

SAFEGUARDING POLICY

Responsibilities

Richmond Training will:

- Promote the health and welfare of children and vulnerable adults by providing opportunities for them to take part in a wide range of indoor and outdoor activities safely.
- Respect and promote the rights, wishes and feelings of children and vulnerable adults.
- Promote and implement appropriate procedures to safeguard the well-being of children and vulnerable adults and protect them from abuse.
- Recruit, train, support and supervise its staff to adopt best practice to safeguard and protect children and vulnerable adults from abuse and to minimise risk to themselves.
- Require all staff to adopt and abide by this Safeguarding Protection Policy and these procedures.
- Respond to any allegations of misconduct or abuse of children or vulnerable adults in line with this Policy and these Procedures as well as implementing, where appropriate, the relevant disciplinary and appeals procedures.
- Review and evaluate this Policy and these Procedures on a regular basis.

Principles

The welfare of children and vulnerable adults is everyone's responsibility, particularly when it comes to protecting them from abuse and this ethos is paramount within all activity associated with Richmond Training.

Children and vulnerable adults have a lot to gain from the activities offered by Richmond Training. Their natural sense of fun and spontaneity can blossom in a positive environment created by the organization. It provides an excellent opportunity for them to learn new skills, become more confident and maximise their own unique potential. This Policy and these Procedures are based on the following principles:

- The welfare of children and vulnerable adults is the primary concern.
- All children and vulnerable adults, whatever their age, culture, disability, gender, language, racial origin, socio-economic status, religious belief and/or sexual identity have the right to protection from abuse.
- It is everyone's responsibility to report any concerns about abuse and the responsibility of the Social Work Department and the Police to conduct, where appropriate, a joint investigation. Richmond will inform the appropriate authorities where they may suspect any instances of radicalization. (See separate Preventing Extremism and Radicalization policy).
- All incidents of alleged poor practice, misconduct and abuse will be taken seriously and responded to swiftly and appropriately.

- All personal data will be processed in accordance with the requirements of the Data Protection Act 1998.

Review

This Policy and these Procedures will be regularly monitored and reviewed:

- In accordance with changes in legislation and guidance on the protection of children and vulnerable adults or any changes within Richmond Training
- Following any issues or concerns raised about the protection of children or vulnerable adults within Richmond Training
- In all other circumstances, at least annually.

Procedures

1.0 Recruitment and Employment

All reasonable steps are taken by Richmond Training to ensure unsuitable people are prevented from working with children and vulnerable adults.

For all positions that require regular contact with children or vulnerable adults the following recruitment procedures are completed.

1.1 Advertising

All forms of advertising used to recruit members for positions involving regular contact with children or vulnerable adults will include the following:

- The aims of Richmond Training and, where appropriate, details of the particular programme involved.
- The responsibilities of the role.
- The level of experience or qualifications required (e.g. experience of working with children is an advantage).
- Details of Richmond Training's open and positive stance on child and vulnerable adult protection.

1.2 Pre-application Information

Pre-application information for positions involving regular contact with children or vulnerable adults will be sent to applicants and will include:

- A job description including roles and responsibilities
- A candidate specification (e.g. stating qualifications or experience of working with children or vulnerable adults required)
- An application form and self-declaration form
- Information on Richmond Training and related topics

1.3 Application and Self-Declaration Form

All applicants are requested to complete an application and self-declaration form. The purpose of the application form is to obtain relevant details from the applicant for the position. The purpose of the self-declaration form is to collect information on criminal

behaviour that is relevant to the position e.g. criminal records or investigations. The self-declaration form is requested in a separate sealed envelope and is not opened until the applicant is selected for an interview. If the applicant is not selected the form is returned unopened to the applicant.

1.4 References

References are sought as required. Where possible at least one of these references will be from an employer or a voluntary organisation where the position required working with children or vulnerable adults in any of the following capacities: employee; volunteer; or work experience. If the person has no experience of working with children or vulnerable adults, specific training requirements will be agreed before appointment.

1.5 Checks

Richmond Training insist that prior to appointment a CRB check will be completed. This will require the prospective position holder to complete and submit a CRB form, with the results returning to the Managing Director.

The following types of checks are to be requested for positions requiring contact with children and vulnerable adults:

Standard Disclosure

Standard disclosures will be requested from those applying for positions listed in the Rehabilitation of Offenders Act 1974 (ROA) (Exceptions) Order 1975. These categories include occupations with duties that involve regular contact with children and young people under the age of 18; and the elderly, sick and handicapped people.

Enhanced Disclosure

Enhanced Disclosures will be requested for positions that involve a greater degree of contact with children or vulnerable adults. For example positions that require regular contact with, training, supervising or being in sole charge of children and young people.

1.6 Interview

For positions that require regular contact with children or vulnerable adults, interviews will be carried out. An interview will include requests for additional information to support the application.

1.7 Offer of Position

Once a decision has been made to appoint an individual, an offer letter and Contract for Services will be presented to the applicant including the details of the position, any special requirements and the obligations e.g. agreement to the policies and procedures of the organisation, the probation period and responsibilities of the role. Confirmation of the position being accepted will require the offer letter to be formally accepted and agreed to in writing e.g. by the individual signing and dating their agreement on the offer letter and returning it to the organisation.

1.8 Induction

The induction process for the newly appointed member will include the following:

- An assessment of training, individual aids and any other needs and aspirations.
- Clarification, agreement and signing up to the Safeguarding Policy and Procedures.
- Clarification of the expectations, roles and responsibilities of the position.

1.9 Training

Newly appointed members will complete the following training over an agreed period:

- Protecting children and vulnerable adults
- Working effectively with children and vulnerable adults (including presentation skills, developing child and vulnerable adult friendly resources and activities).
- Any other identified training needs.

1.10 Probation

Newly appointed members will complete an agreed period of probation, of no less than 3 months, on commencement of their role.

1.11 Monitoring and Performance Appraisal

All members who have contact with children or vulnerable adults will be monitored and their performance appraised on an annual basis as a minimum or more frequently if required. This will provide an opportunity to evaluate progress, set new goals, identify training needs and address any concerns of poor practice.

2.0 Members with Specific Responsibility for the Protection of Children and Vulnerable Adults

2.1 Safeguarding Officer

The Safeguarding Officer has the main responsibility for managing child and vulnerable adult protection issues within Richmond Training. The role and responsibilities of the Safeguarding Officer are detailed below. Specific responsibilities in relation to allegations against members are detailed in the Procedure for Managing Suspicions and Allegations of Abuse of a Child or Vulnerable Adult against Members (Section 7.5).

2.2 Role and Responsibilities of the Safeguarding Officer

Within Richmond Training the Safeguarding Officer will:

- Implement and promote Richmond Training's Safeguarding Protection Policy and Procedures.
- Regularly report to the Managing Directors as appropriate
- Act as the main contact within Richmond Training for the protection of children and vulnerable adults.

- Provide information and advice on the protection of children and vulnerable adults
- Support and raise awareness of the protection of children and vulnerable adults
- Communicate with members on issues of child and vulnerable adult protection
- Keep abreast of developments and understand the latest information on data protection, confidentiality and other legal issues that impact on the protection of children and vulnerable adults
- Encourage good practice and support of procedures to protect children and vulnerable adults
- Establish and maintain contact with local statutory agencies including the Police and Social Work Department
- Maintain confidential records of reported cases and action taken and liaise with the statutory agencies and ensure they have access to all necessary information
- Regularly monitor and review Richmond Training's Safeguarding Policy and Procedures

Within all activity venues used by Richmond Training, the Safeguarding Officer will:

- Implement and promote Richmond Training Safeguarding Protection Policy and Procedures
- Act as the main contact with the venue for the protection of children and vulnerable adults
- Encourage good practice and support of procedures to protect children and vulnerable adults
- Maintain confidential records of reported cases and action taken and liaise with the statutory agencies and ensure they have access to all necessary information.
- Report cases, concerns and action taken to Richmond Training's safeguarding Officer

3.0 Code of Conduct for the Protection of Children and Vulnerable Adults

This code of conduct details the types of practice required by all members of Richmond Training when in contact with children or vulnerable adults. The types of practice are categorised into good practice; practice to be avoided and practice never to be sanctioned. Suspicions or allegations of non-compliance of the Code by a member will be dealt with through Richmond Training's Disciplinary Procedure for misconduct.

3.1 Good Practice

Richmond Training supports and requires the following good practice by staff when in contact with children and vulnerable adults.

When working with children or vulnerable adults:

- Make the activity fun, enjoyable and promote fair play.
- Always work in an open environment e.g. avoid private or unobserved situations and encourage an open environment for activities.

- Treat all children and vulnerable adults equally, with respect and dignity.
- Put the welfare of each child or vulnerable adult first before winning or achieving performance goals.
- Be an excellent role model including not smoking or drinking alcohol in the company of children or vulnerable adults.
- Give enthusiastic and constructive feedback rather than negative criticism
- Ensure that if any form of manual or physical support is required for a child or vulnerable adult, it is provided openly, the child or vulnerable adult is informed of what is being done and their consent is obtained.
- Deliver educational instruction first verbally; secondly role-modelled; and thirdly, and only if necessary, with hands on - which must be accompanied by telling the child or vulnerable adult where you are putting your hands and why it is necessary and obtaining their consent.
- Involve group leaders, parents, guardians and carers wherever possible
- Build balanced relationships based on mutual trust that empower children and vulnerable adults to share in the decision-making process.
- Recognise the developmental needs and capacity of children and vulnerable adults and avoid excessive training or competition and either pushing them against their will or putting undue pressure on them.

First Aid and Treatment of Injuries:

If, in your capacity as an employee of Richmond Training, a child or vulnerable adult requires first aid or any form of medical attention whilst in your care, then the following good practice must be followed:

- Where practicable all group leaders/parents/guardians of children under 16 must complete Richmond Training Medical Consent Form before participating in any activity.
- Be aware of any pre-existing medical conditions, medicines being taken by participants or existing injuries and treatment required.
- Keep a written record of any injury that occurs, along with the details of any treatment given.
- Where possible, ensure access to medical advice and/or assistance is available.
- Only those with a current, recognised First Aid qualification should respond to any injuries.
- Where possible any course of action should be discussed with the child/vulnerable adult, in language that they understand and their permission sought before any action is taken.
- In more serious cases, assistance must be obtained from a medically qualified professional as soon as possible.

- The child's or vulnerable adult's parents/guardians or group leader must be informed of any injury and any action taken as soon as possible, unless it is in the child's or vulnerable adult's interests and on professional advice not to do so.

For taking and transporting children or vulnerable adults away from home:

If it is necessary to provide transport or take children or vulnerable adults away from home the following good practice must be followed:

- Where practicable request written parental/guardian consent if members are required to transport children or vulnerable adults.
- Always tell another member that you are transporting a child, give details of the route and the anticipated length of the journey.
- Ensure all vehicles are correctly insured.
- All reasonable safety measures are taken, e.g. children in the back seat, seatbelts are worn.
- Ensure, where possible, a male and female accompany mixed groups of children or vulnerable adults. These adults should be familiar with and agree to abide by Richmond Training's safeguarding Policy and Procedures.
- Always plan and prepare a detailed programme of activities and ensure copies are available for other staff and parents/guardians/group leaders.

In the context of your role within Richmond Training the following practice should be avoided:

3.4 Reporting

If members have concerns about an incident involving a child or vulnerable adult that seems untoward or unusual they must report their concerns as soon as possible to the Child and Vulnerable Adult Officer. Parents should also be informed of the incident as soon as possible unless it is not in the child's or vulnerable adult's interests to tell them.

Report, record and inform if the following occur:

- If you accidentally hurt a child or vulnerable adult.
- If a child or vulnerable adult seems distressed in any manner.
- If a child or vulnerable adult misunderstands or misinterprets something you have said or done.
- If a child or vulnerable adult appears to be sexually aroused by your actions.
- If a child or vulnerable adult needs to be restrained.
- If you suspect that any child or vulnerable person is at risk of or being exposed to any form of radicalisation and extremism.

4.0 Identifying and Managing Bullying

The lives of many people are made miserable by bullying. Victims of bullying can feel lonely, isolated and deeply unhappy. It can have a devastating effect on a child or vulnerable adult's self-esteem and destroy their self-confidence and concentration. They may become withdrawn and insecure, more cautious and less willing to take any sort of risk. They may feel it is somehow their fault or that there is something wrong with them and at worst cause depression and/or feelings of worthlessness that lead to suicide.

To ensure Richmond Training creates an atmosphere where bullying of children and vulnerable adults is unacceptable and to help members manage bullying issues, guidelines for identifying and managing bullying have been developed.

Any suspicions or allegations of bullying of a child or vulnerable adult against a member will be dealt with through Richmond Training Disciplinary Procedures and/or Responding to a Suspicion or Allegation of Abuse against an employee of Richmond Training

5.0 Photographing, Videoing and Filming of Children and Vulnerable Adults

There is evidence that some people have used activity provision as an opportunity to take inappropriate photographs or film footage of children and vulnerable adults. The following procedures have been developed to protect children and vulnerable adults.

The following is required for Richmond Training activities or events where children or vulnerable adults are participating:

- Where appropriate all materials promoting Richmond Training events or activities shall state that accredited photographers will be present.
- Where possible consent from the parent/guardian for photographing, videoing and/or filming of a child or vulnerable adult must be obtained prior to the event or activity.
- Where possible anyone wishing to use photographic/film/video equipment at a venue must obtain the approval of Richmond Training
- An activity or event specific identification badge/sticker must be provided to and clearly displayed at all times by accredited photographers, film and video operators on the day of the activity or event.
- Richmond Training reserves the right at all times to prohibit the use of photography, film or video at any event or activity with which it is associated.
- The requirements above are publicly promoted to ensure all people present at the event or activity understand the procedure and are aware of whom to contact if concerned.

5.1 Concerns about Photographers, Video or Film Operators

Any concerns with photographers or video or film operators are to be reported to Richmond Training Safeguarding Officer and where relevant, the Police.

6.0 Children or Vulnerable Adults in Publications and on the Internet

Sport websites and publications provide excellent opportunities to broadcast achievements of individuals to the world and to provide a showcase for the activities of young people or vulnerable adults. In some cases, however, displaying certain information about children

and vulnerable adults could place them at risk. The following procedure must be followed to ensure Richmond Training publications and Richmond Training information on the Internet do not place children and vulnerable adults at risk.

Richmond Training publications and Richmond Training information on the Internet must adhere to the following:

- Publications or information on an Internet site must never include personal information that could identify a child or vulnerable adult e.g. home address, e-mail address, telephone number of a child or vulnerable adult. Any contact information must be directed to either Richmond Training or another relevant organisation's address.
- Before publishing any information about a child or vulnerable adult, written consent must be obtained from the child or vulnerable adult's parent/guardian. If the material is changed from the time of consent, the parents/guardians must be informed and consent provided for the changes.
- The content of photographs or videos must not depict a child or vulnerable adult in a provocative pose or in a state of partial undress. Children and vulnerable adults must never be portrayed in a demeaning or tasteless manner.
- For photographs or videos of groups or teams of children or vulnerable adults ensure that only the group or team is referred to, not individual members. Credit for achievements by a child or vulnerable adult are to be restricted to first names.
- All published events involving children or vulnerable adults must be reviewed to ensure the information will not put children or vulnerable adults at risk.
- Particular care must be taken in publishing photographs, film or videos of children or vulnerable adults who are considered particularly vulnerable e.g. the subject of a child or vulnerable adult protection issue or a custody dispute.
- Particular care is to be taken in publishing photographs, films or videos of children or vulnerable adults with physical, learning and/or communication or language disabilities, as they could be particularly vulnerable to abuse.

Important Note: Any concerns or enquiries about publications or Internet information should be reported to Richmond Training's Child and Vulnerable Adult Officer.

7.0 Responding to Disclosures

Information you receive about or from a child or vulnerable adult may fall into one of the following categories:

- 1 Suspicion or allegation of misconduct against an employee of Richmond Training
- 2 Suspicion or allegation of abuse against an employee of Richmond Training
- 3 Suspicion or allegation of inappropriate behaviour against someone who is not employed.
- 4 Suspicion or allegation of abuse against someone who is not employed

If unclear about the nature of the information (and therefore which category the disclosure falls into) advice must be sought from the Safeguarding Officer or the Police or Social Work Department.

It is not the responsibility of anyone from Richmond Training to decide whether or not a child or vulnerable adult has been abused. It is however everyone's responsibility to report concerns.

It is very important that Richmond Training employees understand what is meant by the term 'abuse'. The different types of abuse are:

- Emotional Abuse
- Neglect
- Physical Abuse
- Sexual Abuse
- Negative Discrimination (including racism)
- Bullying (includes bullying by gangs; bullying by family members; physical bullying; verbal bullying; teasing; and harassment)

The definitions for the types of abuse and signs that may suggest abuse are detailed in Section 9. It is very important that this appendix is read and understood.

7.1 How to Listen to a Disclosure

It is important to listen carefully to the information a child or vulnerable adult discloses. When listening to a disclosure the following good practice is required:

- React calmly so as not to frighten the child/vulnerable adult
- Listen to the child/vulnerable adult.
- Do not show disbelief.
- Tell the child/vulnerable adult that he/she is not to blame and that he/she was right to tell.
- Take what the child/vulnerable adult says seriously, recognising the difficulties inherent in interpreting what a child/vulnerable adult says, especially if they have a speech disability and/or differences in language.
- Do not pre-suppose that the experience was bad or painful - it may have been neutral or even pleasurable. Always avoid projecting your own reactions onto the child or vulnerable adult.
- If you need to clarify, keep questions to the absolute minimum to ensure a clear and accurate understanding of what has been said.
- If you need to clarify or the statement is ambiguous, use open-ended, non-leading questions.
- Do not introduce personal information from either your own experiences or those of other children or vulnerable adults.
- Reassure the child or vulnerable adult.

Actions to Avoid

When receiving a disclosure:

- Avoid panic
- Avoid showing shock or distaste
- Avoid probing for more information than is offered
- Avoid speculating or making assumptions
- Avoid making negative comments about the person against whom the allegation has been made
- Avoid approaching the individual against whom the allegation has been made
- Avoid making promises or agreeing to keep secrets
- Avoid giving a guarantee of confidentiality

7.2 Responding to a Suspicion or Allegation of Inappropriate Behaviour or Misconduct against Someone who is Not employed by Richmond Training

In the course of your role within Richmond Training a child or vulnerable adult may disclose information to you about a person who is not a member that leads to a suspicion or allegation of inappropriate behaviour or misconduct.

If the disclosure is about an incident that occurred during a Richmond Training event or activity:

- Listen to the child as detailed above.
- Acknowledge the information received.
- Pass the information to both the manager of the event or activity and the Safeguarding Officer and if appropriate the parents/guardians/carers of the child or vulnerable adult.
- Make a full written record of the disclosure on the day you receive the disclosure.
- Sign and date the record then pass it to the Safeguarding Officer.

7.3 Responding to a Suspicion or Allegation of Inappropriate Behaviour or Misconduct against an employee of Richmond Training

If you receive a disclosure that leads to a suspicion or allegation of inappropriate behaviour or misconduct against a member:

- Listen to the child as detailed above.
- Acknowledge the information received.
- Pass to the Safeguarding Officer
- Make a full written record of the disclosure on the day you receive the disclosure.
- Sign and date the record then pass to the Safeguarding Officer.

Establishing the Basic Facts

The Safeguarding Officer must clarify the basic facts to establish whether there is reasonable cause to suspect or believe that misconduct has occurred. If the basic facts support a

suspicion or allegation of misconduct by a member, the matter will be dealt with in accordance with the Richmond Training's Disciplinary Procedure.

7.4 Responding to a Suspicion or Allegation of Abuse against Someone who is Not a Member of Richmond Training.

All allegations of abuse must be taken seriously. Although false allegations of abuse do occur, they are less than usual. If a child or vulnerable adult says or indicates that he/she is being abused or information is obtained which gives concern that a child or vulnerable adult is being abused, you must react as soon as possible that day in line with the following procedures.

Where there is uncertainty about whether the concern relates to abuse or misconduct, the Safeguarding Officer must firstly be consulted for advice on the appropriate course of action. If the Safeguarding Officer is unavailable, external agencies such as the Police and Social Work Department must be consulted for advice. This is important because they have an overview of child protection issues and they may well have other information that together causes concern.

On receiving information about a non-member that leads to a suspicion or allegation of abuse:

- Listen to the child or vulnerable adult as detailed in section 7.1 How to Listen to Disclosures.
- Pass your concerns to the Social Work Department or the Police in the area where the abuse is alleged to have occurred immediately (these are available 24 hours a day). Act on any advice given. At the earliest opportunity tell the Safeguarding Officer about the action taken.
- Make a full written record of what has been seen, heard and/or told as soon as possible in the child/vulnerable adult's own words. The information must, where known, include the following:
 - Name of child/vulnerable adult
 - Age, date of birth of child/vulnerable adult
 - Home address and telephone number of the child/vulnerable adult
 - The nature of the allegation in the child/vulnerable adult's own words.
 - Any times, dates or other relevant information.
 - Whether the person making the report is expressing their own concern or the concerns of another person.
 - The child/vulnerable adult's account, if it can be given, of what has happened and how any injuries occurred.
- The nature of the allegation (include all of the information obtained during the initial account e.g. time, date, location of alleged incident).
- A description of any visible (when normally dressed) injuries or bruising, behavioural signs, indirect signs (do not examine the child/vulnerable adult)
- Details of any witnesses to the incident.

- Whether the child/vulnerable adult's parents/guardians/carers have been contacted.
- Details of anyone else who has been consulted and the information obtained from them.
- If it is not the child/vulnerable adult making the report, whether the child/vulnerable adult has been spoken to, if so what was said.
- Record, sign and date on the day what you have seen, heard or been told.
- If making an electronic copy do not save to the hard drive or floppy disk. Print off the record, sign and date, then delete the electronic copy, that day.
- Pass the record to the Social Work Department or the Police.

Remember: Listen; Respond; Report and Record

7.5 Responding to a Suspicion or Allegation of Abuse against a Member of Richmond Training

The feelings caused by the discovery of potential abuse by an employee will raise different issues, e.g. disbelief that an employee would act in this way. It is not the responsibility of an employee to take responsibility or to decide whether or not a child or vulnerable adult has been abused. However, as with allegations against non-employees, it is the responsibility of the individual to act on any concerns.

Any information that raises concern about the behaviour of an employee towards a child or vulnerable adult must be passed on as soon as possible that day, in accordance with these procedures. No employee in receipt of such information shall keep that information to himself/ herself or attempt to deal with the matter on their own.

These Procedures aim to ensure that all suspicions and/or allegations of abuse against an employee are taken seriously and are dealt with in a timely and appropriate manner. They must be read in conjunction with Richmond Training's Disciplinary Procedures.

7.5.1 On receiving information about a member that leads to a suspicion or allegation of abuse:

- Listen to the child or vulnerable adult as detailed in section 7.1 How to Listen to Disclosures.
- Pass your concerns to the Safeguarding Officer on the day or if not available, the Social Work Department or the Police in the area where the abuse is alleged to have occurred (these are available 24 hours a day). Act on any advice given.
- Make a full written record of what has been seen, heard and/or told as soon as possible in the child/vulnerable adult's own words.
- Sign and date the record including what you have seen, heard or been told, that day.
- If making an electronic copy do not save to the hard drive or floppy disk. Print the record, sign and date, then delete the electronic copy, that day.
- Pass the record to the Safeguarding Officer or the Social Work Department or Police.

Important Note: Where the concern is about the Safeguarding Officer it must be reported to the Principal/Vice Principal.

7.5.2 Actions for the Safeguarding Officer when Concerns are Reported

Before taking any action the Safeguarding Officer must always seek advice from the Police or Social Work Department. Thereafter:

- Establish Basic Facts - the Safeguarding Officer must initially clarify the basic facts to establish whether there is reasonable cause to suspect or believe that a member may have abused a child and/or vulnerable adult.

Important Note:

- This may necessitate the child(ren) or vulnerable adult(s) involved being asked some basic, open-ended, non-leading questions solely with a view to clarifying the basic facts. It may also be necessary to ask similar basic questions of other children, or other appropriate individuals e.g. coaches. After seeking advice from the Police and/or Social Work Department, the parents/guardians may be approached to provide consent to speak to a child/vulnerable adult.
- Advice must be sought from the Police and/or Social Work Department as to whether the member about whom the allegation has been made may be approached as part of the initial enquiry.
- This process will not form part of the disciplinary investigation.

Making a Referral in Cases of Suspected and/or Alleged Abuse – If the basic facts support a suspicion or allegation of abuse:

- The Safeguarding Officer will refer the suspicion and/or allegation to the Social Work Department and the Police, as soon as possible that day.
- Appropriate steps may be required to ensure the safety of the child(ren) or vulnerable adult(s) who may be at risk.
- A record should be made of the name and designation of the Social Work Department member of staff or the Police Officer to whom the concerns were passed, together with the time and date of the call, in case any follow up is required.
- Following advice from the Social Work Department and/or Police, the parent/guardian of the child or vulnerable adult should be contacted as soon as possible.

Important Note:

- Reporting of the matter to the Police or Social Work Department must not be delayed by attempts to obtain more information. A Referral for Reporting Suspicions and/or Allegations of Abuse Against an employee of Richmond Training must be completed as soon as possible that day. Where possible, a copy of this form must be sent to the Police and Social Work Department within 24 hours.

Possible Outcomes following advice from Police

Where the initial enquiry reveals that there is reasonable cause to suspect or believe that an employee has abused a child and/or vulnerable adult there will be an investigation. There are three types of investigation that can result:

- A disciplinary investigation
- A child protection investigation

- A criminal investigation

Following advice from the Police, disciplinary action may be taken in cases where a criminal investigation is ongoing provided sufficient information is available to enable a decision to be made and doing so does not jeopardise the criminal investigation.

Procedures 7.5.1 and 7.5.2 are summarised in Flowchart 1.

7.5.3 Managing the Member Against Whom the Allegation has Been Made

Following advice from the Police, if the decision is made that the employee against whom the allegation has been made is to be informed, the employee should be told an allegation has been made which suggests abuse. It is essential to preserve evidence for any criminal proceedings while at the same time safeguarding the rights of the employee.

7.5.4 Suspension

- Suspension is not a form of disciplinary action. The member may be suspended whilst an investigation is carried out.
- Suspension will be carried out by Managing Directors in accordance with Richmond Training's Disciplinary Procedures.
- At the suspension interview the member will be informed of the reason suspension is taking place and given the opportunity to give a statement should he/she wish. Notification of the suspension and the reasons will be conveyed in writing to the member in accordance with Richmond Training 's Disciplinary Procedures.

7.5.5 Managing False or Malicious Allegations

- Where after investigation, the allegation is found to be false or malicious the employee will receive an account of the circumstances and/or investigation and a letter confirming the conclusion of the matter. The employee involved may wish to seek legal advice.
- All records pertaining to the circumstances and investigation will be destroyed.
- Where this involves an employee of Richmond Training, they will be advised of the appropriate counselling services available.

7.5.6 Managing Allegations of Historical Abuse

- Allegations of abuse may be made some time after the event e.g. an adult who was abused as a child by an employee who is still currently working with children. Where such an allegation is made the procedures for managing allegations of abuse, detailed in Sections 7.4 and 7.5, must be followed.

8.0 Sharing concerns with Parents, Guardians/Carers or Group Leaders

8.1 Where it is Not Abuse

There is always a commitment to work in partnership with parents/guardians/carers where there are concerns about a child/vulnerable adult. Therefore in most situations, not involving the possibility of the abuse of a child or vulnerable adult, it would be important to talk to parents/guardians/carers to help clarify any initial concerns. For example, if a child or vulnerable adult seems withdrawn, he/she may have experienced an upset in the family, such as a parental separation, divorce or bereavement. Common sense is advised in these

situations however advice should be sought from the Safeguarding Officer if there is any uncertainty about the appropriate course of action.

8.2 Allegations of Abuse

There are circumstances in which a child or vulnerable adult might be placed at even greater risk if concerns are shared e.g. where a parent/guardian/carer may be responsible for the abuse or not able to respond to the situation appropriately. In all cases of suspected or alleged abuse, advice and guidance must first be sought from the local Social Work Department or the Police as to who contacts the parents.

9.0 Definition of Safeguarding and Promoting the Welfare of Children

The Children Act 1989 and 2004 define a 'child' as anyone who has not yet reached their 18th birthday. Therefore safeguarding and promoting the welfare of children means 'children' and 'young people'.

'Safeguarding and promoting the welfare of children' can be defined as: Protecting children from maltreatment, preventing impairment of children's health and development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

'Child protection' is a subset of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm.

9.1 Definition of Child Abuse and Neglect

Abuse and neglect are forms 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 a stranger. They may be abused by an adult or adults or another child or children.

9.2 Physical Abuse Definition of Physical Abuse

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

9.21 Possible Signs & Symptoms of Physical Abuse

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact – shrinking back if touched
- Admitting that they are punished, but the punishment is excessive

- Fear of suspected abuser being contacted S

Source: *HM Government (2006) Working Together to Safeguard Children. A guide to inter-agency working to safeguard and promote the welfare of children ** Kidscape (2004) Child Abuse. Signs and Symptoms (Downloaded from www.kidscape.org.uk)

9.3 Definition of Sexual Abuse

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 (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways

9.31 Possible Signs & Symptoms of Sexual Abuse

- Being overly affectionate or knowledgeable in a sexual way inappropriate to a child's age
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Over extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns...
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know...
- Starting to wet again, day or night / nightmares
- Become worried about clothing being removed
- Sudden drawing sexually explicit pictures
- Trying to be 'ultra- good' or perfect; overreacting to criticism

Source: *HM Government (2006) Working Together to Safeguard Children. A guide to inter-agency working to safeguard and promote the welfare of children ** Kidscape (2004) Child Abuse. Signs and Symptoms (Downloaded from www.kidscape.org.uk)

9.4 Emotional Abuse Definition of Emotional 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 in-so-far 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 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 to a child, though it may occur alone

9.41 Possible Signs & Symptoms of Emotional Abuse

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation (I'm stupid, ugly, worthless, etc)
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate responses to pain
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression

Source: *HM Government (2006) Working Together to Safeguard Children. A guide to inter-agency working to safeguard and promote the welfare of children ** Kidscape (2004) Child Abuse. Signs and Symptoms (Downloaded from www.kidscape.org.uk)

9.5 Definition of 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 and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical or emotional harm or danger, failure to ensure adequate supervision including the use of inadequate 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

9.51 Possible Signs & Symptoms of Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies

Source: *HM Government (2006) Working Together to Safeguard Children. A guide to inter-agency working to safeguard and promote the welfare of children ** Kidscape (2004) Child Abuse. Signs and Symptoms (Downloaded from www.kidscape.org.uk)

9.6 Possible Indicators to Non-Accidental Injuries

There are several possible indicators that may raise your concern that an injury has been caused non-accidentally. Examples of these indicators are as follows:

- Delay in seeking medical help or no help at all
- Vague story given regarding the 'accident'
- The account given is incompatible with the injury
- 'Abnormal' behaviour from the parent
- 'Abnormal' parent – child interaction

- Child may say something that raises concern
- Characteristic patterns of injury

10.0 Bibliography

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Flowchart 1: Procedure for Responding to Suspicions and/or Allegations of Abuse of a Child or Vulnerable Adult against a Member

