

Safeguarding Children

Policy and procedures

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Safeguarding Children Policy

Date of Policy: April 2022

This policy super cedes any other safeguarding policy.

Safeguarding Policy Statement

B&H Prestige Ltd, LEO Gym Marlow and LEOSchools. All of these organisations together (referred to as “the Education Provider” within this policy) acknowledge the duty of care to safeguard and promote the welfare of children.

“The Education Provider” has both a moral and legal obligation to ensure a duty of care for children across its services. We are committed to ensuring that all children are protected and kept safe from harm whilst engaged in any services organised and provided by “The Education Provider”. “The Education Provider” is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice and local authority requirements.

The policy recognises that the welfare and interests of children are paramount in all circumstances. It aims to ensure that regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socio-economic background, all children have a positive and enjoyable experience of the activities delivered by “The Education Provider”. We are committed to ensuring that these activities will be in a safe environment, where children are protected from abuse whilst under our care.

“The Education Provider” acknowledges that some children, including those with a disability or those from ethnic minority communities, can be particularly vulnerable to abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare.

As part of our safeguarding policy “The Education Provider” will:

- Promote and prioritise the safety and wellbeing of children.
- Ensure staff, volunteers and trustees understand their roles and responsibilities in respect of safeguarding and are provided with appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children.
- Ensure appropriate action is taken in the event of incidents/concerns of abuse and support provided to the individual/s who raise or disclose the concern.

- Ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored and retained in accordance with Data Protection Act legislation.
- Ensure that “The Education Provider” have Safer recruitment procedures to secure the employment/deployment of suitable individuals.
- Ensure robust safeguarding arrangements and procedures are in operation
- Ensure that children, young people, parents/carers are informed about safeguarding via education sessions and through Safeguarding guide. (Keeping Children Safe in Education 2019)

This policy and the procedures will be widely promoted amongst staff and are mandatory for anyone whose role involves working with Children in “The Education Provider”. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from “The Education Provider”.

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Principles

This policy and supporting procedures are based on the following principles

- The welfare of children is the primary concern.(Working together to Safeguard Children 2019)
- All children irrespective of their age, culture,disability, gender, language, racial origin, socio-economic status, religious belief and/ or sexual orientation have the right to protection from abuse and harm. (The Children’s Act 1989 and2004)
- It is everyone’s responsibility to report anyconcerns about abuse in order that prompt action be taken if required.
- All incidents of alleged poor practice,misconduct and abuse will be taken seriouslyand responded to swiftly and appropriately.
- All personal data will be processed in accordance with the requirements of the Data Protection Act May 2018. (GDPR) General Data Protection Regulation and any relevant privacy policy issued by “The Education Provider”. All data will be kept in line with“The Education Provider’s” Retention policy.

Monitoring

The policy will be reviewed a year after development and then every year after, or in the following circumstances:

- Changes in legislation and/or government guidance
- As required by the Local Safeguarding ChildrenBoards
- As a result of any other significant change or event.

Recruitment, Induction, Training and Qualifications

All staff recruitment is conducted in an open and transparent manner to ensure that “The Education Provider” has the best staff. Reference should be made to “The Education Provider’s” Safer Recruitment policy.

Successful candidates are also subject to reference checks, which ask previous employers for their opinion as to whether the candidate is suitable to work with children, if the role requires it.

The employment of all “Educational Provider” staff,(where the role requires it) is subject to individualshaving a relevant and up to date safeguarding qualification and enhanced DBS check.

As part of the induction process for every member of staff (and volunteers), a copy of this Safeguarding Children Policy is provided and discussed. This allows all staff and volunteers to understand their, and “The Education Provider’s” responsibilities in running our activities in a controlled and safe environment for all participants. The induction process also covers the procedures for making disclosures or referrals, should the need arise.

“The Education Provider” will also undertakemandatory in-house training and development on safeguarding and welfare, to ensure that it remainscontinuously at the top of the agenda for all staff.

Disclosure and Barring Service Checks

All staff and volunteers who are working with young people, are subject to an enhanced DBS check, which will be undertaken through the criminal record bureau service, with the process further outlined in "The Education Provider's" Self-declaration form and Criminal Records Policy. These checks will be led by the Head of Safeguarding with the support of the Safeguarding administrator.

The Education Provider undertakes not to discriminate unfairly against any person subject to a Criminal Records Check or self-disclosure based on a conviction or other information revealed.

Having a criminal record will not necessarily bar individuals from working or volunteering with "The Education Provider" and any record will be considered as part of a risk assessment process, as outlined in the Safer Recruitment policy and Volunteering policy, that ensures suitability for the post in question.

The decision on suitability will depend on the nature of the position and the circumstances and background of the offences, cautions and other criminal intelligence.

All criminal record data will be processed in accordance with the provisions of the Data Protection Act 2018 and the DBS Code of Practice.

Trustees

Ultimately, responsibilities for safeguarding and welfare within "The Education Provider" Organisation (for the purpose of this policy known as "the Organisation"), lies with the trustees of "the Organisation". As part of the induction process for trustees, they are provided with a copy of the Children England 'Everybody's Business, Safeguarding for Trustees' guidance on their responsibilities for safeguarding.

The role of the trustees in "the Organisation" is not to oversee the day to day management of safeguarding and welfare controls, but to take leadership responsibility for "the Organisation's" safeguarding arrangements.

The day to day management for safeguarding controls is delegated to the Directors of "the Organisation". The subject of safeguarding and welfare is continuously managed and monitored by trustees at quarterly meetings through a standard 'risk' agenda item. Safeguarding and welfare is included within this risk analysis and is continuously monitored through "the Organisation's" Risk Management Policy and subsequent risk register.

Senior Head of Safeguarding (SOS)

"The Education Provider" has a Senior Safeguarding officer who is supported by a team of Designated Safeguarding Officers (DSO) in all areas of the "Education provider". The officers of the "Education provider" will have undergone the relevant and necessary training.

The role of Senior Safeguarding Officer is:

- To be clear about The Education Provider's responsibilities when running activities for children, young people and vulnerable adults.
- To help The Education Provider staff and volunteers understand what their duty of care towards children, young people and vulnerable adults means and entails on a day to day basis.
- Ensure that proper procedures and policies are in place and are followed with regard to child safeguarding and protection issues.
 - Ensure all staff and volunteers receive appropriate training

The Senior Safeguarding Officer will lead "The Education Provider" on safeguarding and the welfare of children on a day to day basis, supported by an informed and trained workforce. This ensures that risks are managed as effectively as possible and all staff, players and volunteers, project participants and parents are aware of the processes and procedures for reporting concerns should the need arise.

Designated Safeguarding Officers (DSO)

Each area of “the Organisation” has a Designated Safeguarding Officer who will have undergone relevant training and DBS checks. As part of their role they will have access to continual professional development and form part of a Safeguarding forum. (Appendix 3)

The role of the DSO is:

- To be the first port of call for safeguarding issues within their area of “The Education Provider”.
- To report directly to Senior Safeguarding Officer any serious safeguarding concerns.
 - Ensure that all concerns are reported and recorded appropriately.
 - Liaise with and support SSO

Should a member of staff have a concern related to SSO or Board Safeguarding Officer they should report this directly to LADO (page 13)

Definitions

Child

In line with the UN Convention on the Rights of the Child and NSPCC guidance for England, for the purpose of this policy a child is defined as anyone under the age of 18.

All the policies and procedures in this document refer to children.

Safeguarding

Safeguarding is the action that is taken to promote the welfare and human rights of individuals especially children, young people and vulnerable adults to live free from abuse, harm and neglect. Safeguarding is everyone's responsibility.

Position of Trust

A relationship of trust can be described as one in which one party has power and influence over another by virtue of their work or nature of the activity.

Types of Abuse

Abuse can happen on any occasion or in any place where children are present. Abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm. It commonly occurs within a relationship of trust or responsibility and represents an abuse of power or a breach of trust. Abuse can happen to an individual regardless of their age, gender, race or ability.

Somebody may abuse or neglect an individual by inflicting harm, or by failing to act to prevent harm. People may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by a stranger. People can be abused by adults either male or female, or children.

Any allegations or suspicions of abuse, poor practice or bullying need to be responded to and reported in line with “The Education Provider's” reporting procedures. (Appendix 4 and 5)

There are four main types of abuse: neglect, physical abuse, sexual abuse and emotional abuse. Children can also be harmed through poor practice and bullying within an activity setting.

Here we look in detail at the types of abuse and some signs to look out for if staff are concerned about abuse. (Appendix 1)

Code of conduct for staff and volunteers

“The Education Provider” staff and volunteers involved have a great opportunity to be a positive role model and help build an individual’s confidence.

Staff and volunteers are expected to:

- Ensure the safety of all children by providing effective supervision, proper pre-planning of sessions, using safe methods at all times
 - Consider the wellbeing and safety of participants before the development of performance
- Encourage and guide participants to accept responsibility for their own performance and behaviour
 - Treat all people fairly and ensure they feel valued. Have no favourites
- Encourage all Children not to discriminate on the grounds of religious beliefs, race, gender, social classes or lack of ability
- Not allow any rough or dangerous play, bullying, or the use of bad language or inappropriate behaviour
- Be positive, approachable and offer praise to promote the objectives of “The Education Provider” at all times
 - Not let any allegations of abuse of any kind or poor practice go unchallenged or unrecorded
 - Incidents and accidents to be recorded in the line with “The Education Provider’s” procedures
 - Never use sanctions that humiliate or harm participants
 - Report accidents or incidents of alleged abuse or poor practice to the designated person
 - Administer minor first aid in the presence of others and where required
 - Have access to telephone for immediate contact to emergency services if required
 - Foster team work to ensure the safety of children in their care
 - Ensure the rights and responsibilities of children are enforced
- Establish and address the additional needs of disabled participants or other vulnerable groups
 - Not abuse members physically, emotionally or sexually
 - Not engage in a sexual relationship with a child for whom they are responsible
 - Maintain confidentiality about sensitive information
 - Respect and listen to the opinions of children
- Develop an appropriate working relationship with participants, based on mutual trust and respect
 - Be a role model, displaying consistently high standard of behaviour and appearance (disciplined/committed/time keeping), remember people learn by example
 - Refrain from smoking and consumption of alcohol during activities or sessions
 - Never condone rule violations, rough play or the use of prohibited substances
- Not spending excessive amounts of time alone with children unless there are exceptional circumstances
 - Never taking a child to their home or travel alone with them
- Not administering First Aid involving the removing of an individual’s clothing unless in the presence of others
 - Hold appropriate valid qualifications and insurance cover
 - Make activity fun
- Adhere to The Education Provider’s Player Announcement and Confidentiality Social Media policy at all times.

Staff and volunteers have the right to:

- Access on-going training and information on all aspects of leading/managing activities for young people particularly on safeguarding
 - Support in the reporting of suspected abuse or poor practice
 - Access to professional support services
 - Fair and equitable treatment by "The Education Provider"
- Be protected from abuse by children, young people, other adults and parents
 - Not to be left vulnerable when working with children

Any minor misdemeanours and general misbehaviour will be dealt with immediately and reported verbally to the Senior Safeguarding Officer. Serious or persistent breach of the code will result in disciplinary action and could lead to dismissal from "The Education Provider."

Refer to "The Education Provider's" Whistleblowing policy and Grievance and Disciplinary policies.

Emergency action and first aid

All coaches, leaders and members should be prepared with an action plan in the event of an emergency and be aware of our First Aid Procedures. (Management of Health and Safety at Work regulations 1999)

(Appendices 6 and 7) This will include:

- Access to First Aid equipment
- Telephone contact if the participant is a minor
- Telephone contact to the Emergency Services

Procedures

Management of safeguarding cases

The NSPCC Child Protection in Sport Unit (CPSU) assists sports Education providers to achieve an agreed set of standards which provide frameworks for safeguarding the welfare of children and young people involved in sport.

A key requirement of the standards is for sports Education providers to have procedures and systems in place to effectively manage complaints and concerns about children's welfare. These are collectively referred to as case management.

General principles of case management

1. Where, in a sport context, any issue arises in relation to child protection and safeguarding, the welfare of children shall be the paramount consideration
2. Any investigation or inquiry is to proceed upon the basis that the primary consideration will be a determination of the risk posed to children.
3. Unless the determination finds no, or an insignificant, risk, effective steps must be taken to manage or reduce the risk
4. Individuals about whom there are concerns should be treated fairly and honestly and should be provided with support throughout the process

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Investigation

5. Every investigation or inquiry must be sensitive to the welfare of the child during its processes and, at all times, hold central the need to keep the interests of those directly involved as paramount
6. Where issues other than risk to children are under consideration in any investigation or inquiry, such issues must remain subordinate to the requirement to determine the risk posed to children

Risk assessment

7. The assessment of risk involves consideration of the actual or potential harm that an individual poses to a child
8. The assessment of risk does not involve making a finding based upon either the criminal or civil standards of proof (i.e. certainty or "the balance of probabilities"). The assessment requires a defensible decision that a risk does or does not exist and, where it does, a determination of the extent of such risk
9. Save in exceptional cases, the assessment will not require the production of a formal risk assessment report

Risk management

10. The steps taken to address any perceived risk to children must have regard to the nature and extent of the risk as well as to any particular and relevant aspects of the activity in question and, in the light of this, must seek to ensure that such steps will be effective
11. In cases where the perceived risk is low, and no criminal or disciplinary charge could be made out, it may be nonetheless necessary to impose stringent restrictions on an individual or remove his/her ability to participate in the activity in question

Responding to Disclosure

If a child informs a member of staff directly or a member of staff identifies that they are concerned about someone's behaviour towards them, this is known as disclosure. This disclosure may be relating to an incident or incidents either during "The Education Provider" activity, or outside of the activity environment. The person receiving the disclosure should:

- React calmly so as not to frighten the individual
- Tell the individual that he or she is not to blame and that they were right to share their concerns
 - Take what the individual says seriously
- If the individual needs immediate medical treatment, take them to hospital or telephone for an ambulance, inform doctors of concern and ensure they are aware that is a child protection issue (as outlined in the referral procedure diagram)
 - Ensure the immediate safety of the individual in question
- Avoid leading the individual in questioning and keep any questions to the absolute minimum.
Ask only what is necessary to ensure a clear understanding of what has been said
- Re-assure the individual but do not make promises of confidentiality or outcome, which might not be feasible in the light of subsequent developments
- In the event of suspicion of sexual abuse do not let the child bath or shower until given permission to do so.
Washing can destroy evidence
- Inform parents/carers immediately unless there is a specific reason not to e.g. the individual has named the parent/carer as the abuser. If this is the case, then contact The Education Provider's Senior Safeguarding officer. If they are unavailable, staff should contact local Social Services or the Police for guidance
- The judgment about whether an incident is one of abuse or poor practice may not be able to be made at the point of referral, but only after the collection of relevant information by someone appropriately trained and skilled
- Make a full written record of what was said, seen and heard as soon as you can. (using "The Education Provider's" child Protection Incident Report Form or "My concern")

In the event of a disclosure, staff should not:

- Dismiss the concern
- Panic
- Allow your shock or distaste to show
- Probe for more information than is offered
 - Speculate or make assumptions
- Make negative comments about the alleged abuser
 - Make promises or agree to keep secrets
- Ask the child or any witnesses to sign your written information as this may be significantly detrimental to any subsequent police investigation

Do not take photographs of any alleged injuries. Any such recording must only be done by an approved medical or other practitioner, following referral.

Other Disclosures

There may be instances where a fellow member of staff, friend or carer of a child may disclose a concern about the welfare of a young person.

In this instance the same protocol should be followed regarding reporting procedures, and it should be made clear on the referral form by whom the disclosure was made.

This Safeguarding Children Policy should be made available for all key stakeholders upon request, to ensure individuals and other Education providers are aware of the "The Education Provider" reporting procedure for safeguarding concerns.

Reporting Procedure

All allegations or suspicions and concerns are to be treated seriously. No abuse is acceptable. Some Safeguarding concerns may indicate the commission of a criminal offence and must be reported to the Police as soon as possible.

It is the responsibility of the individual employee or volunteer to take a lead on reporting all concerns to "The Education Providers" Designated Safeguarding Officer. The individual employee should assist in any further action required on behalf of The Education Provider. A copy of the referral process for staff and volunteers is available in Appendices 4 and 5.

Information should be shared with the Senior Safeguarding Officer, who must approve any actions to be taken and any documentation or correspondence being sent out.

Employees with concerns should discuss them with the Designated Safeguarding Officer immediately. If the Designated Safeguarding Officer is not available, then any concerns should be discussed with the Senior Safeguarding Officer who will then seek advice if necessary, from other nominated welfare professionals (Buckinghamshire City Council, Football League and the Football Association).

Volunteers with concerns should discuss these discreetly with their coordinator or the Designated Senior Safeguarding Officer as soon as possible after the abuse or suspicions of abuse are observed. If unavailable, then any concerns should be discussed directly with the Senior Safeguarding Officer.

Concerns about colleagues should be addressed initially with the Designated Safeguarding Officer, but if this is not possible or the concern is about the Designated Safeguarding Officer then speak directly to the Senior Safeguarding Officer or Buckinghamshire City Council, Buckinghamshire County FA or the Football League. "The Education Provider" has a secure email address for reporting concerns safeguarding@Buckinghamshire-sport.co.uk

Where there is evidence of immediate harm then the employee should phone 999 and report the incident to the Police.

Information Sharing

If there is a reasonable concern that a child may be at risk of significant harm this will always override a professional agency requirement to keep information confidential.

If "The Education Provider" is approached about sharing information, the following will be considered:

- What information do they need?
 - Why they need it
- What they will do with the information?
- Who else needs to be informed if concerns about the individual persist?

If we are asked to provide information, we will never refuse solely on the grounds that all information is confidential.

"The Education Provider" will consider:

- What information the individual in question has given permission to use
- Any perceived risk to the individual which would warrant breaching confidentiality
- Any relevant information on risk to the individual, which would allow another agency to offer appropriate help and services or take action to reduce risk to the child
 - Whether to ask advice from Buckinghamshire City Council

"The Education Provider" will record when, what, why, and with whom information has been shared; or why sharing was refused. This is recorded as "The Education Provider" may be required to justify reasons at a later date.

Staff should always seek advice if unsure and never refuse to provide information without considering the risks of not sharing. All decisions on information sharing will ultimately fall with "The Education Provider's" Senior Safeguarding Officer.

Guidance for referrals

Buckinghamshire City Referrals

In Buckinghamshire, the contact details are below:

- To report online, visit <https://www.buckinghamshire.gov.uk/care-children-and-families/child-protection-and-safeguarding/>
- To refer any child in need, including child protection concerns, during normal office hours (9.00am – 5.30pm Monday to Thursday, Friday 9am to 5pm) ring 01296 383 962
 - Out of normal hours 0800 999 7677 Emergency Duty Team (EDT)
- If you have reason to believe that a child is at immediate risk of harm, contact the police on 999 or a crime on 101

Buckinghamshire Safeguarding Children Partnership
<https://www.buckssafeguarding.org.uk/>

Royal Borough of Windsor and Maidenhead:
<https://rbwmsafeguardingpartnership.org.uk>

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When making a referral regarding child protection concerns, it is important to have the following information wherever possible readily available for the duty social worker:

- Name, date of birth, ethnic origin, gender of the child, address and telephone numbers
 - The reasons for your concern
- Injuries and/or other indicators observed
 - The child's first language
- Details of any specific needs of the child, e.g. disability, etc.
 - Details of family members, if known
 - Other agencies, professionals involved
 - Family doctor

Staff in children's teams will make enquiries with other agencies who may have information regarding the child and family. On the basis of the information gathered, they will then make an initial assessment on what further action is necessary or appropriate.

Whenever children's teams receive information about a possible criminal offence against a child, they will share the information with the Police at the earliest opportunity and a decision will be made jointly on how to proceed with the enquiries.

Following the referral of a child, the referrer and the children's team must be clear about who will be taking what action.

Reviewed on: 01 April 2022

Next review date: 01 April 2023 Reviewed there after: Annually

Professionals who contact a children's team to make a referral must confirm the details of this in writing within 24 hours addressed to the children's team for that locality, using the Confirmation of Child Protection Referral form.

The team should acknowledge a written referral within one working day of receiving it, so if we have not heard within three working days, contact the children's team again.

The Senior Safeguarding Officer for "The Education Provider" is:
Ciaran Howard

Tel: 07809 116 884 Email: welcome@leogym.co.uk

The Senior Board Member for the "Education provider" is:
Kathryn Sams

Tel: 07487 534 275

Useful Contacts/Support

If you have concern that a child is being harmed as a result of abuse or neglect, you must not keep these concerns to yourself. Keeping children safe is everyone's responsibility.

Staff must ensure that they speak to the appropriate staff member in "The Education Provider" who can listen to and record the concerns, and then take appropriate action.

Useful contacts

- NSPCC Helpline 0808 800 5000
- ChildLine 0800 1111 / www.childline.org.uk
- Kidscape www.kidscape.org.uk
- Anti-Bullying Alliance www.antibullyingalliance.org

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Appendix 1

Neglect

This is when adults consistently or repeatedly fail to meet an individual's basic physical and/or psychological needs which could result in the serious impairment of the individual's health or development e.g. failure to provide adequate food, shelter and clothing; failing to protect someone from physical harm or danger; or the failure to ensure access to appropriate medical care or treatment. It may also include refusal to give love, affection and attention.

Neglect in sport or physical activity could include a coach or other member of staff repeatedly failing to ensure people are safe, exposing them to undue cold, heat or extreme weather conditions without ensuring adequate clothing or hydration; exposing them to unnecessary risk of injury e.g. by ignoring safe practice guidelines, failing to ensure the use of safety equipment, or by requiring young people to participate when injured or unwell.

NEGLECT

Examples include

Signs include

- Withholding help or support necessary to carry out daily living tasks
 - Ignoring medical and physical care needs
- Failing to provide access to health, social or educational support
 - The withholding of medication, nutrition and heating
 - Keeping someone in isolation.

Failure to intervene in situations that are dangerous to the vulnerable person Inadequate supervision and guidance – leaving the child to cope alone, abandoning them or leaving them with inappropriate carers and failing to provide appropriate boundaries about behaviours such as underage sex or alcohol.

- Constant hunger, sometimes stealing food from others
 - Dirty or 'smelly'
- Loss of weight, or being constantly underweight
 - Inappropriate dress for the weather
 - Complaining of being tired all the time
 - Having few friends
 - Worsening of health conditions
- Mentioning their being left alone or unsupervised
 - Sore or extreme nappy rash
 - Skin infections
- Lack of response to stimuli or contact
 - Poor skin condition(s)
 - Anxiety
 - Distressed
- Child moves away from parent under stress
- Little or no distress when separated from primary carer
 - Inappropriate emotional responses
 - Language delay

Physical Abuse

When someone physically hurts or injures another person by hitting, shaking, throwing, poisoning, burning, biting, scalding, suffocating, drowning or otherwise causing harm. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to someone they are looking after.

Physical abuse in sport or physical activity may be when the nature and intensity of training or competition exceeds the capacity of the child's immature and growing body; where coaches encourage the use of drugs or harmful substances to enhance performance or delay puberty; if athletes are required to participate when injured; or when sanctions used by coaches imposed involve inflicting pain.

PHYSICAL ABUSE

Signs include

Shaking

Unexplained bruising, marks or injuries on any part of the body

Frequent visits to the GP or A&E

An injury inconsistent with the explanation offered

Fear of parents or carers being approached for an explanation

Aggressive behaviour or severe temper outbursts

Flinching when approached

Reluctance to get changed or wearing long sleeves in hot weather

Depression

Withdrawn behaviour or other behaviour change

Running away from home/ residential care
Distrust of adults, particularly those with whom a close relationship would normally

be expected

Pinching

Slapping

Force-feeding

Biting

Burning or Scalding.

Causing needless physical discomfort

Inappropriate restraint

Locking someone in a room

Sexual Abuse

This is where children are abused by adults (both male and female) or other children who use them to meet their own sexual needs. This could include full sexual intercourse, masturbation, oral sex, anal intercourse, kissing and sexual fondling. Showing individuals pornographic material (books, videos, pictures) or taking pornographic images of them are also forms of sexual abuse.

In sport or physical activity, coaching techniques which involve physical contact with others can create situations where sexual abuse can be disguised and may therefore go unnoticed. The power and authority of, or dependence on, the coach if misused, may also lead to abusive situations

developing. Contacts made within sport and pursued e.g. through texts, Facebook or Twitter have been used to groom children for abuse.

SEXUAL ABUSE

Examples include

Signs include

Rape and other sexual offences

For vulnerable adults, sexual activity including sexual contact and non-sexual contact that the person does not want, to which they have not consented, could not consent, or were pressured into consenting to.

Being encouraged or enticed to touch the abuser

Coercing the victim into watching or participating in pornographic videos, photographs, or internet images

Any sexual relationship that develops where one is in a position of trust, power or authority

Pain or itching in the genital/anal areas

Bruising or bleeding near genital/anal areas

Sexually transmitted disease

Vaginal discharge or infection

Stomach pains

Discomfort when walking or sitting down

Pregnancy

Sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn

Fear of being left with a specific person or group of people

Nightmares

Leaving home

Sexual knowledge which is beyond their age or development age

Sexual drawings or language

Bedwetting

Saying they have secrets they cannot tell anyone about

Self-harm or mutilation, sometimes leading to suicide attempts

Eating problems such as overeating or anorexia

Sexual Abuse

This is where children are abused by adults (both male and female) or other children who use them to meet their own sexual needs. This could include full sexual intercourse, masturbation, oral sex, anal intercourse, kissing and sexual fondling. Showing individuals pornographic material (books, videos, pictures) or taking pornographic images of them are also forms of sexual abuse.

In sport or physical activity, coaching techniques which involve physical contact with others can create situations where sexual abuse can be disguised and may therefore go unnoticed. The power and authority of, or dependence on, the coach if misused, may also lead to abusive situations

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SEXUAL ABUSE

Examples include

Signs include

- Rape and other sexual offences
- For vulnerable adults, sexual activity including sexual contact and non-sexual contact that the person does not want, to which they have not consented, could not consent, or were pressured into consenting to.
- Being encouraged or enticed to touch the abuser
- Coercing the victim into watching or participating in pornographic videos, photographs, or internet images
- Any sexual relationship that develops where one is in a position of trust, power or authority
 - Pain or itching in the genital/anal areas
 - Bruising or bleeding near genital/anal areas
 - Sexually transmitted disease
 - Vaginal discharge or infection
 - Stomach pains
 - Discomfort when walking or sitting down
 - Pregnancy
- Sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn
 - Fear of being left with a specific person or group of people
 - Nightmares
 - Leaving home
- Sexual knowledge which is beyond their age or development age
 - Sexual drawings or language
 - Bedwetting
- Saying they have secrets they cannot tell anyone about
- Self-harm or mutilation, sometimes leading to suicide attempts
 - Eating problems such as overeating or anorexia

Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of an individual so as to cause severe and persistent adverse effects on the person's emotional development. It may involve conveying to people 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 someone or even the over protection of an individual. It may involve causing people to feel frightened or in danger by being constantly shouted at, threatened or taunted which may make the person very nervous and withdrawn. Some level of emotional abuse is involved in all types of ill-treatment of a child.

Emotional abuse in sport or physical activity may occur if people are subjected to constant criticism, name-calling, sarcasm, bullying, racism or pressure to perform to unrealistically high expectations; or when their value or worth is dependent on sporting success or achievement.

EMOTIONAL/PSYCHOLOGICAL ABUSE

Examples include

Signs include

- Intimidation and/or threats
 - Bullying
 - Rejection
 - Shouting
- Indifference and the withdrawal of approval
 - Denial of choice
 - Deprivation of dignity or privacy
 - The denial of human and civil rights
 - Harassment
 - Being made to fear for one's well being
 - A failure to thrive or grow
 - Sudden speech disorders
- Developmental delay, either in terms of physical or emotional progress
 - Behaviour change
- Being unable to play or socialise with others
 - Fear of making mistakes
 - Self-harm
- Fear of parent or carer being approached regarding their behaviour
 - Confusion

Additional Welfare Considerations

Poor Practice

Poor practice is behaviour of an individual in a position of responsibility which falls below “The Education Provider’s” required standard. Poor practice may not be immediately dangerous or intentionally harmful to an individual, however is likely to set a poor example.

Poor practice is potentially damaging to the individual, “The Education Provider” and to those who experience it. For example, leading a group with alcohol on the breath, smoking, swearing in front of others, or not paying due care and attention to participants all constitute poor practice.

Poor practice can sometimes lead to, or create, an environment conducive to more serious abuse. It may also lead to suspicions about the individual’s motivation, even where no harm is intended. For example, if a member of staff is giving one child too much attention, regularly transports children in their car, or encourages physical contact with children without obvious justification.

Bullying

Bullying by peers can occur whenever children and young people come together. Bullying can take many forms and is harmful to the victim. It may be physical e.g. hitting; online or cyber e.g. abusive messages, comments or images on social media; involve damage or theft of property; based on someone’s gender, ethnicity, sexuality or disability; or about their physical ability.

More detail on recognising and managing instances of bullying can be found in “The Education Provider’s” Anti- Bullying Policy.

Cyberbullying

This is defined as the use of technology to harass, threaten, embarrass, humiliate, spread rumours or target another person. Refer to “The Education Provider’s” “Acceptable IT use policy”. Bullying because of discrimination occurs when motivated by prejudice against certain people because of an individual’s ethnic origin, colour, nationality, race, religion or belief, gender, gender reassignment, sexual orientation or disability.

Child sexual exploitation

This is a form of Child sexual abuse. It occurs where an individual or groups of people take advantage of an imbalance of power to coerce, manipulate or deceive a Child into sexual activity in exchange for something the victim needs wants and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may be sexually exploited even if the sexual activity appears consensual. Child exploitation can even take place through the use of technology.

Sexting

This is where a person sends or receives sexually explicit or suggestive images. (see appendices 10.a/b) Refer to UKCCIS guidance-sexting in schools.

Peer- on-peer abuse

Children and young people can be taken advantage of or harmed by adults and by other children. Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between Children and within Children's relationships (both intimate and non- intimate)

Grooming

Grooming is defined as developing the trust of an individual and/or their family for the purposes of sexual abuse, sexual exploitation or trafficking. Grooming can happen both online and in person.

Radicalisation

The process by which a person comes to support terrorism and forms of extremism leading to terrorism. Anybody from any background can become radicalised. The grooming of children and/or adults at risk for the purposes of involvement in extremist activity is a serious safeguarding issue.

Female genital mutilation (FGM)

Involves procedures that intentionally alter or injure female genital organs for non-medical reasons. The procedure has no health benefits for girls or women. The Female Genital Mutilation Act 2003 makes it illegal to practice FGM in the UK or to take girls who are British nationals or permanent residents in the UK abroad for FGM.

Hazing

Any rituals, initiation activities, action or situation with or without consent, which recklessly, intentionally or unintentionally endangers the physical or emotional well-being of vulnerable groups.

Infatuations

Vulnerable groups may develop an infatuation with a member of staff who works with them. There is a high risk that words or actions may be mis-interpreted, and allegations made against staff.

Domestic violence

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 Yrs. or above, who are or have been intimate with partners or family members regardless of gender or sexuality. This can encompass but is not limited to psychological, physical, sexual, financial, emotional abuse and so called "honour" based violence.

Fabricate or induce illness

Fabricated or induced illness is easiest understood as illness in a child which is fabricated by a parent or person in loco parentis. Acute symptoms and signs of illness cease when the child is separated from the parent.

Forced Marriage

A marriage in which one or both spouses do not consent to the marriage and duress is involved. This is different from an arranged marriage where both parties agree. A forced marriage is a criminal offence (The Anti-social Behaviour, Crime and Policing Act 2014) and can result in up to 7yrs in prison.

County Lines

This is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs. They are likely to exploit children. Child Criminal exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 Yrs. Child Criminal exploitation does not always involve physical contact but can occur through the use of technology.

Increased Risk to Vulnerable Children

There are many issues that may contribute to child abuse, but some factors increase the risk to children and make them more vulnerable to abuse. They can be found in the background of parents, in the environmental situation and in attributes of the child themselves. (SEN Code of Practice guidelines 2015)

Parental factors:

- Parent has a mental illness
- Parent is abusing drugs or alcohol
- Parent has already abused a child
- Pregnancy was not wanted
- Parent has a background of abuse when growing up
- Young, unsupported mother often with low education
- Parents have unrealistic expectations of the child and lack parenting knowledge
- Parent is isolated and has little support
- Parent has a learning difficulty

Environmental factors:

- Overcrowding in the house
- Poverty or lack of opportunity to improve the family's resources
- Domestic violence is present
- A non-biological adult (i.e. unrelated) living in the house
- Family is experiencing multiple stress

Private fostering

A privately fostered child is a child under 16 yrs. (18 Yrs. If disabled) who is cared for by an adult who is not a parent or close relative where the child is to be cared for in that home for 28 days or more. Should any child be placed in a Host Family who meets the above criteria the "Education provider" will be required to work with the local authority to ensure that all legislative and local procedures are met. (Private Fostering Regulations 2005)

Prevent

This is part of the government's counter terrorism strategy and addresses all forms of dangerous extremism including Islamist extremism and far right extremism.

Prevent aims to:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- prevent people from being drawn into terrorism and to ensure they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address.

There are specific statutory obligations under Prevent for organisations such as the "Education provider" to provide training for all staff and players.