



Are they safe? guide
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Information, resources and publications

The majority of child abuse can be prevented. For this reason it is very important that everybody who works with children in any way puts safeguards in place.

It will make a difference.



1. Frequently asked questions

What sort of settings can the guide be used in?

The guide can be used with a wide range of groups and organisations – small to large, voluntary to funded. It could help small groups who are starting to look at safeguarding issues for the first time or support larger groups to review policies and procedures they have in place already. Some groups may want to use the guide with new staff or volunteers or get some ideas about including children, young people and parents in the process.

You can see more examples of how the guide can be used and has been used in the past by going to www.safenetwork.org.uk

Do we have to use official words in the policy and procedures?

It is important to be clear about what the policy statement means and the message it needs to get across. But you can use words and phrases that will mean the most to your group or community.

Who has to agree what goes into the policy?

It is important that everyone can understand the policy, and that it means something to them. Some groups involve a small number of people who represent the different parts of their organisation. In a youth club this might include a youth leader, a management committee member, a parent/carer and a young person. This group might write the policy and then see what other people think. The leaders, trustees, management committee or head of a group have to agree and approve the final policy.

Can we just copy someone else's procedures?

There is nothing wrong with looking at other people's procedures, but don't just copy them. They may not be quite right for how you work, your activities, or your children. It is important to really think through how the policy and procedures will work for your group.

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We don't trust children's social care or the police so will not tell them if we are worried about a child.

Sometimes groups do not trust children's social care or the police, and try to sort out concerns themselves. People may have had bad experiences with authorities and think that they make things worse. This is why training and awareness, and links with your local agencies, such as children's social care and the police, are important for building respectful relationships.

It can be dangerous if groups try to sort out worries without telling official agencies. For example: Mikey was 11 years old. He came into the group one day with bruises over his face. Mikey said his dad had done it because he had been cheeky. The group leader knew Mikey's dad so called him to try and sort it out. Mikey's dad said he had been a bit stressed lately. The group didn't speak to any child protection agencies. Mikey went home and was beaten again by his dad for "getting him into trouble". Mikey's mum had to take him to hospital where he needed 20 stitches to his face.

If a person has a clear CRB disclosure or is ISA-registered (eg not on a Barred List), does this mean they will not be a risk to children?

Not necessarily. A clear CRB disclosure or not being on a Barred List means that the authorities do not have any past or current record of offences or concerns about that person, at the point of responding to the request. But it might be that the individual has hurt children but never been caught. This is why it is important to undertake the other actions in recruiting safely and to develop the other recommended safeguards.

How can I spot an abuser?

There is no way to identify someone who will hurt children. People who pose a threat of sexual abuse to children can be skilled at making sure no one knows. There are warning signs, however.

Look out for someone who:

- pays an unusual amount of attention to a child or groups of children, and provides presents, money, or favours
- seeks out vulnerable children, for example, disabled children
- tries to spend time alone with a single child or particular group of children on a regular basis
- takes a child or small group of children to places where the group doesn't usually meet or have activities, such as at their home
- is vague about where they have worked or when they were employed
- avoids co-working or supervision of his or her work
- encourages secretiveness about his or her activities with children
- talks or behaves inappropriately towards children.

If you do have any concerns about somebody's behaviour, you need to pass these on to the relevant person or organisation who will investigate them appropriately. There have been a number of cases where people have taken unlawful "direct action" and individuals have been wrongly accused, injured and killed. Always report concerns.

Sometimes groups do not trust children's social care or the police, and try to sort out concerns themselves.

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2. Child protection – the basics

It is vital for all paid staff and volunteers who are involved in groups or projects that work with children and young people to have a basic understanding of child protection issues. Your safeguarding procedures should have sections in them with descriptions of the different categories of abuse and how to recognise the signs of abuse.

Different categories of abuse

The term child abuse is used to describe a range of ways that people harm children. They can be inflicted on a child or knowingly not prevented. In many cases, children are subjected to a combination of forms of abuse. There are four main categories of abuse

Physical abuse

is violence causing injury or occurring regularly throughout childhood.

This takes place when an adult:

- physically hurts or injures a child by hitting, shaking, squeezing, burning, biting or attempting to drown or suffocate them
- harms a child by giving them alcohol, inappropriate drugs or poison
- fails to prevent physical injury or suffering.

Not all injuries will be physical abuse. An adult or older child may cause an injury accidentally but what matters is whether the child was knowingly put at risk.

Sexual abuse

occurs when someone exploits their power, authority or position and uses a child to sexually gratify their own needs.

It can take a number of forms including:

- enticing or forcing a child to engage in fondling, masturbation, oral, anal or vaginal intercourse
- making a child observe inappropriate sexual behaviour
- showing a child pornographic material or engaging them in inappropriate discussion about sexual matters.

Emotional abuse

is persistent or severe emotional ill-treatment or rejection that has, or is likely to have, a serious effect on the child's development.

It includes the following:

- persistently withholding love and affection
- constantly shouting at, threatening or demeaning the child
- persistently being over protective to the extent that the child is denied opportunities to develop
- racial, homophobic or other forms of harassment that undermine a child's self-esteem and prevent the child developing a positive self image.

Emotional abuse can be harder to classify and evidence that physical and sexual abuse.

Neglect

can occur when children do not have, for example, adequate food, health care or education.

They could suffer neglect when:

- any of their basic needs are not being met
- they are left unsupervised in situations which represent possible dangers, whether at home or elsewhere
- they are left alone when it is inappropriate for their physical or emotional development.

The effects of child abuse are wide-ranging and profound. They vary according to the type of abuse and how long it has been endured but can include:

- behavioural problems
- educational problems
- mental health problems
- relationship difficulties
- drug and alcohol problems
- suicide and other self-harm
- in extreme cases, death following abuse.

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Recognising child abuse

Even experienced child protection professionals do not always find it easy to recognise signs of abuse but it is important for you to have some sort of idea about some of the signs to look out for when you are concerned about a child. It is useful to look at two areas – physical signs and behavioural signs.

Physical abuse

Most children get cuts and bruises during their day-to-day activities, which makes it hard to spot when these may not be accidental.

Physical signs to look out for include:

- injuries which a child cannot explain, or explains unconvincingly
- injuries which have not been treated or treated inadequately
- injuries on parts of the body where accidental injury is unlikely (eg cheeks, chest or thighs)
- bruising which reflects hand or finger marks
- cigarette burns or human bite marks
- broken bones (particularly in children under the age of two)
- scalds, especially those with upward splash marks where hot water has been deliberately thrown over the child, or “tide marks” – rings on the child’s arms, legs or body where they have been made to sit or stand in very hot water.

Behavioural signs to look out for include:

- reluctance to have their parents/carers contacted
- aggressive behaviour or severe temper outbursts
- running away or showing fear of going home
- flinching when approached or touched
- reluctance to get undressed for sporting or other activities where changing into other clothes is normal
- covering arms and legs when this is not usually done

- depression or moods which are out of character with the child’s general behaviour
- unnatural compliance with parents or carers.

Sexual abuse

Both boys and girls can be victims of sexual abuse, it can happen at any age and it can happen to any child (including those with disabilities). Several factors make it difficult to identify including the fact it is likely to happen in private and abusers may go to great lengths to prevent discovery.

Physical signs to look out for include:

- pain, itching, bruising or bleeding in the genital or anal areas
- any sexually transmitted disease
- recurrent genital discharge or urinary tract infections without apparent cause
- stomach pains or discomfort when the child is walking or sitting down.

Behavioural signs to look out for include:

- sudden or unexplained changes in behaviour
- apparent fear of someone
- running away from home
- nightmares or bed-wetting
- self-harm, self-mutilation or attempts at suicide
- abuse of drugs or other substances
- eating problems such as anorexia or bulimia
- sexualised behaviour or knowledge in young children
- sexual drawings or language
- possession of unexplained amounts of money
- taking a parental role at home and functioning beyond their age level

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- not being allowed to have friends (particularly in adolescence)
- alluding to secrets which they cannot reveal
- telling other children or adults about the abuse
- reluctance to get undressed for sporting or other activities where changing into other clothes is normal.

Emotional abuse

This is also hard to identify with certainty. Some children are by nature shy but this does not mean they are being abused. Experiencing physical or sexual abuse will mean it is likely there are elements of emotional abuse present.

Physical signs to look out for include:

- a failure to grow or thrive (particularly if the child thrives when away from home)
- sudden speech disorders
- delayed development, either physical or emotional.

Behavioural signs to look out for include:

- compulsive nervous behaviour such as hair twisting or rocking
- an unwillingness or inability to play
- an excessive fear of making mistakes
- self-harm or mutilation
- reluctance to have parents/carers contacted
- an excessively high regard or level of admiration towards others, especially adults
- an excessive lack of confidence
- an excessive need for approval, attention and affection
- an inability to cope with praise.

Neglect

This is a very difficult form of abuse to recognise and is sometimes seen as less serious than other forms, but its effects can be very damaging.

Physical signs to look out for include:

- being constantly hungry and sometimes stealing food from others
- being in an unkempt state, frequently dirty or smelly
- loss of weight or being constantly underweight
- being dressed inappropriately for the weather conditions
- untreated medical conditions – not being taken for medical treatment for illnesses or injuries.

Behavioural signs to look out for include:

- being tired all the time
- frequently missing school or being late
- failing to keep hospital or medical appointments
- having few friends
- being left alone or unsupervised on a regular basis
- compulsive stealing or scavenging of food.

It can take a great deal of courage for a child to talk to an adult about what is happening and it can sometimes be hard for an adult to listen or recognise what is going on. It is important that workers and volunteers respond in an appropriate way and training or briefings should be given to everyone. It is vital that everyone who works with children is equipped to recognise signs of abuse at the earliest opportunity so that harm can be stopped and the damage can start to be repaired.

This information has been adapted from the *EduCare Child Protection Awareness Programme* (modules one and two). Further information and the opportunity to complete the four distance learning modules with the programme are available through www.safenetwork.org.uk This would be particularly useful for the named person to undertake.

There is also information for parents/carers about the signs of abuse in some of the booklets and leaflets included in this toolkit – these could also be useful for workers and volunteers.

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3. Common Assessment Framework

Your group may be asked to contribute to an assessment of a child, within the Common Assessment Framework (CAF). This is a shared assessment tool to be used across all children's services in England. It aims to help early identification of need and promote coordinated service provision.

It consists of:

- a simple pre-assessment checklist to help decide who will most benefit from a common assessment
- a three-step process – prepare, discuss, deliver – for completing the assessment
- a standard form to record (and if appropriate share) findings from the assessment.

There are four main reasons to undertake common assessments:

1. To give practitioners a holistic tool to identify a child's needs before they reach crisis point.
2. To ensure important needs aren't overlooked and reduce the scale of assessments some children have.
3. To provide a common structure to record and facilitate information sharing between practitioners.
4. To provide evidence to support requests to involve other agencies, reducing unnecessary referrals and enable specialist services to focus their resources where they are most needed.

The assessment process encourages practitioners to consider the needs of the child or young person in three main areas or domains:

1. **Development of child, baby or young person** which includes their health; emotional and social development; behavioural development; identity; family and social relationships self-care and independence skills; and learning.
2. **Parents and carers** which includes basic care, ensuring safety and protection; emotional warmth and stability; and guidance, boundaries and stimulation.

3. Family and environmental factors which includes family history, functioning and well-being; wider family; housing, employment and financial considerations; and social/community factors and resources.

CAF is for children and young people who require additional support to achieve the five Every Child Matters outcomes (being healthy, staying safe, enjoying and achieving, making a positive contribution, achieving economic wellbeing) so most children will not need a common assessment. It does not replace a child protection assessment – if a child is at risk of harm the local safeguarding children board procedures need to be followed immediately.

A common assessment can be done at any time and is designed for use when:

- there is concern about how well a child (or unborn baby) or young person is progressing
- their needs are unclear or broader than a service can address on its own
- a common assessment would help identify the needs and provide the basis for getting other services involved.

Potential benefits of the CAF are:

- quicker service provision as a result of more appropriate specialist referrals
- better service provision due to CAF looking at the whole child and all their needs
- less repetition and duplication for the children and families due to sharing of information (with consent)
- better understanding and more effective communication amongst practitioners due to promotion of common language
- timesaving for practitioners who can build on existing CAF information rather than gather it themselves.

Organisations working with children and young people need to ensure that their staff are aware of the CAF. Depending on the type and size of organisation, it would be good if somebody is trained in completing the common assessment. At a minimum, they should know how to arrange for one to be done.

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4. Sample policy statement

(taken from *Firstcheck*, NSPCC 2006²⁸)

(Group name) _____ believes that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people, by a commitment to practice which protects them.

We recognise that:

- the welfare of the child/young person is paramount
- 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
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

The purpose of the policy is:

- to provide protection for the children and young people who receive (Groups name's) _____ services, including the children of adult members or users
- to provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

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

We will seek to safeguard children and young people by:

- valuing them, listening to and respecting them
- adopting child protection guidelines through procedures and a code of conduct for staff and volunteers
- 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 information about concerns with agencies who need to know, and involving parents and children appropriately
- providing effective management for staff and volunteers through supervision, support and training.

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

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5. Sample codes of behaviour

(These have been adapted from policies developed by Leonard Cheshire Disability media project and NSPCC consultancy services)

Code of Conduct For children and young people 1(a)

Introduction

This code has been developed in order to provide children and young people with advice on the behaviour that is expected of them when attending and using the facilities of the _____ Project.

This code of conduct has been shaped by the views of children and young people.

Purpose

To ensure children and young people are treated fairly by all adults working with them at the _____ Project.

Basic Principles

This code of behaviour for children and young people is intended to:

- identify acceptable behaviour for children and young people
- promote self respect and self control
- raise children and young peoples' self esteem and self confidence
- encourage individual responsibility for behaviour and outline the consequences of poor behaviour
- encourage children and young people to recognise and respect the rights of others
- encourage cooperation at all times in all situations
- promote the values of honesty, fairness and respect

- anticipate and resolve any conflict that may arise
- ensure that children and young people are aware of the point that sanctions will be put into place.

Do's

Children and young people are expected to:

- cooperate with each other
- be friendly
- listen to each other
- be helpful
- follow the rules (code of conduct, equipment use etc.)
- have good manners
- join in
- respect each others differences
- treat staff and volunteers with respect
- report concerns and worries to _____ .

Don'ts

Children and young people shouldn't:

- pick on or make fun of each other
- stare at others
- yell and or shout at others
- be abusive
- use equipment to be abusive (eg, mobile phones to send nasty messages, photos without permission, nasty emails).

The Do's and Don'ts should be printed off and be made visible at all times.

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Code of Conduct For children and young people 1(b)

Breach of Code of Conduct

This code of conduct is only useful if it forms part of a process for signposting children and young people into appropriate support. It is the responsibility of _____ to ensure that all children and young people attending the _____ Project are informed of this code of conduct and to confirm with them that they have seen, understand and agree to follow it. Children and young people must also be made aware of the consequences should they breach the code.

Traffic light system

Should a child or young person breach the code of conduct the most appropriate sanction for a minor or first time breach will be to remind them about the code of conduct and ask them to comply with it.



This is the green light warning

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.

Having followed the above step, should the child or young person continue to exhibit inappropriate behaviour, they should be referred to the identified and appropriate member of staff who will give them a formal warning.



This is the yellow light warning

Supportive interventions may need to be identified at this stage. This action should also be recorded in the discipline book and parents/carers informed.

Any further persistent inappropriate behaviour will result in a more serious sanction being imposed (eg restriction/suspension from the project facilities).



This is the red 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.

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Code of Conduct For adults working with children and young people 1(a)

Introduction

This section outlines the behaviour expected of _____ Project staff, volunteers, peer leaders and staff from other organisations who engage with children and young people through the _____ Project and its activities.

[This code of conduct has also been informed by views of children and young people.]

Purpose

This code has been developed to provide advice which will not only help to protect children, but will also help identify any practices which could be mistakenly interpreted and perhaps lead to false allegations of abuse being made against individuals.

Following this good practice code will also help to protect the _____ Project by reducing the possibility of anyone using their role within the organisation to gain access to children in order to abuse them.

When working with children and young people for the _____ Project all staff and volunteers are considered to be acting in a position of trust. It is therefore important that staff, volunteers, peer leaders are aware that they may be seen as role models by children and must act in an appropriate manner at all times and follow the code of conduct.

All members of staff and volunteers are expected to report any breaches of this code to _____

Staff who breach this code of conduct may be subject to _____ Project disciplinary procedures.

Any breach of this code involving a volunteer or member of staff from another agency may result in them being asked to leave the project. Serious breaches of this code may also result in a referral being made to a statutory agency such as the Police or Children's Services Department

When working with children and young people it is important to:

- always follow the _____ (organisation name) child protection policy
- listen to and respect children at all times
- always avoid favouritism
- treat children and young people fairly and without prejudice
- value and take children's contributions seriously
- always ensure equipment is used appropriately and for the purpose it was designed for
- ensure any contact with children and young people is appropriate and in relation to the work of the project
- always ensure language is appropriate and not offensive or discriminatory
- follow the ICT safety policy and report any breaches
- actively involve children and young people in planning activities wherever possible
- provide examples of good conduct you wish others to follow
- challenge unacceptable behaviour and report all allegations/suspensions of abuse.

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Code of Conduct For adults working with children and young people 1(b)

You must not:

- patronise or treat children and young people as if they are silly
- allow allegations to go unreported
- develop inappropriate relationships such as contact with children and young people that is not a part of the work of the project and agreed with the manager or leader. Sexual relationships between any adult member of staff or volunteer and a child or young person using the project services represent a serious breach of trust and are not permissible in any circumstances
- let children and young people have your personal contact details (mobile number or address)
- use sarcasm or insensitive comments to children and young people
- act in a way that can be perceived as threatening or intrusive
- make inappropriate promises to children and young people, particularly in relation to confidentiality.

The role of parents and carers

The _____ Project welcomes and encourages parental involvement. Parents and carers are regarded as valuable partners in promoting positive behaviour and will be involved as appropriate. In the event of their child becoming the subject of behaviour sanctions, parents / carers will be informed and involved.

Issues of equality and individual needs will be addressed and supported in line with _____ Project's Equality and Diversity policy.

On the left are only sample policies and you should add points to them or change them to suit your organisation. Some other points for workers to consider are:

Adults must:

- ensure that, whenever possible, there is more than one adult present during activities with children and young people or at least that you are within sight or hearing of others
- respect a young person's right to personal privacy/encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like
- recognise that special caution is required when you are discussing sensitive issues with children or young people
- operate within the organisation's (faith's) principles and guidance and any specific procedures.

Adults must not:

- make suggestive or derogatory remarks or gestures in front of children or young people
- jump to conclusions about others without checking facts
- either exaggerate or trivialise child abuse issues
- rely on your good name or that of the organisation (faith or charity) to protect you
- believe "it could never happen to me"
- take a chance when common sense, policy or practice suggests another more prudent approach.

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6. Sample counter-bullying policy

(Developed and adapted using Kidscape anti-bullying policy for schools 2005)

Statement of intent

_____ is committed to creating an atmosphere within _____ activities/services for children and young people that explicitly acknowledges that any bullying is unacceptable. All workers/staff/volunteers must have measures in place to prevent and/or respond to observed or reported bullying.

Where adult to child bullying is suspected, observed or reported it must be managed as a concern about an adult's behaviour within safeguarding procedures.

This Policy statement has been agreed by the Trustees/management committee of _____ and is mandatory for all activities/services supporting children.

This Policy operates in conjunction with:

Group/organisation _____ standards

And the following organisation/group policies: (for example)

- Safeguarding and Child Protection
- Code of conduct
- Complaints
- Health and Safety

Guidelines

Definition: Bullying is deliberate, offensive, intimidating, malicious, abusive or insulting behaviour which makes the individual feel upset, threatened, humiliated or vulnerable.

Bullying can be:

- emotional – being unfriendly, excluding, tormenting (eg, taking another's belongings, threatening gestures, abusive notes or graffiti)

- physical – pushing, kicking, hitting, punching or any use of violence
- racist – racial taunts, graffiti, gestures
- sexual – unwanted physical contact or sexually abusive comments
- homophobic – because of, or focussing on the issue of sexuality
- discriminatory – about disability, gender, age or other differences
- verbal – name-calling, sarcasm, spreading rumours, teasing
- cyber – all areas of internet, such as email and internet chat room misuse
- mobile - threats by text messaging and calls
- misuse of associated technology ie, camera and video facilities.

Why is it important to respond to bullying?

Bullying can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, cause them significant harm (including self-harm).

Staff will encourage children to reduce incidences of the above behaviours by:

- role modelling acceptable behaviour
- teaching appropriate methods of communication
- offering motivation for the individual to work with others
- building tolerance of group situations
- offering rewards for appropriate behaviour
- developing appropriate assertiveness skills

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- ensuring each child is aware of the complaints procedure and how to access support
- having adults or peer mentors who are someone to turn to, and can be trusted to take action
- considering environmental or programme changes.

Any child who has been subjected to bullying-type behaviour will be supported, and staff will undertake a risk assessment to ensure that the victim, other children and the perpetrator are kept safe.

Procedures

1. Report bullying incidents to staff.
2. In cases of serious bullying, the incidents will be recorded by staff.
3. In serious cases parents/carers should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behaviour.

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension or even exclusion from the group will be considered.
- 3) If possible, the young people will be reconciled.

- 4) After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use these methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of group rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a group
- making up role-plays
- having discussions about bullying and why it matters.

Signs and symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs.

Monitoring and review

The _____ manager is responsible for monitoring the effectiveness of the Policy and Guidelines via staff observations and feedback and consultation with children and their parents/legal guardians and colleagues.

This policy will be reviewed on _____

Signature _____

Date _____

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7. Kidscheck guidance

Kidscheck is a simple exercise that can be used by children and young people to assess how well their club or activity is doing in keeping them safe and happy. It has been designed to be flexible in order that it can be used with a variety of age groups.

The overall aims of *Kidscheck* are to:

- increase the opportunities for children and young people to contribute to a safeguarding culture within their groups and activities
- encourage young people to access help, through providing someone to turn to, if they have a worry or concern
- give young people's feedback to organisations on how well they are doing in developing places where children can have fun and be safe.

How to use *Kidscheck*:

Kidscheck can be used flexibly by large or small organisations and groups. It could be built into a specific session on keeping safe, or as part of a normal club session or meeting. Either way, it will need some introduction to explain why it is being used, what you hope to achieve and the value of obtaining the children's and young people's views.

It's important that your staff or volunteers use their knowledge about your client group to adapt the questionnaire so it meets the children's specific needs and is easily accessible.

Kidscheck encourages young people to access help, through providing someone to turn to, if they have a worry or concern.

The following prompts can help you decide how to use it.

- What do you want to achieve? Be clear about your purpose before you begin and about how you propose to use the information gathered.
- Consider how and at what point you will involve children and young people. Will it be in the process of planning, administering, feeding back and/or implementing the results?
- Decide how many children or clubs you would like to consult using *Kidscheck*. It may be helpful to cluster children according to age or activity for example.
- Designate someone to organise the audit. It may be appropriate to ask the named person for child protection/welfare.
- If you are going to use *Kidscheck* in more than one club, make sure it is used consistently to make it easier to collect the results. You may want to consider how you can collect the results electronically for easy use.
- Distribute the *Kidscheck* booklets with a timeframe for completion and feedback of results.
- Do not forget to inform the children or young people of the results and how they will be used as part of your organisation's safeguarding policy and approach.

It is possible that concerns about a child's safety or welfare may emerge by using *Kidscheck*. It is important that the activity leaders know how to respond within the organisation's child protection or bullying procedures and have an identified named person to whom to pass concerns. Similarly if collation of the results identifies an organisational safeguarding issue, this should be addressed as a priority.

You can download *Kidscheck* from www.safenetwork.org.uk

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8. Useful resources

Writing procedures

Educare Child Protection Awareness

Our range of interactive distance learning programmes are designed to teach everybody about their role in protecting children. They will enable those who have contact with children through their work or leisure activities to gain the confidence to act upon concerns about children and play a role in preventing abuse.

EduCare will enable you to:

- gain an awareness of child protection issues
- recognise signs that a child needs help
- feel confident taking a first vital step to get assistance
- make an important contribution to preventing children suffering from child abuse
- gain an NSPCC certificate for the completion of a formal programme on child protection awareness.

You may be eligible to complete one of these programmes at no cost. To find out more visit: www.safenetwork.org.uk

Firstcheck: a step-by-step guide for organisations to safeguard children

Second edition

NSPCC Consultancy Services

Firstcheck aims to help non-statutory organisations fulfil their duty of care and to introduce safeguards to reduce the risks of harm to children and young people, and to create safe environments where children can enjoy rewarding experiences. *Firstcheck* contains a guide of guidance notes, a set of standards and an exercise to assess how safe an organisation is, and sample templates of child protection policies, procedures, safe recruitment, training and other related areas.

Firstcheck is available for £20 from:

NSPCC Publications, Weston House, 42 Curtain Road, London, EC2A 3NH.

Telephone: 020 7825 7422 Fax: 020 7825 2763
email: publications@nspcc.org.uk
or visit www.nspcc.org.uk/publications

Safetycheck: standards for safeguarding and protecting children in organisations

NSPCC Consultancy Services

This publication is linked to *Firstcheck* and sets out in detail nine standards and criteria for gathering evidence, to ensure organisations are as safe as they can be.

Safetycheck is available for £5 from:

NSPCC Publications, Weston House, 42 Curtain Road, London, EC2A 3NH.

Telephone: 020 7825 7422 Fax: 020 7825 2763,
email: publications@nspcc.org.uk
or visit: www.nspcc.org.uk/publications

Sport and leisure

Safeguarding and protecting children: a guide for sportspeople

Sports Coach UK; The NSPCC

This publication provides child protection guidance for people involved with youth sport, including parents, coaches, teachers and governing bodies. It includes sections on the foundations of good practice and child protection, understanding and identifying signs of child abuse and taking appropriate action.

Safeguarding and protecting children: a guide for sportspeople is available for £8.99 from:

Coachwise 1st4sport, Chelsea Close, Off Amberley Road, Armley, Leeds LS12 4HP
Telephone: 0113 201 5555 Fax: 0113 231 9606.
email: enquiries@1st4sport.com
or visit: www.1st4sport.com

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Safe sports events

The NSPCC

This resource supports organisers of sports events to ensure the safety and welfare of all children and young people under the age of 18. It looks at the welfare responsibilities of the people involved in the organisation of events, the chain of reporting for welfare issues, security, disabled participants, sexual activity, recruitment of staff and volunteers, checking of criminal records, principles of participation and codes of conduct, complaints and disciplinary procedures, and more. It also includes appendices of forms and checklists and a CD of sample templates.

Safe sport events is available for £19.95 from:

NSPCC Publications, Weston House, 42 Curtain Road, London, EC2A 3NH.

Telephone: 020 7825 7422 Fax: 020 7825 2763

email: publications@nspcc.org.uk

or visit: www.nspcc.org.uk/publications

Schools, pre-school and education

All join in

The NSPCC, Triangle

All join in is a video/DVD produced by and for three to seven year olds. *All join in* and the accompanying guidance booklet is a learning resource that supports the National Curriculum, particularly the Social and Emotional Aspects of Learning (SEAL) programme. It can be used by parents too, to help young children develop social, emotional and behavioural skills, understanding each other's feelings, likes and dislikes and learning to make friends. All join in is almost free of adults and was made with a group of children from different backgrounds and different abilities.

All join in is available for £9.80 from the NSPCC

For more information visit:

www.nspcc.org.uk/alljoinin

Fair play for children

The Fair play for children website looks at key aspects of child protection in play settings, including: child protection awareness, adopting a policy, recruitment, training and induction,

the needs of vulnerable children, suitability and nature of a physical play environment, reporting concerns, responding to children's needs and criminal records checking. PlayAction guides are available to download from the website.

Further information is available from:

Fair play for children, 32 Longford Road, Bognor Regis PO21 1AG.

email: fairplay@arunet.co.uk

or visit: www.fairplayforchildren.org

Protecting young children: a guide to recognising and responding to child abuse

National Children's Bureau

This practical guide provides answers to many of the questions that early years practitioners will have about safeguarding children. It includes information about child abuse, advice on how to respond to concerns, details of the statutory framework (at the time of going to print), guidance on management and support, and suggestions for building a relationship with families that may help prevent child abuse. It contains case studies and exercises for groups or individuals.

Protecting young children is available for £14.50 from: National Children's Bureau

(NCB) Book Sales, 8 Wakley Street, London EC1V 7QE

Telephone: 020 7843 6029 Fax: 020 7843 6087

email: booksales@ncb.org.uk

or visit www.ncb-books.org.uk

Safety in learning

The NSPCC

This CD-Rom and DVD provide the designated person/child protection coordinator in schools or further education colleges with the resources they need to deliver single-agency induction and refresher training in safeguarding children. *Safety in learning* is relevant to all phases of education from nursery to sixth forms and further education colleges and includes information specific to England, Wales, Northern Ireland and Scotland.

Safety in learning is available for £83.50 from:

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NSPCC Publications, Weston House, 42 Curtain Road, London, EC2A 3NH.

Telephone: 020 7825 7422, Fax: 020 7825 2763

email: publications@nspcc.org.uk

or visit: www.nspcc.org.uk/publications

Teachernet

This website is aimed at schools and education services but has excellent information about all issues relating to schools and child protection.

Visit: www.teachernet.gov.uk or: www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection

Religious organisations

Child protection in the Madrasah sector

Blackburn with Darwen Borough Council

This guidance highlights issues around child protection for Madrasah administrators. It aims to ensure that the safety and welfare of children is of paramount importance during their learning experience. It also highlights legal responsibilities as enshrined in the Children Act (1989).

Child protection in the Madrasah sector is available from: www.blackburn.gov.uk

Facing the unthinkable: training for places of worship

Churches' Child Protection Advisory Service

This DVD provides 15 hours of child protection training aimed at religious organisations. It covers definitions of abuse and neglect, how to identify abuse and the effects of abuse. It also provides examples of projects working to safeguard children and ways to develop a safe church. Includes a participants' workbook, guidance to churches manual and CD-Rom.

Facing the unthinkable is available for £110 from:

Churches' Child Protection Advisory Service, PO Box 133, Swanley BR8 7UQ.

Telephone: 0845 120 45 50 Fax: 0845 120 45 52.

email: hq@ccpas.co.uk

or visit: www.ccpas.co.uk

Guidance to churches: a working manual for child protection and safe practice

Tenth edition

Churches' Child Protection Advisory

This manual for churches and groups provides a step-by-step guide to the preparation and implementation of a child protection policy. It gives advice on child protection issues, such as safe care, responding to concerns, recruitment of workers, minimising the risk of false allegations, contact with statutory authorities, counselling issues and working with offenders. There is also a model policy and sample forms that can be adapted to suit the needs of the individual church or organisation, and a disc version of the manual, model policy and forms.

Guidance to churches is available for £17 from:

Churches' Child Protection Advisory Service, PO Box 133, Swanley BR8 7UQ.

Telephone: 0845 120 45 50 Fax: 0845 120 45 52.

Email: hq@ccpas.co.uk or visit:

www.ccpas.co.uk

Safeguarding children and young people: a working manual for child protection and safe practice

Churches' Child Protection Advisory Service

This book provides guidance to organisations on child protection and responding to abuse. It covers general practice for working with children, responding to abuse and gives examples of model policies. Comes with a CD-Rom.

Safeguarding children and young people is available for £19.95 from:

Churches' Child Protection Advisory Service, PO Box 133, Swanley BR8 7UQ

Telephone: 0845 120 45 50 Fax: 0845 120 45 52

email: hq@ccpas.co.uk

or visit www.ccpas.co.uk

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Recruiting safely

Criminal Records Bureau (CRB)

Guidance on recruiting safely can be found on the CRB website.

Visit: www.crb.gov.uk for more information

Independent Safeguarding Authority (ISA)

Guidance and practical information for individuals and organisations who need or wish to register with the Vetting and Barring scheme. Visit

www.isa-gov.uk for more information

The National College for School Leadership

Provides learning and development opportunities and an online training course for safer recruitment.

Visit: www.ncsl.org.uk/managing_your_school-index.htm for more information

Chartered Institute of Personnel and Development

This organisation provides guidance about recruitment and employment issues including employing people who have criminal convictions.

151 The Broadway, London SW19 1JQ,
Tel: 020 8612 6200

email: cipd@cipd.co.uk or visit: www.cipd.co.uk

Voluntary and other organisations

Keeping arts safe

Second edition

Arts Council England

Provides guidance for artists and arts organisations on safeguarding children, young people and vulnerable adults. Produced with assistance from the NSPCC.

Keeping arts safe is available free from:

The Arts Council, visit: www.artscouncil.org.uk
or telephone Marston Book Services Ltd
on 01235 465500.

Keeping it safe: a young person-centred approach to safety and child protection

National Council for Voluntary Youth Services (2002)
This book sets out standards and guidelines on safeguarding children, aimed at voluntary youth organisations. It encourages you to consider your organisation's policies and procedures, how to report concerns, suspicions and allegations, safe recruitment and selection and more.

Keeping it safe is available for £30 from:

The National Council for Voluntary Youth Services,
Third Floor, Lancaster House, 33 Islington High Street,
London N1 9LH

Telephone: 020 7278 1041 Fax: 020 7833 2991

email: mail@ncvys.org.uk

or visit www.ncvys.org.uk

Keeping children safe: A guide for child protection

Keeping children safe coalition

This guide has been produced by the Keeping Children Safe Coalition, a group of aid and development agencies, and the NSPCC. It includes a range of materials including a DVD of scenarios, designed to support any agency implementing the standards, training staff and integrating child protection in all areas of work with children.

To order a copy or for further information about the Keeping Children Safe guide,
please visit: www.keepingchildrensafe.org.uk

Section C Resources

Encouraging positive discipline: a guide for professionals

The NSPCC

There is no “one-size-fits-all” blueprint for parenting. Different parents, different children and differing circumstances may all affect the methods used and the things that work best. However, there is one set of guidelines that seems to work well all over the world, with every culture, and in most situations. They add up to what can be called positive parenting and positive discipline. This publication has been written to give you the confidence to promote these important messages to parents, and to support them in their efforts.

***Encouraging positive discipline
is available for £1.50 from:***

NSPCC Publications, Weston House, 42 Curtain Road, London EC2A 3NH.
Telephone: 020 7825 7422 Fax: 020 7825 2763
email: publications@nspcc.org.uk,
or: www.nspcc.org.uk/publications

Protecting you from sexual abuse

The Home Office

This booklet provides information about sexual abuse and the law for people with a learning disability

***Protecting you from sexual abuse is available from:
www.homeoffice.gov.uk***

Protecting the public from sexual crime: an explanation of the Sexual Offences Act 2003

The Home Office

This booklet gives an overview of the Sexual Offences Act (2003) and sets out some of the main provisions.

***Protecting the public from sexual crime is
available from:***

WITNESS. Visit: www.popan.org.uk
and go to the policy section.

Safeguarding children: everybody's business

The NSPCC

The third edition of this popular training pack, now on DVD and CD-Rom, enables most organisations, even those with limited resources, to provide their own basic awareness training. *Safeguarding children: everybody's business* is built around a series of video sequences to bring crucial issues to life and contains all the learning materials required to run the programme, including information on legislation and guidance in England, Wales, Northern Ireland and Scotland.

***Safeguarding children: everybody's
business is available for £83.50 from:***

NSPCC Publications, Weston House, 42 Curtain Road, London, EC2A 3NH.
Telephone: 020 7825 7422 Fax: 020 7825 2763
email: publications@nspcc.org.uk,
or visit: www.nspcc.org.uk/publications

Section C Resources

9. A selection of useful resources to support children and young people

ChildLine

Children and young people can call ChildLine on 0800 11 11 or access the website at www.childline.org.uk to get help and advice at any time for any problem.

Don't know what's coming

HYPE (Help Young People Express), NSPCC (2003)
This video explores experiences and issues around domestic violence. It was written and produced by Help Young People Express (HYPE), an NSPCC Young People's Advisory Group based in Southampton. Any group or individual interested in seeing and using the video may apply for permission to do so to the HYPE Group, by contacting the community worker on 023 8024 8180 or downloading an application form from www.nspcc.org.uk

Help bullying stop! Z-card (pack of 30)

The NSPCC

Bullying destroys the lives of many young people, affecting their education, relationships and life chances. This Z-card, aimed at nine to 13-year-olds, provides young people with important messages and advice about dealing with bullying. It was developed with young people and builds on their views of what bullying is, how it makes them feel, and what they believe can be done about it.

Help bullying stop! Z-card (pack of 30) is available for £8 from:

NSPCC Publications, Weston House, 42 Curtain Road, London EC2A 3NH.
Telephone: 020 7825 7422 Fax: 020 7825 2763
email: publications@nspcc.org.uk
or: www.nspcc.org.uk/publications

How it is: an image vocabulary for children about feelings, rights and safety, personal care and sexuality

Triangle and the NSPCC

This innovative booklet of 380 images has been developed to help children to communicate about a range of important issues. This flexible, child-centred resource also comes with a free CD-Rom.

This resource aims to:

- help children to communicate about their feelings, bodies, rights and basic needs
- assist adults to work with children on these issues
- enable children to communicate about abuse in safer ways
- assist adults to investigate concerns about children's safety.

The images are available online

at www.nspcc.org.uk/inform/howitis

How it is is available for £8 from:

NSPCC Publications, Weston House, 42 Curtain Road, London, EC2A 3NH.
Telephone: 020 7825 7422 Fax: 020 7825 2763
email: publications@nspcc.org.uk
or visit: www.nspcc.org.uk/publications

In the know

The NSPCC

Children who are abused can feel alone with their problems; they often think they cannot tell anyone and that no one can help or protect them. Using colourful illustrations, quizzes and cartoon strips to help tackle the difficult subject of child abuse, this magazine helps children aged eight to 11 understand the problems faced by children who are abused, and advises them on how to keep safe.

In the know is available for 25p from:

NSPCC Publications, Weston House, 42 Curtain Road, London EC2A 3NH.
Telephone: 020 7825 7422 Fax: 020 7825 2763
email: publications@nspcc.org.uk
or: www.nspcc.org.uk/publications

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Power pack

Produced by the NSPCC together with other organisations including CAFCASS, the Rights of Children (ROC) Group and the young Disabled People's Forum of the Greater Manchester Coalition of Disabled People (GMC DP)

Power pack provides information and guidance to children and young people involved in care proceedings in the family courts.

Developed in consultation with children and young people, there are four versions, one aimed at younger children and another at older children and young people all involved in care proceedings in family courts.

They provide children with information about the legal process and their possible involvement in it. They are available to children and young people throughout England and Wales once a court application has been made. It is also free for guardians and solicitors representing children. The pack has brightly coloured pictures and text in large print. Available at www.nspcc.org.uk/powerpack

Power pack is available for £5 from:

NSPCC Publications, Weston House, 42 Curtain Road, London, EC2A 3NH.
Telephone: 020 7825 7422 Fax: 020 7825 2763
email: publications@nspcc.org.uk
or visit: www.nspcc.org.uk/publications

Feel safe at home

The NSPCC

A compact and user-friendly Z-card, aimed at seven to 12-year-olds. It uses straightforward language to describe what domestic violence is, how it can make children feel, and how and where they can get help. It shows children how domestic violence is not their fault, and highlights the people who will listen and understand their issues. Can be used in conjunction with the *Whole woman* domestic violence wallet card (see section 10).

Feel safe at home is available for 25p from:

NSPCC Publications, Weston House, 42 Curtain Road, London EC2A 3NH.
Telephone: 020 7825 7422 Fax: 020 7825 2763
email: publications@nspcc.org.uk
or: www.nspcc.org.uk/publications

Worried? Need to talk?

The NSPCC

Life can be hard and we all need help from time to time. Young people often don't know whom to turn to when they are worried and face a problem. The NSPCC provides someone to turn to for every child. *Worried? Need to talk?* is an illustrated guide for young people aged 11 to 17, that provides information about services that are there to help.

Worried? Need to talk? is available for 25p from:

NSPCC Publications, Weston House, 42 Curtain Road, London EC2A 3NH.
Telephone: 020 7825 7422 Fax: 020 7825 2763
email: publications@nspcc.org.uk
or: www.nspcc.org.uk/publications

Section C Resources

10. Useful resources for parents and carers

The NSPCC offers a wide range of leaflets and booklets for parents and carers. For a parenting pack please send an A4 SAE (£1.70 in stamps) to the address below or order / download at www.nspcc.org.uk/parenting The resources and publications in this section can be ordered from:

NSPCC Publications, Weston House,
42 Curtain Road, London EC2A 3NH.
Telephone: 020 7825 7422 Fax: 020 7825 2763
email: publications@nspcc.org.uk,
or visit www.nspcc.org.uk/publications

Encouraging better behaviour

Being a parent isn't always easy. This practical guide provides useful information on positive parenting and positive discipline and looks at why physical punishment is never a good idea for children of any age.

Handle with care

Rough handling of babies – especially shaking - can cause serious injuries. This leaflet explains the dangers and advises on safe ways of holding and caring for a baby.

Home alone

Is it ever safe to leave a young child alone? How do children feel about being alone? This leaflet helps to answer these questions, it provides a valuable list of contacts which parents can turn to for further help and advice.

Listening to children

This booklet for parents offers practical advice on listening to their children - from babyhood to the young adult years. If we listen to children we can better understand their needs and protect them.

Out alone

How do you keep children safe outside the home? This leaflet offers practical advice, suggestions for making the world a safer place for your children and ways to keep children safe.

Stress: a guide for parents

Stress in the daily life of a parent can hinder good parenting. This booklet helps the reader recognise stress and find new ways of coping with these. The booklet also encourages parents to think more carefully about their children's feelings.

Protecting children from sexual abuse: a guide for parents and carers

This guide for parents and carers gives simple information and advice about keeping children safe from sexual abuse. It provides answers to the following questions and more:

- What is child sexual abuse?
- What kind of people sexually abuse children?
- How do people who sexually abuse children behave?
- What is the risk from the internet and mobile phones?
- What about sexual exploration between children in the family?

Section C Resources

- What should I do if I suspect or discover that someone has sexually abused my child?
- What should I do if I am sexually abusing a child or am worried about my feelings towards a child?

This leaflet contains some sexually explicit information which parents or carers may feel is unsuitable for children to read.

The social baby: understanding babies communication from birth

Parenting is one of the most difficult tasks that people can undertake and yet it is also the one for which most receive little to no training. This video provides a window into the rich and complex social world of babies and looks at individual responses to voice, smell, sensitivity to the environment, supporting carers to manage crying by helping babies to calm themselves and also strategies for feeding and developing a consistent sleeping pattern. The video is targeted at parents, parenting groups, parenting classes, midwives, health visitors, Sure Start projects and early-years workers.

Includes subtitles.

The social baby is available for £18

Understanding your baby

Bringing a new baby home is an exciting time for the whole family, as well as a time of adjustment and learning. This book will guide you through those first weeks. It offers practical advice for dealing with situations as they arise. It gives you tips on how to encourage your baby through learning and play and explains just what your baby is capable of. This book provides information and reassurance on:

- crying
- sleep patterns
- play and learning
- useful organisations to approach for further help.

Understanding your baby is available for £2.99

Special offer: Buy *Understanding your baby* and *Understanding your toddler* together for £5

Understanding your toddler

NSPCC (2000)

Life with a toddler can be wonderful, but it is also a time of change, and tantrums and battles are normal. This book explains the reasons behind your toddler's unpredictable behaviour to help you adopt a more relaxed approach and encourage the right kind of behaviour in your child. It gives practical advice and tips on coping with everything from bedtime battles to toilet training.

Understanding your toddler is available for £2.99.

Special offer: Buy *Understanding your baby* and *Understanding your toddler* together for £5

Whole woman: essential information for mums

A pocket-sized booklet on domestic violence designed primarily for women, although it recognizes that men also experience abuse. It acknowledges women's fears and encourages them to seek help for themselves and their children.

Designed to be discreet, it does not carry the words 'domestic violence' on its cover. There is a tear-off strip with useful phone numbers that can be easily hidden away or carried in a pocket or purse.

Can be used in conjunction with the *Feel safe at home* domestic violence Z-card (see section 9).

NB All prices are correct at time of printing.

Endnotes

- 1 Cawson et al. (2000) *Child maltreatment in the United Kingdom: a study of the prevalence of child abuse and neglect*. London: NSPCC. ISBN: 1842280066.
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- 18 Sinclair, R. and Bullock, R. (2002) *Learning from past experiences: a review of serious case reviews*. London: Department of Health.
Saunders, H. (2004) *Twenty-nine child homicides: lessons still to be learnt on domestic violence and child protection*. Bristol: Women's Aid Federation of England (WAFE).
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www.safenetwork.org.uk

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