

Tees Valley Sport

SAFEGUARDING CHILDREN POLICY AND PROCEDURES

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1.0 Policy Statement

1.1 Introduction to Tees Valley Sport

Tees Valley Sport (TVS) is one of forty five County Sports Partnerships in England. The Partnership comprises of five local authority districts – Darlington, Hartlepool, Middlesbrough, Redcar and Cleveland and Stockton-on-Tees – national governing bodies of sport, Sport England, sportscoach UK, equity partners, further and higher education.

Our mission is “to improve the quality of life of all residents of the Tees Valley by increasing participation in sport and physical activity”

This vision is supported and developed by our core values which are to:

- Promote the principles of child welfare.
- Provide leadership and action to address inequalities and promote inclusion.
- Value our workforce and our partners.

Celebrate the value of sport and physical activity as an enjoyable and positive life choice.

Our mission will be achieved through the development of services within our four core areas of work:

- Pathways for Young People – encouraging and supporting participants at every level to fulfil their potential and remain in sport
- Club Development - valuing and supporting our clubs which provide and sustain sport and physical activity in our local communities
- Workforce Development – investing in our workforce – the professional and voluntary sectors – by providing education, training and development opportunities
- Supporting the Wider Agenda – taking action to remove inequalities in sport, widening access, increasing participation and working with new partners outside the established sports sector

Tees Valley Sport has achieved the advanced level in the standards for safeguarding and protecting children in sport. The Partnership is now striving ahead to implement and embed the Framework for safeguarding children and young people through sport. The Partnership has produced a Safeguarding Implementation Plan that all Tees Valley Sport personnel are contributing to, this plan is reviewed annually and a new plan reflecting local need is produced.

Tees Valley Sport is a strategic agency and we facilitate sports activity with our partners. We no longer deploy coaches and we have not recruited any for a significant amount of time. In line with our Strategic Safeguarding Statement we remain committed to influencing and advocating at a strategic level and to implement and demonstrate best safeguarding practice when core staff and others working directly under the auspices of Tees Valley Sport are providing services, activities and programmes for children and young people.

This policy is mandatory for all Teesside University paid staff and volunteers delivering activity on behalf of Tees Valley Sport, whether full or part time on either a permanent or casual basis and from this point onwards will all be referred to as ‘staff/volunteers’.

The TVS Board approved this policy and the related ‘Safeguarding Implementation Plan’ in February 2016, it will be reviewed every three years or in light of changes to relevant legislation, to the CSP’s role or structure, or following a significant incident.

1.2 Responsibilities

Tees Valley Sport's Commitment to Safeguarding

Tees Valley Sport is committed to promoting the safety and welfare of children and young people engaged in sporting activities locally. It aims to contribute to safeguarding children and young people by:

- 1.1 Applying the safeguarding principles and practices in 'Working Together to Safeguard Children 2015'
- 1.2 Working towards the eight themes within the Tees Valley Sport Safeguarding Implementation Plan.
- 1.3 Influencing and advocating at a strategic level
- 1.4 Implementing and demonstrating best safeguarding practice when core staff and others working directly under the auspices of Tees Valley Sport are providing services, activities and programmes for children and young people
- 1.5 Working with partners to establish and implement agreed, consistent minimum safeguarding standards for sports activities locally
- 1.6 Requiring those individuals or organisations that are funded or commissioned to provide any services for children and young people to effectively address safeguarding requirements
- 1.7 Maximising its influence to promote safeguarding practice and principles within its wider partnership roles and relationships

TVS will accept the moral and legal responsibility to implement procedures to provide a duty of care for all young people, safeguard their well-being and protect them from abuse irrespective of age, culture, disability, gender, language, racial origin, religious belief and sexual identity. TVS will:

- Respect and promote the rights, wishes and feelings of young people
- Recruit, train and supervise its staff/volunteers to adopt best practice to safeguard and protect young people from abuse and themselves against false allegations
- Require staff/volunteers to adopt and abide by the TVS Code of Ethics and Conduct and the Safeguarding Policy and Procedures
- Respond to any allegations (in or out of sport; relating to TVS staff/volunteers or those from other organisations) appropriately and implement the appropriate disciplinary and appeals procedures
- To ensure that any Partnership funding or commissioning agreements contain a requirement to effectively address safeguarding measures.

1.3 Principles

The procedures within this policy are guided by the following principles:

- The welfare of young people (the Children's Act 2004 defines a young person as under 18 years of age) is the primary concern.

- All young people, whatever their age, culture, disability, gender, language, racial origin, religious belief and/or sexual identity have the right to protection from abuse.
- It is the responsibility of the child protection experts to determine whether or not abuse has taken place but it is everyone's responsibility to report any concerns.
- All incidents of suspicious poor practice and allegations should be taken seriously and responded to swiftly and appropriately.
- Confidentiality should be upheld in line with the Data Protection Act 1988 and the Human Rights Act 1998.

1.4 Definition of Terms and Abbreviations

The term '**parents**' is used throughout this document as a generic term to represent parents, carers and guardians.

The term '**young people**' or '**young person**' will be used throughout this document to mean children (under 18 years of age).

Throughout this document the term '**staff/volunteers**' refers to all Teesside University paid staff and volunteers delivering activity on behalf of TVS, whether full or part time on either a permanent or casual basis who work with or have contact with young people as part of their role.

TVS – Tees Valley Sport

TVS CPO – Tees Valley Sport Safeguarding Officer

TVS Deputy CPO – Tees Valley Sport Deputy Safeguarding Officer

2.0 Recruitment, Employment and Deployment of Staff and Volunteers

2.1 Introduction

All reasonable steps will be taken to ensure that only suitable people are recruited to work with young people. The procedures, outlined in this policy document are mandatory and will be adopted by TVS and all staff/volunteers who work for or on behalf of TVS.

2.2 Pre-recruitment Procedures

The following pre-recruitment procedures must always be followed:

Advertising

If any form of advertising is used to recruit staff/volunteers, it should reflect the:

- Aims of Teesside University and TVS and where appropriate, the particular programme involved
- Responsibilities of the role
- Level of DBS disclosure the post is eligible for
- Level of experience or qualifications required (e.g. experience of working with children is an advantage)
- The applicant's consent to a DBS criminal records check where eligible.
- The applicant's consent to abide by the Organisation's Safeguarding Policy and the Code of Ethics and Conduct appropriate to the position sought (eg coach, official etc).

Pre-Application Information

When an application process is used, pre-application information will be sent to interested or potential applicants and will contain:

- A job description including roles and responsibilities
- A person specification (e.g. stating qualifications or experience required)
- An application form.

Application Forms

All applicants, whether for paid, voluntary, full-time or part-time positions must complete a Teesside University application form, for staff or volunteers. These forms will elicit the following information:

- Name, address and National Insurance Number (to confirm identity and right to work).
- Relevant experience, qualifications and training undertaken.
- The names of at least two people (not relatives) willing to provide written references that comment on the applicant's previous experience of, and suitability for, working with young people (previous employer).
- Any former involvement or working with children.
- The applicant's consent to a DBS criminal records check where eligible
- The applicant's consent to abide by the Organisation's Safeguarding Policy and the Code of Ethics and Conduct appropriate to the position sought (eg coach, official etc).

The form will also state that failure to disclose relevant information or any subsequent failure to conform to the Code of Ethics and Conduct (Appendix F) will result in disciplinary action and possible dismissal from the Teesside University.

2.3 Checks and References

For all staff/volunteers aged 16 and over (at the time of commencement of work for the Teesside University) a minimum of two written references must be taken up. Written references should always be followed up and confirmed by telephone. If an applicant has no experience of working with young people, appropriate training will be provided by TVS.

All staff/volunteers aged 16 and over (at the time of commencement of work for the Teesside University) will be subject to a DBS criminal records check where eligible.

If a DBS disclosure or reference raise questions about an applicant's suitability the Teesside University procedure for 'Recruitment and Retention of Staff and Volunteers with Criminal Records' shall be followed (see appendix J) in conjunction with a check of the barred lists

Volunteers under the age of 16 (at the time of commencement of work for the Teesside University), cannot undergo a DBS check, but must be supervised at all times by a member of staff/volunteer over the age of 16, who has been DBS checked and must not be left in sole charge of children at any time.

If a member of staff/volunteer becomes 16 years old whilst working for the Teesside University, a DBS check should be undertaken where their role is eligible and references should then be sought. The member of staff/volunteer may then work with children without constant supervision of a member of staff/volunteer over the age of 16.

2.4 Interview and Induction

An interview will be carried out according to acceptable protocol and recommendations.

Each member of staff/volunteer will undergo a TVS induction process, in which:

- Relevant qualifications will be substantiated (e.g. as a coach or official)
- They complete a competency profile to identify training needs and aspirations
- They sign up to the organisation's Code of Ethics and Conduct (Appendix F)
- The expectations, roles and responsibilities of the job are clarified (e.g. through a formal or informal work programme or goal-setting exercise)
- They sign up to the organisations safeguarding policy and procedures, which will be explained fully.

2.5 Training

Appropriate training will enable individuals to understand their responsibilities with regard to their own good practice and the reporting of suspected poor practice/concerns of possible abuse.

2.6 Monitoring and Appraisal

At regular intervals or following a planned programme, all staff/volunteers will be given the opportunity to receive feedback e.g. through an individual action plan, to identify training needs and set agreed goals. Managers should be sensitive to any concerns about poor practice or abuse and act on them at an early stage. They should also offer appropriate support to those who report concerns/complaints.

3.0 Promoting Good Practice with Young People

3.1 Introduction

Child abuse can arouse strong emotions in those facing such a situation. It is important to understand these feelings and not allow them to interfere with your judgement about any action to take. Abuse can occur within many situations including the home, school and the sporting environment. Some individuals will actively seek employment or voluntary work with young people in order to harm them. Conversely a coach, instructor, teacher, official or volunteer with regular contact with young people may be an important link in identifying cases where a young person needs protection or support. All cases of suspected abuse or poor practice (behaviour falling below the stated standards) should be reported to the TVS CPO as detailed in this policy (Section 5 and Appendices A and B).

3.2 Good Practice Guidelines

All staff/volunteers are expected to demonstrate exemplary behaviour in order to promote the interests of young people and reduce the likelihood of allegations being made. TVS expects a high standard of behaviour from all staff, participants and spectators, this is set out in the codes of conduct (Appendix F). In addition to this, for sports specific coaching coaches are expected to work to the respective National Governing Body Codes of Conduct. The following are common sense examples of how staff can create a positive culture and climate within sport:

Good practice means:

- Always working in an open environment (eg avoiding private or unobserved situations and encouraging an open environment; ie no secrets)
- Treating all young people fairly, and with respect and dignity
- Always putting the welfare of each young person first, before winning or achieving goals
- Maintaining a safe and appropriate distance with performers (eg it is not appropriate to have an intimate relationship with a young person or to share a room with them)
- Building balanced relationships based on mutual trust which empowers young people to share in the decision-making process
- Making sport fun, enjoyable and promoting fair play

- Ensuring that if any form of manual/physical support is required, it should be provided openly and according to guidelines provided by the NGB. Care is needed, as it is difficult to maintain hand positions when a young person is constantly moving. Young people and carers should always be consulted and their agreement gained.
- Keeping up to date with the technical skills, qualifications and insurance in sport
- Involving parents/carers wherever possible (e.g. for the responsibility of their young person in the changing rooms). If groups have to be supervised in the changing rooms, always ensure parents/teachers/coaches/officials work in pairs
- Ensuring that if mixed teams are taken away, a male and female member of staff should always accompany them. (NB However, same gender abuse can also occur.)
- Ensuring that at tournaments or residential, adults should not enter young people's rooms or invite young people into their rooms
- Being an excellent role model – this includes not smoking or drinking alcohol in the company of young people
- Giving enthusiastic and constructive feedback rather than negative criticism
- Recognising the developmental needs and capacity of young people – avoiding excessive training or competition and not pushing them against their will
- Securing parental consent in writing to acting *in loco parentis*, if the need arises to give permission for the administration of emergency first aid and/or other medical treatment
- Keeping a written record of any injury that occurs and details of any treatment given

Practice never to be sanctioned

The following should **never** be sanctioned. You should never:

- As a member of the Teesside University staff/volunteer, transport children in your own car
- Spend excessive amounts of time alone with children away from others
- Engage in rough, physical or sexually provocative games, including horseplay
- Share a room with a young person
- Allow or engage in any form of inappropriate touching
- Allow children to use inappropriate language unchallenged
- Make sexually suggestive comments to a young person, even in fun
- Abuse your position of trust by engaging in a sexual relationship with a young person (16 or 17 years old) you coach or are responsible for
- Reduce a young person to tears as a form of *control*
- Allow allegations made by a child to go unchallenged, unrecorded or not acted upon
- Do things of a personal nature for young people, that they can do for themselves
- Invite or allow young people to stay with you at your home unsupervised.

NB Some children (eg younger or disabled children) may need support and assistance with personal care tasks such as dressing or toileting. Ideally this will be discussed with the young person and their carers beforehand so that arrangements are made for the carer to undertake these tasks. If it sometimes becomes necessary for staff/volunteers to help with these tasks they should only be carried out with the full understanding and **written** consent of parents and the performers involved.

There is always a need to be responsive to a person's reactions. If a person is fully dependent on you, talk with him/her about what you are doing and give choices where possible. This is particularly so if you are involved in any dressing or undressing of outer clothing, or where there is physical contact, lifting or assisting a child to carry out particular activities. Avoid taking on the responsibility for tasks for which you are not appropriately trained.

If any of the following incidents should occur, you should report them immediately to another colleague; make a written record of the event and pas this on to the TVS CPO, for information. Parents should also be informed of the incident:

- If you accidentally hurt a child
- If a child seems distressed in any manner
- If a child appears to be sexually aroused by your actions
- If a child misunderstands or misinterprets something you have done.

3.3 Code of Ethics and Conduct

All staff/volunteers are required to sign up to Tees Valley Sport Code of Ethics and Conduct (Appendix F). The Code encourages:

- The development of an open and positive climate in sport
- Poor practice to be identified and reported
- Investigations to be carried out
- Disciplinary action to be taken if appropriate.

3.4 Guidelines for Use of Photographic Filming Equipment at Sporting Events

There is evidence that some people have used sporting events as an opportunity to take inappropriate photographs or film footage of young people in vulnerable positions. In other cases children have been inappropriately identified and traced as a result of the publication of images alongside identifying details. TVS will adhere to the appropriate guidelines detailed in Appendix G. These guidelines have been adapted from the Amateur Swimming Association and are reproduced with their kind permission.

4.0 Recognition of Poor Practice, Abuse and Bullying

4.1 Introduction

Even for those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may occur or has already taken place. Teesside University staff/volunteers are not experts at such recognition. However, they do have a responsibility to act if they have any concerns about the behaviour of someone (an adult or another child) towards a young person. TVS expects staff/volunteers to discuss any concern they may have about the welfare of a young person immediately with the TVS CPO as detailed in Appendices A and B.

It is the policy of TVS to provide a duty of care for children, safeguard their well-being and protect them from abuse. It is therefore essential that all members of staff/volunteers are aware of the contents of this policy to equip them with a basic understanding of the main forms of abuse, and to enable them to implement the procedures contained within this policy.

4.2 Poor Practice

Poor practice includes any behaviour that contravenes the TVS Code of Ethics and Conduct (Appendix F) or the sports specific National Governing Body good practise guidance which is constituted around the following:

- Rights – for example of the player, the parent, the coach, the official etc.
- Responsibilities – for example responsibility for the welfare of the players, the sport, the profession of coaching, their own development.
- Respect – for example of other players, officials and their decisions, coaches, the rules.

Poor practice can harm children and may mask or facilitate more serious abusive behaviours.

4.3 Abuse and Bullying

The effects of abuse can be so damaging and if untreated, they may follow a person into adulthood. For example, a person who has been abused as a child may find it difficult or impossible to maintain stable, trusting relationships, become involved with drugs or prostitution, attempt suicide or even abuse a child in the future.

There have been a number of studies¹, which suggest children with disabilities are at increased risk of abuse. Various factors contribute to this, such as stereotyping, prejudice, discrimination, isolation and a powerlessness to protect themselves, or adequately communicate that abuse has occurred.² Young people at the elite end of the sports ability spectrum are also known to be at greater risk of abuse, due to such factors as: frequent overnight trips away from home; high dependency on a coach for success; absence of a support network; and operating in an a more adult focused environment.

Children from black and minority ethnic groups (and their parents) are likely to have experienced harassment, racial discrimination and institutional racism. Although racism causes significant harm it is not, in itself, a category of abuse. All organisations working with children, including those

¹ Westcott, H (1993) **The Abuse of Children and Adults with Disabilities**. London, NSPCC

² Kerr, A (1999) **Protecting Disabled Children and Adults in Sport and Recreation**. Contact Disability Sport England (Tel: 020 7490 4919)

operating where black and minority ethnic communities are numerically small, should address institutional racism, defined in the Macpherson Inquiry Report on Stephen Lawrence as *'the collective failure by an organisation to provide appropriate and professional service to people on account of their race, culture and/or religion'*.

The Main Forms of Abuse

Child 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 is an abuse of power or breach of trust. Abuse can happen to a young person regardless of their age, gender, race or ability.

There are four main types of abuse: physical abuse, emotional abuse, sexual abuse and neglect, although most abused children experience a combination of these. Abuse of disabled children, and instances of bullying also fall within the wider definition of abuse.

Somebody may abuse or neglect a young person by inflicting harm, or by failing to act to prevent harm. Young 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. Children are abused by adults (men and women) and by other young people.

Appendix H contains definitions and examples of each of these main forms of abuse, plus additional information on the abuse of disabled young people, and bullying.

Appendix I contains guidance on recognising signs of abuse. It is not the responsibility of Teesside University staff/volunteers to decide whether abuse is or has taken place, **it is their responsibility to identify poor practice and possible abuse and act where they have concerns about the welfare of a young person by referring this to the TVS CPO (as detailed in appendices A and B)**

5.0 Responding to Disclosure, Incidents, Suspicions and Allegations

5.1 Introduction

If a young person discloses that he/she is being abused, an incident occurs, you suspect abuse or poor practice or receive an allegation of poor practice or abuse, you should report this immediately to the TVS Safeguarding Officer (TVS CPO) as indicated in appendices A and B – ‘Procedures for Reporting Concerns...’.

If you are not able to contact the TVS CPO or the deputy, advice can be sought from Social Services, the Police or the NSPCC, contact details can be found in Appendix C.

Records and Information

Information passed to Children’s Social Care or the Police must be as helpful as possible, hence the necessity for making a detailed record at the time of the disclosure/concern.

Information should be detailed on the Incident Record Form (Appendix E) either by the TVS CPO or the person responding to the disclosure/concern. This form should be forwarded to the TVS CPO immediately and the TVS CPO will be responsible for referring this to Children’s Social Care.

If contact cannot be made with the TVS CPO or deputy immediately, the referrer should contact Children’s Social Care directly. Contact with the TVS CPO and completion of the incident record form should be made as soon as possible afterwards

Reporting the matter to the Police or Children’s Social Care should not be delayed by attempts to obtain more information. Wherever possible, referrals telephoned to the social services department should be confirmed in writing by TVS CPO within 24 hours. A record should also be made of the name and designation of the Children’s Social Care member of staff or police officer to whom the concerns were passed, together with the time and date of the call, in case any follow-up is needed.

5.2 Specific Advice for Responding to Disclosure from a Young Person

Actions to Take

The person receiving information concerning disclosure should:

- React calmly so as not to frighten the child
- Tell the child he/she is not to blame and that he/she was right to tell
- Take what the child says seriously, recognising the difficulties inherent in interpreting what is said by a child who has a speech disability and/or differences in language
- Keep questions to the absolute minimum to ensure a clear and accurate understanding of what has been said
- Reassure the child but do not make promises of confidentiality which might not be feasible in the light of subsequent developments
- Make a full record of what had been said, heard and/or seen as soon as possible.

NB Not all young people are able to express themselves verbally. Communication difficulties may mean that it is hard for them to complain or be understood. Sometimes it is difficult to distinguish the signs of abuse from the symptoms of some disabilities or conditions, in relation to the nature

of an individual's impairment. However, where there are concerns about the safety of a young person, record what has been observed in detail and follow the Teesside University procedures to report these concerns (Appendices A and B).

Actions to Avoid

The person receiving the disclosure should not:

- Panic
- Allow their shock or distaste to show
- Probe for more information than is offered
- Speculate or make assumptions
- Make negative comments about the alleged abuser
- Approach the alleged abuser
- Make promises or agree to keep secrets.

5.3 Specific Advice for Responding to Suspicions or allegations of abuse

It is not the responsibility of anyone working for the Teesside University to decide whether or not child abuse has or is taking place.

However, there is a responsibility to report concerns in order that **appropriate agencies** can then make enquiries and take any necessary action to protect the young person.

It is the responsibility of TVS CPO to inform Children's Social Care of incidents of possible child abuse in writing within 24 hours.

Sharing Concerns with Parents

There is always a commitment to work in partnership with parents or carers where there are concerns about their children. Therefore, in most situations, it will be important to talk to parents or carers to help clarify any initial concerns. For example, if a child seems withdrawn, there may be a reasonable explanation. He/she may have experienced an upset in the family, such as a parental separation, divorce or bereavement.

When Not to Share Concerns with Parents

There are circumstances in which a young person might be placed at even greater risk if concerns are shared (eg where a parent or carer may be responsible for the abuse or not able to respond to the situation appropriately). In these situations or where concerns still exist, any suspicion, allegation or incident of abuse must be reported to the TVS CPO as soon as possible and recorded. The TVS CPO or Children's Social Care will advise on when and how parents should be informed.

Expert Advice

If you are not sure what to do, TVS CPO may be able to provide advice or contact details for you to get expert advice. Contact details for other useful organisation can also be found in Appendix C.

5.4 Allegations of poor practice or abuse against Staff

Child abuse can and does occur outside the family setting. Although it is a sensitive and difficult issue, child abuse has occurred within institutions and may occur within other settings (eg sport or other social activities). Recent inquiries¹ indicate that abuse that takes place within a public setting is rarely a one-off event. It is crucial that those involved in sport are aware of this possibility and that all allegations are taken seriously and appropriate action taken. It is important that any concerns for the welfare of the child, arising from abuse or harassment by staff/volunteers, should be reported immediately. Teesside University have a Public Interest Disclosure (AKA Whistle Blowing Policy) which employees which they can utilise to report concerns. In addition to being a matter to report to the attention of Children's Social Care or Police, Child abuse is a disciplinary issue and will be dealt with in accordance with Teesside University disciplinary procedures.

Seek Advice

The TVS CPO or deputy may be informed of situations where there is uncertainty about whether the concern constitutes abuse and is, therefore, unclear about what action to take. There may be circumstances where allegations are about poor practice rather than abuse, the TVS CPO or deputy should always gain advice from Children's Social Care, police or the NSPCC if there is any doubt. This is because it may be one of a series of instances which together cause concern.

Support for the Reporter of Suspected Abuse

It is acknowledged that feelings generated by the discovery that a member of staff/volunteer is, or may be, abusing a child, will raise concerns among other staff/volunteers. This includes the difficulties inherent in reporting such matters.

TVS assures all staff/volunteers that it will fully support and protect anyone who, in good faith (without malicious intent), reports a concern about a colleague's practice or the possibility that a young person may be being abused.

Types of Investigation

Where there is a complaint of abuse against a member of staff/volunteer, there may be three types of investigation:

- Criminal (led by the police)
- Child protection (led by Children's Social Care and/or the Police)
- Disciplinary or misconduct (led by Teesside University)

Civil proceedings may also be initiated by the person/family of the person who alleged the abuse.

The results of any Police and Children's Social Care investigation will inform Teesside University disciplinary process. Even in the absence of a criminal prosecution, Teesside University disciplinary process may still be activated and may result in sanctions being imposed upon the individual.

Confidentiality

¹ Newcastle City Council (1994) **Report of the Independent Enquiry into Multiple Abuse in Nursery Classes in Newcastle Upon Tyne.**

Every effort should be made to ensure that confidentiality is maintained for all concerned. The TVS CPO will ensure information is stored appropriately.

Information should be handled and disseminated on a *need to know basis* only. This may include the following people:

- The TVS CPO
- The Deputy TVS CPO
- The parents of the person who is alleged to have been abused.
- The person making the allegation.
- Children's Social Care /police.
- When relevant, Designated Officers within the relevant sports governing bodies

The alleged abuser (and parents if the alleged abuser is a child) should only be contacted following Children's Social Care advice

Information should be stored in a secure place with limited access to designated people, in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

Internal Enquiries and Suspension

Teesside University will make an early decision about whether an individual accused of abuse should be temporarily suspended, pending further police and Children's Social Care inquiries. The Director of Human Resources, in line with the University's disciplinary procedures, will normally take this decision in consultation with statutory agencies.

Irrespective of the findings of the Children's Social Care or police inquiries, Teesside University must investigate and assess each individual case under the appropriate misconduct/disciplinary procedure. In such cases Teesside University must reach a decision based on all the available information. The welfare of children should always remain paramount.

Support to Deal with the *Aftermath*

Consideration should be given about what support may be appropriate to children, parents and members of staff/volunteers. Use of Helplines, support groups and open meetings will maintain an open culture and help the healing process. The British Association of Counselling Directory¹ may be a useful resource.

Consideration should be given about what support may be appropriate for the person alleged to have committed the abuse.

Support for the victim, accused and reporter

The Tees Valley Sport Partnership will:

- Acknowledges the difficulty in reporting concerns and will fully support and protect anyone who, in good faith (without malicious intent), reports his or her concern about a colleague's practice or concerns about the welfare of a young person;
- Will take appropriate steps to ensure that the victim (and parents) is provided with appropriate professional support;
- Will ensure through the appropriate allegation, disciplinary and appeals processes that the accused is offered appropriate support.

¹ **The British Association for Counselling Directory** is available from The British Association for Counselling, 1 Regent Place, Rugby CV21 2PJ, Tel: 01788 550899, Fax: 01788 562189, E-mail: bac@bac.co.uk, Internet: www.bac.co.uk

5.5 Allegations of Previous Abuse

Allegations of abuse may be made some time after the event (e.g. by an adult who was abused as a child or by a member of staff/volunteer who is still currently working with children). Where such an allegation is made, TVS should follow the procedures as detailed above and report the matter to the Children's Social Care or the Police. This is because other children, either within or outside sport, may be at risk from this person. Many individuals with criminal convictions involving offences against children are automatically excluded from working with children in Regulated Activity.

5.6 Action for Dealing with Bullying

If bullying is severe i.e. serious physical assault or if it persists despite efforts to deal with it the same procedure should be followed as set out in Appendices A and B. All settings in which children are provided with services or are living away from home should have rigorously enforced anti-bullying strategies in place.

Action to Help the Victim and Prevent Bullying in Sport:

- Take all signs of bullying very seriously.
- Encourage all children to speak and share their concerns.¹ Help the victim to speak out and tell the person in charge or someone in authority. Create an open environment.
- Investigate all allegations and take action to ensure the victim is safe. Speak with the victim and the bully(ies) separately.
- Reassure the victim that you can be trusted and will help them, although you cannot promise to tell no one else.
- Keep records of what is said (what happened, by whom, when).
- Report any concerns to the person in charge of the activity (wherever the bullying is occurring).

Action Towards the Bully(ies):

- Talk with the bully(ies), explain the situation, try to get the bully(ies) to understand the consequences of their behaviour. Seek an apology to the victim(s).
- Inform the bully's parents.
- Insist on the return of *borrowed* items and that the bully(ies) compensate the victim.
- Provide support for the coach of the victim.
- Impose sanctions as necessary.
- Encourage and support the bully(ies) to change behaviour.
- Hold meetings with the families to report on progress.
- Inform all organisation members of action taken.
- Keep a written record of action taken.

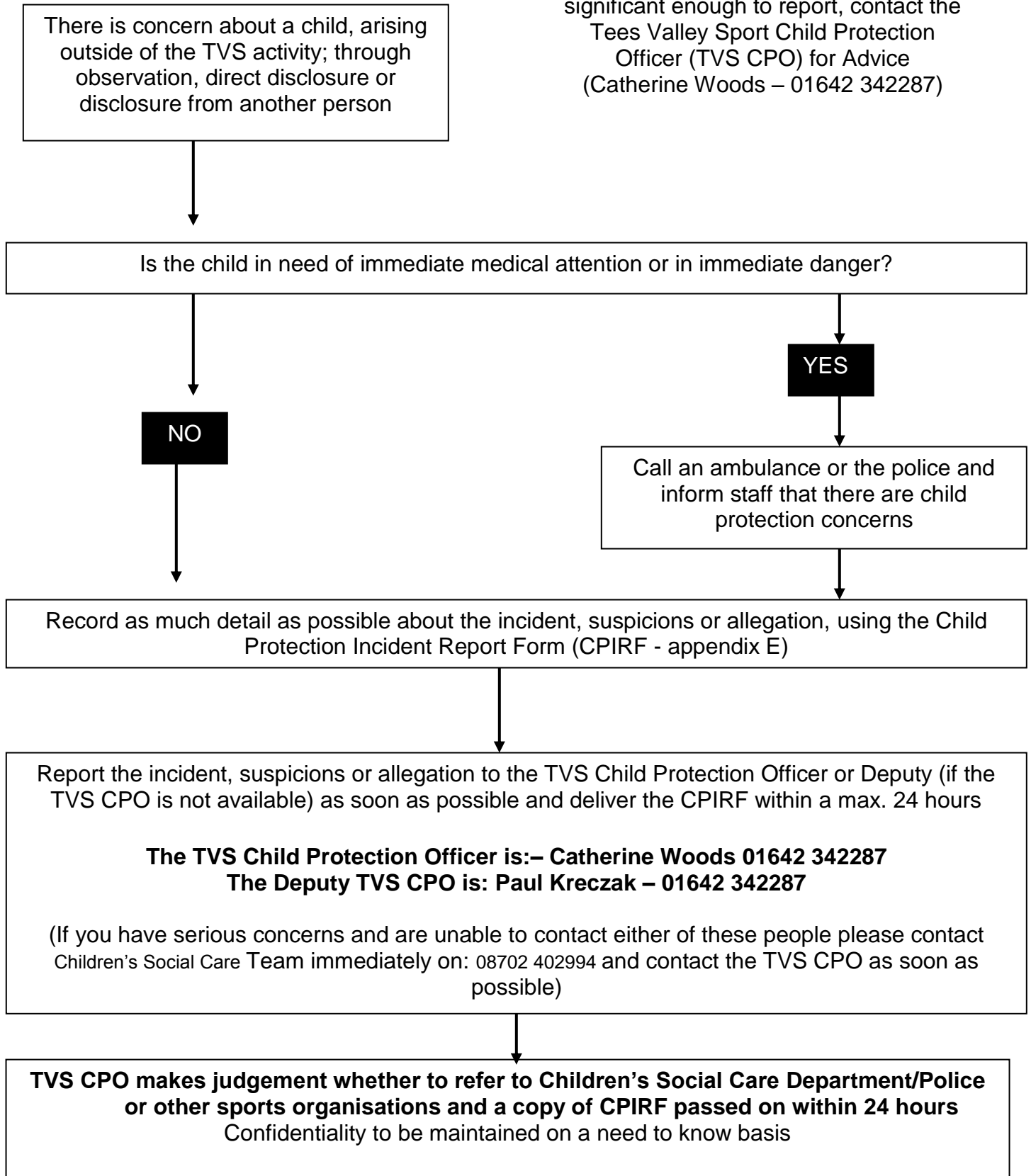
¹ It is believed that up to 12 children per year commit suicide as a result of bullying, so if anyone talks about or threatens suicide, seek professional help immediately.



Appendix A

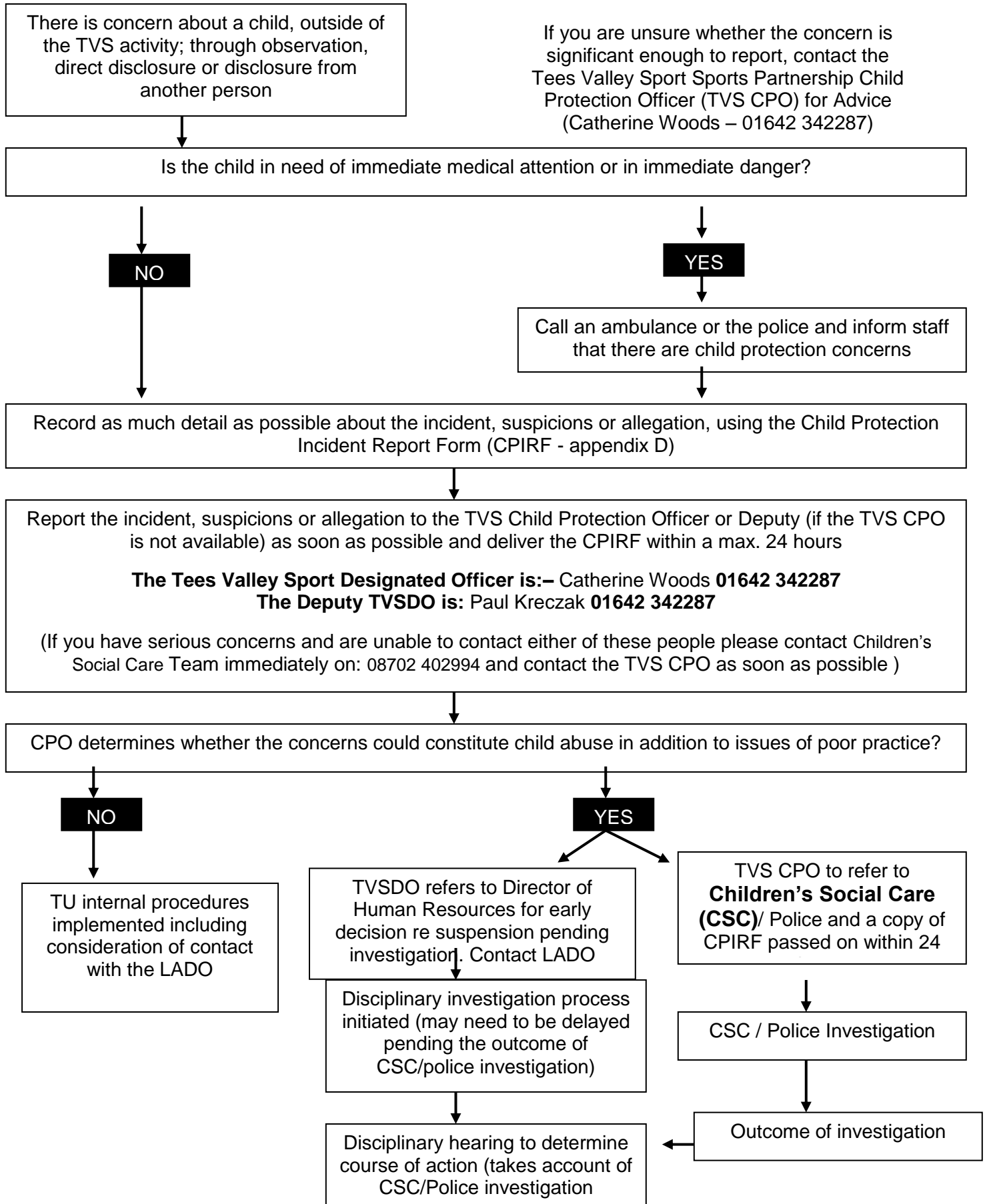
Procedure for Reporting Concerns About a Child arising Outside of Tees Valley Sport Activities

If you are unsure whether the concern is significant enough to report, contact the Tees Valley Sport Child Protection Officer (TVS CPO) for Advice (Catherine Woods – 01642 342287)



Appendix B

Procedure for Reporting Concerns About a Child in Relation to Teesside University Staff/Volunteers



Essential Contacts; Current at January 2018

Tees Valley Sport Child Protection Officer (TVS CPO)	Catherine Woods	01642 342287
Tees Valley Sport Deputy Child Protection Officers	Paul Kreczak	01642 342287
Local Children's Social Care Child Protection Officer Out of office hours contact	Redcar and Cleveland Darlington Middlesbrough Hartlepool Stockton Emergencies	01642 771500 01325 406222 01642 726004 01429 284284 01642 527764 08702 402994
Local Authority Designated Officers	Hartlepool & Stockton Philip Curtis	01429 401844
	Middlesbrough Lynn Dickens	01642 2726004
	Redcar & Cleveland Lorraine Press	01642 771530
	Darlington Amanda Hugill and Marian Garland	01325 406450 / 406451
Local police child protection teams In an emergency dial 999		(01642) 326326
The NSPCC		Helpline: 0808 800 5000
Child Protection in Sport Unit	Nick Slinn Development Officer (England)	0116 2347278
Childline UK NSPCC Helpline	Freepost 1111 London N1 OBR	Tel: 0800 11111 Tel: 0808 800 5000

CONFIDENTIAL - Child Protection Reference Form

Name:
Address:

The above candidate has applied to be a Tees Valley Sport Partnership Coach and has given your name as a referee. Working as a Tees Valley Sport Partnership Coach involves substantial access to children. As an organisation committed to the welfare and protection of children, we need to know if there is any reason at all to be concerned about this applicant being in contact with children or young people.

If you are happy to complete this reference, any information will be treated with due confidentiality and in accordance with the relevant legislation and guidance. Information will only be shared with the person conducting the assessment of the candidate's suitability to act as a coach. We would appreciate you being candid, open and honest in your evaluation of this person.

1. How long have you known this person? _____

2. In what capacity? _____

3. What main attributes and skills does this person have, that you believe will make them suitable in a coaching role? _____

4. Coaching involves substantial access to children. As an organisation committed to the welfare of and protection of children, we need to know if you have any reason to be concerned about this applicant being in contact with children or young people.

YES I have concerns I have **NO** concerns

If you have answered **YES** we will contact you in confidence.

Name: _____ Signed: _____

Date: _____ Contact Tel Number: _____

Position: _____ Organisation: _____

Please return in pre paid envelope provided.

Child Protection Incident Record Form

Your name:		Your address:	
Your position:		Contact number:	
Child's name:			
Child's address:			
Parents/carers name, address and contact number:			
Child's date of birth:	Ethnicity:	Disability:	
Date and time of any incident:			
Your observations (include the name of the alleged perpetrator and any others involved in the incident);			
Exactly what the child said and what you said: (Remember, do not lead the child – record actual details. Continue on separate sheet if necessary)			
Action taken so far:			



If the TVS CPO was not available did you contact any of the following external agencies:	
Police yes/no	If yes – which: Name and contact number: Details of advice received:
Social services yes/ no	If yes – which: Name and contact number: Details of advice received:
Other (eg NSPCC)	Which: Name and contact number: Details of advice received:

Signature:
Print name:
Date:

PLEASE SEND THIS INCIDENT REPORT FORM TO:

**Catherine Woods
Tees Valley Sport
Teesside University
Middlesbrough
TS1 3BA**

(It is the responsibility of TVS CPO to telephone and forward this referral on to Social Services if appropriate)

If you have any queries, need an urgent response or advice please telephone:

08702 402994

**Remember to maintain confidentiality on a *need to know* basis – only if it will protect the child.
Do not discuss this incident with anyone other than those who need to know.**

Code of Ethics and Conduct

Sports coaching helps the development of individuals through improving their performance in one or more areas of sporting activity.

This development is achieved by:

- Identifying and meeting the coaching needs of each individuals
- Improving performance through a progressive programme of safe, guided practice, measured performance and/or competition
- Creating an environment in which individuals are motivated to maintain participation and improve performance.

Staff must comply with these principles of good ethical practice set out below and must abide by this Code of Conduct. Staff must agree to:

- 1 Respect the rights, dignity and worth of every person and treat everyone equally within the context of their sport.
- 2 Place the well-being and safety of the participant above the development of performance.
- 3 Follow all guidelines laid down by each sports Governing Body and have appropriate insurance cover.
- 4 Develop an appropriate working relationship with participant (especially children), based on mutual trust and respect and not exert undue influence to obtain personal benefit or reward.
- 5 Encourage and guide participants to accept responsibility for their own behaviour and performance.
- 6 Hold up-to-date and nationally recognised Governing Body coaching qualifications.
- 7 Ensure the activities they direct or advocate are appropriate for the age, maturity, experience and ability of the individual.
- 8 At the outset, clarify with participants (and where appropriate with their parents) exactly what is expected of them and what participants are entitled to expect from their coach. A contract may sometimes be appropriate.
- 9 Cooperate fully with other specialists (eg other coaches, officials, sports scientists, doctors, physiotherapists) in the best interests of the performer.
- 10 Always promote the positive aspects of their sport (eg fair play) and never condone rule violations or the use of prohibited substances.
- 11 Consistently display high standards of personal behaviour and appearance.
- 12 Discriminatory, offensive and violent behaviour is unacceptable and all complaints will be acted upon
- 13 Arrive in plenty of time to set up the activity and ensure that safety checks and dynamic risk assessments are carried out prior to activity commencing
- 14 Keep themselves informed about sound coaching practice and the principles of children's growth and development
- 15 Never ridicule a child for making a mistake or losing
- 16 Ensure that participants and coaches have respect for opponents, officials, opposing coaches, supporters and each other
- 17 Ensure that participants are adequately supervised at all times in accordance with the relevant NGB guidelines for the activity being delivered

As a member of staff working with children I have read, understood and agree to abide by the above code of ethics and conduct.

Signed:..... Name (Print):.....

Organisation:..... Date:.....

Guidelines on Use of Photographic and Filming Equipment at Sporting Events

Professional photographers/filming/video operators wishing to record the event should seek accreditation with the event organiser by producing their professional identification for the details to be recorded. Ideally they should request this at least five working days before the event.

Students or amateur photographers/film/video operators wishing to record the event should seek accreditation with the event organiser by producing their student club or registration card and a letter from their club/educational establishment outlining their motive for attending the event.

All other spectators wishing to use photographic/film/video equipment should register their intent with the promoter of the event.

Accreditation procedure: a system should be adopted whereby a record should be made of the individual's name and address and club. Professionals should register prior to the event and their identification details should be checked with the issuing authority prior to the event. On registering, promoters of events should consider issuing an identification label on the day, which can serve to highlight those who have accreditation but must ensure that where regular events occur, the identifying label is changed to prevent unofficial replication.

Public information: the specific details concerning photographic/video and filming equipment should, where possible, be published prominently in event programmes and must be announced over the public address system prior to the start of the event.

The recommended wording is:

In line with the recommendation in the Organisation's Safeguarding Policy, the promoters of this event request that any person wishing to engage in any photography should register their details with staff at the spectator entry desk before taking any such images. The promoter reserves the right of entry to this event and reserves the right to decline entry to any person unable to meet or abide by the promoter's conditions.

If you have concerns: if you are concerned about any photography taking place at an event, contact the promoter or event organiser and discuss it with them. If appropriate the person about whom there are concerns should be asked to leave and the facility managers should be informed.

Videoing as a coaching aid: there is no intention to prevent club coaches and teachers using video equipment as a legitimate coaching aid. However, performers and their parents/carers should be aware that this is part of the coaching programme and care should be taken in the storing of such films.

Appendix H

Types of Abuse

- **Neglect** – where adults fail 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 (eg failure to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment.) It may also include refusal to give children love, affection and attention. Neglect in sport could include a teacher or coach not ensuring children were safe, exposing them to undue cold, heat or to unnecessary risk of injury.
- **Physical abuse** – where adults and young people physically hurt or injure children by hitting, shaking, throwing, poisoning, burning, biting, or scalding, suffocating, drowning or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after eg factitious illness by proxy or Munchausen’s syndrome by proxy. Examples of physical abuse in sport may be when the nature and intensity of training and competition exceeds the capacity of the child’s immature and growing body; where drugs are used to enhance performance or delay puberty.
- **Sexual abuse** – where girls and boys are abused by adults and young people (both male and female) who use children to meet their own sexual needs. This could include full sexual intercourse, masturbation, oral sex, anal intercourse and fondling. Showing children pornographic material (books, videos, pictures) is also a form of sexual abuse. In sport, coaching techniques which involve physical contact with children could potentially create situations where sexual abuse may go unnoticed. The power of the coach over young performers, if misused, may also lead to abusive situations developing.
- **Emotional abuse** – is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children to feel frightened or in danger by being constantly shouted at, threatened or taunted which may make the child very nervous and withdrawn. Some level of emotional abuse is involved in all types of ill-treatment of a child. Emotional abuse in sport may occur if children are subjected to constant criticism, name-calling, sarcasm, bullying or unrealistic pressure to perform to high expectations consistently.

The above definitions are adapted from Department of Health *Working Together to Safeguard Children 2015 – A guide to inter-agency working to safeguard and promote the welfare of children.*

Bullying

It is important to recognise that in some cases of abuse, it may not always be an adult abusing a young person. It can occur that the abuser may be a young person, for example in the case of bullying. Bullying may be seen as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. Nancy Duin defined bullying as *repeated (systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons (Bullying, a Survival Guide, produced by BBC Education).*

Although anyone can be the target of bullying, victims are typically shy, sensitive and perhaps anxious or insecure. Sometimes they are singled out for physical reasons – being overweight, physically small, having a disability or belonging to a different race, faith or culture.

Girls and boys can be bullies although it seems to be more conspicuous in boys. Although bullying often takes place in schools¹ research shows it can and does occur anywhere where there is inadequate supervision – on the way to and from school, at a sporting event, in the playground and changing rooms.

Bullies come from all walks of life; they bully for a variety of different reasons and may even have been abused. Typically, bullies can have low self-esteem, be excitable, aggressive and jealous. Crucially, they have learned how to gain power over others and there is increasing evidence to suggest that this abuse of power can lead to crime.¹

The competitive nature of sport makes it an ideal environment for the bully. The bully in sport can be:

- A parent who pushes too hard
- A coach who adopts a win-at-all costs philosophy
- A player who intimidates others
- An official who places unfair pressure on a person.

Bullying can include:

- Physical: eg hitting, kicking and theft.
- Verbal: eg name-calling, constant teasing, sarcasm, racist or homophobic taunts, threats, graffiti and gestures.
- Emotional: eg tormenting, ridiculing, humiliating and ignoring.
- Sexual: eg unwanted physical contact or abusive comments.

The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm). There are a number of signs that may indicate that a young person or disabled adult is being bullied:

- Behavioural changes such as reduced concentration and/or becoming withdrawn, clingy, depressed, tearful, emotionally up and down, reluctance to go to school, training or sports club.
- A drop off in performance at school or standard of play.
- Physical signs such as stomach ache, headaches, difficulty in sleeping, bed-wetting, scratching and bruising, damaged clothes and bingeing for example on food, cigarettes or alcohol.
 - A shortage of money or frequent *loss* of possessions.

Disabled People

There have been a number of studies¹, which suggest children (or adults) with disabilities are at increased risk of abuse. Various factors contribute to this, such as stereotyping, prejudice, discrimination, isolation and a powerlessness to protect themselves, or adequately communicate that abuse has occurred.²

¹ Research by Sheffield University, reported in the BBC Education publication (1994) by Goldsmiths College, London, showed that 10% of primary school children and 4% of secondary school children are bullied once a week.

¹ The BBC Education publication (1994) also indicates that bullies are four times more likely to become criminals.

¹ Westcott, H (1993) **The Abuse of Children and Adults with Disabilities**. London, NSPCC

² Kerr, A (1999) **Protecting Disabled Children and Adults in Sport and Recreation**. Contact Disability Sport England (Tel: 020 7490 4919)



Race and Racism

Children from black and minority ethnic groups (and their parents) are likely to have experienced harassment, racial discrimination and institutional racism. Although racism causes significant harm it is not, in itself, a category of abuse. All organisations working with children, including those operating where black and minority ethnic communities are numerically small, should address institutional racism, defined in the Macpherson Inquiry Report on Stephen Lawrence as *'the collective failure by an organisation to provide appropriate and professional service to people on account of their race, culture and/or religion'*

Elite Sport

Children performing in elite sport are additionally vulnerable because;

- they can experience burn out due to the pressure of competition
- they may spend significant time away from home, weakening their support networks
- they may find themselves performing in an adult focused environment
- they could be subject to a win at all costs mentality
- they can become subject to an unhealthy coach to athlete relationship

Recognising Signs of Abuse

Indications that a child may be being abused include the following:

- Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries.
- An injury for which the explanation seems inconsistent.
- The child describes what appears to be an abusive act involving him/her.
- Someone else (a child or adult) expresses concern about the welfare of another child.
- Unexplained changes in behaviour (eg becoming very quiet, withdrawn or displaying sudden outbursts of temper).
- Inappropriate sexual awareness.
- Engaging in sexually explicit behaviour.
- Distrust of adults, particularly those with whom a close relationship would normally be expected.
- Has difficulty in making friends.
- Is prevented from socialising with other children.
- Displays variations in eating patterns including overeating or loss of appetite.
- Loses weight for no apparent reason.
- Becomes increasingly dirty or unkempt.

It should be recognised that this list is not exhaustive and the presence of one or more of the indicators is not proof that abuse is actually taking place. **It is not the responsibility of those working in sport to decide that child abuse is occurring but it is their responsibility to act on any concerns.**