



PRACTITIONER CONDUCT AGREEMENT (2021)

This safeguarding manual is for all Creative Futures' employees, contractors, volunteers, consultants, practitioners and freelance artists. **THIS DOCUMENT MUST BE READ BEFORE UNDERTAKING WORK WITH CREATIVE FUTURES.**

1. Introduction

Creative Futures (UK) is committed to ensuring the highest quality in both the delivery of its programmes (i.e. all its artistic, educational and charitable activity) and all areas of its management and administration.

We are committed to ensuring a safe and secure environment for everyone who participates in our programmes, whether they be adults, children, or those with any disability or vulnerability.

All employees and contractors, whether engaged for a single workshop, a series of workshops or projects, or employed on any other form of freelance, temporary, or permanent contract, are required to sign to say that they have read this Practitioner Conduct Agreement before undertaking the work.

For the purposes of this Practitioner Conduct Agreement, 'employees and contractors' includes anyone engaged by Creative Futures to deliver any aspect of its work, whether paid or on a voluntary basis, including (but not limited to) artists, musicians, music leaders, practitioners, researchers, evaluators, consultants, and project managers. Creative Futures artists and educators are also referred to as 'practitioners'.

2. The basics

- All employees and contractors must operate within the UK law at all times.
- Employees and contractors must never under any circumstances be under the influence of alcohol or illegal drugs whilst engaged in work for Creative Futures.
- All employees and contractors who have direct contact with children or vulnerable adults must hold a valid enhanced DBS declaration (for most projects, a DBS must be no more than 3 years old) and must submit a legible copy of the certificate to Creative Futures before activities take place. This copy of the DBS will be supplied to schools and clients only when necessary (e.g. when a practitioner attends a school without their own copy), and will be saved securely on our system, in line with our Data Protection Policy.
- In the event that an employee or contractor requires a new DBS to be processed, they will undertake to process a new DBS application before activities begin. Creative Futures can assist with this process.
- All employees and contractors must notify Creative Futures of any past or pending convictions.

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- All employees and contractors must supply references upon request.
- All employees and contractors must demonstrate respect, tolerance, good manners, reliability, trustworthiness, honesty, positivity and fairness towards all those with whom Creative Futures comes into contact including clients, project participants, other employees, and volunteers; and embody Creative Futures' values (see (3) below).
- All employees and contractors must take care never to undermine, disrespect or offend any clients, project participants, other employees or volunteers.
- All employees and contractors must demonstrate good practice by adhering to the company's Health and Safety, Equal Opportunities and Quality Management policies at all times (all are available on the Creative Futures website).
- All employees and contractors are requested to notify Creative Futures, in advance of any their work starting, of any health issues which may impact on delivery of agreed work so that adjustments can be made where necessary and where possible.

In addition, we expect the following behaviours to be demonstrated at all times by all Creative Futures employees, contractors and practitioners:

- Punctuality: we expect practitioners to arrive in good time for every session, which generally means at least 15 minutes prior to the session's scheduled start time, or earlier if there is any preparation or set-up required.
- Professionalism: all practitioners are representatives of Creative Futures and we expect high levels of professionalism across all interactions with participants and clients at all times.
- Communication: we require practitioners to communicate with the designated Creative Producer regularly throughout a project, and in particular to highlight any issues or concerns as soon as they arise.
- Illness etc.: In the event of illness or other unavoidable circumstances which prevent practitioners from attending a scheduled session, the Creative Producer must be informed as early as possible – ideally by 9.00am on the day of the scheduled workshop or at least 3 hours before the workshop is scheduled to start, whichever is the earlier. Where possible sessions will be rescheduled if a replacement practitioner cannot be found to deliver the original scheduled session. No payments will be made to practitioners for sessions missed for whatever reason.
- Reliability: failure to attend a scheduled session without informing the Creative Producer (and any others as stated in the Project Schedule) is unacceptable and is deemed a breach of our Practitioner Conduct Agreement.

Our commitment to our employees, contractors and freelancers:

- Creative Futures values its artists, contractors and employees highly, and will always do its best to support and nurture their professional development and well-being.

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- Creative Futures will provide regular opportunities for practitioners to engage in reflective practice sessions, to share practice with each other.
- Creative Futures will ensure that practitioners are paid for all training and planning sessions expected as part of a project's delivery.
- Creative Futures will support practitioners to take part in training which is specific to any projects and which will enhance its delivery and outcomes.
- Creative Futures will provide a dedicated Creative Producer to manage and oversee all projects, who will act on practitioner's behalf in any aspect of the project's smooth and successful management, and who will support all aspects of the project's delivery.
- Creative Futures will also designate a Safeguarding Lead for every project (usually the Creative Producer) to be the first point of contact for any safeguarding concerns. Projects partners/hosts (e.g. the school in which the project takes place) will also have a Designated Safeguarding Lead, whose details will be provided on the project Schedule. Creative Futures has a Designated Safeguarding Lead (DSL) who has completed Level 3 safeguarding training. The Designated Safeguarding Lead is: Vanessa Stansall (Creative Producer).
- Creative Futures will pay its practitioners promptly upon receipt of an invoice (see (5) below).
- **Cancellation Policy:** If a session is cancelled by the Creative Futures or its partners/schools less than 1 week before its scheduled delivery (e.g. for a trip or inset), practitioners will be offered the opportunity to reschedule the session, however if this is not possible the practitioner will be paid for the session in full and will not be obliged to replace the session. Sessions cancelled more than 1 week before their scheduled delivery will be rescheduled for a mutually convenient time, and duly paid for upon delivery. If sessions are cancelled due to circumstances beyond the control of Creative Futures or its partners/schools, (e.g. pandemic, extreme weather, national emergency etc.) no fees will be payable for sessions missed. However, Creative Futures will do everything it can to support practitioners and its project participants by finding alternative means of delivery such as through an online medium. Creative Futures will undertake negotiations with its partners/schools in these cases.
- **Insurance:** Creative Futures' insurance policy includes Public Liability and Employer Liability, and our policy covers all our practitioners' delivery on-site at schools and all other types of setting, as long as the scheme of work delivered has been agreed with Creative Futures.

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3. Creative Futures: Mission statement and values

Creative Futures offers transformative experiences through the arts for children and young people through high quality programmes targeted to specific needs.

VALUES

- **Child-led** – putting the child or young person at the centre of our work, from devising and planning through delivery to evaluation.
- **High quality** – our programmes are shaped and led by experienced, reflective artists and producers drawing on research and our own learning.
- **Inspiring** – we aim for every project we deliver to be outstanding, meaningful and memorable for all the children, young people, families and professionals involved.
- **Locally-driven** – ensuring that every project is driven by the specific needs and strengths of its local community; and finding new ways of embedding the arts at the heart of every child's experience.
- **Democratic** – aspiring to be a culturally democratic organisation where our community of artists and participants shape our work together and are all treated ethically, fairly, equally and respectfully.

4. Practice Sharing

Creative Futures is committed to sharing its learning, including examples of best practice and evaluation reports, with other organisations across the arts/education sectors. This includes the sharing of non-confidential information about its projects with other organisations and individuals, including online.

As an organisation, we are committed to supporting and nurturing artists who deliver freelance education/outreach programmes. We frequently invest in artists through offering training and other professional development opportunities, as well as paying artists for project-specific planning, training, practice-sharing and reflection sessions.

We expect artists engaged by Creative Futures to actively participate in our commitment to sharing practice and learning with the wider arts-education community, through:

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- Sharing session plans with the Creative Producer in advance of a session/project, where requested.
- Allowing Creative Futures management staff (and any guests they may wish to bring) to observe any sessions.
- Writing appropriate feedback/reflections on specific aspects of a project's delivery, and contributing to the monitoring of specific outcomes, where requested and set out in the Project Schedule.
- Attending project planning, training, practice sharing, and project reflection meetings as part of a project's delivery, as set out in the Project Schedule.
- Allowing photographs and video of workshop sessions to be taken (with relevant settings' and participants' permission) for use by Creative Futures and its partners in monitoring, evaluation, reporting, practice sharing, research, and planning of its future work, and on any websites that Creative Futures or its partners deem appropriate across the public domain. Employees and Contractors can request that images in which they are identifiable may not be used in the public domain.

5. Finance and Tax

All artists, contractors, and consultants are engaged on a freelance basis and are responsible their own tax, national insurance and pension contributions.

Creative Futures (UK) Limited accepts no liability for any personal tax or national insurance contributions from those it engages in a freelance capacity.

Creative Futures requests that invoices are submitted by email to the Creative Producer and/or Julian Knight once the work has been completed, or at regular intervals during a project. We request that invoices are not submitted more than 3 months after the scheduled work has finished. Each project should be invoiced for separately. Invoices are paid by BACS.

We guarantee to pay invoices within 30 days of receipt, and will usually settle invoices within 7 days.

6. Ethical Guidance

Creative Futures has appointed an Ethics Committee which reviews and advises on any ethical issues relating to its research. The committee consists of a minimum of 3 members drawn from the Board of Creative Futures, and at least one academic institution. For more information, the Ethical Policy can be found on the Creative Futures website.

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7. Guidance on Physical Contact with Children & Young People

7.1 Physical contact:

There may be times when it is legitimate for Creative Futures practitioners to have physical contact with participants as an appropriate part of the Creative Futures programme. Examples of appropriate physical contact may include helping participants to hold an instrument correctly, helping participants perfect a gesture or pose in a theatrical project, or taking a cast of a participants' hand or face. A 'no touch' policy is therefore impractical, and therefore practitioners are asked to use their professional judgement at all times. It is unlikely that appropriate physical contact would include touching any areas other than the feet/hands/arms/shoulders or head on the participant and it is equally unlikely that it would be appropriate for practitioners to use anything other than their hands, arms or feet to make this contact. Contact should always be done with the participant's consent. Practitioners will monitor participants for their ongoing assent and be attentive to non-verbal indicators.

7.2 Physical intervention:

Occasionally it may be necessary for practitioners to physically intervene to prevent a participant committing a criminal offence, injuring others or themselves, or causing damage to property. Practitioners are protected under the common law rights detailed in the 1998 DfES guidelines in these incidences, provided the guidelines below are followed. Practitioners are reminded that adults are often significantly stronger than minors and should therefore be mindful to use the minimum physical intervention possible. If physical intervention has been used the incident and subsequent actions should be documented and reported to the Designated Safeguarding Lead for the project (detailed in every project Schedule).

Guidelines for physical intervention

Types of force:

- Coming physically between participants
- Blocking a participant's exit or path
- Guiding a participant by the hand or arm
- Pushing or pulling a participant out of danger
- A restrictive hold to prevent harm to the participant or another person

In all cases, physically intervention should only be used as a last resort.

It would never be appropriate to:

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- Hold the neck or clothing of a participant in such a way that it might prevent or restrict breathing
- Slap a participant
- Punch or kick a participant
- Force or twist limbs or the head against a joint, for example using an arm-lock
- Trip or cause a participant to fall
- Grab a participant by the hair
- Hold a participant face down on the ground
- Any physical intervention that could be misconstrued as indecent

Practitioners are reminded that whilst they have a duty of care to their practitioners, they also have a duty of care to themselves and can legitimately decide not to physically intervene if they risk significant harm to themselves by doing so.

8. Safeguarding

As practitioners for Creative Futures you will be working directly with children and young people and as such have what is referred to as a *'duty of care'* towards them, in other words you have a responsibility to safeguard and promote the welfare of them. Everybody whose work brings them into contact with children and young people shares this responsibility.

8.1 Designated Safeguarding Lead:

Creative Futures has a Designated Safeguarding Lead (DSL) who has completed Level 3 safeguarding training. The Designated Safeguarding Lead is:

Vanessa Stansall (Creative Producer)

In addition, every project is designated a Safeguarding Lead (SL). This will usually be the Creative Futures Creative Producer who is overseeing that project, whose details will be given in the Project Schedule. Any safeguarding concerns or incidents should be reported to the SL immediately, and before leaving the workshop premises, or if the session is delivered online immediately after the session has been completed. The Creative Futures SL will then raise the matter with the Creative Futures DSL, and if necessary report the incident to the DSL of the setting in which the incident took place (e.g. if it is a project in a school or nursery) or directly to the relevant local authority's Access to Children's Services Team (if the project is taking place in a venue which does not have its own DSL, e.g. a hired hall, community centre, or online).

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8.2 Extract from DfE 'Keeping Children Safe in Education'

Below are extracts from the DfE 2016 'Keeping Children Safe in Education' guidance for staff at schools and colleges, some of which have been amended in specific reference to Creative Futures.

Creative Futures requires all employees and contractors to read a minimum of Part 1 of the document, which can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

N.B. references to 'school and college staff' apply equally to Creative Futures practitioners.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

All school and college staff have a responsibility to provide a safe environment in which children can learn.

Every school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

All school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead.

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Any staff member who has a concern about a child's welfare should follow the referral processes set out below.

All employees and contractors should read the following Creative Futures policies:

- Practitioner Conduct Agreement
- Child & Vulnerable Adult Protection Policy; both of which are available from the Creative Futures website: <https://www.creativefuturesuk.com/policy>

All staff should know what to do if a child tells them that they are being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

All school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Departmental advice "What to do if you are worried a child is being abused- Advice for practitioners" (<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website (<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>) also provides useful additional information on types of abuse and what to look out for.

If staff members have any **concerns** about a child (as opposed to a child being in immediate danger - see paragraph 28) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. "Reporting child abuse to your local council" (<https://www.gov.uk/report-child-abuse-to-local-council>) directs staff to their local children's social care contact number.

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8.3 Types of Abuse and Neglect (extract from DfE 'Keeping Children Safe in Education')

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which 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.

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

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

Neglect: 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, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure

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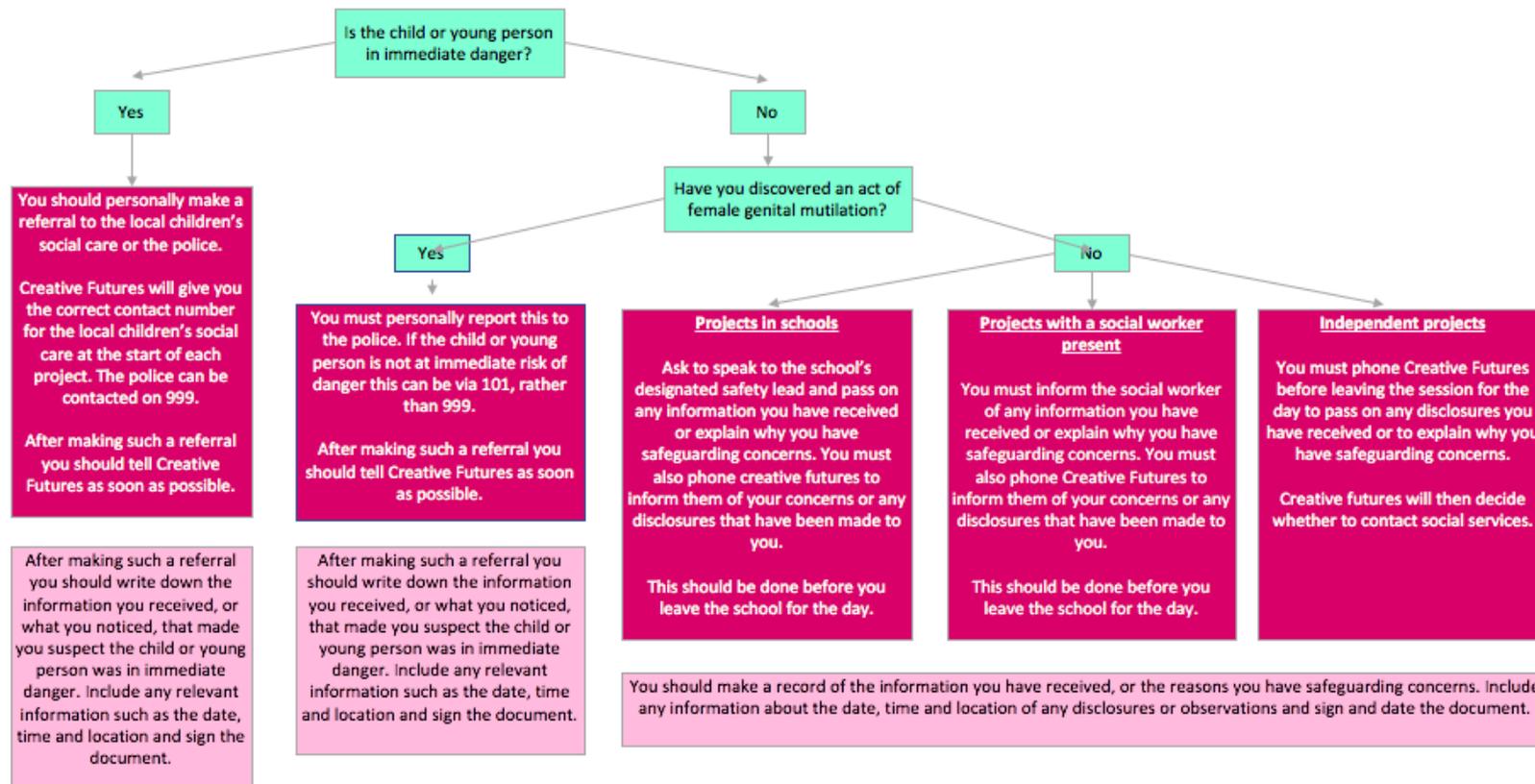


adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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8.4 Creative Futures practitioners should follow the flow chart below to report any safeguarding concerns.



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The flowchart above gives the full process of safeguarding procedure but it is important to realise that your duty (as an employee/contractor/practitioner for Creative Futures) falls into the first box. It is not your duty to investigate any allegations, or to ascertain the truth of them. Your duty is to pass on any concerns, however slight, to a relevant person (see the flowchart above) and they will refer, investigate and take action. If you have passed on your concerns, you may well be involved in the subsequent process through discussions and being asked to submit your written records but you will never be in the position to decide whether or not abuse is occurring.

In situations where you suspect a child or young person is in immediate danger and contact the police or local children's service you will never be in 'trouble' if it turns out your suspicions were incorrect. The relevant authorities will simply investigate and, if there is no evidence to support the suspicion, will just stop the investigation without further consequence.

Looked After Children: In some Creative Futures projects you may be working with children or young people who might be in care (foster homes or children's homes) and may have disclosures which relate to foster parents or members of staff at children's homes. Reporting these allegations or concerns is as important as reporting concerns about staff at schools or colleges.

8.5 Exceptions:

The only exception to the above flowchart is if you are concerned that someone you are working with, or for, is grooming, radicalising or abusing a child or young person.

If you suspect a teacher, or the designated safeguarding lead, at the school you are working with is a safeguarding concern:

You should contact Creative Futures without delay. If you are worried that the children or young people are in immediate danger or risk you can phone the local social services on the number you have been given, or contact the police.

If you suspect a social worker you are working with is a safeguarding concern:

You should contact Creative Futures without delay. If you are worried that the children or young people are in immediate danger or risk you can phone the local social services on the number you have been given, or contact the police.

If you suspect a member of Creative Futures is a safeguarding concern:

If you have concerns about the behaviour of another Creative Futures practitioner you should contact the Creative Producer, Vanessa Stansall.

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If you have concerns about the behaviour of Vanessa Stansall you should contact the Creative Director, Julian Knight.

If you have concerns about Julian Knight, you should contact the Chair of the Board of Trustees, Karen Price.

If you have concerns about several of the above, or you do not feel able to discuss your concerns with another member of Creative Futures you should contact the Westminster council children's social care team on **0207 641 4000** or **0207 641 6000 (out of hours)** or, alternatively, you can phone the NSPCC whistleblowing helpline on 0800 028 0285 8am-8pm, Monday to Friday for guidance.

8.6 The Prevent Duty

From 2015 all people working with children and young people have been required to act 'with due regard to the need to prevent people from being drawn into terrorism'. This is known as 'The Prevent Duty'. In essence it means that you need to report anyone that is at risk of radicalisation. Radicalisation is defined as 'the process by which a person comes to support terrorism and forms of extremism leading to terrorism'.

There is no single way to identify children and young people that are at risk of being radicalised but there are certain factors that can make some children and young people vulnerable to it. These include:

1. Feelings of loss, bereavement, social isolation and confusion over identity
2. Experience of discrimination, inequality or harassment leading to a sense of grievance
3. Family breakdown or community tensions
4. Having family members or friends who are already radicalised.

(Source: Camden Safeguarding Children's Board)

If you suspect a child is at risk of radicalisation then, as with any other safeguarding concern, you should follow the flowchart provided on page 10.

It is important to understand:

- that the purpose of the Prevent Duty is not to prevent children and young children having a diverse range of beliefs, or to discourage discussion of current affairs.

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- that extremist groups can purport to be of any religion or may be non-religious.
- the Channel programme set up to help radicalised children and young people is entirely voluntary (for more information see page 20 of *Keeping children safe in education*)

A free e-learning course is available: <https://www.elearning.prevent.homeoffice.gov.uk/>

8.7 Additional guidance on the delivery of sessions online

All aspects of safeguarding mentioned above also apply to the delivery of sessions and programmes online. The following additional safeguards should also be put in place:

- For interactive sessions, a booking system and ‘waiting room’ should be used to ensure that those attending are known to the host, that entry to the session is controlled, and that where possible the room is ‘locked’ once all participants are present.
- Practitioners delivering sessions online should ensure they are dressed appropriately, do not enable personal information to be visible, and that the camera view contains no inappropriate imagery and has, where possible, a neutral background.
- Session hosts must ensure permission is granted before sharing any contact details or personal information of any adults in the session, and must not share or disclose the contact details of children or young people to anyone within or outside the session.
- Session hosts must ensure that all present give their prior permission before a session or any part of it is filmed or recorded.

8.8 Further information:

Further information can be found online: see Section 12 (Appendix) below for links.

9. Conflict resolution

In the event of a disagreement arising between an employee or contractor and any other party, the employee or contractor is first requested to try to resolve the situation themselves in a calm, respectful and polite fashion. If an issue remains unresolved, the employee or contractor is required to refer the matter promptly to the designated Project Manager within Creative Futures who will take necessary steps to resolve the matter.

In the event that an employee or contractor is unhappy about any aspect of a project, whether in relation to the activities required, those taking part, its planning or management or any other

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aspect, they are requested to raise this first with the Project Manager at the earliest opportunity so that the issues can be resolved through constructive discussion; and if necessary with the Creative Director.

10. Accepting this Practitioner Conduct Agreement

By accepting the terms of engagement with Creative Futures as an employee or contractor, for example by agreeing to take on paid or voluntary work for Creative Futures in any capacity, you are agreeing to the terms of this Practitioner Conduct Agreement, and you agree that you have read and understood Section 8 above, and DfE “Keeping Children Safe in Education” Part 1.

11. Enforcement of the Practitioner Conduct Agreement

Responsibility for the enforcement of this Practitioner Conduct Agreement lies initially with the Creative Director, and ultimately with the Board of Trustees.

Failure to comply with the Practitioner Conduct Agreement could lead to disciplinary action and/or to the immediate removal of an employee or contractor from a post, project or specific area of responsibility.

This policy is reviewed annually at the Creative Futures AGM.

Code of Conduct Officer: Julian Knight, Creative Director

Trustee Responsible: Karen Price, Chair of Trustees

Contact Details for Creative Futures:

Julian Knight, Creative Director	julian@creativefuturesuk.com	07980 820323
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DSL details, including a mobile contact number, will be provided on every project schedule.

Creative Futures (UK) Limited

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12. APPENDIX – USEFUL LINKS

Useful links

Keeping children safe in education: for schools and colleges:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

What to do if you are worried a child is being abused: a guide for practitioners:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

NSPCC guide to child abuse and neglect: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

How to find your local children's services emergency number: <https://www.gov.uk/report-child-abuse-to-local-council>

Whistleblowing for employees: <https://www.gov.uk/whistleblowing>

Mandatory reporting of female genital mutilation:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Prevent Duty guidelines for schools: <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Channel General Awareness course: http://course.ncalt.com/Channel_General_Awareness/01/index.html

Information on specific issues:

Bullying and cyberbullying: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Children missing education: <https://www.gov.uk/government/publications/children-missing-education>

Child Sexual Exploitation (CSE): <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Domestic Violence and abuse: <https://www.gov.uk/guidance/domestic-violence-and-abuse>

Drugs: <https://www.gov.uk/government/publications/drugs-advice-for-schools>

Faith abuse: <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Gangs and youth violence: <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

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Hate: <http://educateagainsthate.com/>

Mental health: <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Sexting: <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Trafficking: <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

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