

Safeguarding Policy and Procedure

***Apprenticeships Combining practical training with Employment it is part funded by the European Social Fund.**

Responsibilities

Richmond Training Academy will:

- Promote the health and welfare of children, students 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, students and vulnerable adults
- Promote and implement appropriate procedures to safeguard the well-being of children, students and vulnerable adults and protect them from abuse
- Recruit, train, support and supervise its staff to adopt best practice to safeguard and protect students and vulnerable adults from abuse and to minimize 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 students and vulnerable adults is everyone's responsibility, particularly when it comes to protecting them from abuse and this ethos is paramount within all activities associated with Richmond Training Academy.

This Policy and these Procedures are based on the following principles:

- The welfare of students and vulnerable adults is the primary concern
- All students 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 Training Academy 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 and from the 25th May 2018 the GDPR regulations

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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, students and vulnerable adults or any changes within Richmond Training Academy*
- *Following any issues or concerns raised about the protection of students or vulnerable adults within Richmond Training Academy*
- *In all other circumstances, at least annually*

Procedures

Recruitment and Employment

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

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

Advertising

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

- The aims of Richmond Training Academy and, where appropriate, details of the program involved
- The responsibilities of the role
- The level of experience or qualifications required (e.g. experience of working with students is an advantage)
- Details of Richmond Training Academy open and positive stance on student and vulnerable adult protection

Pre-application Information

Pre-application information for positions involving regular contact with students 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 Academy and related topics

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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.

References

References are sought as required. Where possible at least one of these references will be from an employer or a voluntary organization 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.

Induction

The induction process for the newly appointed member of staff 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

Training

Newly appointed member of staff will complete the following training over an agreed period:

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

Probation

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

Safeguarding Officer

The Safeguarding Officer has the main responsibility of managing students and vulnerable adult protection issues within Richmond Training Academy. The role and responsibilities of the Safeguarding Officer are detailed below. Specific responsibilities in relation to allegations against members of staff

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are detailed in the Procedure for Managing Suspicions and Allegations of Abuse of a Child or Vulnerable Adult against Member of staff (Section 7.5).

Role and Responsibilities of the Safeguarding Officer

Within Richmond Training Academy the Safeguarding Officer will:

- Implement and promote Richmond Training Academy Safeguarding Protection Policy and Procedures
- Regularly report to the Managing Directors as appropriate
- Act as the main contact within Richmond Training Academy for the protection of students and vulnerable adults
- Provide information and advice on the protection of children and vulnerable adults
- Support and raise awareness of the protection of students and vulnerable adults
- Communicate with member of staff 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 Academy Safeguarding Policy and Procedures
- Within all activity venues used by Richmond Training Academy, the Safeguarding Officer Lynn Renshaw will:
 - Implement and promote Richmond Training Academy 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 Academy Safeguarding Officer Lynn Renshaw

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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.

Code of Conduct for the Protection of Children and Vulnerable Adults

This code of conduct details the types of practice required by all staff members of Richmond Training Academy, when in contact with children or vulnerable adults. The types of practice are categorized 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 of staff will be dealt with through Richmond Training Academy Disciplinary Procedure for misconduct.

Good Practice

Richmond Training Academy 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

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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 Academy 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 Academy 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, recognized 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

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 member of staff is required to transport children or vulnerable adults

Always tell another member of staff 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 Academy 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

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Reporting

If members of staff 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 radicalization and extremism

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 Academy creates an atmosphere where bullying of children and vulnerable adults is unacceptable and to help member of staff 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 of staff will be dealt with through Richmond Training Academy Disciplinary Procedures and/or Responding to a Suspicion or Allegation of Abuse against an employee of Richmond Training Academy.

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 Academy activities or events where children or vulnerable adults are participating:

Where appropriate all materials promoting Richmond Training Academy events or activities shall state that accredited photographers will be present

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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 Academy

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 Academy 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

Concerns about Photographers, Video or Film Operators

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

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 Academy publications and Richmond Training Academy Skill information on the Internet do not place children and vulnerable adults at risk.

Richmond Training Academy Skill publications and Richmond Training Academy 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 Academy or another relevant organization'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 member of staff. 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

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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 Academy Child and Vulnerable Adult Officer.

Responding to Disclosures

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

Suspicion or allegation of misconduct against an employee of Richmond Training Academy

Suspicion or allegation of abuse against an employee of Richmond Training Academy

Suspicion or allegation of inappropriate behaviour against someone who is not employed

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 Academy to decide whether a child or vulnerable adult has been abused. It is however everyone's responsibility to report concerns.

It is very important that Richmond Training Academy 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 member of staff 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.

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

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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, recognizing 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:

- panic

showing shock or distaste

probing for more information than is offered

speculating or making assumptions

making negative comments about the person against whom the allegation has been made

approaching the individual against whom the allegation has been made

making promises or agreeing to keep secrets

giving a guarantee of confidentiality

Responding to a Suspicion or Allegation of Inappropriate Behaviour or Misconduct against someone who is **not** employed by Richmond Training Academy

In the course of your role within Richmond Training Academy a child or vulnerable adult may disclose information to you about a person who is not a member of staff 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 Academy event or activity:

Listen to the child as detailed above

Acknowledge the information received

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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

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

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

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 it 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 of staff, the matter will be dealt with in accordance with the Richmond Training Academy Disciplinary Procedure.

Responding to a Suspicion or Allegation of Abuse against someone who is not a Member of staff of Richmond Training Academy

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 which gives concern that a child or vulnerable adult is being abused is obtained, you must react as soon as possible on the 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 of staff 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*

Immediately pass your concerns to 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. At the earliest opportunity tell the Safeguarding Officer about the action taken

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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 _____ has happened and how any injuries occurred

The nature of the allegation (include all 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

Pass the record to the Social Work Department or the Police

Remember to Listen; Respond; Report and Record

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

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 up to an employee to take responsibility or to decide whether 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

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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 Academy Disciplinary Procedures.

On receiving information about a member of staff 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

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 Operations Manager

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, gather 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 of staff may have abused a child and/or vulnerable adult

Important Note:

This may necessitate the child 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 questions to 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, if the member of staff 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:

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The Safeguarding Officer will refer the suspicion and/or allegation to the Social Work Department and the Police, as soon as possible

Appropriate steps may be required to ensure the safety of the children 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 Academy 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 in:

- 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 jeopardize the criminal investigation.

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

Suspension

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

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of the suspension and the reasons will be conveyed in writing to the member of staff in accordance with Richmond Training Academy Disciplinary Procedures

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 Academy, they will be advised of the appropriate counseling services available

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

Sharing concerns with Parents, Guardians/Carers or Group Leaders

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 situation's, however advice should be sought from the Safeguarding Officer if there is any **uncertainty about the appropriate course of action**.

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.

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:

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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.

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 another child.

Physical Abuse Definition

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

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

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)

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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 or the production of pornographic material or sexual activities or encouraging children to behave in sexually inappropriate ways.

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 of 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)

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

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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, 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.

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)

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 clothing and 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 or unresponsiveness to a child's basic emotional needs.

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

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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)

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 or no seeking of medical help

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

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