

How To

Safeguard Children and Young People

This How To guide offers a practical introduction to safeguarding children and young people. Along with guidance on how to ensure they remain safe in different situations, it also provides basic information on creating a safeguarding policy.

What is safeguarding?

The term 'safeguarding' describes the broader preventative and precautionary approach to planning and procedures that need to be in place to protect children and young people from any potential harm or damage.

It is about more than child protection, although child protection is one important aspect of safeguarding.

Child protection and safeguarding – what is the difference?

Child protection involves recognising signs of physical, sexual or emotional abuse or neglect and acting on it.

Safeguarding involves keeping children and young people safe from a much wider range of potential harm and looks at preventative action, not just reaction.

Why is safeguarding important?

Organisations that work with and support children and young people do so in many different ways and have a responsibility to keep them safe.

Children and young people need safe environments in which they can grow with confidence.

What does it involve?

Good participatory and youth work practice demands that employers of adults who work with children and young people are thorough in their recruitment, management and risk assessments so that children, young people, paid staff and volunteers are safe and confident in the work being delivered.

Creating a safe environment through safeguarding policies

Safeguarding policies should be used to create an environment where there is no negligence or unnecessary exposure to avoidable risks. Where risks do need to be taken, safeguarding policies will ensure that they are calculated, carefully managed and communicated to both children, young people, their parents or carers and to paid staff and volunteers. They are not designed to stifle activities, eradicate all spirit of adventure from your work programmes, or to replace the trust between the people in your organisation with that of suspicion.

Adopting a young person-centered approach

Children and young people should be involved in the development and implementation of safeguarding policies because they often know best when they feel safe and what can be done to prevent harm. However, it should be remembered that there are occasions when this is not the case and it is the responsibility of the adults and professionals involved to make sure that children and young people are kept safe.

Involving children and young people will help to promote an environment where their welfare is paramount and begin to establish a culture of honesty and openness. It will also help a child or young person recognise that their voice and views are important and valued which, in turn, will mean they are more likely to feel able to raise any worries or concerns.



Involving children and young people

Including the views of children and young people in the planning and implementation of policies and procedures will also ensure that your organisation complies with Article 3 and 12 of the UN Convention on the Rights of the Child.

Children and young people's participation should be viewed as a right and not as an optional extra.

Safeguarding children and young people is everybody's business

For these policies to work effectively, they should be made familiar to all paid staff and volunteers, to all members and users of the organisation, to parents and carers and, if relevant, to those in head office who are responsible for policy implementation across your organisation. The policies should be visible and available for all to see and inspect.

What are we protecting children and young people from?

- Abuse from family, acquaintances and strangers including domestic violence or sexual abuse, as well as physical or emotional abuse or neglect. If you learn that abuse is happening it is your responsibility as a worker to act on this by passing information on to professionals and organisations trained to deal with these situations.
- Paedophiles. This is many carers' worst fear but is actually the least likely to happen.
- Inappropriate parenting.
- Inappropriate supervision by staff/volunteers. Those involved in working with children and young people in participation work do not always have the appropriate training.
- Other children and young people (bullying, abuse). This can happen in any setting working with children and young people.

- Themselves (self harm, risky behaviour, alcohol and drug abuse).

And other potential risks

- Unsafe activities and environments
- Accidents e.g. road, home
- Crime and fear of crime
- Exploitation
- Immigration issues
- Unsafe environments e.g. parks, sports grounds
- Homelessness and unsuitable housing
- Victimisation due to race, sexuality, faith, gender, disability and so on
- Internet risks.

How do we safeguard children and young people?

There are many measures organisations should put in place to protect the children and young people they work with from potential harm. Sometimes they can seem onerous, especially for small organisations. However, as the welfare of the children and young people you work with is paramount, it is necessary to do what you can to take care of them whilst they are in your care.

Here are some of the ways you can do this:

Increasing awareness and training of staff and volunteers. Regular quality training at the right level for each person's role is vital. All individuals in an organisation working with children and young people should have basic child protection awareness training. Others working directly with children and young people many need a higher level of training and others, such as designated child protection workers, need a higher level of training still. Training should be refreshed regularly to ensure that people are updated on any policy and legislation changes, and their skills in dealing with concerns and disclosures are kept current.

Ensuring policies and procedures are living documents. This means policies and procedures should not simply be written by management, approved by the board and then not filtered down throughout your organisation. Instead, all levels of the organisation should have an input into developing or reviewing policies and procedures so that they take ownership of them and fully understand how to put them into practice. User-friendly interpretations of the procedures such as posters and flow-charts should be displayed at your organisation, along with contact numbers of key people (e.g. designated workers), so staff and volunteers can easily remind themselves of the procedure for dealing with any incident that may occur.

Attaining quality marks and standards for organisations, particularly for safeguarding. By attaining quality marks in safeguarding, an organisation can critically examine its own policies and practices around safeguarding and prove to children and young people, parents and carers, funders and others that they take the safety of their young people seriously.

Building health and safety and risk assessment into the culture of your organisation. Risk assessments of places, activities and trips should be built into the culture of an organisation and carried out at all venues and for all events and activities. These assessments should involve children and young people in order to raise their awareness of potential dangers and safety measures.

Involving children and young people; educating and empowering them; and learning from them. You should teach them what is appropriate and what is not, help them build their self-belief and confidence to challenge what is inappropriate and provide avenues for them to address their concerns.

“The best way to protect children is to empower them to protect themselves”

ChildHope UK

Vetting staff and volunteers at recruitment stage. This should be done through application forms, checking ID, interviews, checking references, induction procedures and probationary periods, and having clearly defined responsibilities for recruitment procedures. Criminal Record Bureau (CRB) checks are an additional source of vetting the background of applicants. However, they are not a panacea that guarantees the safety of children and young people. They are simply one check that should be carried out alongside the others mentioned to ensure that unsuitable people are kept out of the children and young people's workforce. In the future, the vetting and barring scheme to be introduced by the Safeguarding Vulnerable Groups Act 2006 will introduce a further element of vetting individuals, but again this is not a watertight measure and should be used as just one tool.

Using other measures. There are several other measures to ensure that staff and volunteers are acting appropriately with children and young people and that they have the space to air concerns about children, young people or colleagues. These include job or role descriptions, training and development, supervision, and appraisal. All of these can help to ensure that the individual is receiving the right level of support and opportunities to develop necessary skills.

Creating a safeguarding policy statement

Your policy statement should place safeguarding children and young people at the centre of your organisation's activities. It should be published widely and brought to the attention of children, young people, their parents or carers, staff, volunteers and anybody else who needs to know.

Policies and procedures

Policies are statements of **what** you intend to do, whereas procedures refer to **how** you intend to put that policy into practice within your organisation.

Your safeguarding policy statement will show its audience that you are committed to keeping children and young people safe and will explain what you mean by this. The

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procedures flowing from this will include your child protection, confidentiality, risk assessment and health and safety procedures.

What should it contain?

The statement should refer to the detailed policies you have in place to govern your safeguarding practices, i.e. your child protection policy, health and safety policy, recruitment and selection policy, diversity and equal opportunities policy, and complaints, grievance and disciplinary procedures.

An example

The policy statement should set out quite simply and clearly the policy's aims, how this commitment will be fulfilled and who it applies to, i.e. all paid staff and volunteers. This is an example of a policy statement that your organisation could use to create your own statement:

This ...group/ organisation/ club/ project is fully committed to safeguarding the welfare of all children and young people, by taking all reasonable steps to protect them from physical, sexual, or emotional abuse or neglect. Paid staff and volunteers will, at all times, show respect and understanding for the rights, safety and welfare of children and young people they work with, and will conduct themselves in a way that reflects the principles of ...group/organisation/ club/ project.

We do this by:

- *ensuring that all our paid staff and volunteers are carefully selected, trained and supervised*
- *carefully assessing all risks that children and young people encounter and taking all necessary steps to minimise and manage them*
- *letting parents/ carers and children and young people know how to voice concerns or complaints about anything that they may not be happy with*
- *giving parents/ carers, children and young people, volunteers and staff information about what we do and what can be expected from us.*

The policy statement should then refer specifically to the detailed policies you have developed as well as relevant national and international legislation.

Addressing child protection issues

An important aspect of safeguarding children and young people is to protect them from physical, sexual or emotional abuse or neglect. This is generally referred to as child protection.

Everyone should be informed about what policies and procedures your organisation has in place to stop children or young people coming to any harm. They should also know what is in place to support those who have suffered abuse or those who have made allegations or have suspicions of current abuse.

Introducing and implementing safeguarding policies will go a long way towards minimising the risks of children and young people coming to harm and creating an environment which is safe, rewarding, stimulating and enjoyable for all children and young people.

Creating an open environment

It is important for your organisation to create an open environment or culture where children and young people, parents or key workers outside your organisation, as well as paid staff and volunteers, are encouraged and supported to report any suspicions or concerns of abuse, malpractice or unethical behaviour.

Child abuse is a very emotive subject that needs to be handled sensitively. You may also need to put support systems in place for paid staff and volunteers, as some may have been abused themselves and may need extra support. This could be provided through supervision or through external counselling.

Developing child protection policy and procedures

Your organisation should have a written policy and procedure in place to prevent the physical, sexual or emotional harm or neglect of any child or young person. It is essential that all paid staff and volunteers are familiar with them.

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Your child protection procedure should be clear, accessible and written in language or in a format that is understandable to all children and young people, parents or carers and key workers. The layout of the procedure should be practical, user friendly and informative.

It should make clear that the organisation will take any concerns or suspicion seriously and that full support will be given to those individuals who raise concerns. The procedure must make absolutely clear that responding to child abuse is everybody's business.

The 5 R's: Drawing up a child protection procedure

Recognise:

- What is child abuse. **Definitions** can be found in *Working Together to Safeguard Children* (see the Find Out More section on page 12).
- **Signs and symptoms.** If it is not a disclosure from a child or young person directly, staff and volunteers should be aware of the possible signs.

Respond:

- Appropriately. Is this an **allegation** from a child or young person against a member of staff/ volunteer; a **disclosure** from a child or young person; **suspicious** regarding the conduct of other staff members; or **concerns** from a staff member regarding a child or young person?
- If the information is coming from a child or young person: do not lead or probe with questions, simply remain calm, listen and reassure them that you will talk to other people who will be able to work out with them how to keep them safe. Do not make false promises about being able to keep the information safe. Asking leading questions or interviewing parents or carers may jeopardise any investigation.
- If the information is from a volunteer or staff member, ensure that policies are followed regarding how the information is recorded and how the staff member who is the subject of the allegation is to be dealt with and supported.

Report:

- To your line manager, **designated worker** or their deputy.
- **Every** organisation working with children and young people must have a designated worker who deals with child protection issues. It is **their responsibility**, not yours, to make further decisions.
- This person should be **named** and their **contact details** displayed in an accessible place. It is advisable to have a deputy-designated worker.

Record:

- Exactly what has happened, using the words used by the young person (if they disclosed).
- This information should be signed and dated and kept in a secure place, as agreed in your **confidentiality policy**.

Refer:

- This will be the role of the designated officer and they will make all further decisions.
- The only agencies that can investigate child protection cases are the **police, social services** and the **NSPCC**.

Case Study One

Eden Youth Work Partnership

Involving young people in safeguarding

We are a voluntary youth organisation in Cumbria. The projects we run are youth led and encourage young people to take a lead on decision-making in their communities. One of our particular focuses is to encourage a wide range of young people to lead the projects and take on real responsibility in their communities.

Young people who demonstrate leadership potential are encouraged to join our leadership programme. Part of the programme is training in areas such as child protection and health and safety. During the training, it is interesting to watch the faces of young people who have made disclosures to us in the past. They have a sudden understanding of the work we did with them as individuals. Even though we might have explained the process we were going through at the time, the training puts it in a different context for the young people.

Some of the trained young people move on to register with us as volunteers. This transition seems to be easier when they have received the training and have more knowledge of child protection and other issues.

We also find that the young people 'watch each other's backs' a lot more and we get phone calls from them wanting to talk through different situations in case there is any intervention needed or just to gain more understanding. It can only be a positive thing if young people as well as professionals have a heightened awareness of safeguarding and child protection issues and are looking out for young people's safety.

Safeguarding children and young people in different situations

Planning an event involving children and young people

Safeguarding children and young people is about more than a set of policies or procedures. It means working with staff and volunteers to ensure that a child and young person-centred approach to keeping them from harm is translated into practice.

The following is a practical list of things to consider to help you plan any event that children and young people will be part of. For a residential you might need to look at all the headings but for an evening meeting you might only use a few. This list is not exhaustive but should provide you with a starting point for your planning and discussions.

Venue

- Facilities: bedrooms, bathrooms (are they separate for boys and girls?)
- Social areas

- Cleaning arrangements
- Noise levels (are other groups sharing the venue/ neighbours?)
- Catering arrangements (can they cater for special requirements?)
- Staff at venue
- Location
- Local transport
- Accessibility
- Fire procedures
- Additional facilities (is there a prayer room?)
- Staff resources (do they have a computer or phone lines?)
- Locks/ security arrangements
- Risk assessments (ask to see existing ones)
- Information to be gained through conversations with venue management, paperwork/ documents available regarding the venue.

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Children and young people

- Allergies
- Illnesses/ medical conditions
- Medication
- Dietary requirements (medical/ religious)
- Disabilities
- Emergency contact details
- Knowledge/ history of the group, relationships, conflicts
- Ability to swim
- Other conditions e.g. vertigo, claustrophobia
- Permission to take and use photos/ video
- Consideration of alcohol
- Event timings
- You must obtain this information from a consent form, either completed by the parent or carer if under 16 or by the young person. Many organisations ask for parents or carers to show they are aware of a young person's participation until they reach 18.

Activities

- Does the activity centre have an AALA licence (Adventurous Activities Licensing Authority)?
- What insurance arrangements are there?
- Are all the planned activities available/ possible?
- Are they appropriate to the group?
- How much will it cost?
- Is there a qualified leader?
- How long will each activity take?
- Where will they take place?
- What is the purpose of each activity (learning outcomes)?
- Find this information by communicating with the activity centre.

Transport

- What method of transport is most appropriate?
- What is the capacity?
- What staff ratio is needed when travelling?
- If using a minibus, is the driver licensed/ MIDAS trained?

- Is the minibus's MOT, insurance and breakdown cover up to date?
- Find this information through the organisation you are hiring a minibus from, or decide if other transport is more appropriate.

Staff and volunteers you are taking with you

NB You may know this information already but if the staff or volunteers are unknown to you and joining you for this activity, you will need to find out the following:

- What will their role be on the activity?
- What is their experience of residentials?
- Are they qualified/ sufficiently experienced to lead the activity or take on their assigned role?
- Do you have a satisfactory CRB check on them?
- Have you received and checked satisfactory references for them?
- Do they have any knowledge of the group?
- Do you have a designated qualified first aider?
- Do you have their next of kin/ emergency contact details?
- Do they have a clear understanding of the organisation's policies and procedures and how to implement them? (If not, ensure that they are told where to find them e.g. have a poster/handbook for people not based within the organisation or coming in from a different area)
- This information should be obtained from the recruitment process and from induction and training with the worker.

Case Study Two

Rotherham Borough Council

Youth Club Visit to an Outdoor Centre

As part of the summer activities programme one of our youth clubs decided that a residential weekend would be a great way to bring everyone together. A youth worker with appropriate experience was selected to take the lead and they introduced the subject of spending a weekend away to the group.

Fired with enthusiasm, some of the young people offered to research possible outdoor centres using the Internet. From their research a venue was chosen that allowed the aims and objectives of the weekend to be achieved within a budget the group could afford.

The group leader referred to the policy document the youth club had developed using national guidance available from the Department for Education and Skills [now Department for Children, Schools and Families] (see the Find Out More section on page 11). They used the checklist in it to plan the process, including everything from travel sickness and dietary requirements to insurance and planning for emergencies. Young people were encouraged to take an active part in this process including writing risk assessments. By thinking about some of the things that could go wrong, the young people were made aware of potential dangers and how they could minimise risks. A code of conduct was agreed by the whole group and referred to throughout the weekend, providing a framework for the group to work together in both safety and harmony

Parental approval and medical information was collected and two members of staff carried out a pre-visit. This allowed them to check the overall plan for the weekend including the risk assessments, but also the insurance and health and safety policy of the outdoor centre.

The young people got a real buzz from being away in the country with their friends, working and living together as a team. The safeguarding procedures implemented by the group leader with support from the young people contributed to a challenging but ultimately safe weekend.

Undertaking a risk assessment

Risk assessment is an important factor in keeping children and young people safe. Your organisation is under a legal obligation to take all reasonable steps to ensure a child's or young person's safety. Risk assessing all your working practices will provide an opportunity for you to enable wider safeguarding to be established. Risk assessments should include any activity that might be taking place within your organisation or project, as well as those that will take place away from your usual meeting place.



Case Study Three

The Scout Association

Safeguarding young people in adventurous activities

The adventure of activities is at the core of what Scouting offers to its 400,000 young people. We believe that activities are key to a young person's development, but acknowledge that they are not without risk. The Scout Association has developed a culture in which safeguarding our young people is the first consideration in the provision of activities. As such, our task is to equip adult volunteers with skills to undertake risk assessment and manage it appropriately.

The Scout Association has developed an internal assessment and permit scheme that governs the safe provision of activities offered within the Movement. The scheme defines a number of adventurous activities (such as climbing, caving, kayaking, hill walking, etc.) and requires adults to undertake an assessment based on a defined checklist.

Someone who holds a defined National Governing Body qualification relevant to both the activity and the level of permit undertakes the assessment. The checklist is publicly available to help the volunteer applying for a permit ensure they have the required level of technical competence and experience before the assessment takes place. In addition to the applicant's technical competence, an assessment of their understanding and comprehension of the Association's activity rules, child protection procedures and their personal suitability is also undertaken.

Acknowledging that residential experiences are also a core activity and provide young people with tremendous personal development opportunities, a similar scheme for assessing an adult volunteer's skills is also in place. If training is deemed necessary it is provided through two specific modules of our Adult Training scheme.

The overall aim of the Association's permit schemes and training is to enable adults to deliver safe, but challenging, activities.

A 5-step guide

Any risk assessment should involve identifying:

- The potential hazards
- All the people who might be affected by the hazards
- All the necessary safety measures that are needed to deal with the potential hazards
- What existing safety measures are in place and what else can be put into place
- What steps will be taken in an emergency.

Involving young people

It is also good practice to involve children and young people in the risk assessment and risk management process. Assigning such tasks to children and young people can help

them learn useful skills and increase their awareness of the reasons for having rules or codes of conduct. Children and young people who are involved in the planning and organising of an activity are more likely to be well prepared, and therefore able to make more informed decisions resulting in them being less at risk. You will also encourage them to develop a sense of responsibility for themselves and for others.

Providing safe Internet access

The Internet has given children and young people access to a virtual international 'playground': a place to meet and make new friends from all over the world. It is a great educational space where they can learn about different cultures, religions and ways of life. What is more, many children and

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young people have embraced these developments in new technology and made them their own in schools, at home or with their friends.

Your organisation may provide Internet access for the children and young people that you work with. Whilst this will benefit many children and young people, both educationally and recreationally – especially those who have no other access to the Internet – it is your responsibility to ensure that children and young people are not exposed to risk or danger whilst online.

Some of the areas of risk that children and young people may be exposed to include:

- Chat rooms. Adults who commit sexual offences are increasingly using the Internet to make contact with and groom children and young people.
- Unsuitable materials or sites. Children and young people may be exposed to pornographic materials, or to race hate and other offensive sites. Unsuitable material is not easily detected until the information has been downloaded.
- Other sites or forums detailing information on risky behaviour including self-harm and suicide.

Basic tips on keeping children and young people safe whilst using the Internet:

- Know what the children and young people you work with are doing online. Have some reasonable level of supervision of children and young people using the Internet.
- Encourage children and young people not to use real names in chat rooms, but to choose a nickname and use common sense in not choosing a provocative one.
- Help them understand it is not safe to give out personal information like mobile phone number, address, school or youth club details in chat rooms or to email or share pictures or videos of themselves.
- Encourage them never to arrange to meet anyone they have got to know online alone. If they must, ensure they let their parents, friends, or your organisation's staff know where, when and who they are arranging to meet and when they expect to return. Even better, encourage them to keep online friends online and to remember not everyone they might meet there will be genuine.
- Encourage them to get rid of or not open emails that are not familiar to them or seem strange. Emails that contain attachments that are offensive can be blocked and deleted.
- Help them understand that if they are being asked strange or personal questions that they are not comfortable with they should tell someone about it.
- Discuss which sites are appropriate for them to visit (although this may not work with older users).
- Ensure there is a worker with enough IT knowledge to teach children and young people how to block someone online and report them if they feel uncomfortable.
- Get the children and young people to teach staff and volunteers how to use any applications they are not familiar with.
- Ensure lines of communication are open for children and young people to discuss anything they feel uncomfortable with and empower them to report any forms of abuse.

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You should stress the importance of the safety measures, so children and young people can feel confident and empowered in protecting themselves. Always bear in mind the age and maturity of the child or young person when discussing any of the above.

You may also want to run awareness workshops for children, young people and your paid staff and volunteers on how to use the Internet safely. There is a wealth of information and useful materials around providing safe Internet access available (see the Find Out More section on page 12 for more details).

Using images

If you are using pictures of children and young people on your own website, you should think carefully about how these pictures are used. You will also need to consider that the pictures may be downloaded and used inappropriately. The child or young person may be traced through information given such as the name of their school, sporting or

activity club. If you plan to use images of children and young people taken during your work, you will also need to comply with data protection requirements by seeking permission from the individuals to use their image.

Mobile phone and new video/ picture technologies

Despite the value of mobile phones as a safety tool, some children and young people are being bullied or harassed via their mobile phones. Some people are using mobile phones to send threatening or unpleasant text or picture messages. With the ever-changing developments in mobile technologies, video and picture messaging have become easier and better, but with this comes the opportunity for people to abuse these technologies.

Your organisation will need to think about how you can support and work with children and young people to keep themselves safe whilst not restricting the use and ownership of mobile digital technologies.

Find Out More

This list of publications and websites should help you to find more detailed information and follow up areas of interest.

Useful resources

Firstcheck, a step-by-step guide for organisations to safeguard children.

NSPCC (2nd Ed. 2006). Available from: NSPCC Consultancy Services, NSPCC National Training Centre, 3 Gilmour Close, Beaumont Leys, Leicester LE4 1EZ. Or www.nspcc.org.uk.

Health and Safety of Pupils on Educational Visits.

DfES (1998). A useful document on organising visits and a good starting point for organisations writing their own policy and procedures. Available to download from: www.teachernet.gov.uk/wholeschool/healthandsafety/visits (accessed 24 September 2007)

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

National Council for Voluntary Youth Services. Available from: NCVYS, Lancaster

House, 3rd Floor, 33-35 Islington High Street, London, N1 9LH. Tel: 020 7278 1041. Or www.ncvys.org.uk

Organising Events with and for Young People: Training Resource Pack.

The Capital Community Foundation. Contains useful risk assessment forms and photo consent forms.

Available to download from:

www.selcf.org.uk/assets/doc/youth_events_res_pack.doc

(accessed 24 September 2007)

Sound Systems: supporting a young person-centred approach to safety and child protection.

National Council for Voluntary Youth Services. Available as above.

Or www.ncvys.org.uk

What to do if you're worried a child is being abused.

DfES (2006). Available from: Publications for DCSF. Tel. 0845 602 2260. Or www.everychildmatters.gov.uk/resources-and-practice/IG00182

(accessed 23 October 2007)

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Working together to Safeguard Children: a guide to inter-agency working to safeguard and promote the welfare of children.

DfES (2006). Available as above. Or www.everychildmatters.gov.uk/resources-and-practice/IG00060 (accessed 23 October 2007)

Working With Young People: Legal Responsibility and Liability, 6th Edition.

Children's Legal Centre. Available from: The Children's Legal Centre, University of Essex, Wivenhoe Park, Colchester, Essex CO4 3SQ. Tel: 01206 872466. Or www.childrenslegalcentre.com

Useful websites

www.aala.org

Adventurous activities with children and young people under 18 are covered by the **Adventure Activity Licensing Service** and their website is a good place to start looking for providers.

www.childhope.org.uk

ChildHope protects children and promotes child participation in Africa, Asia and Latin America.

www.kidsmart.org.uk

Childnet International (www.childnet-int.org) and is an organisation that works with others to "help make the Internet a great and safe place for children". Kidsmart is their practical internet safety programme website for schools, young people, parents, and agencies.

www.nspcc.org.uk

The **NSPCC Child Protection Helpline** can be contacted on 0808 800 5000

www.there4me.com

Information and advice for 12 – 16 year olds on issues such as abuse, bullying, drugs and self-harm.

www.thinkuknow.co.uk

The **Child Exploitation and Online Protection** Centre (www.ceop.gov.uk) runs a website with information for young people and adults on Internet safety and safe surfing.

www.unicef.org/crc

The UNICEF website has the full text of The United Nations Convention on the Rights of the Child

Participation Works enables organisations to involve children and young people effectively in the development, delivery and evaluation of the services which affect their lives.

The Participation Works How To guides are a series of booklets that provide practical information, useful tips and case studies of good participation practice. Each one provides an introduction to a different element of participation to help Third Sector organisations enhance their work with children and young people.

Participation Works is an online Gateway to the world of children and young people's participation. Visit www.participationworks.org.uk to access comprehensive information on policy, practice, training and innovative ideas.

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