



## Safe Network Standards

Core standards and guidance for safeguarding children  
in the voluntary and community sector

# Contents

Foreword	03
Acknowledgements	03
Introduction	04
What's in the Safe Network safeguarding standards for keeping children and young people safe?	06
Safer staff and volunteers - recruitment, induction and supervision	07
Child protection	09
Preventing and responding to bullying	11
Avoiding accidents and running safe activities and events	13
Appendix	15

## Foreword

At some stage in their lives, almost all children in England will be involved in activities in their communities, such as after-school clubs, youth clubs and activity groups. Whether these activities include helping to meet community needs, developing new artistic or sports skills, learning about their cultural or religious heritage or simply enjoying time with others, the benefits they bring to a child or young person's development are profound and wide-ranging.

Groups and projects provided by the voluntary and community sector often stand out as first-class examples of how children can be involved in activities outside the home or school. It is essential that these activities are as safe as they can be, while allowing children to be adventurous and to explore their full potential.

I am delighted to recommend Safe Network's core standards and guidance. They will do much to support the voluntary and community sector to work in a way that is safe for the children and young people in their care, at a time of major change in the way services for children and young people are commissioned and funded. They will also enable parents and carers to feel reassured that the organisations they entrust their children with will keep their safety and welfare at the centre of all that they do.

Emma Kenny  
TV psychologist and counsellor

## Acknowledgements

Many people and organisations have contributed to the development of these standards.

Contributors include a wide range of voluntary and community groups and organisations; children and young people; parents and carers; commissioners of services; LSCB staff; staff from organisations such as local councils for voluntary services; colleagues within the Department for Education; Safe Network's delivery partners, advisory group members and standards reference group members; and other individuals who have offered their time and expertise as critical friends of the project.

The Safe Network would like to thank them all warmly for their input.

# Introduction

These national core standards and accompanying guidance are designed to support non-statutory organisations to put in place clear safeguarding arrangements for children and young people. Accessible and easy to use, they are aimed primarily at smaller groups and organisations within the voluntary and community sector that may have limited resources. The standards are also aimed at social enterprise organisations and other not-for-profit organisations that may not consider themselves to be within the voluntary and community sector.

## What are these standards for?

The standards aim to ensure that work undertaken by groups and organisations with children and young people up to the age of 18 is:

- as safe as possible
- enjoyable and rewarding for all involved
- compliant with legislation.

They are relevant both to organisations who work specifically with children and to those who may work with children and young people as part of their wider activities.

The standards aim to set a minimum level of practice consistent with operating a safe organisation, and should complement and underpin rather than replace other standards frameworks.

Child protection and safeguarding can present real challenges for voluntary and community sector organisations. For example, media coverage of high-profile cases raises anxiety; staff and volunteers may have limited awareness of what safeguarding means. New legislation makes additional demands; commissioners and funders require evidence of arrangements to keep children and young people safe. Also, local safeguarding children boards (LSCBs) are increasingly asking organisations about their safeguarding arrangements, and trustees and management committees are auditing them.



## A realistic approach with a minimum of red tape

There is an understandable concern that smaller organisations can feel overwhelmed by the demands placed upon them by new legislation and guidance. An unintended consequence is that they may take an over-cautious approach to their work or may even avoid involving children in their activities altogether.

These core standards and guidance aim to encourage organisations to take a realistic approach to safeguarding children. This means creating a safe environment within which children, young people and those working with them can take part in fun and adventurous activities and take appropriate risks.



## Simple, effective and usable

The wide diversity of organisations and groups within the voluntary and community sector makes it very difficult to design a one-size-fits-all approach to standards to support the safety of children and young people. The needs and capacity of a small, recently established group, supported by volunteers, are very different from those of a well-established national organisation with many paid staff.

The standards and guidance use as simple a framework as possible and seek to balance clarity with flexibility, referring to more detailed systems where needed. They reflect an acknowledgement that there is already a wealth of high-quality material available in the form of local or regional standards frameworks, internal organisational systems and other similar resources developed by organisations such as the National Council for Voluntary Youth Services (NCVYS), Children England, the NSPCC, SAFEchild, and LSCBs for use within particular parts of the sector. Places of worship should also refer to policies issued by their denomination or faith group where these are available and the 10 Safeguarding Standards published by the Churches' Child Protection Advisory Service (CCPAS).

It is important to recognise that policies to keep children and young people safe form an important part of a well-run organisation but they are not all that are needed. They should sit within a range of other policies, such as those covering health and safety, whistle-blowing, confidentiality and information sharing, recording and storing information, compliance and disciplinary measures, financial management, effective governance, and quality assurance.

#### Footnote 1

The government guide to interagency practice for keeping children and young people safe, *Working Together to Safeguard Children* (DCSF 2010), sets out the responsibilities on all agencies, including voluntary and private sector organisations, to make arrangements for safeguarding and promoting the welfare of the children and young people with whom they work. The detail of those responsibilities is contained in paragraph 2.11 of *Working Together*, which is reproduced in Appendix, Note 1 of this document.

#### Footnote 2

In this resource, the terms “keeping children and young people safe” (sometimes called “safeguarding”) and “child protection”, are used in a way that is consistent with *Working Together*. This states that safeguarding and promoting children’s welfare means:

“The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.” (Glossary, p27)

*Working Together* defines child protection as the: “Process of protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect.” (Glossary, p27)



# What's in the Safe Network Standards for safeguarding children and young people?

You'll find everything you need to meet recommended minimum standards for children's safety and protection in this guide. It contains:

## The standards framework

These are the standards that you are recommended to meet. Areas covered by the standards are:

- safer staff and volunteers
- child protection
- preventing and responding to bullying
- avoiding accidents and running safe activities.

## A toolbox for each standard

This contains guidance on specific points, templates or examples for you to use and adapt, and links to other useful resources.

## A self-assessment tool

This is designed to help you assess where you are strong and where you need to improve your safeguarding arrangements.

## Your action plan

This is a template for your plans, using the standards to improve your work to keep children and young people safe. It is completed automatically for you as you use the self-assessment tool.



## How do I use the standards?

1. Read through the standards framework (it is a lot to do all at once, so you might want to start with just one section).
2. Do a self-assessment for your organisation.
3. Read through the action plan generated for you by the self-assessment tool.
4. Use the toolboxes to help you improve in the areas that need more attention.
5. Agree a date to review your action plan and do a new self-assessment.

## Stay positive!

It is easy to feel overwhelmed by the amount of work that can be involved in meeting the standards. Do it one step at a time and you can quickly begin to make progress. Don't forget to celebrate your successes!





# 1: Safer staff and volunteers – recruitment, induction and supervision

## Standard

Safe practices are used to recruit and introduce staff to their role and to help them carry out their duties safely.

## Why it matters

The people who help to run your group or organisation are your most important asset. A good recruitment process will help you choose the best people for the job – people who are well suited to your organisation and are less likely to harm children, intentionally or accidentally. Good recruitment, induction and supervision processes help to show your staff, volunteers and those interested in working in your organisation how much you value children's safety and wellbeing (see Appendix, Notes 2-4).

## How to meet this standard

### Essential starting points

You should regard elements one to eight as essential starting points for your recruitment, induction and supervision arrangements. Meeting the requirements of these elements signifies your group or organisation is covering the most important aspects of safer recruitment, induction and supervision for both paid and unpaid posts.

### Applications, interviews and references

1. A written recruitment and induction policy.
2. An application form covering essential information, which must be completed by everyone who applies for a post.
3. Face-to-face interviews with anyone you may want to appoint, involving more than one person and using a transparent scoring system.
4. A rule that applicants must provide two references, two pieces of identification and original copies of necessary qualifications before appointment.

### Checking, training and ongoing support

5. CRB checks and any additional necessary vetting procedures are carried out for each member of staff or volunteer working with children or young people, in line with CRB and any other official guidelines.
6. All staff and volunteers are made aware, during their induction period, of how to keep children and young people safe in your group/organisation.
7. A trial period for all staff and volunteers, with a review before they are confirmed in post.
8. Regular supervision and support for all staff and volunteers.

## Additional procedures

Elements nine to 13, listed below, will help you strengthen your recruitment arrangements. The more of these your group or organisation has in place, the more robust your recruitment, induction and supervision measures will be.

9. Clear person specifications and role descriptions for all posts.
10. Advertisements for all posts.
11. An application pack for people interested in each post.
12. A process for shortlisting candidates for interview, involving more than one person.
13. A three-month induction for all new staff and volunteers.

## Involving children, young people and families in developing and achieving this standard.

You could involve children, young people and their families in a number of ways. For example, in helping to develop the person specification and/or being involved in the interview itself.

## Further support

Please refer to the supporting toolbox materials available with our self-assessment tool or on our website, [www.safenetwork.org.uk](http://www.safenetwork.org.uk). The toolbox contains written examples you can copy and adapt, as well as tips, ideas and checklists that will help ensure you are achieving the recommended minimum standards for your group or organisation. The self-assessment tool also has a section on other agencies and resources that you may find useful.

*"I believe it would be a positive thing if, when I joined the youth club, the adults gave me information about themselves and the CRB checks. This would be good because it would make me feel more comfortable and safe."*

*Young person*



*"I entrust my children with other adults; I want to ensure their safety with them."*

*Parent*





## 2: Child protection

### Standard

Measures are in place to protect children and young people known to the group or organisation who are identified as being at possible risk of abuse and neglect.

### Why it matters

We all know that abuse and neglect can be very harmful to children, both in the short and long term, and in extreme cases can be fatal (See Appendix, Note 5). This is why there is a legal requirement that children be protected from all forms of abuse, neglect and exploitation.

Some children are especially vulnerable to being abused because of a disability, communication or care needs. Some may have had previous harmful experiences which make it difficult for them to recognise unsafe situations, or which may have affected their self-confidence and sense of self-worth.

### How to meet this standard

#### Essential starting points

You should regard the following elements, one to four, as essential starting points for your child protection arrangements. Meeting the requirements of these elements will show that your group or organisation is covering the most important aspects of child protection.

#### Written statements and procedures for dealing with abuse

1. A written statement of your organisation's commitment to protecting children and young people from harm (often called a child protection policy).
2. Clear written procedures for dealing with situations where a child says that she/he is being abused or neglected, or is showing signs of suffering harm.
3. Clear written procedures for dealing with situations where allegations of abuse are made against someone (either an adult or a child/young person) in your organisation.

#### Named contacts

4. A named person in your organisation who has special responsibility for dealing with child protection and who can be easily contacted, plus arrangements for cover if the named person is not available.

## Additional procedures

Elements five to nine, listed below, will help you strengthen your child protection arrangements. The more of these your group or organisation has in place, the more robust your child protection measures will be.

5. A written code of behaviour for everyone involved in your organisation, both children and young people, and adults.
6. A “whistle-blowing” procedure for anyone who feels that the code of behaviour has been broken.
7. Staff, volunteers, children and young people and families have easy access to information about child protection and about your organisation’s policy, procedures, named person and code of behaviour.

## Ensuring your procedures are being followed

8. A system for auditing whether the arrangements you have put in place are being used correctly and work effectively.
9. Ongoing support and/or training to make sure that your staff and volunteers who work with children are able to recognise signs of possible harm to children and are aware that some children, including disabled children, are particularly vulnerable to abuse.

## Involving children, young people and families in developing and achieving this standard

- Ask them what they think the organisation should be doing to show that it’s committed to keeping children and young people safe.
- Ask for input on the development and review of the procedures. For example, if a child knew about a friend being abused, and they told someone about it, what response would they expect.
- Seek their views on what should be in a behaviour code, and encourage them to use it themselves and to say something if they feel that it is not being respected by others.
- Ask them to help design leaflets and posters.
- Have child and family-friendly leaflets, posters and magazines about child protection around for them to browse.
- Consider having a children and young people’s committee in the organisation or find out where there might be existing groups of children and young people who you could ask.

- Involve parents and carers as much as possible. This helps to create an open and welcoming atmosphere and serves to reassure parents that the group/organisation has nothing to hide.
- Recognise that children and young people often prefer to approach a friend or family member rather than an adult leader if they are worried.

## Further support

Please refer to the supporting toolbox materials available with our self-assessment tool or on our website, [www.safenetwork.org.uk](http://www.safenetwork.org.uk). The toolbox contains written examples you can copy and adapt, as well as tips, ideas and checklists that will help ensure you are achieving the recommended minimum standards for your group or organisation. The self-assessment tool also has a section on other agencies and resources that you may find useful.

It’s important you check out local sources of help and support. For example, you need to know how to contact your local safeguarding children board (LSCB) (there is a list of them on the Safe Network website: [www.safenetwork.org.uk](http://www.safenetwork.org.uk)), your local Council for Voluntary Service (CVS), and your local Children’s Trust (you should be able to get this from your local council website).

There may also be an umbrella body that supports your area of work. Again, you can find details of these on the Safe Network website.

*“I would now be very uncomfortable with leaving them alone in an environment which was not open. If clubs are very open, you can ask about what they have been doing, go and watch; that is what it is all about.”*

*Carer*



## 3: Preventing and responding to bullying

### Standard

Effective measures are taken to minimise the risk of bullying and to put a stop to it when it occurs.

### Why it matters

The harmful impact of bullying on children's wellbeing can be serious and prolonged, and is a top concern for children, young people and their families (see Appendix – note 6). The government has indicated that it intends to build on previous work to tackle the issue. This includes giving head teachers more power to deal with bullying outside of schools and asking Ofsted to focus on bullying as part of inspections. But schools are not the only agencies with responsibilities to deal with bullying; we all have a part to play, including the voluntary and community sector.

Government guidance, issued in 2009, has defined bullying as: "behaviour, usually repeated over time, that intentionally hurts another individual or group, physically or emotionally. One person or a group can bully others." (*Safe from Bullying in Youth Activities*. DCSF 2009, page 5, one of a suite of guidance documents about dealing with bullying in a range of different contexts.)

Bullying can occur in any group of children or young people and sometimes between adults (see Appendix, Note 6). Children who may seem different from the others or who are seen as vulnerable can become particular targets.

Bullying can take many forms. Here are some examples:

- verbal teasing or making fun of someone
- excluding children from games and conversations
- pressurising other children not to be friends with the person who is being bullied
- spreading hurtful rumours or circulating inappropriate photographs/images/drawings
- shouting at or verbally abusing someone
- stealing or damaging someone's possessions
- making threats
- physical or sexual assault
- forcing someone to do something embarrassing, harmful or dangerous
- harassment on the basis of race, gender, sexuality or disability.

The use of mobile phones and social networking sites is now very common in bullying (known as "cyber bullying" - see Appendix, Note 6), and means that unkind and harmful rumours and images can be circulated very quickly and to a large number of people. Such material can also be extremely difficult to destroy.

Effective anti-bullying work is closely related to how we celebrate and welcome difference, and the two issues cannot be considered in isolation from one another. This means ensuring that everyone in the group feels that they belong there, and that no one is left out. It also means actively seeking to encourage people with different backgrounds and

abilities to participate and to respect the different perspectives and experiences they bring. Many of the young people we spoke to while preparing these standards said that they believed that bullying often comes about as a result of a lack of awareness of differences in relation to, for example, culture, religion or other aspects of a person's background.

## How to meet this standard

### Essential starting points

You should regard the following elements one to six as essential starting points for preventing bullying. Meeting the requirements of these elements signifies your group or organisation is covering the most important aspects of guarding against bullying.

Bullying can and does happen. If an instance of bullying occurs in your group or organisation, your response will affect whether you have met the standard or not.

### Written statements and procedures for preventing bullying

1. A clear anti-bullying policy.
2. Statements within your Code of Behaviour that set out dos and don'ts for how everyone involved in the group or organisation is expected to behave.

### Open discussion and review sessions

3. Regular discussions/input about bullying issues with the children and young people who use your group/organisation.
4. A complaints policy and procedure.
5. Staff, volunteers, children and young people and families have easy access to clear information about your anti-bullying policy, code of behaviour, anti-bullying procedure (see Element 6 below) and complaints procedure.

### Responding to bullying

6. A written anti-bullying procedure for managing and responding to incidents of bullying.

### Additional procedures

Elements seven to nine, listed below, will help you strengthen your anti-bullying procedures. The more of these you have in place, the more robust your anti-bullying measures will be.

7. A welcome policy for new children, young people and their families that aims to attract members from diverse groups.
8. A welcome letter for each new child or young person.
9. Support and/or training for all staff on dealing with all forms of bullying, including racist, sexist, homophobic and sexual bullying.

### Involving children, young people and families in developing and achieving this standard

- The young people we spoke to felt strongly that codes of behaviour and anti-bullying procedures should be written by young people with adults supporting them, rather than being imposed upon the group by adults.
- Equally, they felt that there should be an expectation that children and young people should encourage each other to use and uphold the code and its procedures. Their view was that adults alone cannot create an anti-bullying culture in a young people's group or organisation and that it was not realistic to expect this.
- Young people could be asked to audit the effectiveness of the behaviour code, including its anti-bullying aspects.
- Buddying and young mentor schemes have a vital role for children and young people, and also have significant training implications for the young people concerned.
- Young people could be involved in designing posters, leaflets and publicity materials that promote a safe and welcoming group culture.
- Parents and carers appreciate feeling that adult workers and helpers in groups/organisations listen to them, take their concerns seriously and show they care about individual children and young people by attending to their specific needs, especially when concerns have been raised.

### Further support

Please refer to the supporting toolbox materials available with the self-assessment tool or on our website, [www.safenetwork.org.uk](http://www.safenetwork.org.uk) The toolbox contains written examples you can copy and adapt, as well as tips, ideas and checklists that will help ensure you are achieving the recommended minimum standards for your group or organisation. The self-assessment tool also has a section on other agencies and resources that you may find useful.



## 4: Avoiding accidents and running safe activities and events

### Standard

Arrangements are in place to ensure that the physical risks associated with the activities undertaken by the children and young people in the group or organisation are identified and managed.

### Why it matters

Children can be seriously hurt or even killed in accidents. Less serious incidents can still be distressing, for you and the child, but it can sometimes feel as if accident prevention is all about saying “no” and avoiding risk altogether.

In fact, the very opposite is true. Children cannot grow and thrive without taking some risks. What is important is for your group to understand the real risks to children and to gain skills in managing those risks. That way you can keep children safe from serious injury without “wrapping them in cotton wool” (see Appendix, Note 7).

### You may find the following principles helpful:

- Distinguish between serious risks to children’s health (eg head injuries, spinal injuries, burns and scalds) and more minor injuries that are part of growing up for active children (eg grazed knees, bruises). Focus most of your energies on preventing serious accidents.

- Understand that accidents are closely linked to children’s ages and stages of development. This will help your group both to understand how children and young people can suffer accidental injury and to keep one step ahead as children grow and develop.
- Understand which accidents are most likely to cause serious injury to children. This will help you focus on preventing the most common serious accidents for children in your group (eg hot drink scalds at a stay-and-play session for young children and their carers).
- Understand that children’s understanding of risk and consequences develops over time. You need to protect children from serious harm they may not yet understand while helping them to develop skills to recognise and manage risks. For example, children under nine find it hard to judge the speed of traffic, so will need help from an adult crossing the road. But there’s a lot you can do while out walking with younger children to help them build road safety skills.

In addition, there is a wide range of government legislation on the issue of health and safety, which can be daunting for small groups and organisations (see Appendix, Note 8). It’s helpful to understand that the purpose of health and safety legislation isn’t banning things for the sake of it, but keeping people – including the workers or volunteers in your group – safe from death and serious injury.

# How to meet this standard

## Essential starting points

You should regard the following elements one to 11 as essential starting points for preventing and responding to accidents.

## Risk evaluation

1. Up-to-date risk assessments of the venue where the group meets.
2. Up-to-date risk assessments for any specific activities/outings/events involving children and young people.

## Equipment safety checks

3. Regular checks on any equipment used by the children and staff in your group or organisation, carried out in accordance with health and safety guidance.

## Information and consent

4. Clear policies on parental consent to activities and, where appropriate, the consent of children and young people.
5. Information about each child's medical and dietary needs, allergies and specific developmental requirements.
6. Availability of parents'/carers' contact details when the group is meeting.
7. Access to a phone during group meetings and activities.

## In case of an incident

8. First aid boxes that are regularly checked and maintained.
9. A simple procedure for reporting accidents and "near misses", including the use of an accident book.
10. Availability of contact details of local doctors and health facilities when the group is meeting.
11. Adequate insurance for all the group's or organisation's requirements, clearly displayed.

## Additional procedures

Elements 12 to 14, listed below, will help you strengthen your arrangements for preventing and responding to accidents. The more of these your group or organisation has in place, the more robust your risk measures will be. Please note, some of these may be statutory requirements and you need to check which apply in your specific situation.

## Training and compliance

12. Guidance on the safe use of equipment (including, for example, the provision of supervision if necessary).
13. Appropriate health and safety awareness and/or training for all staff and volunteers.
14. Compliance with regulations covering fire precautions, first aid arrangements, food hygiene, use of hazardous substances, reporting injuries and diseases, and, for children under eight years old, adult:child ratios.

## Involving children, young people and families in developing and achieving this standard

- You may be able to involve children and young people in discussing the building where the group takes place. For example, ask their views on the exterior of the building, lighting, heating and toilet facilities.
- They can also be involved in discussions about the importance of encouraging each other not to get involved in dares and to support each other in keeping safe.
- It is likely to be much easier to manage risks to children if they are involved in the risk assessment and can understand why specific rules exist about what they should do during events, trips or activities. They can attend meetings about trips and outings and can help to think about what they need to do to enjoy themselves safely.

## Further support

Please refer to the supporting toolbox materials available with the self-assessment tool or on our website, [www.safenetwork.org.uk](http://www.safenetwork.org.uk). The toolbox contains written examples you can copy and adapt, as well as tips, ideas and checklists that will help ensure you are achieving the recommended minimum standards for your group or organisation. The self-assessment tool also has a section on other agencies and resources that you may find useful.

*"Talk to the youth group to see if there is anything that can affect health and safety in and around the building and deal with it as soon as possible."*

*Young person*

# Appendix

## Note 1

The following is a quote from *Working Together to Safeguard Children*, and outlines government guidance on the arrangements that all organisations should have in place to keep children and young people safe:

### Infrastructure and governance to deliver safeguarding responsibilities

To fulfil their commitment to safeguard and promote the welfare of children and young people, all organisations that provide services for children, parents or families, or work with children, should have in place:

- Clear priorities for safeguarding and promoting the welfare of children explicitly stated in key policy documents and commissioning strategies.
- A clear commitment by senior management to the importance of safeguarding and promoting children's welfare through both the commissioning and the provision of services.
- A culture of listening to and engaging in dialogue with children – seeking their views in ways appropriate to their age and understanding, and taking account of those both in individual decisions and the establishment or development and improvement of services.
- A clear line of accountability and governance within and across organisations for the commissioning and provision of services designed to safeguard and promote the welfare of children and young people.
- Recruitment and human resources management procedures and commissioning processes, including contractual arrangements, that take account of the need to safeguard and promote the welfare of children and young people, including arrangements for appropriate checks on new staff and volunteers and adoption of best practice in the recruitment of new staff and volunteers.
- A clear understanding of how to work together to help keep children and young people safe online by being adequately equipped to understand, identify and mitigate the risks of new technology.
- Procedures for dealing with allegations of abuse against members of staff and volunteers or, for commissioners, contractual arrangements with providers that ensure these procedures are in place.
- Arrangements to ensure that all staff undertake appropriate training to equip them to carry out their responsibilities effectively, and keep this up to date by refresher training at regular intervals; and that all staff, including temporary

staff and volunteers who work with children, are made aware of both the establishment's arrangements and their responsibilities for safeguarding and promoting the welfare of children.

- Policies for safeguarding and promoting the welfare of children (for example, pupils/students), including a child protection policy, effective complaints procedures and procedures that are in accordance with guidance from the local authority and locally agreed inter-agency procedures
- Arrangements to work effectively with other organisations to safeguard and promote the welfare of children, including arrangements for sharing information.
- Appropriate whistle-blowing procedures and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed.

(*Working Together to Safeguard Children*, DCSF 2010, para 2.11, pages 42-43)

## Note 2

Regarding the need to check background information on prospective employees and volunteers, the CRB has disclosed that out of over 3.8 million CRB checks carried out during 2008-9, 250,000 revealed relevant information and 18,000 led to job offers being withdrawn. The checking process enabled informed decisions to be made and any risk to be managed appropriately. This information was obtained from the Freedom of Information Log on the CRB website (see [http://www.crb.homeoffice.gov.uk/your\\_rights/freedom\\_of\\_information/foi\\_log.aspx](http://www.crb.homeoffice.gov.uk/your_rights/freedom_of_information/foi_log.aspx)), and request reference numbers 13820 and 13580.

## Note 3

As an indicator of the extent of the problem of abuse by those in a position of trust, research carried out by Cawson et al (*Child maltreatment in the United Kingdom: a study of the prevalence of child abuse and neglect*; 2000; NSPCC) showed that 16 per cent of children under the age of 16 said that they had been sexually abused during childhood. Most of this abuse was perpetrated by someone outside the family but known to the child. For 70 per cent of these children abused outside the family, the abuser was a boyfriend or girlfriend, but another source of abuse was someone in a position of trust in relation to the child (for example, this could be someone working at the child's school, or offering private lessons, a religious leader, care/social worker, youth worker or voluntary group leader). This does not, of course, include perpetrators of other forms of harmful behaviour towards children and young people. The NSPCC is currently undertaking a national study, which will update the findings of the Cawson study.

## Note 4

Unsurprisingly, there is only limited research evidence on the question of perpetrators of sexual abuse being drawn to specific organisations where there is a lack of safeguarding arrangements. A clear exploration of the issue is contained in Marcus Erooga's study, *Towards safer organisations: adults who pose a risk to children in the workplace and implications for recruitment and selection* (NSPCC 2009). Erooga refers to work carried out by Sullivan and Beech, published in 2004 (*A comparative study of demographic data relating to intra- and extra-familial child sexual abusers and professional perpetrators. Journal of Sexual Aggression*, 10(1), pp39–50). This was research carried out with 41 men who had admitted abusing children in a professional capacity. Of these, 15 per cent admitted that gaining access to children in order to sexually abuse them was part of their career choice. A further 42 per cent admitted that the desire to abuse formed part of their motivation for choosing their job.

## Note 5

As Lord Laming reminded us in his report following the death of Victoria Climbié in 2000 (The Victoria Climbié Inquiry, Report of an Inquiry by Lord Laming; 2003; The Department of Health and The Home Office), the voluntary and community sector is often the “eyes and ears” for keeping children and young people safe, particularly those children and young people who may be most vulnerable. This description of the role played by the voluntary and community sector serves as a useful reminder that child protection is not just the job of statutory services such as children's social care and the police. For example, the most recent biennial analysis of serious case reviews concludes by pulling together lessons and themes from the research carried out over six years, from the years 2003 to 2009. It states:

“Our findings indicate that approximately half of the children at the centre of the review are not known to children's social care, so safeguarding children really is ‘everyone's responsibility’... All practitioners working with children and in services for adults need to be aware of the risk factors for children who are likely to suffer significant harm across all levels of need and intervention.”

*(Building on the learning from serious case reviews; a two year analysis of child protection database notifications 2007-2009; Brandon, Bailey and Belderson; Department for Education 2010 – DFE RR040; p52, paragraph 6.2)*

## Note 6

From April 2007 to March 2008, bullying was the biggest single issue that children referred to when contacting ChildLine, with 32,500 children wanting to talk about bullying and a further 5,132 mentioning it alongside other issues.

A large study of over 15,000 young people aged 14 was carried out in 2004, with young people being interviewed regularly over three years up to 2006. Almost half (47 per cent) of the young people in the study said that they were bullied at 14, but this decreased with age (29 per cent at 16). Girls were more likely to be bullied by name-calling or social exclusion at 14, whereas boys were likely to be threatened with violence or were actual victims of violence. Young people with special educational needs were particularly likely to be bullied, especially by being forced to hand over money or possessions. Young people in care were more likely to be bullied continually. Other vulnerable groups identified in this study were those living with stepfamilies, and young people with caring responsibilities in the household. The report also found children who reported being bullied at secondary school level had significantly lower GCSE scores than those who had not. (*Characteristics of bullying in schools*. Department for Education; 2010.)

Other research published in 2005 stated that 20 per cent of children had experienced bullying or threats via email, internet chat room or text message. (*Putting U in the picture: mobile bullying survey 2005*; NCH and Tesco Mobile; 2005). Research supporting the statement about the proportion of children who say that they have bullied other people can be found in *Bullying in Britain: testimonies from teenagers*; Katz, A et al (2001) published in *Young Voice*. Research on the question of whether children told anyone that they had been bullied was published in 2000 (*What good schools can do about bullying: findings from a survey in English schools after a decade of research and action*; Smith, P and Shu, S; published in *Childhood* 7(2)).

## Note 7

Information from the Child Accident Prevention Trust reveals the following facts about the prevalence of childhood accidents:

- 239 children aged under 15 died as the result of injury or poisoning in the UK in 2008
- Almost 1.1 million children under 15 were taken to hospital in 2002 after having an accident outside their home
- 172,200 children age 15 and under went to a hospital after having an accident in a playground in 2002
- Almost 180,000 5-14 year olds were injured while playing sport. Ball sports such as football or basketball cause the most accidents
- More than 360,000 children were injured in school, reflecting the proportion of their time that is spent there.

(CAPT Fact Sheets - <http://www.capt.org.uk/downloads/default.htm>)

## Note 8

This includes, for example, regulations about child:adult ratios for children under eight, the provision of toilets and washrooms, fire regulations, food hygiene, reporting injuries and diseases, the use and storage of hazardous substances, lifting and handling and many other matters.





