

Phoenix Education Trust
Child Protection Policy

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1. Introduction

1.1 Context

The Phoenix Education Trust (PET) creates democratic spaces in education, facilitating students' freedom to learn in an atmosphere of mutual trust, respect and care, that respect children's rights as identified in the UN Convention on the Rights of the Child. Underpinned by the values of freedom, equality, collaboration, agency and authenticity, PET provides training and consultation for children and young people across diverse education settings.

PET believes that everyone has a right to be safe at all times and to have the opportunity to fully participate in all aspects of the activities that PET provides. This Policy has been drawn up in order to help all those involved with PET to ensure that children and young people participating in PET activities or PET-sponsored activities have the opportunity to make the most of their time with the organisation.

PET has created a set of procedures which apply to all staff and volunteers who have personal contact with children and young people. These procedures also apply to young people 18 years and over working with younger participants. These procedures help PET to keep people safe by publicising its child protection policy, checking the identity of all those working with children and young people and setting out actions to be taken in case concerns are raised. The procedures particularly highlight the special needs of children from minority ethnic groups and those who are disabled.

PET's programmes are diverse and varied, with programmes in schools and in community settings, with under 18s and adults, running events and conferences and also accompanying young people on trips and residential. Each project has associated risk assessments, specific safeguarding procedures and site-specific emergency procedures flowcharts, which staff and volunteers must familiarise themselves with prior to commencing any professional activities with children and young people.

1.2 Responsibilities

All those involved in PET's activities or PET-sponsored activities will:

- Read the Department for Education's Statutory Guidance: Keeping Children Safe in Education, Part 1: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741315/Keeping_Children_Safe_in_Education_2018_Part_One_14.09.18.pdf
- Accept the moral and legal responsibility to implement procedures to provide a duty of care for young people, safeguard their well-being and protect them from abuse;
- Respect and promote the rights, wishes and feelings of young people;
- Recruit, train and supervise employees and volunteers so as to adopt best practice to safeguard and protect young people from abuse, and themselves against false allegations
- Adopt and abide by this policy, as well as all activity-specific risk assessments, the PET Code of Conduct, and the PET Child Protection Process flowchart.

1.3 Principles

The guidance given is based on the following principles:

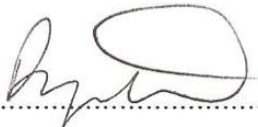
- This policy recognises and builds on the legal and statutory definitions of a child;
- The distinction between ages of consent, civil and criminal liability are recognised but in pursuit of good practice in the delivery and management of PET's activities a young person is recognised as being under the age of 18 years (Children's Act 1989 definition);

- An adult has a moral and statutory duty for the care, custody and control of any child under the age of 18 under their supervision;
- The child's welfare and best interests are paramount;
- All young people, whatever their age, culture, disability, gender, language, racial origin, religious belief and sexual identity have the right to protection from abuse;
- All incidents of poor practice or suspicions of poor practice and allegations of abuse will be taken seriously and responded to swiftly and appropriately;
- All young people have a right to expect appropriate management, support and personal and social development with regard to their involvement in PET's activities;
- It is the responsibility of the child protection experts and agencies to determine whether or not abuse has taken place but it is everyone's responsibility to report any concerns;
- Confidentiality should be upheld in line with the Data Protection Act 2018 and the Human Rights Act 2000.

Working in partnership with young people, their parents, carers and other agencies is essential for the protection of young people.

We are committed to reviewing our policy and good practice annually.
This policy was last reviewed on:

Date: 20/5/2019

Signed: 
Name: DANNY WHITEHOUSE

2. Promoting Good Practice with Young People

2.1 Introduction

Child abuse can generate strong emotions in those facing such a situation. It is important to understand these feelings and not allow them to interfere with your judgement about any action to take. Abuse can occur within many situations including the home, school and social environments. Some individuals will actively seek employment or voluntary work with young people in order to harm them.

An employee or volunteer may have regular contact with young people and be an important link in identifying cases where a young person needs protection. All suspicious cases of poor practice should be reported following the guidelines in this document.

2.2 Good practice guide

The following are common-sense examples of how to create a positive culture and climate when working with young people:

Good practice means:

- Always working in an open environment (e.g. avoiding private or unobserved situations) and encouraging an open environment (e.g. no secrets);
- Treating all young people with equity, respect and dignity;
- Always putting the welfare of each young person first, before achieving the activities' goals;
- Maintaining a safe and appropriate distance;
- Building balanced relationships based on mutual trust which empowers young people to share in the decision-making process in an informed and meaningful way;
- Ensuring that if any form of manual/physical support is required, it should be provided openly and according to guidelines provided by the NSPCC. Young people should always be consulted and their agreement gained. (Some parents are becoming increasingly sensitive about manual support and their views should always be carefully considered);
- Keeping a written record of any injury that occurs, along with the details of any treatment given. Where personnel witness an injury, this must be reported to the parents or carers at the first opportunity;
- Requesting parental consent if PET personnel are required to transport young people in their cars;
- Requesting parental consent if young people are to travel unaccompanied to or from a PET or PET-sponsored meeting.

2.3 Ratios

When working with groups, the ideal ratio is one adult for every 12-16 young people. If there is an accident or an incident to a young person or member of staff, you should ensure that there are enough members of staff remaining to supervise the group.

2.4 Practice which should never be sanctioned

The following should never be sanctioned. You should never:

- Engage in rough, physical or sexually provocative games, including horseplay;
- Allow or engage in any form of inappropriate touching;
- Allow young people to use inappropriate language unchallenged;
- Make sexually suggestive comments to a young person, even in fun;

- Allow allegations made by a young person to go unchallenged, unrecorded or not acted upon;
- Do things of a personal nature for young people that they can do for themselves;
- Invite or allow young people to stay with you at your home unsupervised;
- Take young people to your home where they will be alone with you;
- Drive a young person in your car without parental consent.

NB: It may sometimes be necessary for staff or volunteers to do things of a personal nature for young people, particularly if they are young or are disabled. These tasks should only be carried out with the full understanding and consent of parents and the young people involved. There is a need to be responsive to a person's reactions. If a person is fully dependent on you, talk with him/her about what you are doing and give choices where possible. This is particularly so where there is physical contact, lifting or assisting a young person to carry out particular activities. Avoid taking on the responsibility for tasks for which you are not appropriately trained.

If any of the following incidents should occur, you should report them immediately to PET Designated Safeguarding Lead or make a written note of the event. Parents should also be informed of the incident:

- If you accidentally hurt a young person at a PET event or activity;
- If s/he seems distressed in any manner;
- If a young person appears to misunderstand or misinterpret something you have done.

2.5 Guidelines for the use of photographic filming equipment

PET follows the guidance from the NSPCC in regards to photography and sharing images of young people, which can be found here: <https://learning.nspcc.org.uk/research-resources/briefings/photography-sharing-images-guidance/#heading-top>

Young people will be asked for their consent before any photography or filming takes place. This process will involve informing the young people of where, when and why images will be used, and that their consent can be revoked. Secondary consent from parents will be sought where the young person is under 16. Copies of PET Photography and Filming Consent Forms are available on the shared drive, or from PET CEO if adaptations may be required.

There have been concerns about the risks posed directly and indirectly to children and young people through the use of photographs on websites. Photos can be used as a means of identifying children when they are accompanied with personal information – i.e. 'this is X who likes music' – this information can make a child vulnerable to an individual who may wish to start to 'groom' that child for abuse. Secondly, the content of the photo can be used or adopted for inappropriate use and there is evidence of the adapted material finding its way onto child pornography sites. Being aware of the risks and taking appropriate steps reduces the potential for issues of images.

Easy rules to remember are:

- Ask the young person for their permission before taking a photo/ film; also seek parental permission to use an image of a young person if under 16;
- Avoid the use of first name and surname of individuals in a photograph;
- Only use images of young people in suitable dress.

There may be occasions, from time to time, when someone that you do not recognise will be taking photographs or filming participants at PET events. If this situation arises, you should have the confidence and courage to challenge the individual to ensure and maintain the safety of the young people at the event.

You should:

- Approach the individual;
- Challenge the individual as to who they are and why they are using photographic or filming equipment without permission;
- Make them aware that they should have sought permission from the organisers;
- Make them aware that if they are seen to be doing anything untoward they will be reported to the Police.

3. Recognition of Poor Practice, Abuse and Bullying

3.1 Introduction

Child abuse can and does occur outside family settings. Even for those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may occur or has already taken place. PET staff and volunteers, whether in a paid or voluntary capacity, are not experts at such recognition. However, they do have a responsibility to act if they have any concerns about the behaviours of someone (an adult or another young person) towards a young person and to follow the procedures in this document.

3.2 Poor practice

Allegations may relate to poor practice where an adult's or another young person's behaviour is inappropriate and may be causing concern or harm to a young person. In the application of this Policy, poor practice includes any behaviour of a child protection nature which contravenes the PET Code of Conduct, infringes on an individual's rights and/or is a failure to fulfil the highest standards of care. Poor practice is unacceptable to PET and will be treated seriously and appropriate action taken.

3.3 Disabled people

There have been a number of studies, which suggest young people with disabilities are at increased risk of abuse. Various factors contribute to this, such as stereotyping, prejudice, discrimination, isolation and powerlessness to protect themselves, or adequately communicate that abuse has occurred.

3.4 Race and racism

PET's equal opportunities policy is helping the Trust to tackle the issue of racism. In addition, staff and volunteers should be aware that young people from ethnic minority backgrounds may be more vulnerable to abuse owing to many of the same factors that affect disabled young people. Staff and volunteers should also be alert to the need to respect cultural differences.

3.5 Homophobia, Biphobia, Transphobia

Stonewall's 2017 'School Report' found that nearly half of lesbian, gay and bisexual students have experienced direct bullying, and 86% hear the word gay used in a derogatory way. Less than a third of bullied LGBT pupils say that teachers intervened when they were present during the bullying. Homo/bi/trans (HBT)-phobic bullying can be experienced by any young person regardless of their sexuality or gender identity. PET staff and volunteers will intervene in any HBT-related bullying and/or abuse, and actively work to make sure PET spaces are safe and affirming of LGBTQ+ staff and young people.

3.6 Sexism

Sexism involves attitudes that, when expressed, demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior, but can also include attitudes that diminish men for behaving in a way that is not considered traditionally 'masculine'. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours. PET staff and volunteers will challenge sexism, and work to create an environment that is safe and affirming for people whatever their sex.

3.7 Prevent Duty

PET recognises its duty under section 26 of the Counter-Terrorism and Security Act 2015 to have 'due regard to the need to prevent people from being drawn into terrorism', and all staff and volunteers are required to be familiar with the statutory guidance regarding this.

3.8 Abuse

This is defined as any form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children. The definitions included in the following sections reference government guidelines: 'Working Together to Safeguard Children', July 2018.

3.9 Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

3.10 Emotional abuse

Emotional abuse involves the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

3.11 Sexual abuse

This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbating, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

3.12 Indicators of abuse

Indications that a young person may be being abused can include the following:

- Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries;
- An injury for which the explanations seems inconsistent;
- The young person describes an abuse act involving him/her;
- Someone else (a young person or adult) expresses concern about the welfare of another young person;
- Unexplained changes in behaviour (e.g. becoming very quiet, withdrawn or displaying sudden outbursts of temper);
- Inappropriate sexual awareness;
- Engaging in sexually explicit behaviour;
- Distrust of adults, particularly those with whom a close relationship would normally be expected;
- Has difficulty in making friends;
- Is prevented from socialising with other young people;
- Displays variations in eating patterns including overeating or loss of appetite;
- Loses weight for no apparent reason;
- Becomes increasingly dirty or unkempt.

It should be recognised that this list is not exhaustive and the presence of one or more of the indicators is not proof that abuse is actually taking place. A good working relationship with parents and carers will help to identify any concerns that a young person may be experiencing (e.g. family bereavement). More information on recognising abuse and neglect can be found in the National Institute for Health Care Excellence Guidance on Child Abuse and Neglect:

<https://www.nice.org.uk/guidance/ng76/chapter/Recommendations#recognising-child-abuse-and-neglect>

It is not the responsibility of those working for PET to decide that child abuse is occurring but it is their responsibility to act on any concerns.

3.13 Peer on Peer Abuse

It is important to recognise that in some cases of abuse, it may not always be an adult abusing a young person. It can occur that the abuser may be a young person, which is generally referred to as 'peer on peer abuse', and can take many forms, including bullying. Bullying may be seen as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. Nancy Duin defined bullying as "repeated (systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons" ('Bullying: A Survival Guide', produced by BBC Education). It is also important to note that bullying can occur through various mediums. Most recently cyberbullying has become a much greater issue, with modern communication technology being used to conduct verbal and emotional abuse.

Although anyone can be the target of bullying, victims are typically shy, sensitive and perhaps anxious or insecure. Sometimes they are singled out for physical reasons – being overweight, physically small, having a disability or belonging to a different race, faith or culture.

Peer on Peer abuse can include:

- Physical: e.g. hitting, kicking and theft;
- Verbal: e.g. name-calling, constant teasing, and sarcasm, racist or homophobic taunts, threats, graffiti and gestures;
- Emotional: e.g. tormenting, ridiculing, humiliating and ignoring;
- Sexual: e.g. unwanted physical contact or abusive comments.

- Cyber bullying: e.g. abusive /threatening messages, stealing online identities, sending messages pressuring people into sexual acts or sending sexual images, excluding people from online groups.

3.14 Actions to help prevent Peer on Peer Abuse

- Take all signs of peer on peer abuse very seriously;
- Encourage all children to speak and share their concerns. Help the victim to speak out and tell the person in charge or someone in authority. Create an open environment;
- Investigate all allegations and take action to ensure the victim is safe. Speak with the victim and the accused separately;
- Reassure the victim that you can be trusted and will help them, although you cannot promise to tell no one else as it may be in their best interest to do so;
- Keep records of what is said (what happened, by whom, when);
- Keep records of any abusive or potentially harmful messages made using information communication technology;
- Use information provided by mobile phone companies and social media websites to advise what further steps can be taken;
- Report your concerns to the PET Designated Safeguarding Leads or a member of the Board of Trustees.

4. Responding to Disclosure, suspicions and allegations

4.1 How to respond to a disclosure from a young person

If a young person informs you directly that s/he, or another young person, is concerned about someone's behaviour towards them (this is termed a 'disclosure'), the person receiving information should:

- React calmly so as not to frighten or deter the young person;
- Tell the young person s/he is not to blame and that s/he was right to tell;
- Take what the person says seriously, recognising the difficulties inherent in interpreting what is said by a young person who has a speech disability and/or differences in language;
- Keep any questions to the absolute minimum to ensure a clear and accurate understanding of what has been said;
- Reassure the young person but do not make promises of confidentiality which might not be feasible in the light of subsequent developments;
- Make a full and factual record of the event as soon as possible after the conversation;
- Seek advice immediately from the PET Designated Safeguarding Lead. Expert advice can also be provided by the NSPCC Helpline on 0808 800 5000 or Childline on 0800 1111.

4.2 Actions to avoid

The person receiving the disclosure should not:

- Panic;
- Allow their shock or distaste to show;
- Ask questions other than to clarify that they have enough information to act;
- Speculate or make assumptions;
- Make negative comments about the alleged abuser;
- Approach the alleged abuser;
- Make promises or agree to keep secrets.

4.3 Actions to take regarding allegations relating to PET staff, volunteers or activities

If a young person informs you directly that s/he is being abused by PET personnel or a fellow PET activity participant or, if your own observations or those of a third party, lead you to become aware of possible abuse or poor practice you must take action immediately by contacting PET's Designated Safeguarding Lead or any member of the Board of Trustees. They will record all concerns and assess the information promptly and carefully, obtaining clarification as appropriate. They will discuss the concern with the Chair of the Trustees (or their deputy) within 12 hours of a report being made or consult with the NSPCC Helpline or local social services department if they need to test out doubts or uncertainties about concerns. In addition, they will make a formal referral to a statutory child protection agency or the police if necessary. You may also wish to seek advice from the local Social Services or Police who will advise on the action to be taken, including advice on contacting parents. Expert advice can also be provided by the NSPCC Helpline on 0808 800 5000 or Childline on 0800 1111.

4.4 Possible outcomes

Where there is a complaint of abuse against a member of staff or volunteer, investigations may include:

- Police enquiry
- Criminal proceedings
- Civil proceedings

The results of the Police and/or Social Services investigation may help to inform PET of its course of disciplinary action, but not necessarily.

4.5 Confidentiality

Every effort should be made to ensure that confidentiality is maintained for all concerned. Remember that by inadvertently or intentionally passing on information inappropriately you may jeopardise the course of future action or become liable to prosecution.

Information should be handled and disseminated on a 'need to know basis' only, and follow the 7 Golden Rules of Information Sharing as outlined in government advice document: 'Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers' (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/information_sharing_advice_practitioners_safeguarding_services.pdf):

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are

sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Information should be stored in a secure place with limited access to designated people, in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

The adult and the person reporting abuse must reach agreement about what is to be regarded as confidential information. Confidentiality does not preclude disclosure of information to persons who can be judged to have a right to know, for example:

- Evaluation for selection purposes;
- Recommendations for employment;
- In matters of disciplinary action;
- Legal and medical requirements;
- In pursuit of action to protect children and young persons from abuse.

Helping a child in immediate danger or in need of emergency medical attention:

- If the child is in immediate danger and is with you, remain with him/her and call the police.
- If the child is elsewhere, contact the police and explain the situation to them.
- If he/she needs emergency medical attention, call an ambulance and, while you are waiting for it to arrive, get help from your first aider.
- If the first aider is not available, use any first aid knowledge that you may have yourself to help the child.
- You also need to contact your supervisor/manager or named person for child protection to let them know what is happening.
- A decision will need to be made about who should inform the child's family and the local authority children's social care department, and when they should be informed. If you have involved the police and/or the health services, they should be part of this decision. Consider the welfare of the child in your decision making as the highest priority.

Issues that will need to be taken into account are:

- The child's wishes and feelings;
- The parent's right to know (unless this would place the child or someone else in danger, or would interfere with a criminal investigation);
- The impact of telling or not telling the parent;
- The current assessment of the risk to the child and the source of that risk;
- Any risk management plans that currently exist.

5. Recruitment, Employment, and Deployment of Staff and Volunteers

5.1 Introduction

Anyone may have the potential to abuse young people, therefore all reasonable steps must be taken to ensure unsuitable people are prevented from working with them. It is essential that the same procedures are used consistently for all posts whether staff are paid or voluntary, full-time or part-time. Under the Protection of Children Act 1999, all individuals working on behalf of, or otherwise representing, an organisation are treated as employees whether working in a paid or voluntary capacity.

5.2 Advertising

The following pre-recruitment checks should always be carried out:

- If any form of advertising is used to recruit staff, whether paid or voluntary, it should reflect:
 - PET's aims and, where appropriate, the particular programme involved;
 - Key responsibilities of the role;
 - Level of experience or qualifications required;
 - PET's open and positive stance on child protection and equal opportunities.

5.3 Pre-application information

Pre-application information sent to interested or potential applicants should contain:

- A job description, including roles and responsibilities;
- A person specification (e.g. stating qualifications or experience required);
- An application form.

5.4 Application for all posts

A minimum of two written references should be taken up and at least one should be associated with former work with young people only when the position has been offered to an applicant.

5.5 Short-listing

Independent short-listing by the designated committee will be made for each post in accordance with the application form and the relevant person specification.

5.6 Interview, disclosure and induction

A formal interview is always required for positions involving working with young people. The interview should be carried out according to acceptable protocol and recommendations.

All those with significant access to young people will be required to complete Enhanced DBS checks. All those with occasional access to young people i.e. volunteers and employees who have not been required to complete enhanced DBS through PET will need to produce a recent (within 2 years) DBS certificate or grant permission for PET to check their DBS details through the live 'update service'.

The successful applicant will only be allowed to take up his/her duties once the two satisfactory written references have been received and the DBS check has been cleared by the Chair of Trustees.

All staff, paid or voluntary, will undergo a formal induction in which:

- Their qualifications are substantiated;

- They are reminded that they have agreed to abide by the PET Code of Conduct and that they may face disciplinary action if there is an allegation that the code has been broken;
- The expectations, roles and responsibilities of the job are clarified;
- Child protection and equal opportunities policies and procedures are explained and training needs established.

5.7 Training

Checks are only part of the process to protect young people from possible abuse. Appropriate training will enable individuals to recognise their responsibilities with regard to their own good practice and the reporting of suspected poor practice/concerns of possible abuse.

5.8 Monitoring and appraisal

At regular intervals, all employees or volunteers should be given the opportunity to receive formal or informal feedback, to identify training needs and set new goals. Managers and Trustees should be sensitive to any concerns about poor practice or abuse and act on them at an early stage following the guidelines in this document.

6. Resources

Additional information about child protection issues can be obtained from a variety of sources including:

- National Society for the Prevention of Cruelty to Children (NSPCC): Safeguarding Standards and Guidance for the Voluntary and Community Sector.
<https://learning.nspcc.org.uk/media/1079/safeguarding-standards-and-guidance.pdf>.
- The NSPCC's resource on Photography and Sharing Images Guidance.
<https://learning.nspcc.org.uk/research-resources/briefings/photography-sharing-images-guidance/#heading-top>
- NSPCC's Helpline number is: 0808 800 5000.
- The National Institute of Health Care Excellence Guidance on Child Abuse and Neglect.
<https://www.nice.org.uk/guidance/ng76/chapter/Recommendations#recognising-child-abuse-and-neglect>
- Government document: Information Sharing – Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf
- Government document: Working Together to Safeguard Children, July 2018.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf
- Government Prevent Duty 2015.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
- Government Revised Prevent Duty Guidance for England and Wales.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf
- Department for Education Statutory Guidance: Keeping Children Safe in Education Part One.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741315/Keeping_Children_Safe_in_Education_2018_Part_One_14.09.18.pdf
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