

# Safeguarding Guidance

for Museums, Libraries and Archives



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# 1 Introduction

## 1.1 Background

This document is produced by The Museums, Libraries and Archives Council (MLA) with the assistance of the NSPCC Consultancy Services.

The MLA is the government's agency for museums, libraries and archives. Leading strategically, we promote best practice to inspire innovative, integrated and sustainable services for all.

## 1.2 Aims

All adults who come into contact with children in their work have a duty of care to safeguard and promote their welfare.

The aim of this guidance is to support museums, libraries and archives to safeguard the children who use their services.

This document is intended to act as a helpful tool for managers and to that end we have:

- included only brief references to the relevant legislation in the text with links to where you can access fuller descriptions.
- been clear about where you should start if you are 'starting from scratch'.
- included practical advice on how to convey key messages to all staff.
- provided signposting to further sources of information and help.

MLA recognises that there are significant variations in museums, libraries and archives and how they will use this guidance, for example:

- The size of a service, the number of staff it employs and the type of activities it offers for children will all influence how safeguarding is implemented 'on the ground'.
- Public libraries and many museums are local authority services where corporate policies should already be in place.
- Some libraries and museums already have safeguarding policies and procedures in place whilst others may be 'starting from scratch'.

This guidance should be adapted to fit the context in which you are operating.

## 1.3 Status of this document

This guidance document is designed to support museums, libraries and archives to develop policies and procedures that ensure the safeguarding of children.

MLA is committed to ensuring museums, libraries and archives are safe places and spaces for children. To that end MLA requires organisations in receipt of funding to adopt best practice and have in place:

- A safeguarding policy.
- Safeguarding procedures.

MLA reserves the right to review a funded organisation's safeguarding policy and procedures at any time on request.

## 1.4 What has safeguarding to do with the sector?

Safeguarding is a fundamental element in the ten year Children's Plan published by the Department for Children, Schools and Families in December 2007. It signals the Government's recognition that children cannot enjoy their childhoods or achieve their full potential unless they are safe.

The *Staying Safe Action Plan*, published by the Government in January 2008 makes it clear that safeguarding children is everybody's responsibility. Every organisation and every person within that organisation has a role to play.

Following the steps set out in this guidance will support museums, libraries and archives to meet the government's requirements.

### Legislative duty

Local Authority-run museum, library and archive services have a statutory responsibility to ensure the safeguarding of children under section 11 of the Children Act (2004). This states that local authorities must ensure their functions are discharged with regard to the need to safeguard children. Local Authority-run museums, libraries and archives should receive assistance from, and auditing by, that authority to ensure that they are in compliance with section 11.

Private sector run museums libraries and archives are not subject to section 11 of the Children's Act (2004), however, *Working Together to Safeguard Children* (2006) identifies that the voluntary and private sector should have the same arrangements in place as organisations in the public sector.

Therefore all museums, libraries and archives should have the following in place<sup>1</sup> (Taken from *Working Together to Safeguard Children: 2.8*):

1. Safeguarding policies and procedures that recognise safeguarding children is a key priority for your organisation
2. A commitment by senior management to safeguarding children.
3. A clear line of accountability for safeguarding children.
4. Safe recruitment and human resources procedures that take account of safeguarding, including arrangements for making appropriate checks on staff and volunteers.
5. Procedures for dealing with allegations of abuse against staff.
6. Safeguarding training and awareness-raising in place to enable all staff to carry out their responsibilities effectively. This should include induction and refresher training.
7. Arrangements in place to ensure museums, libraries and archives work effectively with other organisations to safeguard children.
8. A culture of listening to, and engaging in dialogue with, children.
9. Appropriate whistle-blowing procedures.

## **What to do if you are starting from scratch**

- Take one step at a time and develop a phased action plan. It is important to get the basics embedded first and then take further actions that build on this.
- Use the sources of help available – we signpost further sources for information and help in this document.

## **1.5 Definitions**

There is a full glossary of definitions provided in Appendix B, however, here are a few explanations of terms used extensively in this guidance document.

### **Abuse and neglect**

Abuse and neglect are defined in *Working Together to Safeguard Children 1.29* as:

*“Forms of maltreatment of a child, somebody may abuse or neglect a child by inflicting harm, or by failing 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 a stranger. They may be abused by an adult or adults or another child or children.”*

There are four categories of **abuse / neglect**. Formal definitions are provided in Appendix B. These are abridged definitions:

- **Physical abuse** – hitting, shaking, throwing, poisoning, burning etc.
- **Emotional abuse** – conveying to children they are worthless, imposing inappropriate expectations etc.
- **Sexual abuse** – forcing a child to take part in sexual activities.
- **Neglect** – the persistent failure to meet basic physical and / or psychological needs.

## **Child**

The term 'child' is used to denote anyone under the age of 18, thus including those commonly referred to as 'young person'. This is because 'child' is the term used in legislation.

## **Children's Social Services**

The term 'Children's Social Services' refers to the statutory social work services within Local Authorities. This used to be referred to as Social Services.

## **Staff**

'Staff' is used to denote all those who work in museums, libraries and archives including:

- Permanent staff (full / part time)
- Temporary staff
- Volunteers
- Casual staff
- Contractors or consultants.

## **Safeguarding**

The term 'safeguarding' is used extensively in government policy and guidance, often in conjunction with the phrase 'and promote the welfare of children'. *Working Together to Safeguard Children* defines safeguarding as

*"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."*

The *Staying Safe Action Plan* helpfully identifies three levels of safeguarding

1. **Universal safeguarding** – working to keep all children safe and create safe environments.
2. **Targeted safeguarding** – some groups of children are more at risk than others, and it is important to target policies and services to these groups, to help keep them safe from harm.
3. **Responsive safeguarding** – unfortunately, some children will suffer harm. We need to respond quickly and appropriately when this happens.

Museums, libraries and archives have a responsibility to ensure universal safeguarding but should also have in place procedures to act quickly and effectively if a responsive safeguarding action is required. Responsive safeguarding encompasses child protection (responding to children who have been abused) but also includes broader issues which can be very damaging to children's welfare and development, for example bullying and self-harming.

## 1.6 Legislation and guidance

There is a great deal of legislation and guidance concerning the safeguarding of children. We have integrated the key legislative points and responsibilities of the sector into this document.

An Introduction to Child Protection Legislation in the UK (NSPCC, 2007) provides a further succinct summary of the legislation. It can be downloaded from:

[http://www.nspcc.org.uk/Inform/resourcesforprofessionals/InformationBriefings/ChildProtectionLegislationUKPDF\\_wdf48953.pdf](http://www.nspcc.org.uk/Inform/resourcesforprofessionals/InformationBriefings/ChildProtectionLegislationUKPDF_wdf48953.pdf)

## 2 Policy statement

All museums, libraries and archives should have a safeguarding policy in place.

The MLA policy statement on safeguarding is as follows:

MLA is committed to the principle that children who access museums, libraries and archives should be safe and protected from harm, in accordance with the Every Child Matters outcomes.

MLA considers that:

- The welfare of children is paramount.
- All children have the right to protection from harm irrespective of their age, culture, disability, gender, language, racial origin, religious beliefs and / or sexual identity.
- Museums, libraries and archives should ensure that their physical and virtual spaces are safe and secure and promote enjoyable and positive experiences.
- All suspicions and allegations of harm should be taken seriously and responded to speedily and appropriately.
- All staff (whether permanent, temporary, freelancers, volunteers or contractors) working in museums, libraries and archives, or engaged in outreach activities, should be aware of their responsibility to ensure the safeguarding of children.
- Museums, libraries and archives, as employers, should have safe recruitment processes in place to ensure that their staff do not pose a risk of harm to children.

What museums, libraries and archives should consider when developing a safeguarding policy statement:

1. Keep the statement brief and clear.
2. State that the policy is mandatory.
3. Ensure it is endorsed by senior management.
4. Review it every three years but earlier if there are major changes in legislation or in your organisation.
5. Consider how you will promote it to relevant audiences such as your staff and users.
6. The MLA policy statement might serve as a useful model.

## 3 Safeguarding procedures

Procedures are instructions for staff on what they are expected to do – in this case if they are concerned about a child.

All museums, libraries and archives must develop safeguarding procedures to ensure that the commitments identified in the safeguarding policy are carried out.

### Safeguarding procedures should cover the following areas:

#### 3.1 Definitions and core knowledge

All staff need a core knowledge of how to safeguard children, including an understanding of common safeguarding terms, in order to carry out their responsibilities effectively.

A member of staff may not be able to carry out the following instruction 'If you have a concern that a child has been abused we expect you to...' for example, if they do not have the following basic knowledge

- The legal definition of a child.
- What constitutes abuse.
- Who abuses children.

Appendix B contains some key safeguarding definitions that will help.

*Working Together to Safeguard Children* contains a statement 'Who abuses?' (1.29) which counters two commonly held misconceptions: that most abuse is perpetrated by 'strangers' and carried out exclusively by adults.

Children may be abused in a family or institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Chapter 11 of *Working Together to Safeguard Children* provides a full description of what could constitute vulnerable children. This is probably more detailed than the museum, library or archive sector needs to address, however we suggest that your staff should be made aware of the specific vulnerability of disabled children as there is considerable evidence that they are three times as likely to suffer abuse than non-disabled children.

### 3.2 Clear reporting lines

This is crucial so that your staff know what the 'trigger' (or threshold) is for reporting and who they should report to.

State clearly your expectation that staff will report their concerns about children to you. It is important to set the reporting 'threshold' low so that there is a dialogue between the staff member and the named (or designated – see 3.4) person and an informed decision reached as to how to proceed. Staff should not feel that they must await 'proof' before sharing concerns – children's social services and / or the police have the role of looking at the evidence and forming judgements.

State clearly your expectation that any concerns should be reported immediately. Avoiding delay is important in some cases. Most organisations stipulate something like:

*"at the earliest opportunity; certainly within the same working day."*

### 3.3 What to do if a child discloses

It is important to advise your staff how to respond if a child discloses, ie. tells a member of staff about abuse or harms / he is suffering or has suffered.

The advice should include the following:

- Listen carefully and let the child tell you what happened at their own pace, only asking questions for clarification.
- Remain calm and caring and avoid interpreting information.
- Do not conduct an inquiry into what has happened.
- Avoid cross-questioning or leading questions.
- Do not promise to keep it a 'secret' and tell the child you need to share this information with others but make it clear that you will only tell people who need to know and who can help.
- Reassure the child that they did the right thing in telling you.
- Speak immediately to the designated person.
- Make a note of what was said, using the child's or young person's own words as soon as possible after the disclosing conversation and sign and date your record.

### 3.4 Named (or designated) person(s)

You will need to identify one or more named or designated person(s) (depending upon the size of your organisation) to receive and deal with concerns raised by staff. This person's role is to:

- Receive such concerns and discuss them with whoever has raised the concern.
- Take advice; this could include complex matters such as consent and whether parents / carers should be notified.
- Make a decision as to how to proceed.
- Ensure the procedure is followed on such matters as making a referral, confidentiality and recording.

#### **The key decision is whether to make a formal referral to the authorities.**

The named person may also do such 'strategic' things as:

- Keep up-to-date on 'best practice' in safeguarding.
- Establish relationships with external organisations.
- Review your organisations safeguarding policy and procedures.

The named person is not expected to become an 'expert' in safeguarding but should have the following skills:

- Ability to listen intently to the person raising the concern.
- Ability to keep a cool head.
- Knowledge of where to go for advice.
- Knowledge of the procedures and their responsibilities.

Advice is available from two sources and should always be accessed if in doubt:

- The NSPCC 24-hour child protection helpline 0808 800 5000
- The duty officer in the local children's social services (it is now stipulated in statutory guidance that such advice can be sought confidentially, ie. without naming the child).

Training for designated persons is available at [www.nspcc.org.uk/training](http://www.nspcc.org.uk/training)

### 3.5 Making a referral

A referral can be made to / via one of three agencies:

- **Children's social services** – this is the agency you should refer to if your concern is about a child. Please ensure you have an accurate up-to-date record of the correct telephone number of the duty service of children's social services (this may sound obvious but we know of situations where things have gone tragically wrong because the wrong number was used).
- **The police** – this is the agency you should refer to if either your concern is about a member of staff or it's an emergency.
- **The NSPCC child protection helpline** – if you rang for advice and the advice was that a referral should be made the helpline could do this on your behalf.

Make the referral by telephone in the first instance at the earliest opportunity and then confirm in writing.

### 3.6 Confirmation in writing

Government guidance stipulates the following:

A referral to children's social services should be confirmed in writing at the earliest opportunity, certainly within 48 hours.

Children's social services should confirm receipt within another 24 hours of receipt. If no such confirmation is received from the authorities the designated person should contact children's social services within three working days to check the information has been received.

You should prepare a pro forma for confirming referrals. Museums, libraries and archives may not know the child well but basic information about the child (name / date of birth / address / ethnicity etc) is helpful. The most important thing though is an accurate record of the concern, eg. who said what, what was observed.

### 3.7 Confidentiality / consent

These are complex areas on which the designated person should seek advice on a case-by-case basis but we offer a succinct outline here.

#### Confidentiality

There are two main points to bear in mind:

1. The right of a child to protection takes precedence over his / her (or parents') right to confidentiality. If you believe a child has been abused you should report it.
2. It is important to observe confidentiality within your organisation. This might mean:
  - Ensure the names of children or staff members about whom there are concerns or who have breached the code of conduct (see below) are not shared around your organisation.
  - Retain any records in a central, lockable, non-portable cabinet. Government advice is that records should be kept for 6 years after the last contact with the child.

Further advice on record retention can be found in Guidance on child protection records retention and storage (NSPCC, 2007) at:

[http://www.nspcc.org.uk/Inform/resourcesforprofessionals/InformationBriefings/recordsretention\\_wda52859.html](http://www.nspcc.org.uk/Inform/resourcesforprofessionals/InformationBriefings/recordsretention_wda52859.html)

#### Consent

This is an abridged version of the six key points on information sharing identified in Information Sharing: Practitioners' Guide (2006, p.7). The full document can be found on [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

- Explain to children what and how information will be shared unless this could put the child at an increased risk or undermine the detection of a serious crime.
- The child's welfare is the overriding consideration.
- Wherever possible respect the wishes of children who do not give consent but still share information where there is sufficient need to override the consent.
- Seek advice when in doubt, this is particularly important on matters such as whether parental consent should be sought for a referral or whether you should tell parents that you have made a referral.
- Ensure information you share is accurate and only shared with people who need to see it. Information should be stored securely.
- Always record the reasons for your decision.

### 3.8 Management of allegations against staff

You should have a policy and procedure in place to describe what your organisation will do in the event that an allegation is made that a member of staff has:

- behaved in a way that has, or may have, harmed a child.
- possibly committed a criminal offence.
- behaved in a way towards a child that indicates an unsuitability to work with children.

Comprehensive guidance is provided in *Working Together to Safeguard Children* (2006) on how employers should respond in such situations. The guidance not only ensures children are protected and staff are treated fairly but clarifies the different strands of the management of an allegation:

- A police investigation
- Enquiries by Children's Social Services
- Consideration by the employer of disciplinary action.

Your policy should be congruent with this guidance, which is contained in Appendix 5 (pages 219 to 224) of *Working Together to Safeguard Children*.

[www.everychildmatters.gov.uk/workingtogether](http://www.everychildmatters.gov.uk/workingtogether)

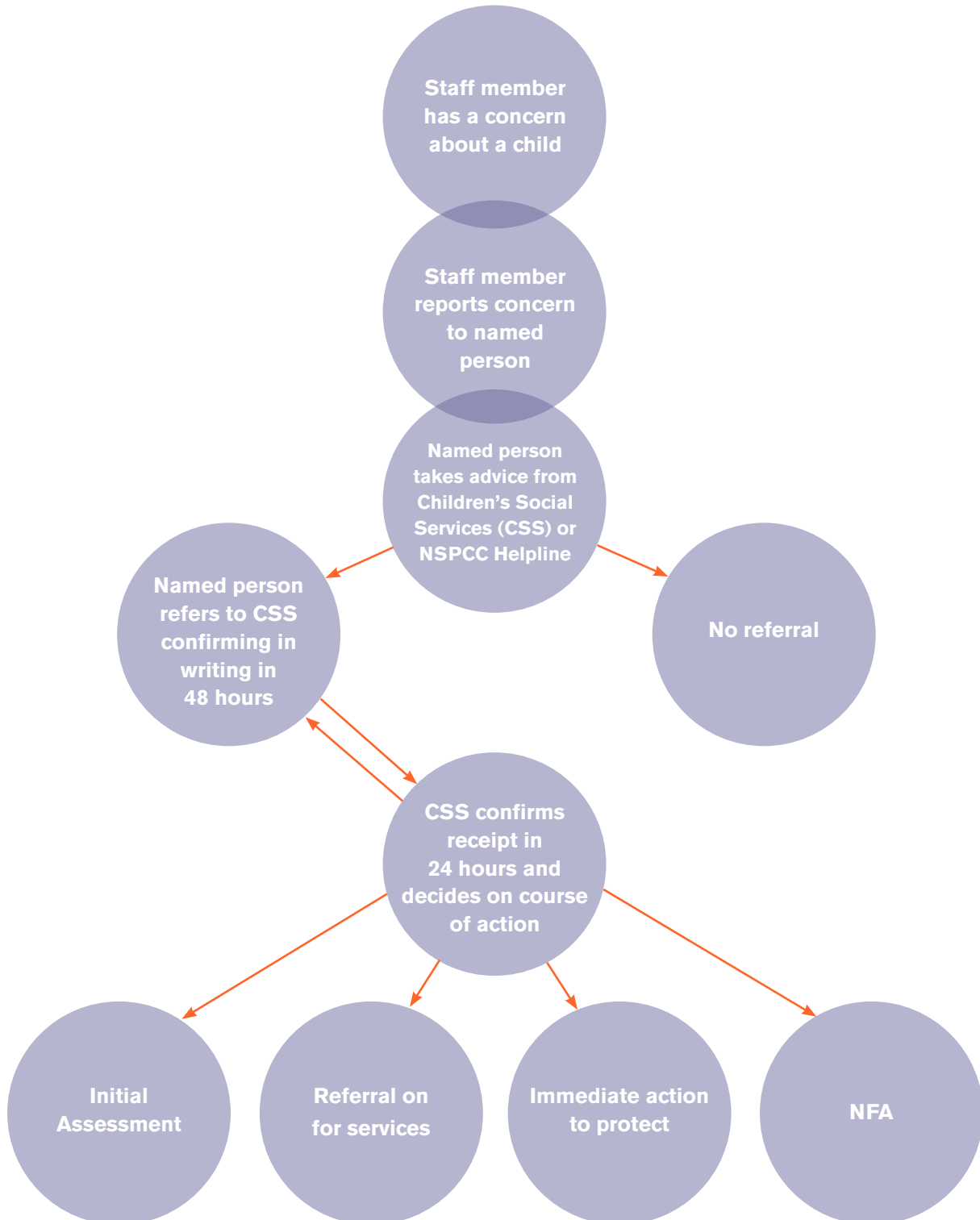
The key points your policy will need to address include:

- Support for all concerned.
- Confidentiality.
- Resignations and 'compromise agreements' (specifically how these should not prevent an allegation being followed up / should not be used respectively).
- Record keeping.
- Timescales.
- Identification of a senior manager within your organisation to whom such allegations should be made.
- Reporting to the Local Authority Designated Officer (LADO), all such allegations should be reported to this officer and guidance sought.
- The disciplinary process.
- The circumstances under which suspension should take place.

### 3.9 A flow chart to illustrate the referral process

A flow chart can help you to describe the referral procedure to your staff succinctly and clearly. We have included a 'model' flow chart on the following page which you could be adapted to suit your organisation.

### Referral process



## 4 Safe recruitment

Recruiting people who are suitable to work with children, whether paid or voluntary, is a crucial aspect of safeguarding.

Safe recruitment is often seen as synonymous with obtaining Criminal Records Bureau (CRB) disclosure checks. CRB checks are an important aspect of safeguarding and museums, libraries and archives should identify which posts involve regular contact with children and therefore require a CRB check. However, there are other steps you can take within the recruitment process to deter or prevent unsuitable people from working for you and gaining access to children:

- **Definition of role** – this could include the likely degree of contact with children.
- **Selection criteria** – what aptitudes in working with children do you want staff to demonstrate?
- **Written application form** – this should include employment or volunteering history. You should ask about any gaps in this history at the interview.
- **Written declarations** – ask for a statement that there are no past convictions, cautions or bind-overs.
- **Identification** – it is important that you verify the identity of the applicant.
- **Interview** – this provides an opportunity, eg. inquire about gaps in employment history and / or to explore attitudes to working with children.
- **References** – ask for two written references and, ideally, check that they are genuine by a telephone call.

### **Criminal Records Bureau (CRB)**

The CRB service allows criminal record checks to be made on those posts that involve working with children.

A fuller description of this service is provided in Appendix A.

Where the CRB form reveals previous convictions or reprimands you will need to decide whether this history prevents the applicant from taking up the post. Guidance as to how to do this can be found on:

[http://www.crb.gov.uk/PDF/code\\_of\\_practice.pdf](http://www.crb.gov.uk/PDF/code_of_practice.pdf)

#### **The Independent Safeguarding Authority (ISA)**

A new ISA vetting service will be introduced towards the end of 2008. This will introduce a single list of all those barred from working with children. Anyone applying for a post working with children will need to be ISA registered before they take up employment. The ISA vetting scheme does not replace the CRB check and is likely to involve a larger number of staff in museums, libraries and archives than are currently vetted via CRB.

The implications of the introduction of the new ISA vetting scheme will become clearer in the course of 2008. A marketing campaign and helpline will be introduced to make sure that both employers and employees are aware of their new responsibilities under the scheme. The government estimate that up to 11 million adults may be affected by the new scheme and are planning a phased introduction over a five year period.

A fuller description of this service is provided in Appendix A.

## 5 A code of conduct

Museums, libraries and archives should develop and publicise a code of conduct for staff which should state how you expect them to behave in respect of children. Codes of conduct are there to protect children but also to protect staff against misunderstandings.

The precise contents of a code of conduct will differ from one museum, library or archive to another depending on such variables as the degree / nature of contact with children and the types of activities you undertake. The following list is therefore illustrative – something to get you started – rather than definitive. You should adapt it so that it is appropriate for your organisation.

Codes of conduct for staff typically include such ‘rules’ as:

- Not spending undue time alone with children.
- Taking simple precautions eg. keeping a door open if alone with a child.
- Avoiding physical contact other than in emergencies.
- Not meeting with children outside of the work context.
- Not making suggestive comments, even in jest.
- Treating children respectfully.
- Not accompanying children to the toilet.

It is extremely important that museums, libraries and archives:

- Publicise the code of conduct so that all staff understand it.
- State the potential consequences of breaching the code which might include disciplinary action or, in extreme cases, referral to the authorities.

Some organisations also develop codes of conduct for children. Behaviours expected of them when using museums, libraries and archives. As knowledge has increased of the very damaging impact of bullying such codes of conduct have assumed a greater importance and may help staff to know how to respond.

Codes of conduct for children typically include such ‘rules’ as:

- An expectation that they treat each other respectfully.
- A clear statement that bullying of any sort will not be tolerated.
- A clear statement that racist or homophobic language will not be tolerated.

## 6 Whistle-blowing (or 'speak out' policy)

All museums, libraries and archives should have a whistle-blowing policy in place which requires staff to report to management any concerns that they might have about other staff members' behaviour.

It includes behaviours that might place children at risk but also commonly includes broader matters such as financial irregularities or harassment of colleagues. It is closely linked to the code of conduct as breaches of this code are the most likely cause of staff needing to whistle-blow.

The most important points to cover in a whistle-blowing policy include:

- A clear expectation that staff should whistle-blow if they have concerns about colleagues' actions / breaches of the code of conduct.
- A statement that the whistle-blower's confidentiality will be protected and they will not suffer adverse consequences if they are acting in good faith.
- A clear statement of who concerns should be reported to. This is normally the 'named person' but consideration needs to be given to the reporting line should the concern involve the designated person or a senior manager.
- The policy should be clear about how management will respond to whistle-blowing. The usual response would be to conduct an inquiry which might lead to a number of outcomes, including:
  - No further action.
  - Increased supervision.
  - Training.
  - Disciplinary action.
  - Referral to the authorities.

## 7 Dissemination and training

Policies and procedures are of no value unless people are aware of and know how to use them. The most important people in this respect are your staff, though you should consider whether it is helpful to make some, or all, of your policies accessible to users of your services too.

### **Induction**

Safeguarding children should always be included in museum, library and archive staff induction. They should be made familiar with all safeguarding policies and procedures.

### **Disseminating of information**

It is important to keep safeguarding training and information sharing as simple as possible. Your staff may be anxious about being trained on safeguarding, particularly if they think they are expected to become 'experts'. If staff are over-anxious they may switch off or over-react, which can do more harm than good.

These are some tips which we hope will help you:

- Do not assume everyone needs the same training. A designated person or member of staff who works more intensively with children may need more training than other staff in your organisation.
- A 60 minute briefing including opportunities for staff to ask questions and think about what it means for their museum, library or archive may be more productive than a long, technical session.
- Ensure that safeguarding remains a high priority through follow-up sessions at team meetings and refresher sessions
- Stress that staff have a legal responsibility to ensure children are safeguarded but also have a moral responsibility.
- Stress one key message – you want them to be alert to concerns about children and to discuss these with the designated person who is there to help and who can access specialist advice.
- Reassure them that you don't want them to be experts (and that it is probably dangerous for them to consider themselves such).
- Ask them to sign to indicate that they have read and understood the policy and signpost them to who they should talk to if they have any questions.
- Keep a record of safeguarding training received by all staff so that there is a clear 'audit trail' of who has received what.

## 7 Dissemination and training *continued*

Another source of training is Educare. These are interactive distance learning programmes teaching basic awareness, safe recruitment etc. You can find these at: [http://www.nspcc.org.uk/Inform/trainingandconsultancy/EduCare/educare\\_wda47928.html](http://www.nspcc.org.uk/Inform/trainingandconsultancy/EduCare/educare_wda47928.html)

Training for designated persons may be provided by your Local Children's Safeguarding Board (LSCB). Each has a website via which you can make contact or a list can be found on the following website: [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

An alternative source of training is the NSPCC at: [http://www.nspcc.org.uk/Inform/trainingandconsultancy/Training/TrainingCourses/trainingcourses\\_wda47913.html](http://www.nspcc.org.uk/Inform/trainingandconsultancy/Training/TrainingCourses/trainingcourses_wda47913.html)

You are strongly advised to make a link to your LSCB. It is the multi-agency 'strategic' body which co-ordinates and evaluates work to safeguarding children locally. The LSCB may help you by:

- Providing a version of its safeguarding procedures which you can check yours against.
- Approving your policy and procedures.
- Providing training or support to the sector.

## 8 Creating safe environments

This section includes advice on specific issues staff in museums, libraries and archives need to consider when planning activities for children or in order to ensure that children access safe environments when they access our services

- Safe use of Information and Communication Technology (ICT)
- Managing risk
- Unaccompanied or lost children
- Photographing or filming children
- Surveying and consulting children
- Outreach visits

### 8.1 Safe use of ICT

The growth of Information and Communication Technology (ICT) has expanded learning opportunities for children but also presented new risks. Risks include:

- The accessing of inappropriate / pornographic websites by children.
- The accessing of illegal child sexual abuse imagery by adults.
- Children being groomed for sexual abuse on the internet by offenders. (This is now the activity which is most frequently reported to the Child Exploitation and Online Protection Centre – CEOP).
- Children giving away personal information over the internet.
- Cyber bullying – the use of mobile phones, chat rooms and email to distress or humiliate.

Libraries, in particular, should develop a policy to promote the safe use of ICT.

This should address some or all of the following:

- The use of filters to block unsuitable sites.
- Reporting of such sites to the internet provider so they are blocked.
- Guidance to children on the safe use of ICT and how to report any concerns (about being bullied online or 'groomed', for example).
- A requirement that parents give written permission for children to use computers.
- The use of mobile phones (as these can be used to 'cyber-bully').
- The siting of terminals in order to prevent adults from striking up inappropriate conversations and relationships with children.
- How breaches of the policy will be dealt with.

## 8 Creating safe environments *continued*

A considerable amount of advice is available to help you create such a policy:

- CEOP has developed an education programme called *Thinkuknow* to help children keep safe online. This website provides information and resources to help children, parents, teachers and other professionals learn about internet safety. *Thinkuknow* uses a number of powerful, award-winning films to educate children and young people about the risks they may face. You can find this on [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- In partnership with the British Educational Communications and Technology Agency (BECTA), CEOP has expanded its *ThinkUKnow* website and developed a cyber café for children between the age of eight and 11 years. The cyber café includes advice on email, online forums and text messaging and has been extensively tested on pre-teen children. The site features quizzes and games that libraries and museums could use to help children use the internet safely and responsibly. A section aimed at children aged between five and seven years old will be added in early 2008. This can be located at: <http://www.thinkuknow.co.uk>
- BECTA have produced a document *Safeguarding Children in a Digital World* which is a strategic overview of e-safety issues for policy makers, local authorities and schools. It is available to download at [www.becta.org.uk](http://www.becta.org.uk)
- Home Office guidelines on chat rooms, instant messaging, web-based services, moderation of interactive services for children and safer searching are also available at [www.police.homeoffice.gov.uk](http://www.police.homeoffice.gov.uk)
- The Department for Children, Schools and Families (DCSF) has launched new guidance to help tackle cyberbullying. This guidance has been developed for schools but is useful for libraries as it suggests techniques to prevent cyberbullying and how to deal with incidents. Cyberbullying guidelines are available on the DCSF's Teachernet website at [www.teachernet.gov.uk](http://www.teachernet.gov.uk)
- Childnet International has also launched the Digizen website to offer information about social networking and personal security, as well as cyberbullying, with the overall aim of increasing internet awareness among children. Library services could usefully promote this site. [www.digizen.gov.uk](http://www.digizen.gov.uk)

### 8.2 Managing risk

Risk assessment should be an integral part of the planning of any programme of activity in a museum, library or archive. Risk management should also be an ongoing part of every programme.

## 8 Creating safe environments *continued*

Museums, libraries and archives should consider the following when assessing risk:

- What might go wrong with the programme?
- What is the likelihood of this happening?
- What would the impact be?
- What measures do you need to take to safeguard children

Museums, libraries and archives can manage this risk by:

- Identifying measures to reduce the risk.
- Planning what to do if things do go wrong.
- Consider what measures to take to safeguard children.

### 8.3 Unaccompanied / lost children

Children are the legal responsibility of their parents and they should always accompany young children under the age of eight to a museum, library and archive. A notice to this effect should be displayed prominently in your service to remind parents of their responsibility.

However young children do occasionally visit libraries and museums unaccompanied and therefore we recommend that you develop a policy on unaccompanied children. This should state the minimum age a child might use your organisation unaccompanied – we recommend eight years. Whilst not wishing to discourage children from visiting museums and libraries, staff should take reasonable steps to inform parents / carers of their responsibilities.

We recommend that your policy should include the following if a member of staff discovers an unaccompanied young child:

- Approach the child with a colleague.
- Try to find out if their parents know they are in the museum or library unaccompanied and if they know how to get home.
- Use your judgement in deciding if it is reasonable to expect the child to find his / her own way home. Ask yourself:
  - Does the child seem capable of finding its own way home?
  - Does the child appear to know clearly where he or she lives?
  - Are there any busy roads on route?
  - What is the child's age and understanding.
- If you are not sure, encourage the child to remain in the library or museum until the parent / carer can be contacted.
- Contact the designated person for advice.
- If attempts to contact a parent / carer fail, you should contact the local Children's Social Services Duty Team or police station.

### **What to do at closing time**

- Inform the designated person.
- Two members of staff should approach the child to find out if they are waiting for a parent / carer to collect them.
- Ring the child's home to clarify the situation.
- Two members of staff should wait for the parent / carer to arrive.
- If you cannot contact the parent / carer ring the local children's social services duty team or the local police and both members of staff should wait with the child until they arrive.

### **Lost children**

If a child is reported lost or missing inform the designated person immediately with the following information, giving as full details as possible:

- Name of child
- Age of child
- Address / name of school
- Physical description of child (height, colour of hair, clothing etc)
- Where child was last seen
- The time the child was last seen

Once a sufficient check is made, if the child is not found, the named member of staff will inform the police. The member of staff who took the initial report should reassure the parent that action is being taken to locate the child and explain that contact will be maintained with them until the child is found.

If a member of staff is approached by a child who is lost they should:

- Reassure the child.
- Seek to establish identifying details – name, age, school etc.
- Contact the named person with identifying details and other information that might help reunite the child with its carer (physical description, where child was found).
- In the unlikely event that the child is not claimed the named member of staff should contact the police.
- Check the identity of the person to whom the child is handed over to.

### **8.4 Photography and filming**

Museums, libraries and archives should take care to seek consent for the use of any images taken of children in their spaces. This applies to both photography and film. It is good practice to seek permission directly from older children, as well as asking their parent or carer.

## 8 Creating safe environments *continued*

A picture of a child should never be identified by name on any publicity, posters or website under any circumstance.

In all cases, permission granted by parents and carers is for that specific use only. You must clearly label and date images and note the agreed use. If you want to re-use an image for a different purpose, it is necessary to gain new permission. In no circumstances should images be stored on file for longer than 4 years.

### 8.5 Surveying and consulting

Staff in museums and libraries should be aware of safeguarding and data protection issues when surveying children.

If you are surveying children under 14 in either focus groups or through one-to-one interviews you should have permission from their parents to do so.

A publicity campaign before the survey takes place is strongly recommended and notices should be displayed in museums and libraries that explain why you are approaching children.

If your survey gives rise to statistical data only there are no data protection concerns. However, if you are collecting information from which a child could be identified, you need the consent of parents or carers.

Do not interview children alone in a separate room. Ensure that all one-to-one interviews with children are in public places.

Identification should be worn by all staff while they are conducting a survey.

### 8.6 Outreach visits

When a member of museum or library staff visits another organisation, for example a school, the supervision of the children remains the responsibility of the organisation being visited.

At least one member of staff from that organisation should be present at all times.

Museum, library and archive staff should take identification with them and be prepared to comply with any security procedures the organisation has in place, for example, signing in and out and wearing a visitor's badge.

Any concerns a member of staff has about child protection issues whilst on an outreach visit should be reported to the designated child protection person in that setting, who will undertake the necessary response.



These are fuller descriptions of Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA) processes than are to be found in the main body of the guidance.

## 1 CRB

The legislation underpinning the advent of the Criminal Records Bureau (CRB) and disclosure service is:

- The Police Act 1997 – which made it a criminal offence for an employer not to check an employee working with children (or vulnerable adults) or to knowingly give a job to work with children to an inappropriate person.
- The Protection of Children Act 1999 – this was the first step in developing a coherent framework for identifying adults considered unsuitable to work with children. This Act required childcare organisations to make use of the disclosure service in recruitment and reporting processes and strongly urged other organisations who work with children and young people to do so too.
- The Criminal Justice and Court Services Act 2000 – this specifically covers disclosures and child protection issues.

In April 2002 the Criminal Records Bureau (CRB) was set up to replace the old system of police checks with a ‘one-stop’ service called disclosure. A disclosure is a document which contains information held by the police and government departments. This service enables criminal conviction checks to be undertaken at the time of recruitment for candidates selected to work with children and vulnerable adults. <http://www.crb.gov.uk>

To provide this service, the CRB offers two levels of disclosure, each representing a different level of check. The two levels of disclosure are ‘Standard’ and ‘Enhanced’.

These Disclosures cannot be obtained by members of the public and are only available to organisations that cover professions, offices, employments, work and occupations listed in the Exceptions Order to the Rehabilitation of Offenders Act 1974.



### **Standard Disclosure**

Standard Disclosures are primarily for posts that involve working with children (or vulnerable adults). Standard Disclosures may also be issued for people entering certain professions, such as members of the legal and accountancy professions.

Standard Disclosures contain the following:

- Details of all convictions, reprimands and warnings held on the Police National Computer (PNC).

If the position involves working with children and the relevant boxes have been marked on the application form to indicate this:

- Information from the Protection of Children Act List (POCA)
- Information from the Protection of Vulnerable Adults List (POVA); and
- Information held by the DCSF under section 142 of the Education Act 2002 of those considered unsuitable or banned from working with children.

### **Enhanced Disclosure**

Enhanced Disclosures are for posts involving a far greater degree of contact with children (or vulnerable adults). In general, the type of work will involve regularly caring for, supervising, training or being in sole charge of such people. Examples include a teacher, scout or guide leader. Enhanced Disclosures are also issued for certain statutory purposes such as gaming and lottery licenses.

Enhanced Disclosures contain the same information as Standard Disclosures but with the addition of local police force information considered relevant by Chief Police Officer(s).

### **Processing Disclosures**

Standard and Enhanced Disclosures must be processed through an organisation registered with the Criminal Records Bureau. The CRB and Disclosure service websites have a list of the registered bodies. Some of these are 'closed' registered bodies and others are 'open' bodies (also known as umbrella bodies). The CRB website has an umbrella bodies search facility and a guidance document that can be downloaded. <http://www.crb.gov.uk>

Small museums that only require a limited number of Disclosure checks are not able to register with the CRB individually and need to find a local umbrella body to process checks on their behalf. The umbrella bodies search facility on the CRB website will provide contact details for local registered bodies.



## 2 ISA

The Safeguarding Vulnerable Groups Act 2006 provides the legislative framework for a new Independent Safeguarding Authority (ISA) vetting service that will be introduced from autumn 2008. The scope of the new vetting service will be much wider than the current barring schemes and apply to a much broader workforce.

The new vetting service will introduce a single list of those barred from working with children and a separate, but aligned, list of those barred from working with vulnerable adults. These lists will replace the existing List 99, Protection of Children Act (POCA) List, Protection of Vulnerable Adults (PoVA) List and Disqualifications Orders. They will form the means by which the ISA will keep a record of those who will not be permitted to work (whether paid or as volunteers) in regulated activity with children and / or vulnerable adults, or can only work in controlled activity with safeguards. The ISA will make all discretionary decisions on who should be placed on the barred list both prior to an individual's employment and following referrals by employers or others, or information from continuous monitoring about criminal offences.

The new ISA vetting service differs from previous schemes in that anyone applying for jobs with children and / or vulnerable adults will need to be ISA registered before they are employed. Pre-employment vetting will ensure that those who are known to present a risk of harm to children and / or vulnerable adults are prevented from entering the relevant workforce in the first place.

Being ISA registered means that paid or unpaid employees and volunteers have been vetted by the ISA and no relevant evidence of their unsuitability has been found. Once someone is registered subsequent employers will be able to make a free online check of their ISA registration status. Any new relevant information which shows they pose a risk to vulnerable people will be passed to the ISA. If necessary their ISA registration will be removed and their employer will be informed that they are no longer ISA registered. If they are not registered with the ISA their employer will no longer be able to use them for regulated activity such as working closely with children.

The new vetting service is an addition to, not a replacement for, the safe recruitment and employment practices all employers should continue to follow. Employers will retain their responsibility for deciding who they engage. However, they will be able to act in the knowledge that judgements have been made about suitability of those people who information shows pose a risk of harm to children and / or vulnerable adults.



The new vetting service will be phased in over a period of time with initial checks likely to be required for new staff and staff working with children who have not previously been subject to such requirements such as CRB disclosures, including temporary, agency, contract staff and volunteers. The vetting service does not distinguish between paid and unpaid (voluntary) work. Both groups will have to apply for ISA registration but volunteers will not have to pay the registration fee. Government guidance will explain the phasing arrangements at:

<http://www.everychildmatters.gov.uk/independentsafeguardingauthority/>

The new vetting service will distinguish between ‘regulated’ and ‘controlled’ activity.

**Regulated activity** includes:

- Any activity which involves contact with children and / or vulnerable adults and is of a specified nature, eg. teaching, training, care, supervision, advice, treatment or transport
- Any activity which involves contact with children and / or vulnerable adults and is in a specified place, eg. schools, care homes
- Fostering or childcare
- Certain defined positions of responsibility, eg. school governor, director of social services, trustees of certain charities

Regulated activity applies where the activity is carried out frequently, overnight, or satisfies a period condition of taking place on three or more days in any 30-day period. The Government will be issuing guidance to assist employers in interpreting these terms.

Regulated activity in the museum, library and archive sector would include:

- Learning activities for school groups in museums delivered by museum educators or similar activity delivered in schools by an outreach officer
- Reading groups for children in libraries delivered by library staff. This is regulated activity irrespective of whether the same or different groups of children attend each session.
- One-off residential school visits to museums

An employer who allows a person to carry out regulated activity, will commit a criminal offence if they fail to check the ISA registration status of that applicant, employee or volunteer.

An employer can check the ISA registration status of any individual who is ISA registered free online or via a CRB Enhanced Disclosure.

**Controlled activity** includes:

- Frequent or intensive support work in general health, NHS, FE settings (eg. a cleaner, caretaker, shop worker, catering staff, car park attendant, and receptionist).
- Those working for specified organisations (eg. a local authority) with frequent access to sensitive records about children.
- Support work in adult social care settings (eg. day centre cleaners, those with access to social care records).

Further information on 'regulated' and 'controlled' activity can be found at:

<http://www.everychildmatters.gov.uk/resources-and-practice/IG00201/>

It is extremely unlikely that any activity in museums, libraries or archives will fall under the category of controlled activity.



Many key terms are defined in the main body of the guidance (1.3). Here we provide a few additional or fuller definitions.

## 1 Abuse and neglect

*Working Together to Safeguard Children* provides the following definitions of the four categories of abuse.

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 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 ill treatment of a child, though it may occur alone.

Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born neglect may involve a parent or carer failing to provide adequate food, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of adequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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.



Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities such as involving children in looking at or producing pornographic material, or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

### **3 Convictions, spent**

A person convicted of all but the most serious criminal offences and who receives a sentence of more than two and a half years in prison benefits from the Rehabilitation of Offenders Act (ROA) 1974 if they are not convicted again during a specified rehabilitation period. Once a rehabilitation period has ended and no further offending has taken place, a conviction is spent. There are some exceptions though. When recruiting for a position of trust, an employer is entitled to ask a candidate to reveal details of all convictions, whether spent or not, particularly to protect children and other vulnerable groups (Rehabilitation of Offenders Act 1974).

### **4 Convictions, unspent**

A conviction is described as unspent if the rehabilitation period associated with it has not yet lapsed. A rehabilitation period is a set length of time from the date of conviction, according to the sentence imposed.

### **5 Criminal Records Bureau (CRB)**

An agency of the home Office which helps organisations recruit safely through its Disclosure service

### **6 Disclosure (official)**

A Disclosure is a document containing information held by the police and government departments. It can be used by employers and voluntary organisations to make safer recruitment decisions about people working with children.

### **7 Disclosure service**

The Disclosure service offers a regulated 'one-stop' service that provides access to records held by the police, together with those held by the Department for Health (DH) and Department for Children, Schools and Families (DCSF). It enables organisations to make thorough recruitment checks, particularly for posts involving regular contact with children.



## 8 Independent Safeguarding Authority (ISA)

The Independent Safeguarding Authority will be a Non-departmental Public Body. The overriding aim of the Independent Safeguarding Authority will be to prevent those who are deemed unsuitable to work with children and / or vulnerable adults from gaining access to them through their work. It will do this by taking all discretionary decisions that are currently taken by the Secretary of State. The Independent Safeguarding Authority will employ expert staff to help with the discretionary decisions, and will delegate administrative functions to the Criminal Records Bureau. The new scheme is expected to come into force from autumn 2008, and it will replace List 99 and the POCA and POVA lists and Disqualification Orders.

## 9 In loco parentis

In loco parentis ('in place of a parent') refers to a person who has been given explicit permission to assume parental responsibility for a child (or children) by his or her parents or legal guardian. Acting in loco parentis should not be confused with having a duty of care. You have a duty of care towards the children and young people that you work with, which means you should ensure they are safe in your care.

## 10 List 99

A confidential list of adults, held by the Department for Children, Schools and Families (DCSF), who are either banned from working with children or have had restrictions placed upon their employment. Schools must make sure that no one on List 99 has regular contact with children.

## 11 Local Safeguarding Children Boards (LSCBs)

Local Safeguarding Children Boards are inter-agency bodies that are made up of the main organisations responsible for safeguarding children from abuse and neglect. *Working Together to Safeguard Children* sets out the guidance for LSCBs including their membership which should include Local Authorities, health bodies, the police and others. Museums, libraries and archives should contact their Local Safeguarding Children Board to ensure the policies and procedures they have developed reflect an authority-wide approach.

## 12 Ofsted

The new Office for Standards in Education, Children's Services and Skills came into being on 1 April 2007. It brings together the wide experiences of four formerly separate inspectorates. It is a non-ministerial government agency whose main aim is to help improve the quality and standards of education and childcare through independent inspection and regulation. Visit: <http://www.ofsted.gov.uk/>



### **13 POCA list**

This list is held by the Department of Health and identifies people who are unsuitable to work in childcare roles. The Protection of Children Act 1999 advises that certain professions (such as teachers) must be checked against this list prior to employment.

### **14 POVA list**

This is a confidential list of care workers who have harmed vulnerable adults in their care.

### **15 Position of trust**

Positions of trust are roles that involve working with children. An adult member of staff or volunteer can have an enormous amount of power or influence over a child or young person, particularly when they are in some way responsible for their success or failure. It is critical that staff and volunteers recognise any such influence and ensure that this position of trust is not abused (Sexual Offenders (Amendment) Act 2000).

### **16 Registered bodies**

Organisations who have registered with the CRB to process applications to the Disclosure service for their own employees.

### **17 Sole charge**

Sole charge means having unsupervised contact with children. This might be for only a few minutes or for a more extended period.

### **18 Umbrella body**

An umbrella body is a registered body that acts on behalf of other organisations, enabling them to access the Disclosure service. For more information visit: [www.crb.gov.uk](http://www.crb.gov.uk).

### **19 Safeguarding**

Safeguarding and promoting the welfare of children is defined in *Working Together to Safeguard Children* (1.18) as:

- Protecting children from maltreatment.
- Preventing impairment of children's health and development.
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.
- Undertaking that role so as to enable those children to have optimum life chances and to enter childhood successfully.

## C Appendix C – the NSPCC’s Safeguarding Communities and Commitment Schemes.



### **NSPCC Staying Safe Commitment Scheme: Protecting children and young people in organisations.**

The Staying Safe Commitment Scheme offers support to, and recognition of, an organisation's commitment to safeguarding. Safetycheck, a set of safeguarding standards, which have received ministerial endorsement, underpin the scheme. By using these standards, organisations will be able to benchmark themselves, identify any gaps and plan for ways to address these. Thus allowing a step-by-step approach to creating a safer organisation. Written guidance and support is available to organisations that register on the scheme.

The scheme is open to organisations that provide services or activities to children and young people in England and Wales. It is for organisations in voluntary or commercial sectors.

Participation in the scheme and achievement of the certificate of recognition will bring benefits to an organisation in terms of:

- Signalling it has taken first steps in order to keep children safer
- Provide reassurance to children, parents, staff and other relevant stakeholders
- Enhance the confidence of staff and volunteers in knowing what to do if they have concern about a child or an adult.

To achieve the certificate, valid for two years, organisations must submit to NSPCC evidence of:

- A self-assessment against the standards
- An implementation plan to meet the standards
- A named designated child protection person(s) with a written role and responsibilities
- A written child protection policy statement and procedures
- Appropriate public liability insurance with no exclusions for child abuse.

For further information about the scheme, including the registration process and costs, please contact NSPCC:

Tel: 0116 234 7237

Email: [commitment@nspcc.org.uk](mailto:commitment@nspcc.org.uk)

Visit: [www.nspcc.org.uk/commitmentscheme](http://www.nspcc.org.uk/commitmentscheme)

**Ann Craft Trust**

Information, support and consultation on the protection from abuse of children and adults with learning disabilities; includes those with additional disabilities.

[information@anncrafttrust.org](mailto:information@anncrafttrust.org)

[www.anncrafttrust.org](http://www.anncrafttrust.org)

**BECTA**

[www.becta.org.uk](http://www.becta.org.uk)

**Child Exploitation and Online Protection Centre (CEOP)**

[www.ceop.gov.uk](http://www.ceop.gov.uk)

**Child Protection in Sport Unit**

A collaboration between NSPCC and Sport England. A sample child protection policy is available on this site

[www.thecpsu.org.uk](http://www.thecpsu.org.uk)

**Choose with care**

Building child-safe organisations.

[www.ecpat.org](http://www.ecpat.org) and [www.childwise.net](http://www.childwise.net)

**Criminal Justice and Court Services Act 2000 – protection of children**

[www.homeoffice.gov.uk/docs/guidance.pdf](http://www.homeoffice.gov.uk/docs/guidance.pdf)

**Criminal Records Bureau**

Provides step-by-step guide to obtaining CRB checks

[www.crb.gov.uk](http://www.crb.gov.uk)

**Data Protection Act 1998**

[www.hms.gov.uk/acts/acts1998/19980029.htm](http://www.hms.gov.uk/acts/acts1998/19980029.htm)

**Directory of Safeguarding Advisers 2004**

A directory of safeguarding advisers trained by Arts Council England and the NSPCC to work with arts organisations to deliver training and develop safeguarding policies

[www.artscouncil.org.uk/information](http://www.artscouncil.org.uk/information)

**The Disclosure service**

A one-stop service for England and Wales, offering access to records held by the police, together with those held by the Department of Health (DH) and the Department for Children, Schools and Families (DCSF)

[www.crb.gov.uk](http://www.crb.gov.uk)

**Every Child Matters**

Provides information and guidance on safeguarding children to support local authorities and their partners implement their statutory duties.

[www.everychildmatters.org.uk](http://www.everychildmatters.org.uk)

**firstcheck: a step by step guide for organisations to safeguard children**

A comprehensive resource to help organisations develop a safeguarding policy and procedures (NSPCC 2002)

**stopcheck**

Helps organisations that provide activities or services for children to develop child protection policies and procedures (NSPCC 2003)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

**Getting it right**

Standards of good practice for child protection  
Volunteer Development Agency

[www.volunteering-ni.org](http://www.volunteering-ni.org)

**Keeping the arts safe**

Arts Council England, 2003

[www.artscouncil.org.uk](http://www.artscouncil.org.uk)

**NSPCC**

NSPCC Child Protection helpline – a free 24-hr service that provides counselling, information and advice for anyone concerned about a child at risk of abuse.

Tel: 0808 800 5000

[consultancy@nspcc.org.uk](mailto:consultancy@nspcc.org.uk) [www.nspcc.org.uk](http://www.nspcc.org.uk)

**SAFE Safer Activities for Everyone**

Safer Activities for Everyone Award for museums, libraries and archives

[www.oursafesite.com](http://www.oursafesite.com)

**A Safe Place for Children**

Guidelines from Chartered Institute of Library and Information Professionals to promote Child Safety in Public Libraries, 2005

[www.cilip.org.uk](http://www.cilip.org.uk)

**Safeguarding children**

Protecting children in your organisation

The Charity Commission for England and Wales, 2006

[www.charitycommission.gov.uk/supportingcharities/protection.asp](http://www.charitycommission.gov.uk/supportingcharities/protection.asp)

**What to do if you're worried a child is being abused (2006)**

[www.everychildmatters.gov.uk/search/IG00182](http://www.everychildmatters.gov.uk/search/IG00182)

**Working Together to Safeguard Children**

A guide to inter-agency working to safeguard and promote welfare of children

HM Government 2006

[www.everychildmatters.gov.uk/workingtogether](http://www.everychildmatters.gov.uk/workingtogether)



Leading strategically, we promote best practice in museums, libraries and archives, to inspire innovative, integrated and sustainable services for all.

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