit fraud, and to be sexually exploited and abused. Methods such as threats, deception or force have been used to make them comply and then to keep them in abusive or oppressive situations.

Transgender and transsexual issues

A person who is transgender is someone who does not conform to typically accepted gender roles. For example, cross-dressing is often seen as an example of transgender behaviour. A transsexual person is someone who identifies themselves as being of a different gender from the one to which they have been assigned. Issues around gender identity often become critical in adolescence but could emerge earlier.

Unaccompanied asylum-seeking children

These are children or young people under the age of 18 who are seeking asylum, but are not living with their parents, relatives or guardians in the UK. Local authorities have a duty of care towards them.

Use of new technologies/social media

The development of the internet, social networking sites, chatrooms, Twitter and mobile devices, and other new technologies brings great benefits and opportunities to young people, but can also carry risks that can be exploited by those who want to abuse children. Children and young people can also use them to bully or humiliate others. Your group needs to think through its own use of such technologies to ensure that they are being used safely. You also need to think about how you can encourage children and young people to keep themselves safe in the virtual world.

Vulnerable young adults

Some young people, even if they are over 18, can still be vulnerable. This may be due to family or personal circumstances, to drug or alcohol use, or to a disability or health issue. The principles of the safeguards described in this guide still apply, even if the vulnerable young person is over 18, and you should still take action if you are worried.

Working alone with children

In general, it is best practice to ensure that there is another adult nearby within sight and hearing when you are working with children. However, sometimes this is not possible or appropriate, and there are other safeguards that you can put in place.

Working in partnership

Working in partnership with other agencies, as well as with children themselves and their families, is vital to keeping children safe. If you are in contact with other agencies about a particular child, it is important that the child and their family know about it. Working with other agencies may be done on an informal basis or it may be part of a more formal process, such as a common assessment, a support package or a core group for a child who is the subject of a child protection plan.

Young carers

A significant number of children and young people have a main caring role in their family due to the illness or disability of a parent or other adult living at home. Such children and young people have specific needs of their own, which need to be assessed carefully.

Step 9: Making it all work

This final step is about making sure that your safeguards work effectively. There are a number of ways in which you can do this.

Making new children, young people and families welcome

If a new person joins your group, they often need support to help them make friends and feel a part of what is going on. Our standards recommend that you send them a welcome letter, and that you have a policy that is specifically about welcoming new people – including people who may be different from the majority of the other people in the group. The policy could include providing them with a "buddy" or mentor from among the other young people, and with a link worker or volunteer who makes a special point of helping them settle in and feel comfortable without fussing over them too much. You could also put together a welcome pack for them, which could include information about your programme and about your safeguards.

For more information about making new group members welcome and encouraging more diverse membership, see the toolbox of resources under **preventing and responding to bullying**.

Induction of staff, volunteers and management board members

New members of the team also need to be made welcome and provided with essential information about what is expected of them and your group's approach to safeguarding. They cannot be expected to follow procedures and work within policies if they don't know what they are. It is up to you to decide how best to inform new staff, volunteers and board members about what they need to know; it could be on a one-to-one basis, by asking them to read documents followed by discussion with them, by shadowing other staff members, by more formal briefings or through training sessions. Whatever methods you choose, we recommend that you cover the following as a minimum during a staff member's, volunteer's or board member's induction period:

- your organisation's child protection policy and procedures, including what to do if there are concerns about a child or concerns or allegations about an adult, avoiding and reporting accidents, transporting children, home visits, lone working, taking children out and intimate care

- support, information and training about basic child protection awareness

- the behaviour code for staff and any standard behaviour code for children

- procedures around keeping records, confidentiality and the safe storage of information

- whistleblowing procedures

- information about supervision arrangements and project meetings

- a detailed discussion of the new person's various duties and responsibilities

- information about any training he/she is expected to undertake.

See the toolbox of resources under **safer staff and volunteers** for more information on induction support.

Ongoing support

a) for children and families

Continuing to make time to talk to children, both on an individual basis and in group discussions about how they are feeling and about what is happening in the group, helps to make sure that they feel safe enough to let you know about any concerns they may have. It also keeps safeguarding on the agenda in a non-threatening way and promotes a safe culture in your group. Parents and carers also appreciate being kept informed about the group's activities and usually value the personal contact they have with staff and volunteers, as this helps them to have confidence in the group's commitment to their children's welfare.

b) for staff and volunteers

Talking to workers about their work, and checking whether everything is OK, gives them an opportunity to discuss any concerns they have about the children with whom they are involved. It also makes it easier to discuss what they are doing, including any issues that are difficult or with which they may need help. Try to have regular times when staff and volunteers can meet with their manager or the person to whom they are accountable, so that a relationship of trust can build up between them. Meetings with the whole group of staff and volunteers can also be very beneficial to help the team develop, provide training or briefings on new developments, and work together on any issues requiring attention. However, avoid calling meetings that have no focus and no apparent purpose, as this causes frustration and makes people feel that their time is not being respected.

Training

Opportunities for ongoing training and other ways of learning about safeguarding are important for all staff and volunteers. Relevant topics include recognising possible abuse, knowing how to respond to it, the vulnerability of some groups of children, dealing with bullying, and health and safety. Those responsible for recruitment would also benefit from safer recruitment training.

There are many training providers – the toolbox of resources provides guidance on what to look for in a provider under **safer staff and volunteers**. Some training can be delivered online as well as face to face.

You can order *Safe organisations, safe children* from the Safe Network website at **www.safenetwork.org.uk**

This training resource has a modular format linked to the **Safe Network standards** and can be used internally within a specific group or organisation, or across a number of groups.

Keeping policies and procedures up to date

Policies and procedures need to be reviewed regularly to make sure that they are still relevant to the work of the group and up to date. Set timescales to review your safeguards and make sure you know who is responsible for taking the lead in the review process. Annual reviews or reviews every two years are usually adequate.

Audit the ways in which your safeguards are used

Safeguards will only keep children safe if they are used effectively. Ask yourself:

- Does everyone know what to do if they are worried about a child? How can you be sure?

- Is everyone happy with the procedures and clear about what they are?

- Have they been used and did they work well?

- Could they be improved? If so, how?

You might want to get other people to help you with the audit and don't forget to seek the views of children, young people and families.

Where to go from here

Congratulations! You have completed the nine steps and your group has progressed a long way forward in putting safeguards in place. Make sure you celebrate your success.

Now that you have got this far, why not try out Safe Network's **self-assessment tool** to assess your group's performance against the **Safe Network standards**.

The tool is very easy to use and will give you instant feedback, customised to your needs. You will find that you are well on the way to being compliant with the standards, and you may feel that working towards total compliance is a realistic aim for your group.

There are lots of resources to help you, and being able to say that you meet the **Safe Network standards** will reassure families, commissioners, funders, LSCBs and other individuals and bodies who have an interest in your work. Most of all, it will enable you to know that you are maintaining your energy and commitment to do your best for the children and young people who come to your group.

You can find our **self-assessment tool** on the Safe Network website at **www.safenetwork.org.uk**

If you want to look at our standards framework, download the **Safe Network standards** booklet.

We wish you well in your work with children and young people.

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safe network
Safe Activities For Everyone

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Many people have helped us to develop and update this *Are they safe?* guide, but some groups deserve a special mention:

- Young people and staff from Out and About at **www.oaa.co.uk**, an Ipswich-based charity that enables disabled children and young people to have fun and enjoy their choice of everyday leisure activities throughout the east of England.

- Young people and staff at Stonewall at **www.stonewall.org.uk**, a charity that works for the equality of gay, lesbian and bisexual people people at home, work and school in the UK and internationally.

- Parents and representatives from BME voluntary organisations working with staff at the Race Equality Foundation at **www.raceequalityfoundation.org.uk**

- Parents, volunteers and staff from Home-Start schemes across England. Home-Start UK at **www.home-start.org.uk** is a parent support charity working with families of young children in their own homes and via the delivery of group work and specialist support.

We give a big thank you to all these groups and to everyone else who helped.

Children England
Charities working for children and Families

capt
child accident prevention trust

NSPCC
Cruelty to children must stop. **FULL STOP.**