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# 10 STEPS

## TO SAFEGUARD CHILDREN IN SPORT



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A service provided by



**sportscotland**  
the national agency for sport

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Please note that the policies and procedures contained in this document are samples. Scottish Governing Bodies of Sport may already have child protection policies and procedures in place. If you are affiliated to a governing body it is best practice to adopt their policies, procedures and practice.

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# INTRODUCTION

You remember what it was like, don't you? That first moment in sport when you achieved. Maybe you scored a goal for the first time, got a badge for mastering a skill or were singled out by the teacher to show how a move should be executed.

At CHILDREN 1<sup>ST</sup> and **sportscotland** we want children and young people to have many of these good moments – in sport and in life. We know that sport allows children the opportunity to have fun and to develop self-esteem, confidence, leadership and teamwork skills. But this can only happen when we all put children's welfare first and create and develop a culture where individuals are respected and listened to.

Any adult who works with children on a regular basis may be the person a child chooses to talk to about something happening in their life. It is important, therefore, that they know how to respond to a child and how to share information appropriately with those who can help.

**10 Steps to Safeguard Children in Sport** \* is a collection of guidelines, good practice, practical advice, template procedures and policies – all 'tools' which can help keep children safe in sport. Ultimately, it is up to the people within your organisation to make this happen.

The 10 Steps:

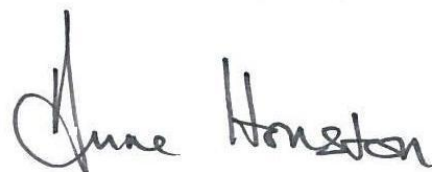
- Are for any club, Scottish Governing Body or organisation which provides activities for children under 18 years
- Can be used to look at what you already have in place, confirm the positives and identify any gaps
- Can help a new member of staff or volunteer taking on the role of a child protection officer to understand the range of responsibilities, procedures and guidelines.

It is important to recognise that the 10 Steps are inclusive of the Minimum Operating Requirements for protecting children in sport. They also take account of updated child protection guidance, practice and legislation.

We believe that every child should have the opportunity to take part in sport at all levels in the knowledge that he or she will be safe, secure and respected. Above all, taking part in sport should be enjoyable and fun. Good moments happen when this is the case.



Stewart Harris, Chief Executive, **sportscotland**



Anne Houston, Chief Executive, CHILDREN 1ST

# SAFEGUARDING IN SPORT SERVICE

Our service is a partnership between CHILDREN 1<sup>ST</sup> and **sportscotland** established in 2002, to support sports organisations put safeguards in place to keep children and young people safe. Formerly known as 'Child Protection in Sport' we provide advice, consultancy and training on the development and implementation of child protection policies and procedures.

The content of the 10 Steps has been shaped through our work with sports organisations, the issues they face and what we have learned from children and young people. They have been endorsed by the members of the Safeguarding in Sport Steering Group:

**CHILDREN 1<sup>ST</sup>** - [www.children1st.org.uk](http://www.children1st.org.uk)

**sportscotland** - [www.sportscotland.org.uk](http://www.sportscotland.org.uk)

**Local Authority Child Protection in Sport Network Group**

**Scottish Association of Local Sports Councils** - [www.salsc.org.uk](http://www.salsc.org.uk)

**Scottish Disability Sport** - [www.scottishdisabilitysport.com](http://www.scottishdisabilitysport.com)

**Scottish Sports Association** - [www.scottishsportsassociation.org.uk](http://www.scottishsportsassociation.org.uk)

**Stop it now** - [www.stopitnow.org.uk](http://www.stopitnow.org.uk)

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Child Protection in Sport Unit (NSPCC)  
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Scottish Orienteering Association  
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**Considerations for distribution and use of these 10 Steps:**

It is imperative that all organisations who use the 10 Steps and content within them consider how they make them accessible for all people within their organisation. Alternative formats should be available if required.

# 10 STEPS: WHAT SHOULD YOUR ORGANISATION DO TO SAFEGUARD CHILDREN IN SPORT?

1. Appoint a named contact to co-ordinate child protection within your organisation who has attended 'Safeguarding & Protecting Children' or other basic child protection awareness training and 'In Safe Hands – Club Child Protection Officer' workshop.
2. Adopt a Child Protection Policy at management/committee/board level within your organisation.
3. Identify any risks to children participating in your activities.
4. Get all adults working with children in your organisation to sign up to a Code of Conduct for working with children.
5. Support all adults working with children in your organisation to attend 'Safeguarding & Protecting Children' or other basic child protection awareness workshop.
6. Adopt and use an effective 'recruitment and selection' procedure to make sure new staff/volunteers have been carefully considered and vetted to do regulated work with children.
7. Adopt 'responding to concerns' procedures to ensure that staff/volunteers get the appropriate help for a child or challenge the inappropriate conduct of any adults within your organisation.
8. Adopt a 'disciplinary' procedure to ensure your organisation can deal with any inappropriate conduct or child abuse and if necessary refer any individual to Disclosure Scotland for consideration on the Children's List.
9. Adopt a procedure to review any child protection concerns which have arisen to ensure procedures are followed and appropriate action taken in the best interests of the child.
10. Adopt 'Safe in Care' guidelines that are appropriate to your organisation's activities, e.g. trips away from home, physical contact, adult to child ratios, ICT and social media.

**Remember to communicate all of the above to the children in your organisation and to their parents/carers so that everyone recognises and understands the important safeguards put in place to help keep children safe.**

## Additional Information

- How to let everyone know about the 10 Steps.

- What is child abuse? Signs and Indicators.

- Relevant Legislation.

- Useful Contacts and Websites.

**STEP 1** - Appoint a named contact to co-ordinate child protection within your organisation who has attended 'Safeguarding & Protecting Children' or other basic child protection awareness training and 'In Safe Hands – Club Child Protection Officer' workshop.

***Why is this important?***

Everyone has a responsibility to ensure children are safe from harm. But in an organisation a Child Protection Officer (CPO) will be the main point of contact to make it easy for everyone to know who to go to if they need support, advice or training or if they need to report a concern. They will 'champion' good practice and ensure consistency in safeguarding children.

**Templates:**

- Job Description for Sports Governing Body (SGB) Child Protection Officer
- Job Description for Club Child Protection Officer

**Training:**

- Safeguarding & Protecting Children or other child protection basic awareness workshops
- Safeguarding & Protecting Children 2 workshop
- In Safe Hands – Club Child Protection Officer workshop
- Supporting Clubs workshop

# **JOB DESCRIPTION FOR SGB CHILD PROTECTION OFFICER - TEMPLATE**

**[SGB]** will:

- Ensure there are policies, procedures, systems, structures, resources and personnel in place to promote the welfare and protection of children taking part in **[sport]**.
- Actively work jointly with parents/carers and other agencies through joint planning, training and monitoring of their arrangements for the protection of children.
- Ensure there are quality assurance mechanisms in place to monitor, review and evaluate arrangements for the protection of children.

The Child Protection Officer for **[SGB]** will:

<b>Responsibilities</b>
<ul style="list-style-type: none"><li>▪ Lead on the effective implementation of policy and procedures throughout the sport.</li><li>▪ Implement the SGB child protection policy and procedures within national organisation.</li><li>▪ Encourage good practice by promoting and championing the child protection policy and procedures.</li><li>▪ Monitor and review the child protection policy and procedures to ensure they remain current and fit for purpose.</li><li>▪ Regularly report to the Management/Committee/Board.</li><li>▪ Raise awareness of the SGB Child Protection Officer role to parents/carers, adults, and children involved in the organisation.</li><li>▪ Raise awareness of the Code of Conduct for working with children to parents/carers, adults and children involved in the organisation.</li><li>▪ Challenge behaviour which breaches the Code of Conduct.</li><li>▪ Keep abreast of developments in the field of child protection by liaising with the Safeguarding in Sport service, attending relevant training or events and subscribing to the Safeguarding in Sport newsletter.</li><li>▪ Organise/signpost appropriate training for all adults working/volunteering with children in the organisation.</li><li>▪ Respond appropriately to disclosures or concerns which relate to the well-being of a child.</li><li>▪ Maintain confidential records of reported cases and action taken.</li><li>▪ Where required liaise with statutory agencies and ensure they have access to all necessary information.</li><li>▪ Support affiliated clubs and their Club Child Protection Officers.</li></ul>
<b>Person Specification</b>
<ul style="list-style-type: none"><li>▪ The ability to build relationships with Management/Committee/Board members, parents/carers, children and adults working/volunteering with children within the organisation.</li><li>▪ An interest in the well-being of children and in safeguarding and child protection matters.</li><li>▪ A willingness to challenge opinion, where necessary, and to drive the child protection agenda.</li><li>▪ Strong listening skills and the ability to deal with sensitive situations with integrity.</li><li>▪ The confidence and good judgment to manage situations relating to the poor conduct/behaviour of others towards a child.</li></ul>
<b>Skills/Experience</b>
<ul style="list-style-type: none"><li>▪ Attend relevant training to fulfil the role of SGB Child Protection Officer.</li><li>▪ Experience of working with children.</li></ul>



## **JOB DESCRIPTION FOR CLUB CHILD PROTECTION OFFICER - TEMPLATE**

The Club Child Protection Officer will:

### **Responsibilities**

- Implement the SGB child protection policy and procedures.
- Encourage good practice by promoting and championing the child protection policy and procedures.
- Monitor and review the child protection policy and procedures to ensure they remain current and fit for purpose.
- Regularly report to the Management/Committee/Board.
- Raise awareness of the Club Child Protection Officer role to parents/carers, adults, and children involved in the club.
- Raise awareness of the Code of Conduct for working with children to parents/carers, adults and children involved in the club.
- Challenge behaviour which breaches the Code of Conduct.
- Keep abreast of developments in the field of child protection by liaising with the SGB Child Protection Officer, attending relevant training or events and subscribing to the Safeguarding in Sport newsletter.
- Organise/signpost appropriate training for all adults working/volunteering with children in the club.
- Establish and maintain contact with local statutory agencies including the police and social services.
- Respond appropriately to disclosures or concerns which relate to the well-being of a child.
- Maintain confidential records of reported cases and action taken.
- Where required liaise with the SGB Child Protection Officer and/or statutory agencies and ensure they have access to all necessary information.

### **Person Specification**

- The ability to build relationships with club members, parents/carers, children and the SGB Child Protection Officer.
- An interest in the well-being and safeguarding of children and child protection matters
- A willingness to challenge opinion, where necessary, and to drive the child protection agenda.
- Strong listening skills and the ability to deal with sensitive situations with integrity.
- The confidence and good judgment to manage situations relating to the poor conduct/behaviour of others towards a child.

### **Skills/Experience**

- Attend relevant training to fulfil the role of Club Child Protection Officer.
- Experience of working with children.

## **TRAINING WORKSHOPS**

Scottish governing bodies of sport and local authority areas may provide their own version of the workshops listed below. Each organisation should consider what best suits their sport/activity and location.

### **Safeguarding & Protecting Children, sportscoach UK workshop (SPC)**

This 3-hour workshop is suitable for coaches and volunteers who may come into contact with children. This workshop explores the Code of Conduct for those in contact with children and provides basic information on recognising child abuse and responding to concerns. It is recommended that all coaches and volunteers working with children and young people attend this workshop.

### **Other basic child protection awareness workshops available in Scotland**

Throughout Scotland, local Child Protection Committees organise and offer free training to the voluntary sector working with local children and young people. To find out what workshop is available through your local Child Protection Committee, [click here](#). The content of these workshops will be similar to that of 'Safeguarding & Protecting Children'.

### **Safeguarding & Protecting Children 2, sportscoach UK workshop (SPC 2)**

This 3-hour workshop reflects on practice, is aimed primarily at coaches and builds on knowledge gained on the 'Safeguarding & Protecting Children' workshop (SPC). Outcomes for delegates include increasing awareness, helping recognise the signs of abuse and poor practice and helping to deal sensitively and effectively with issues that arise. In order to keep knowledge up to date in this area, it is recommended that individuals first attend the SPC workshop and follow this up with SPC 2 every two to three years.

### **In Safe Hands – Club Child Protection Officer, CHILDREN 1<sup>ST</sup> workshop**

This 3-hour workshop supports clubs to put child protection policies into practice. It is most suitable for those acting as the club child protection officer but is also relevant for those responsible for managing or organising the club. Participants attending this workshop should have first attended a basic awareness course in child protection such as the sportscoach UK 'Safeguarding & Protecting Children' workshop or equivalent.

### **Supporting Clubs, CHILDREN 1<sup>ST</sup> workshop**

This 1-day workshop is for those who provide support to sports clubs and activity groups for children, such as sports development officers, club development officers, Active Schools Co-ordinators and Scottish governing body of sport personnel. The overall aim of this workshop is to ensure that participants understand what sports organisations and clubs need to have in place for the protection of children and young people in their sport and how they can support people in their own organisation or affiliated clubs to understand their roles and responsibilities. Participants attending this workshop should have first attended a basic awareness course in child protection such as the sportscoach UK 'Safeguarding & Protecting Children' workshop or equivalent.

## **STEP 2 - Adopt a Child Protection Policy at management/committee/board level within your organisation.**

### ***Why is this important?***

A Child Protection Policy is like a set of 'rules' that everyone follows within your organisation. Its aim is to put the welfare of children and young people first. Having a policy is the basis for everyone taking responsibility for child protection. It should underpin all work with children and young people and be at the centre of any procedures developed.

### **Template:**

- Child Protection Policy

## **CHILD PROTECTION POLICY - TEMPLATE**

***[Organisation name]*** is fully committed to safeguarding the welfare of all children in its care. It recognises the responsibility to promote safe practice and to protect children from harm, abuse and exploitation. For the purposes of this policy and associated procedures a child is recognised as someone under the age of 18 years.

**Staff and volunteers will work together to embrace difference and diversity and respect the rights of children and young people.**

**This document outlines *[Organisation name]* commitment to protecting children.**

These guidelines are based on the following principles:

- The welfare of children is the primary concern.
- All children, whatever their age, culture, disability, gender, language, racial origin, socio-economic status, religious belief and/or sexual identity have the right to protection from all forms of harm and abuse.
- Child protection is everyone's responsibility.
- Children have the right to express views on all matters which affect them, should they wish to do so.
- Organisations shall work in partnership together with children and parents/carers to promote the welfare, health and development of children.

***[Organisation name]*** will:

- Promote the health and welfare of children by providing opportunities for them to take part in ***[sport]*** safely.
- Respect and promote the rights, wishes and feelings of children.
- Promote and implement appropriate procedures to safeguard the well-being of children and protect them from abuse.
- Recruit, train, support and supervise its staff, members and volunteers to adopt best practice to safeguard and protect children from abuse and to reduce risk to themselves.
- Require staff, members and volunteers to adopt and abide by this Child Protection Policy and these procedures.
- Respond to any allegations of misconduct or abuse of children in line with this Policy and these procedures as well as implementing, where appropriate, the relevant disciplinary and appeals procedures.
- Observe guidelines issued by local Child Protection Committees for the protection of children.
- Regularly monitor and evaluate the implementation of this Policy and these procedures.

### **Review**

This Policy and these Procedures will be regularly reviewed:

- In accordance with changes in legislation and guidance on the protection of children or following any changes within ***[Organisation name]***.
- Following any issues or concerns raised about the protection of children within ***[Organisation name]***.
- In all other circumstances, at least every three years.

## **STEP 3 - Identify any risks to children participating in your activities.**

### ***Why is this important?***

By identifying any risks, organisations can then work towards reducing the risks and making their activities as safe as they can. This gives a basis to develop relevant procedures and guidelines to protect children.

### **Guidelines:**

- Identifying and Managing Risk

### **Template:**

- Risk Assessment Form

### **Training:**

- Identifying and Managing Risk

# **GUIDELINES - IDENTIFYING AND MANAGING RISK**

## **WHAT IS RISK ASSESSMENT?**

A risk assessment is simply a careful examination of what, in the context of your activities, could cause harm to other people, so that you can identify and decide whether you have taken enough precautions or should do more to prevent harm.

### **Why Bother?**

The child protection policy states that opportunities will be provided for children to participate safely and that appropriate procedures will be implemented to safeguard their wellbeing. To do this effectively, your organisation must first be aware of the areas of risk and be able to adequately assess these risks. Thus you will be:

- ♦ making sure children are safe
- ♦ protecting your staff and volunteers
- ♦ making sure you comply with legislation
- ♦ reducing or removing liability
- ♦ giving your sport a good reputation.

### **What Does the Law State?**

The United Nations Convention on the Rights of the Child states that all children have the right to be protected from harm, abuse and exploitation at all times. Section 5 of the Children (Scotland) Act 1995 states that if you are 16 or over and have children in your care or control, then you must do what is reasonable in all circumstances to safeguard their health, welfare and development.

### **What Does All This Mean in Practice?**

Put simply, when children are taking part in our activities we have a responsibility to make sure they are safe from harm. We fulfil this duty by:

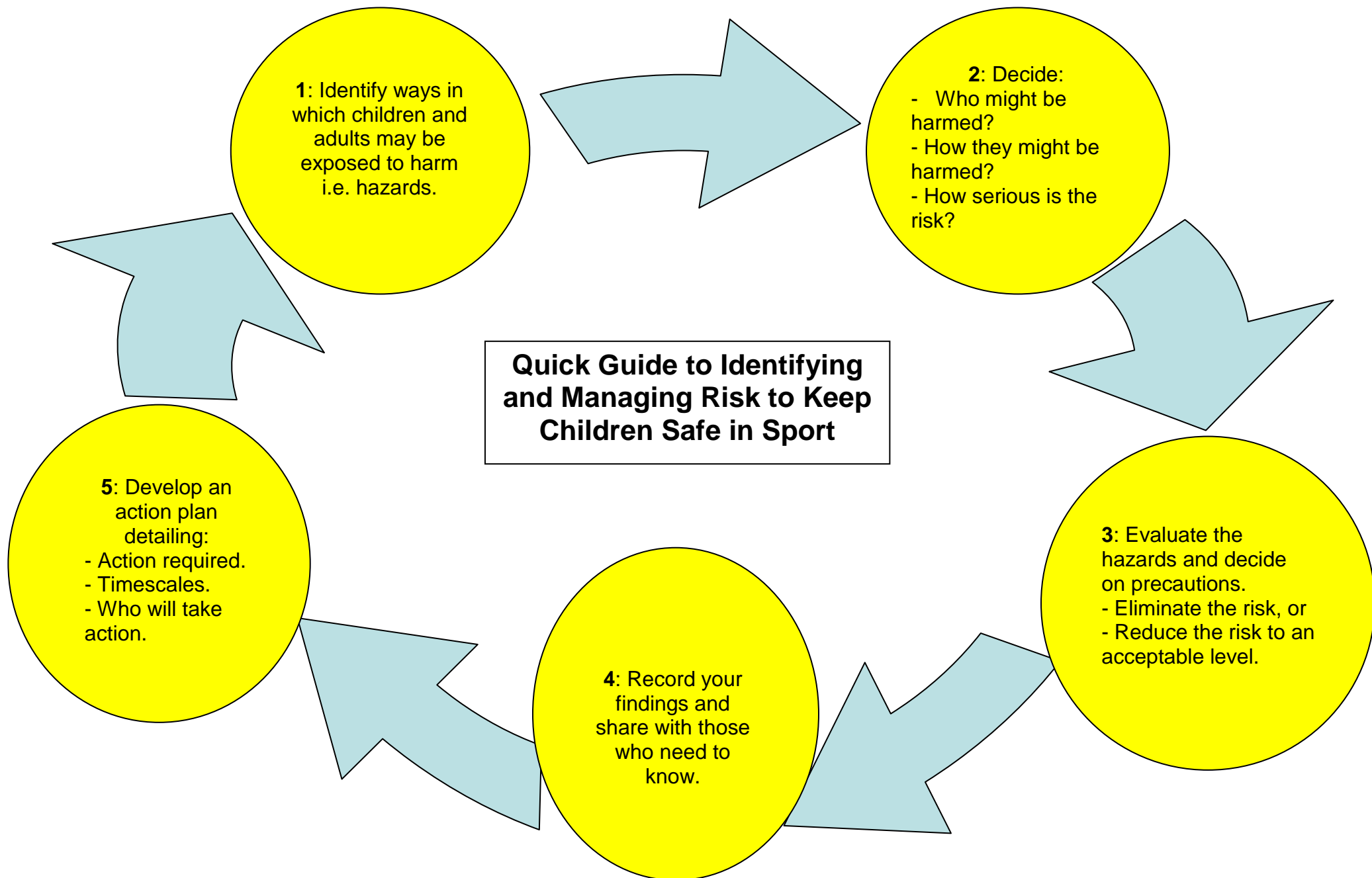
1. Accepting we have this duty.
2. Agreeing policies, procedures and practices which tell us what action we need to take in order to keep children safe from harm.
3. Telling all relevant persons about safe practices; for example, through training.
4. Putting them into PRACTICE.
5. Ensuring they are being followed and reviewing them.

We can't be expected to eliminate every possible risk. We don't want to wrap children in cotton wool or have so many procedures and so much paperwork that staff and volunteers are prevented from carrying out their roles, or worse, put off altogether.

A risk assessment should be a benefit to your organisation by allowing you to focus on the things which are important. By doing what is 'reasonable', you will give people the confidence to know they are following good practice, and, therefore looking after themselves too. This guide will help you to identify what is reasonable.

## **SOME HELPFUL DEFINITIONS**

<b>HAZARD</b>	Any situation or any practice which might cause harm.
<b>HARM</b>	Includes harm which is not physical. A child may be harmed in a number of ways; for example, emotional, physical and/or sexual abuse, neglect, intentional/inappropriate restraint, harassment or bullying, carelessness which amounts to neglect or failure to attend to essential health and safety requirements.
<b>RISK</b>	The chance that someone could be harmed, and an indication of how serious the harm might be.



## CONDUCTING A RISK ASSESSMENT

### 1 IDENTIFY WAYS IN WHICH CHILDREN AND ADULTS COULD BE HARMED, i.e. HAZARDS

First you need to work out how children, staff/volunteers could be harmed. This could be through:

- ♦ The general failure of the organisation to meet its responsibility to keep children safe.
- ♦ Failure to ensure that those who work or volunteer with children are suitable to do so.
- ♦ Failure to ensure that all activities and events are safe for children.
- ♦ Failure to take action to help a child who discloses they are being harmed or abused out with sport.
- ♦ Failure to take action to address the harmful or potentially harmful behaviour of someone within sport.
- ♦ Failure to provide information or training to staff and volunteers who are part of the organisation.

How will you identify other hazards in *your* sport or organisation?

- ♦ Ask staff and volunteers. Asking others will give you a broad and objective perspective rather than relying on one person's knowledge and experience.
- ♦ Ask parents/carers/children.
- ♦ Have a look back over any incidents or issues which have arisen or been reported.

### 2 DECIDE WHO MIGHT BE HARMED AND HOW

For each hazard identified; decide *who* might be harmed and *how*. Try to be as specific as you can, for example, if there are no seatbelts in the minibus passengers may be injured if there is an accident.

Think carefully about the people involved in the activity. Young children are generally more dependent on adults, and athletes with a physical or learning disability may require special assistance during activities.

Are there other special considerations in your sport or organisation?

### 3 EVALUATE THE HAZARDS AND DECIDE ON PRECAUTIONS

When you know what the hazards are you need to consider the risk, i.e. how likely it is that harm could occur and how serious it would be. This is often described as 'rating' risk. For example:

High:	could occur quite easily
Medium:	could occur sometimes
Low:	unlikely, although conceivable

It is up to your organisation to decide what action you will take, but remember that the law expects you to do what is *reasonable* in all the circumstances. The recommended good practice, guidance and procedures on each of the areas covered in the *Framework for Risk Assessment and Suggestions for Risk Management* are regarded as reasonable.

Start by identifying what you currently do. Then compare this to the recommended good practice and further information within the *Framework for Risk Assessment and Suggestions for Risk Management*. Is there anything you need to do to bring your organisation up to the standards set out in the recommended good practice?

The key questions to answer in relation to each hazard are:

1. Can we eliminate the risk altogether?
2. If yes, what do we need to do to achieve this?
3. If no, what can we do that will allow us to manage the risk so that it becomes an acceptable level of risk?

Ask children, parents/carers, staff and volunteers what will be realistic and work in practice.



## 4 RECORD YOUR FINDINGS AND ACT ON THEM

It is helpful to record the result of your risk assessment. The risk assessment form will help you to do this. The benefits of recording are:

- ◆ It shows everyone involved that you take this seriously and that you value their involvement.
- ◆ It will be helpful in the future when you look back to review what action was identified.

Keep it simple; for example, for medical emergencies: medical information forms issued, completed forms held by coach, annual check forms up-to-date.

If there are a number of actions required, tackle the important ones or those which are rated 'high' first. Agree timescales for addressing the other actions and who will be responsible.

## 5 REVIEW YOUR RISK ASSESSMENT AND UPDATE IF NECESSARY

On completion of your first risk assessment, decide when you will conduct the next one. It's a good idea to fix a date for this. This might be annually for some areas or more frequently for others.

In reviewing your risk assessment ask yourself, has anything changed? Are there improvements still to be made? Have you learned anything from problems which have arisen since the last assessment? If anything significant happens between scheduled assessments don't wait to make changes.

### NOTE: INSURANCE REQUIREMENTS

It is now common practice for insurance brokers to insist on a risk assessment for child welfare and protection. This publication is a general guide and each organisation must check with its insurers on their own specific requirements to ensure these are met.

## FRAMEWORK FOR RISK ASSESSMENT AND SUGGESTIONS FOR RISK MANAGEMENT

HAZARDS AND RISKS	RECOMMENDED GOOD PRACTICE	WHERE TO FIND GUIDANCE & FURTHER INFORMATION
<p>No organisational ownership and accountability for:</p> <ol style="list-style-type: none"> <li>1. The protection of children and young people taking part in the sport.</li> <li>2. Ensuring staff/volunteers are not exposed to unnecessary risks or harm through working with children and young people.</li> </ol>	<ul style="list-style-type: none"> <li>◆ Organisational child protection policy, adopted by the management of the organisation, applicable to all members.</li> <li>◆ Procedures, guidance and codes of conduct to support staff/volunteers to carry out their role.</li> <li>◆ Support for staff/volunteers who are involved in dealing with concerns about children or the behaviour of an adult towards a child.</li> <li>◆ Training on policy and procedures relevant to roles and responsibilities in the organisation.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Scottish Governing Body of Sport (SGB) Guidelines.</li> <li>◆ <b>10 STEPS TO SAFEGUARD CHILDREN IN SPORT (CHILDREN 1<sup>ST</sup> and sportscotland, 2011)<sup>1</sup>.</b> (All references below are to this document).</li> </ul>
<p>The appointment of staff/volunteer on the Children's List under the Protection of Vulnerable Groups (Scotland) Act 2007.</p> <p>Staff/volunteers behaving in a way which is potentially or actually harmful towards a child or children.</p>	<ul style="list-style-type: none"> <li>◆ A procedure for the safe recruitment and selection of those who work/volunteer with children and young people in the sport.</li> <li>◆ Membership of the PVG Scheme for relevant positions.</li> <li>◆ Clear roles and responsibilities for all positions.</li> <li>◆ A Code of Conduct which outlines standards of practice for those positions.</li> <li>◆ Staff/volunteers sign up to Code of Conduct and receive training</li> </ul>	<ul style="list-style-type: none"> <li>◆ <u>Recruitment and Selection Procedure<sup>1</sup>.</u></li> <li>◆ <u>Code of Conduct<sup>1</sup>.</u></li> <li>◆ <u>Safeguarding &amp; Protecting Children (SPC) and In Safe Hands Club Child Protection Officer training (ISH)<sup>2</sup>.</u></li> </ul>
<p>Failing to take appropriate action where there is concern about the welfare of a child out with sport.</p>	<ul style="list-style-type: none"> <li>◆ Guidance on how to recognise concerns.</li> <li>◆ Procedures for responding to concerns about a child and reporting concerns about abuse.</li> <li>◆ Training on guidance and procedures.</li> <li>◆ Support for staff/volunteers.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <u>Guidance on 'What is abuse?'<sup>1</sup>.</u></li> <li>◆ <u>Procedure for Responding to Concerns<sup>1</sup>.</u></li> <li>◆ <u>SPC and ISH<sup>2</sup>.</u></li> </ul>
<p>Failing to take appropriate action where there is concern about the conduct of a staff member/volunteer which is potentially or actually harmful towards a child or children.</p> <p>Failure to make a referral when the criteria outlined in the Protection of Vulnerable Groups (Scotland) Act 2007 is met within required timescale.</p>	<ul style="list-style-type: none"> <li>◆ Procedures for responding to concerns about misconduct or abuse by a member of staff/volunteer.</li> <li>◆ Complaints, Disciplinary and Grievance Procedures.</li> <li>◆ Whistleblowing Policy.</li> <li>◆ Training on guidance and procedures.</li> <li>◆ Support or access to support for staff/volunteers.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <u>Procedure for Responding to Concerns<sup>1</sup>.</u></li> <li>◆ <u>Guidelines on Disciplinary Issues relating to a child protection concern<sup>1</sup>.</u></li> <li>◆ <u>SPC and ISH<sup>2</sup>.</u></li> <li>◆ <u><a href="http://www.disclosure-scotland.org.uk">www.disclosure-scotland.org.uk</a></u> for referral forms</li> </ul>

<sup>1</sup> Available to download from [www.safeguardinginsport.org.uk](http://www.safeguardinginsport.org.uk) under the 'Resources' section

<sup>2</sup> Details of these workshops are available at [www.safeguardinginsport.org.uk](http://www.safeguardinginsport.org.uk) under the 'Training' section

HAZARDS AND RISKS	RECOMMENDED GOOD PRACTICE	WHERE TO FIND GUIDANCE & FURTHER INFORMATION
Coach-athlete relationships: 1. A coach is in position of trust and power. 2. Athlete open to exploitation by the coach. 3. Coach open to criticism; for example, of favouritism.	<ul style="list-style-type: none"> <li>◆ Code of Conduct detailing appropriate standards of practice in this area where staff/volunteer sign up to Code of Conduct.</li> <li>◆ Training for all coaches and all staff/volunteers who are working with children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <a href="#">Code of Conduct</a><sup>1</sup>.</li> <li>◆ <a href="#">SPC and ISH</a><sup>2</sup>.</li> </ul>
Trips away from home and overnight stays: 1. Lack of appropriate supervision. 2. Inappropriate accommodation and sleeping arrangements. 3. Personal safety in new environments and cultures.	<ul style="list-style-type: none"> <li>◆ Procedures in place for planning and running a trip away from home.</li> <li>◆ Training on procedures and what is required during the trip.</li> <li>◆ Children and parents/carers involved in planning and aware of arrangements.</li> <li>◆ Code of Conduct for the trip.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <a href="#">Safe in Care Guidelines</a><sup>1</sup>.</li> <li>◆ <a href="#">ISH</a><sup>2</sup>.</li> </ul>
Harm resulting through lack of appropriate supervision of activities.	<ul style="list-style-type: none"> <li>◆ Requirements for all activities thoroughly assessed.</li> <li>◆ Supervision ratios implemented.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <a href="#">Safe in Care Guidelines</a><sup>1</sup>.</li> </ul>
Transportation of children: 1. Road traffic accidents. 2. Children being abused when isolated from others. 3. Staff/volunteers open to accusations when alone with a child.	<ul style="list-style-type: none"> <li>◆ Guidance for transportation of children.</li> <li>◆ Training on guidance.</li> <li>◆ Code of Conduct.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <a href="#">Safe in Care Guidelines</a><sup>1</sup>.</li> <li>◆ <a href="#">Code of Conduct</a><sup>1</sup>.</li> </ul>
Inappropriate touching or injurious contact during coaching/instruction.	<ul style="list-style-type: none"> <li>◆ SGB guidance on technical aspects of coaching practice.</li> <li>◆ Code of conduct.</li> <li>◆ Training on Code of Conduct.</li> </ul>	<ul style="list-style-type: none"> <li>◆ SGB Guidelines.</li> <li>◆ <a href="#">Code of Conduct</a><sup>1</sup>.</li> </ul>
One-to-one arrangements: 1. Child being exploited when alone. 2. Adult open to accusations.	<ul style="list-style-type: none"> <li>◆ Guidance on one to one arrangements.</li> <li>◆ Code of Conduct.</li> <li>◆ Training on guidance.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <a href="#">Code of Conduct</a><sup>1</sup>.</li> </ul>
Being unable to respond appropriately to a medical emergency or inappropriate use of first aid.	<ul style="list-style-type: none"> <li>◆ Trained first aider and first aid kit accessible at all activities.</li> <li>◆ Knowledge of medical conditions/allergies and emergency contact details available to staff/volunteers running activities.</li> <li>◆ Recording of any significant incidents.</li> <li>◆ Reporting any significant incidents to parents.</li> <li>◆</li> </ul>	<ul style="list-style-type: none"> <li>◆ <a href="#">Safe in Care Guidelines</a><sup>1</sup>.</li> </ul>
A child's behaviour places the child, other children or property at risk.	<ul style="list-style-type: none"> <li>◆ Guidance and procedures for managing challenging behaviour.</li> <li>◆ Training on the guidance and procedures.</li> <li>◆ Recording any significant incidents.</li> <li>◆ Reporting any significant incidents to parents/carers.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <a href="#">Safe in Care Guidelines</a><sup>1</sup>.</li> <li>◆ <a href="#">Code of Conduct</a><sup>1</sup>.</li> </ul>

HAZARDS AND RISKS	RECOMMENDED GOOD PRACTICE	WHERE TO FIND GUIDANCE & FURTHER INFORMATION
<p>Hazards associated with information technology including photos, films, video, mobile phones, websites and internet.</p> <ol style="list-style-type: none"> <li>1. Child who is considered by social work services to be at risk of harm is identified and vulnerability increased.</li> <li>2. Inappropriate footage or footage being manipulated.</li> <li>3. Opportunity for child to be targeted by those who may wish to harm them as a result of contact information being available.</li> <li>4. Children bullied, groomed, threatened or harassed by text, email or social sites.</li> </ol>	<ul style="list-style-type: none"> <li>◆ Guidance and procedures on the use of information technology.</li> <li>◆ Training on the guidance and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <u>Safe in Care Guidelines<sup>1</sup></u>.</li> </ul>

Please note this is not an exhaustive list.

## RECORD OF RISK ASSESSMENT – TEMPLATE

Name of Organisation:

Date of Risk Assessment:

1. What are the hazards?	2. Who might be harmed?	3a) Evaluate the hazard	3b) What are you already doing?	3c) What further action is necessary?	4. How will you put the assessment into action?
<i>List the hazards.</i>	<i>List who might be harmed.</i>	<p><i>High: could occur quite easily</i></p> <p><i>Medium: could occur sometimes</i></p> <p><i>Low: unlikely, although conceivable</i></p>	<i>List what is already in place to reduce the likelihood of harm or to make any harm less serious</i>	<i>You need to make sure that you have reduced risks to compare what you are already doing with good practice. If there is a difference, list what needs to be done.</i>	<p><i>Remember to prioritise. Deal with hazards that are high-risk and have serious consequences first.</i></p> <p><i>Action by whom      Action by when      Done</i></p>
<i>Hazard Example - Failure of adults to follow guidelines on reporting concerns.</i>	Children may be harmed due to mishandling or non-reporting of child protection concerns.	H	Adults asked to read/become aware of child protection policy and procedures.	Education through training on child protection awareness workshop.	<p>CPO arranges date of training</p> <p>Timescale set to train all adults</p> <p>Complete &amp; ongoing training dates for new staff/volunteers</p>
Hazard A					
Hazard B					
Hazard C					
<b>5. Review Date:</b>			Signed:		

## **TRAINING WORKSHOP**

### **Identifying and Managing Risk, CHILDREN 1<sup>ST</sup> workshop**

This 3-hour workshop is for anyone who has responsibility in assessing the risks to children and young people participating in their sport. The overall aim of this workshop is to ensure that participants understand the role played by good risk assessment and management, in keeping children and young people safe, and how it can be developed and maintained in their organisation or club.

## **STEP 4 - Get all adults working with children in your organisation to sign up to a Code of Conduct for working with children.**

### ***Why this is important?***

A Code of Conduct has a number of important functions. It:

- sets out what behaviour is acceptable and unacceptable
- defines standards of practice expected from those to whom it applies
- forms the basis for challenging and improving practice
- helps to safeguard staff/volunteers by encouraging them to adhere to agreed standards of practice
- sets out for children and parents/carers the standards of practice which they and the organisation should expect from those who work/volunteer with children.

### **Template:**

- Code of Conduct

# **CODE OF CONDUCT FOR SAFEGUARDING CHILDREN IN SPORT – TEMPLATE**

A Code of Conduct has a number of important functions. It:

- sets out what behaviour is acceptable and unacceptable
- defines standards of practice expected from those to whom it applies
- forms the basis for challenging and improving practice
- helps to safeguard staff/volunteers by encouraging them to adhere to agreed standards of practice
- sets out for children and parents/carers the standards of practice which they and the organisation should expect from those who work/volunteer with children.

**[Organisation name]** supports and requires ***all*** members to observe the following standards of practice, including verbal and non-verbal actions when involved in activities with children.

All concerns about breach of this Code of Conduct will be taken seriously and responded to in line with **[Organisation name]** Complaints Policy\*, Performance Management\*, Disciplinary Procedure and/or Procedure for Responding to Concerns about Child Abuse\*.

## **GOOD PRACTICE**

- Make sport fun, enjoyable and promote fair play.
- Treat all children equally, with respect, dignity and fairness.
- Involve parents/carers wherever possible.
- Build balanced relationships based on mutual trust.
- Include children in the decision-making process wherever possible.
- Always work in an open environment, wherever possible. Avoid private or unobserved situations.
- Put the welfare of each child first before winning or achieving performance goals.
- Be an excellent role model including not smoking or drinking alcohol in the company of children.
- Give enthusiastic and constructive feedback rather than negative criticism.
- Recognise the developmental needs and capacity of children.
- Avoid excessive training and competition, pushing children against their will and putting undue pressure on them.

## **PRACTICE TO BE AVOIDED**

In the context of your role within **[Organisation name]**, the following should be avoided:

- Having 'favourites' – this could lead to resentment and jealousy by other children and could be misinterpreted by others.
- Spending excessive amounts of time alone with children away from others.
- Entering children's bedrooms on trips away from home, unless in an emergency situation or in the interest of health and safety. If it is necessary to enter rooms, knock and say that you are coming in. The door should remain open, if appropriate.
- Where possible, doing things of a personal nature for children that they can do for themselves.

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\* delete as appropriate to your organisation



## UNACCEPTABLE PRACTICE

In the context of your role within **[Organisation name]**, the following practices are unacceptable:

- Engaging in sexually provocative games, including horseplay.
- Engaging in rough or physical contact unless it is permitted within the rules of the game or competition.
- Forming intimate emotional, physical or sexual relationships with children.
- Allowing or engaging in touching a child in a sexually suggestive manner.
- Allowing children to swear or use sexualised language unchallenged.
- Making sexually suggestive comments to a child, even in fun.
- Reducing a child to tears as a form of control.
- Allowing allegations made by a child to go unchallenged, unrecorded or not acted upon.
- Inviting or allowing children to stay with you at your home.
- A Coach and/or other leader sharing a room alone with a child.

### **Sign-up:**

**I have read and agree to abide by this Code of Conduct**

**I have also read and agree to abide by the *[Organisation Name]*'s Child Protection Policy, Procedures and Guidelines.**

**Name of staff member/volunteer:**

\_\_\_\_\_

**Date signed:**

\_\_\_\_\_

**Witnessed by:**

**(Child Protection Officer, if possible)**

\_\_\_\_\_

**Date signed:**

\_\_\_\_\_

**STEP 5** – Support all adults working with children in your organisation to attend ‘Safeguarding & Protecting Children’ or other basic child protection awareness workshop.

***Why is this important?***

Any adult who regularly works with children in sport may be the person that a child chooses to tell about abuse happening in their life. It is vital that adults know how to respond and know how to share information with those who can help. As well as giving adults a basic awareness of what to do if they're concerned about a child, it helps build confidence and knowledge in keeping children safe.

**Training:**

- Safeguarding & Protecting Children or other basic child protection awareness workshops
- Safeguarding & Protecting Children 2 workshop

## **TRAINING WORKSHOPS**

Scottish governing bodies of sport and local authority areas may provide their own version of the workshops listed below. Each organisation should consider what best suits their sport/activity and location.

### **Safeguarding & Protecting Children, sportscoach UK workshop (SPC)**

This 3-hour workshop is suitable for coaches and volunteers who may come in to contact with children. This workshop explores the Code of Conduct for those in contact with children and provides basic information on recognising child abuse and responding to concerns. It is recommended that all coaches and volunteers working with children and young people attend this workshop.

### **Other basic child protection awareness workshops available in Scotland**

Throughout Scotland, local Child Protection Committees organise and offer free training to the voluntary sector working with local children and young people. To find out how to get in touch with your local Child Protection Committee, [click here](#). The content of these workshops will be similar to that of 'Safeguarding & Protecting Children'.

### **Safeguarding & Protecting Children 2, sportscoach UK workshop (SPC 2)**

This 3-hour workshop reflects on practice, is aimed primarily at coaches and builds on knowledge gained on the 'Safeguarding & Protecting Children' workshop (SPC). Outcomes for delegates include increasing awareness, helping recognise the signs of abuse and poor practice and helping to deal sensitively and effectively with issues that arise. In order to keep knowledge up-to-date in this area, it is recommended that individuals first attend the SPC workshop and follow this up with SPC 2 every two to three years.

## **STEP 6 – Adopt and use an effective ‘recruitment and selection’ procedure to make sure new staff/volunteers have been carefully considered and vetted to do regulated work with children.**

### ***Why is this important?***

Organisations have a legal and moral duty to ensure that adults who work with children are ‘suitable’ to do so. A well-run recruitment process is all part of an organisation’s commitment to putting the welfare of children first. A robust process also prevents those who are barred from regulated work with children from doing so.

### **Procedure:**

- Recruitment and Selection of Staff/Volunteers in regulated work with children.

### **Templates:**

- Letter to applicants for regulated work with children.
- Job description for regulated work with children.
- Application form for regulated work with children.
- Self-declaration form for regulated work with children.
- PVG Scheme Q&A guidance notes.
- Letter to referees for regulated work with children.
- Sample interview/discussion questions for regulated work with children.
- Retrospective checks letter for regulated work with children.

### **Training:**

- Recruitment and Selection.

**NOTE: This section deals with recruiting staff/volunteers to undertake *regulated work with children*.**

### **How to assess if someone is doing regulated work:**

#### **1. *Is it work?***

It has to be work, (paid or unpaid) i.e. not simply an arrangement between friends/family.

#### **2. *Who are they working with?***

It has to be with children under the age of 18 years.

#### **3. *What do they do?***

The work has to include:

- caring for children
- teaching, instructing, training or supervising children
- being in sole charge of children
- having unsupervised access to children
- being a host parent.

#### **4. *Is it their normal duties?***

It has to be part of normal duties i.e. the activity is reasonably anticipated and could appear in the job description.

#### **5. *Are there any exceptions?***

Where the presence of children in the activity is ‘incidental’ (e.g. the activity is targeted at adults but has a couple of U18s attending).

For further assistance, to decide if a post is ‘regulated’ we recommend you refer to the Disclosure Scotland Regulated Work Assessment Tool at: [www.disclosure-scotland.org.uk/pvg\\_training](http://www.disclosure-scotland.org.uk/pvg_training)

# **PROCEDURE FOR THE RECRUITMENT AND SELECTION OF STAFF/VOLUNTEERS IN REGULATED WORK WITH CHILDREN**

**[Organisation name]** will take all reasonable steps to ensure unsuitable people are prevented from undertaking regulated work with children. Further, we recognise that we have a legal duty under the Protection of Vulnerable Groups (Scotland) Act 2007 to ensure that individuals who are barred from regulated work with children are not engaged (either paid or unpaid) in regulated work with children within **[Organisation name]**.

This recruitment and selection procedure has two functions. It:

1. Provides **[Organisation name]** with an opportunity to assess the suitability of the individual for a particular regulated work role with children.
2. Provides the prospective employee or volunteer with an opportunity to assess the organisation and the opportunities available.

The following recommended procedure will be completed for all positions deemed to be regulated work with children within **[Organisation name]**.

## **1. Advertising**

All forms of advertising used to recruit and select staff/volunteers for regulated work with children will include the following:

- The aims of **[Organisation name]** and, where appropriate, details of the particular programme involved.
- The responsibilities of the role.
- The level of experience or qualifications required (e.g. experience of working with children is an advantage).
- Details of **[Organisation name]** open and positive stance on child protection. A statement that the position applied for is regulated work with children and will require PVG Scheme membership.

## **2. Pre-application Information**

Pre-application information for these positions will be sent to applicants and will include:

- A job description and person specification (e.g. stating qualifications or experience of working with children required) which outlines the roles and responsibilities of the position.
- Application form, self-declaration form and PVG Scheme Q&A guidance notes.
- Information on **[Organisation name]** and related topics.

Evidence of qualifications will always be verified.

## **3. Application and Self-Declaration Form**

All applicants will be requested to complete an application form and self-declaration form. The purpose of the application form is to obtain relevant details for the position and referee contact details. The self-declaration form, which shall include information on any past criminal behaviour, records or investigations, shall be requested in a separate sealed envelope and will not be opened until the applicant is selected for an interview. This form will only be seen by those directly involved in the selection process. If the applicant is not selected the form will be destroyed.

## **4. Review Applications**

**[Organisation name]** will review application forms and consider applicants for interview. Self-declaration forms of those deemed suitable for interview will then be opened and considered. If the applicant is no

longer an interview candidate, the self-declaration form must be destroyed. Successful applicants will be invited to interview.

## 5. Interview

Interviews will be carried out for all positions which are regulated work with children. [Click here](#) for suggested interview questions.

## 6. Offer of Position

Once a decision has been made to offer appointment, an offer letter will be sent to the applicant. This will include details of the position, any special requirements and any obligations e.g. agreement to the policies and procedures of **[Organisation name]**, the probationary period and responsibilities of the role. The offer must be formally accepted and agreed to in writing e.g. by the individual signing and dating their agreement on the offer letter and returning it to **[insert name]**.

The applicant's appointment will only be confirmed when:

- the self-declaration form has been opened and considered
- satisfactory references have been received and checked
- a satisfactory Scheme Record/Scheme Record Update has been received.

## 7. References

References will always be requested and thoroughly checked. Where possible at least one of these references will be from an employer or a voluntary organisation where the position required working with children. References from relatives will not be accepted. If the applicant has no experience of working with children, specific training requirements will be agreed before their appointment commences.

## 8. Membership of the PVG Scheme

**[Organisation name]** is registered with **[Disclosure Scotland / Central Registered Body in Scotland- delete as appropriate]**. Individuals carrying out regulated work with children within **[Organisation name]** must be members of the PVG Scheme.

**[Organisation name]** will require the successful applicant to submit a Scheme Record/Scheme Record Update application which will be returned to and processed by **[insert name of Lead Signatory]**.

### Overseas Applicants

Applicants from overseas being appointed to regulated work with children within **[Organisation name]** are required to join the PVG Scheme.

Applicants from overseas must prove their 'right to work' in the UK and be asked to provide a police check from their relevant country where possible. Where this is not possible, or in addition to the police check, the following information, where relevant to the position, will be requested:

- A statement from the governing body in the country of origin of the applicant and/or the country from which they are transferring in regard to their participation and suitability for the position.
- A statement from the international federation of the sport in regard to their participation and suitability for the position.

## 9. Induction

After the applicant accepts post in writing, the induction process will include the following:

- An assessment of training, individual aims, needs and aspirations.
- Clarification, agreement and signing up to the Child Protection Policy and procedures, including the Code of Conduct.
- Clarification of the expectations, roles and responsibilities of the position.

## 10. Training

Newly appointed staff/volunteers in regulated work with children should complete recommended training over an agreed period. Recommended training includes sportscoach UK's 'Safeguarding & Protecting Children' (a basic introduction to child protection) and, should it become relevant, In Safe Hands (a workshop for club child protection officers).

## 11. Probation

Newly appointed staff/volunteers will complete an agreed period of probation (e.g. 3 months).

## 12. Monitoring and Performance Appraisal

All staff in positions of regulated work with children will be monitored and their performance appraised. This will provide an opportunity to evaluate progress, set new goals, identify training needs and address any concerns of poor practice.

## 13. Ongoing suitability

Once an individual is in a position of regulated work, **[Organisation name]** will require the individual to complete a self-declaration form and apply for a Scheme Record Update every two/three\* years. This ensures the organisation is continually risk assessing staff/volunteers to keep participating children safe.

## 14. Existing staff/volunteers joining PVG Scheme

For existing members of staff/volunteers, who were not previously checked or were previously enhanced disclosure checked for a childcare position under the Protection of Children (Scotland) Act 2003, **[Organisation name]** will require those individuals to become PVG Scheme members if they are carrying out regulated work with children.

At the appropriate time, existing members of staff/volunteers will be notified by a Retrospective checks letter giving information on the process. Staff/volunteers will be required to complete a self-declaration form and submit a Scheme Record/Scheme Record Update application. This will ensure, over time that everyone in regulated work in the organisation is a PVG Scheme member.

## 15. New vetting information on PVG Scheme Records

If new vetting information becomes available, either through retrospective checks of existing members of staff/volunteers or an ongoing suitability process, it is important to consider this information alongside a newly completed self-declaration form to assess any risks.

Should any risk be identified, it will then be necessary to follow **[Organisation name]** Responding to Concerns about the Conduct of a Member of Staff/Volunteers and/or Disciplinary Procedures.

## 16. Consideration for Children's List or Barred Individuals

If Disclosure Scotland inform **[Organisation name]** that an individual is barred, that member of staff/volunteer will be removed from regulated work with children immediately in line with the Protection of Vulnerable Groups (Scotland) Act 2007 duties for organisations.

If Disclosure Scotland notify **[Organisation name]** that a member of staff/volunteer is considered for listing that individual will be suspended as a precaution until the outcome of the case is determined. Remember that suspension is not a form of disciplinary action and does not involve pre-judgment. In all cases of suspension the welfare of children will be the paramount concern.

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\* delete as appropriate to your organisation

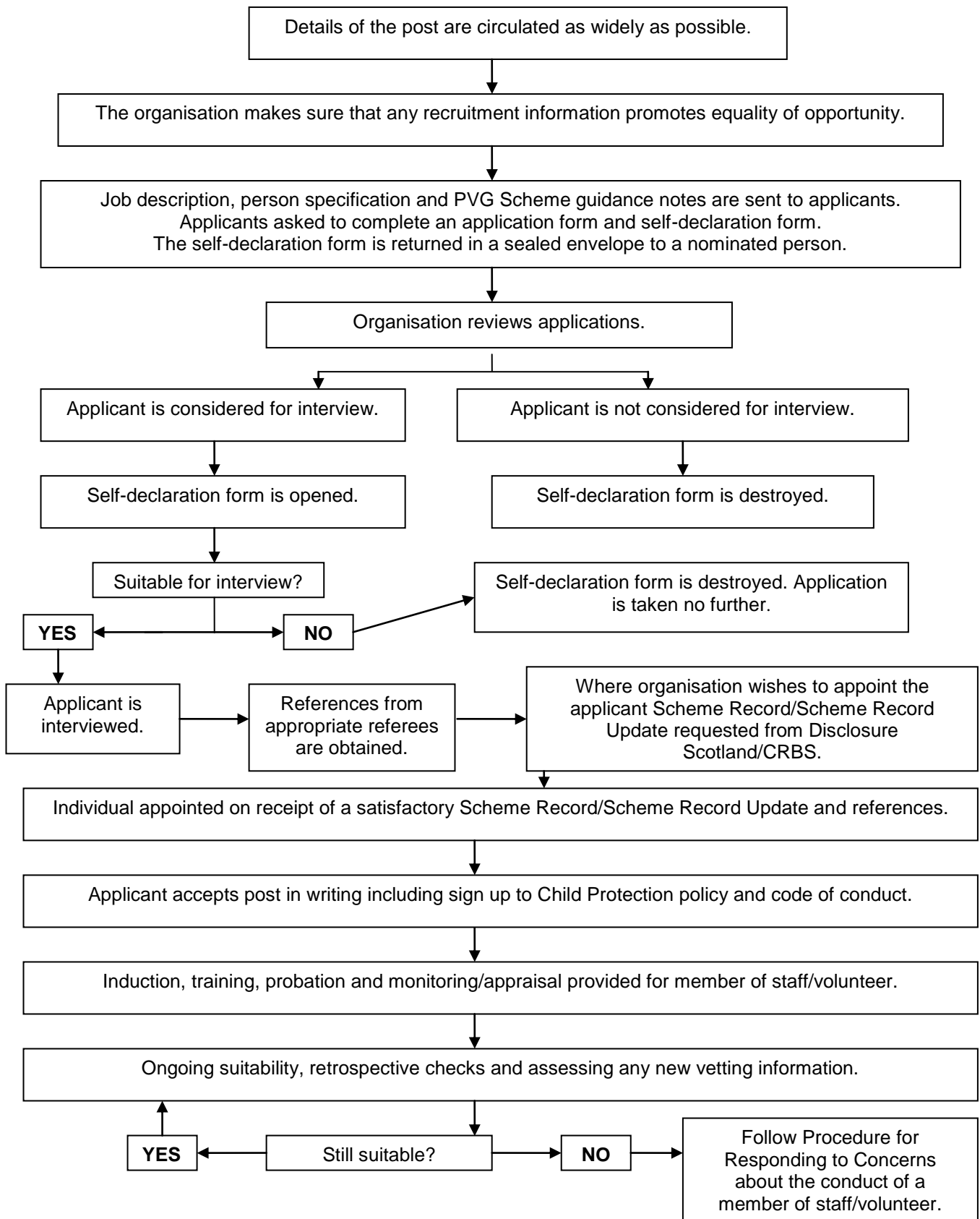
**17. PVG Scheme Member leaves *[Organisation name]***

***[Organisation name]*** will update Disclosure Scotland on PVG Scheme members who are no longer in regulated work with children on behalf of the organisation. Should a member of staff/volunteer not be in contact with ***[Organisation name]*** for up to three months, ***[Organisation name]*** will then inform Disclosure Scotland that the individual is no longer in regulated work with children within the organisation.



# PROCEDURE FOR RECRUITMENT AND SELECTION OF STAFF/VOLUNTEERS IN REGULATED WORK WITH CHILDREN

## FLOWCHART



## **LETTER TO APPLICANTS FOR REGULATED WORK WITH CHILDREN - TEMPLATE**

Dear

Your interest in the position of \_\_\_\_\_ (e.g. coach) within the activity of *[sport]*

We thank you for your interest in taking up this post within *[sport]* and have pleasure in enclosing forms that are relevant to this. Please contact *[insert name and details]* if you have any questions or need help completing the forms.

*[Organisation name]* has a legal duty to ensure the suitability of any individual who works or volunteers with children and young people. In accordance with the *[Organisation name]* Child Protection Policy and Procedures, everyone seeking appointment in such a position must complete an application form and a self-declaration form prior to appointment. *[Organisation name]* deems this post to be 'regulated work with children'. To comply with the Protection of Vulnerable Groups (Scotland) 2007, *[Organisation name]* will require the person it wishes to appoint to this post to be a member of the PVG Scheme. If you are considered suitable for this role you will be asked to complete a Scheme Record/Scheme Record Update.

We would ask, therefore, that you complete the enclosed application and self-declaration forms. Please insert the self-declaration form in the enclosed envelope marked, '**Private and Confidential – Self Declaration**', seal it and return it, with the application form.

All information will be strictly managed in accordance with *[Organisation name]* Policy on the Secure Storage of Information, Policy on the Rehabilitation of Offenders **and will only be shared with those who are involved in decisions about recruitment and selection**. Having a criminal record will not necessarily bar you from working with us. This will depend on the circumstances and background of any offences and nature of the position. A full assessment of each applicant's suitability will be undertaken based on all available information.

Thank you, again, for your interest in promoting *[sport]* to children and young people. We look forward to receiving your application.

Yours

### **Enclosed:**

- Job description for regulated work with children.
- Application form for regulated work with children.
- Self-declaration form for regulated work with children.
- An envelope marked "**Private and Confidential – Self Declaration**".
- PVG Scheme Q&A guidance notes.

## **JOB DESCRIPTION FOR REGULATED WORK WITH CHILDREN – TEMPLATE**

A job description outlines the responsibilities of a role. Anyone interested in taking on that role is clear about what is expected of them as well as who they report to and other practicalities. The following can help act as a 'prompt' when putting together a job description. (*NOTE: Step 1 includes a template job description for a Child Protection Officer*).

**POST:**

**LOCATION:**

**RESPONSIBLE TO:**

**SALARY:**

**APPROXIMATE WEEKLY TIME COMMITMENT:**

<b>Responsibilities</b>	
<p>General Role:</p> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul> <p>Key Focus Areas:</p> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul> <p>Additional Responsibilities:</p> <ul style="list-style-type: none"> <li>▪ To proactively involve the children with whom you work in the development of their club/section/team.</li> <li>▪ To observe all relevant health and safety requirements.</li> <li>▪ To work within and promote policies in relation to Equal Opportunities and anti-discriminatory practices.</li> </ul> <p>To undertake any additional and appropriate functions as agreed with line manager/supervisor.</p>	
<b>Person Specification</b>	
<p><b>Essential:</b></p> <p>Qualifications:</p> <p>Knowledge:</p> <p>Other Areas:</p> <ul style="list-style-type: none"> <li>• An understanding that the welfare of children is paramount.</li> <li>• A commitment to safeguard the children they are responsible for or come into contact with.</li> <li>• A commitment to and understanding of the principles of participation.</li> <li>• Commitment to the principle of Equal Opportunities and opposing/challenging discriminatory practice.</li> <li>▪ An awareness of personal responsibility in relation to health and safety.</li> </ul>	<p><b>Desirable:</b></p>
<b>Skills/Experience</b>	
<ul style="list-style-type: none"> <li>▪ Experience of working with children.</li> </ul>	

# APPLICATION FORM - TEMPLATE

Staff/Volunteer role applied for:

## 1. Personal Details:

Forename(s)		Surname	
Any previous name by which you've been known			
Address		Home Tel No	
		Work No (please state if you don't wish to be contacted at work)	
Postcode		Mobile No	
		Email Address	

## 2. Current Employment:

Employer's Name and address	Position:	Date appointed:
	Salary:	Additional benefits:
	Notice required and reason for leaving:	
	Please outline your duties and responsibilities:	

## 3. Previous Employment (start with most recent)

From - To	Employer's Name and address	Post held	Reason for leaving

#### 4. Education and qualifications

From-To	Secondary Schools, Colleges, Polytechnics, Universities and other Institutions (indicate full or part-time)	Qualifications
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#### 5. Other training and qualifications

From-To	Please give details of any training courses (e.g., coaching courses etc) or qualifications relevant to this application	Qualifications
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#### 6. Supporting Statement

Please state how you think your skills and experience match the requirements of the job description and give your reasons for applying. Please include any relevant voluntary work (with dates) and technical skills which we should know about.

#### 7. Additional Information

Please tell us if you feel we will need to provide any additional support to enable you to fulfil this role e.g. in relation to health, mental health or disability.

#### 8. Interview Availability

Please advise of any dates you would be unable to attend an interview.

#### 9. The Vacancy

How did you learn of this vacancy?

**10. References**

Please give details of two referees (preferably with first-hand knowledge of your previous work with children). References from relatives will not be accepted. Let us know if you do not want us to contact a referee prior to interview.			
Name		Name	
Address		Address	
	Postcode		Postcode
Tel No		Tel No	
How do they know you?		How do they know you?	
How long have they known you?		How long have they known you?	

**11. Declaration**

Data Protection Act In order to recruit to the post **[organisation name]** will (within the terms of the Data Protection Act 1998) process personal information given in connection with this application. Information relating to the successful applicant will form part of personnel records. No other use will be made of information about applicants.

Consent I consent to the processing of personal information in the way described. As this role is regulated work with children, I consent to **[Organisation name]** requesting a Scheme Record/Scheme Record Update (as appropriate) under the Protection of Vulnerable Groups (Scotland) Act 2007.

Declaration I declare that to the best of my knowledge the information given on the form is true and correct. I understand that misleading statements or deliberate omission may be sufficient grounds for cancelling any appointment arising from my application.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**To be completed by Human Resources/Child Protection Officer\***

I confirm that I have seen the following identification documents relating to **[insert name of applicant]**:

- 1.
- 2.

**Note: At least one form of identification must be photographic.**

Signed \_\_\_\_\_ Date \_\_\_\_\_

Print name \_\_\_\_\_ Position \_\_\_\_\_

\_\_\_\_\_   
 \* delete as appropriate to your organisation

# **SELF-DECLARATION FORM FOR REGULATED WORK WITH CHILDREN – TEMPLATE**

Please read this form in conjunction with the PVG Scheme Q&A guidance notes.

It is the policy of **[Organisation name]** that anyone applying to do regulated work with children is required to complete a self-declaration form as part of the recruitment process.

'Regulated work with children' posts are exempt from the Rehabilitation of Offenders Act 1974 by the Exclusions and Exceptions Scotland Order 2010. Candidates are therefore required to disclose all convictions (spent and unspent), cautions, and any relevant non-conviction information. For further information refer to the **[Organisation name]** policy on the Recruitment of Ex Offenders.

Please note that any information you give in this form will be managed according to the **[Organisation name]** Data Protection Policy.

Having a criminal record will not necessarily bar you from working with us. This will depend on the circumstances and background of any offences and the nature of the position.

## **Completing the form:**

1. Please give details regarding any convictions and cautions under the heading in **Section 1**.
2. Please provide details of any disciplinary action in **Section 2**.
3. Please give details of any relevant non-conviction information in **Section 3**.
4. If you have no convictions, cautions, or relevant non-conviction information please go to **Section 4** and sign the declaration in **Section 5**.
5. Return the form in a sealed envelope marked 'Private and Confidential – Self Declaration' to **[insert name and address]**. Please do not put your completed application/registration form in the same envelope. **It is important that the forms are kept separate**. Your completed self-declaration form will only be seen by individuals in the organisation who have a responsibility for recruiting staff and volunteers.

## **PERSONAL DETAILS**

Title:		Tel No:	
Full Name:		E-mail:	
Address:			
Post Code:			

## **ROLE DETAILS**

Role being applied for / volunteering for:

**Section 1 – Convictions and Cautions**

a)	Please give the date and details of the offence(s) with which you were charged, the sentence that you received and the court where your case(s) was heard.
b)	Please give details of the reasons and circumstances that led to your offence(s).
c)	Has any other organisation(s) supported you to work through any of the above issues?
d)	Please give details of how you completed the sentence imposed, (for example did you pay your fine as required, what conditions were attached to your probation/community service/supervised attendance order, did you comply with the requirements of your order/custodial sentence etc)?
e)	What have you learned from the experience?

**Section 2 – Details of any disciplinary action in relation to children**

Have you been disciplined because of inappropriate behaviour towards a child which may have harmed them or put them at risk of harm? YES/NO If YES, please give details.
---

**Section 3 – Relevant non-conviction information (including any police information)**

a)	Please provide details of investigations, reasons and circumstances that led to your investigation(s) and disposal if known.
b)	Are you, or have you ever been, known to any Social Work Department/Social Services Department as an actual or potential risk to children? YES/NO If yes, please provide details



**Section 4 – Protection of Vulnerable Groups (Scotland) Act 2007**

Before signing the declaration below, please read the following notes on the *Protection of Vulnerable Groups (Scotland) Act 2007* (PVG Act):

1. *Section 34* of the PVG Act makes it an offence for an individual to do, or to seek or agree to do any regulated work (paid or unpaid) from which the individual is barred.
2. *Section 35* of the same act makes it an offence for an organisation to offer regulated work (paid or unpaid) to an individual barred from that work.
3. A person is barred from regulated work with children if they are:
  - The subject of an automatic listing (under *section 14* of the PVG Act).
  - Included in the PVG Children’s List (and, by default, the Independent Safeguarding Authority Children’s List which covers the rest of the UK) under *section 15* of the PVG Act.
4. Under *section 12* of the PVG Act an individual can be ‘considered for listing’ as information on their suitability to work with children is assessed.

\*I confirm that I am not barred from regulated work with children as set out in sections 14 and 15 of the PVG Act, nor am I under ‘consideration for listing’ as set out in section 12 of the same Act.

**OR**

\*I am under ‘consideration for listing’

\*(delete as appropriate)

I certify that all information contained in this form is true and correct to the best of my knowledge and realise that false information or omissions may lead to dismissal.

I understand that deliberately giving false information can result in prosecution.

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Section 5 – Declaration**

1. I hereby declare and represent that, except for as disclosed above, I have not at any time, whether in the United Kingdom or abroad, been found guilty and sentenced by a court for a criminal offence.
2. I will assist **[Organisation name]** to request a Scheme Record/Scheme Record Update (as appropriate under the PVG Act) for the purposes of verifying the replies given in this declaration, including enquiries of any relevant authority.
3. I agree to inform **[Organisation name]** if I am convicted of an offence while a member of staff/volunteer with the organisation. I understand that failure to do so may lead to the immediate suspension of my work (paid or unpaid) for the organisation and/or the termination of my services.
4. If I become considered for listing, I understand this will result in precautionary suspension.
5. I agree to abide by the conditions above and certify that the information contained in this form is true and correct to the best of my knowledge and I realise that false information or wilful omissions may lead to the immediate suspension of my work for the organisation or the termination of my services.

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **PVG SCHEME Q&A GUIDANCE NOTES - TEMPLATE**

The Protection of Vulnerable Groups (Scotland) Act 2007 introduced the PVG Scheme for those in regulated work with children and protected adults. Disclosure Scotland holds a Children's List and an Adult's List of individuals barred from regulated work with children and/or protected adults.

For the purposes of our organisation and in line with our Procedure for the Recruitment and Selection of Members of Staff/Volunteers in regulated work with children, we require you to become a PVG Scheme member.

Regulated work with children includes:

- caring for children
- teaching, instructing, training or supervising children
- being in sole charge of children
- having unsupervised access to children
- being a host parent.

### ***1. Does the legislation state I need to be a PVG Scheme member to work with children?***

No. It is not a legal requirement for you. However, it is a legal requirement of our organisation to ensure that we do not employ an individual (paid or unpaid) who is on the Children's List and therefore barred from working with children. That is why we are asking you to become a PVG Scheme Member. This is the only way we can check you are not barred. We want to ensure that we are safeguarding the children in our organisation to the best of our ability.

### ***2. What do I need to do to become a PVG Scheme member?***

We have identified that the role you are applying for is regulated work with children. If we wish to appoint you to this post you will have to be a PVG Scheme member. To join the PVG Scheme, it is necessary to complete a form applying for a Scheme Record and have your identification verified. A copy of your Scheme Record, with your own unique identification number, is then issued to you and to this organisation. You will remain a Scheme member for life or until you are no longer involved in regulated work with children.

### ***3. What if I have previous convictions/non-conviction information?***

Having a criminal record will not necessarily prevent you from working in our organisation. Any relevant vetting information disclosed on your Scheme Record will be considered in relation to the position you have applied for. By disclosing this information in the self-declaration form, you will have had the opportunity already to make us aware of this information and provide some details. If required, we will invite you to a meeting to discuss this further (if this did not happen at interview) to ensure we have as much of an understanding as possible with regards to your situation.

### ***4. What are Scheme Record Updates?***

As part of our ongoing commitment to safeguard children in our organisation, we will require those in regulated work with children to complete self-declaration forms every two/three\* years as well as complete a Scheme Record Update. This provides both you and our organisation with any updated information on your Scheme Record.

### ***5. How much will it cost?***

*Insert here the costs your organisation will charge for a Scheme Record and a Scheme Record Update or state that there is no charge.*

For more information and details on PVG: <http://www.scotland.gov.uk/Topics/People/Young-People/children-families/pvglegislation/>

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\* delete as appropriate to your organisation

# LETTER TO REFEREES FOR REGULATED WORK WITH CHILDREN - TEMPLATE

Dear *[insert name]*,

*[name of applicant]* has applied to volunteer with *[sport]* in a role as *[insert role]* and has given your name as a referee. The position is regulated work with children. As an organisation committed to the welfare and protection of children we would like to know if there is any reason at all to be concerned about this applicant being in contact with children?

**YES/NO** Delete as appropriate. If you have answered yes we will contact you in confidence.

We would appreciate your honesty in providing us with some information which will allow us to consider their application. All the information on this form will be treated confidentially and in accordance with relevant legislation and guidance. Information will only be shared with the person conducting the assessment of the applicant's suitability for the position.

**How do you know the applicant and how long have you known them?**

**What qualities does this person have that would make them suitable to work with children?**

Please rate this person on the following (please tick one):

	Unsatisfactory	Satisfactory	Good	Excellent
Attendance				
Responsibility				
Maturity				
Self motivation				
Can motivate others				
Ability to work as a team				
Willingness to follow instructions				
Commitment				
Communication skills				
Trustworthiness				
Reliability				

- If you have ticked unsatisfactory for any of the above, please provide more details.
- Please also use this space to provide any other information about the applicant which you consider is relevant to the position applied for (continue on a separate sheet if necessary).

I declare that all the information contained in this form is accurate and truthful to the best of my knowledge.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

Please return this in an envelope marked **PRIVATE and CONFIDENTIAL** to:  
*[insert name of Child Protection Officer]*

*[insert address of organisation]*

## **SAMPLE INTERVIEW/DISCUSSION QUESTIONS FOR REGULATED WORK WITH CHILDREN**

Interviews are a two way process of gathering information. The best way to do this is to ask questions that seek to explore a person's previous experiences, their attitudes and to look at how they have used those experiences and their awareness of attitudes.

Questions that allow for simple 'Yes' or 'No' answers should be avoided. The following suggested questions will help you to plan the interview/discussion and should be built around other information gathering questions. The questions are accompanied by the sorts of words and phrases that interviewers might look for in a good candidate.

<b>Question</b>	<b>Answers should demonstrate:</b>
Can you tell us why you want to take on the post of [insert]?	<i>A commitment to helping young people enjoy the sport safely and to share knowledge and experience.</i>
Can you tell us about your experience of caring for, working with, or coaching children and young people?	<i>Experiences as a parent, employment or voluntary work. Interviewers must also assess what level of direct, unsupervised contact was involved.</i>
What do you think are the attributes/skills required in a good coach/team manager of children and young people?	<i>An understanding of issues that affect children. Communication skills. The importance of promoting enjoyment, not just achievement. Promoting healthy competitiveness. Being sensitive to the ability of children. Encouragement, not criticism.</i>
Can you give us examples of where and how you have used some of those skills?	<i>Experience at work (perhaps working with adults, but the skills should be evident) or in voluntary work.</i>
Can you think of an example where you have been critical towards a child? How could you have handled it differently?	<i>Positively demonstrating or explaining how child could have acted/behaved.</i>
If we approached people who know you well, what would they say were your strengths so far as this post/role is concerned?	<i>Patience. Supportive. Encouraging attitude.</i>
If a child approaches you to say they're being bullied by others in the team, how will you handle this?	<i>Interviewers should refer to the relevant section in the <u>Safe in Care Guidelines</u> and compare applicant's response.</i>
How will you gain the respect and trust of children and young people?	<i>Being fair, consistent, not having favourites. Being clear in what is said and done. Being honest. Positive. Listening. Respect.</i>

## **SAMPLE INTERVIEW/DISCUSSION QUESTIONS FOR REGULATED WORK WITH CHILDREN**

<b>Question</b>	<b>Answers should demonstrate:</b>
An adult volunteer is shouting repeatedly at a child they are training. How would you respond?	<i>Adult could be venting their frustration. Failing to understand the child's perspective. Failing to recognise that they are an adult and dealing with a child (using adult orientated language etc). Challenge adult's behaviour.</i>
Give an example of a time when you had a difficult day at work and had to go straight to a coaching session with children. Tell us about how you approached that session. Did you do anything differently?	<i>Asking another adult to assist at the session. Being aware that that was work, this is now sport. Focusing on the session and the young people.</i>
A young child is lingering in the showers after a game. He says he can't dry himself properly and asks you to do it. What do you do?	<i>Interviewers should refer to <u>Code of Conduct</u> and compare applicant's response. Ask child why. Get another adult to view (unobtrusively) actions.</i>
Would you be willing to undertake training sessions as and when required?	<i>If the answer is 'No' then you do not have a successful candidate.</i>
Will you undertake to read and abide by <b>[Organisation name]</b> Child Protection Policy and Procedures?	<i>If the answer is 'No' then you do not have a successful candidate.</i>
Have you done anything which would preclude you from working with children and young people?	<i>If answer is 'Yes' ask for details. If the answer is 'No' advise that their self-declaration form will be compared to their Scheme Record/Scheme Record Update.</i>

# **RETROSPECTIVE CHECKS LETTER FOR REGULATED WORK WITH CHILDREN - TEMPLATE**

## **Private & Confidential**

Name  
Address  
Address  
Address  
Post Code

Date

Dear *[insert name]*,

## **Retrospective Checks**

**[Organisation name]** has an ongoing commitment to keep children safe in our organisation. Therefore we require all members of staff/volunteers to undertake a Scheme Record/Scheme Record Update in line with our Recruitment and Selection Procedure for regulated work with children.

Before we undertake these retrospective checks we are issuing all affected staff/volunteers a self-declaration form (for regulated work with children) for completion and return. This is to ensure you have had the opportunity to declare any conviction or non-conviction information to us prior to our request for a Scheme Record/Scheme Record Update. Once this information has been received you will be asked to complete the relevant application form.

Please complete the enclosed self-declaration form, insert it into the enclosed envelope marked, '**Private and Confidential – Self Declaration**', seal it and return it to ***[insert contact name and address]***.

Any relevant conviction or non-conviction information declared on a self-declaration form, or which subsequently appears on a Scheme Record/Scheme Record Update, will be discussed with you at a formal meeting.

If you have any questions regarding this process please speak to ***[insert role]*** in the first instance.

Yours

## **Enclosed:**

- Self-declaration form for regulated work with children.
- An envelope marked "**Private and Confidential – Self Declaration**".

## **TRAINING WORKSHOPS**

### **Recruitment and Selection, CHILDREN 1<sup>ST</sup> workshop**

This 1-day workshop is for anyone who will have responsibility in recruiting and selecting staff/volunteers to regulated work with children. The overall aim of this workshop is to ensure that participants understand the importance of a robust recruitment and selection process in the protection of children and young people and how this can be developed and maintained in their organisation.

**STEP 7** - Adopt 'responding to concerns' procedures to ensure that staff/volunteers get the appropriate help for a child or challenge the inappropriate conduct of any adults within your organisation.

***Why is this important?***

It can be very difficult to know what to do if faced with a concern about a child, especially if the concern involves someone you know. A set procedure ensures that everyone is clear on what action to take in the event of suspected abuse or inappropriate behaviour. It gives staff and volunteers clear, important steps to follow; ensuring action is taken quickly and in the best interests of the child.

**Procedures:**

- Responding to Concerns about a child.
- Responding to Concerns about the conduct of a member of staff/volunteer.

**Template:**

- Significant Incident Report Form.



# **PROCEDURE FOR RESPONDING TO CONCERNS ABOUT A CHILD**

These procedures apply to all staff/volunteers involved in *[Organisation name]*.

## **1. Concerns about the General Welfare of a Child (NOT involving concerns about child abuse)**

*[Organisation name]* is committed to working in partnership with parents/carers whenever there are concerns about a child. Parents/carers have the primary responsibility for the safety and well-being of their children.

Where the concern does not involve the possibility of abuse, worries may be discussed with parents/carers. For example, if a child seems withdrawn, he/she may have experienced an upset in the family, such as a parental separation, divorce or bereavement. Common sense is advised in these situations.

Any significant, untoward or unusual incidents which cause concern about the welfare of a child should be recorded on the *Significant Incident Form* and reported to *[Organisation name]* Child Protection Officer as soon as possible. Parents/carers should also be informed of the circumstances as soon as possible.

Advice should be sought from *[Organisation name]* Child Protection Officer if there is any uncertainty about the appropriate course of action where there are concerns about the general welfare of a child.

## **2. Concerns about the Abuse of a Child**

### **What to Do if a Child Tells You about Abuse**

***No member of [Organisation name] shall investigate allegations of abuse or decide whether or not a child has been abused.***

Allegations of abuse must always be taken seriously. False allegations are very rare. If a child says or indicates they are being abused or information is obtained which gives concern that a child is being abused, the information must be responded to on the same day in line with the following procedure.

#### **2a Respond**

- React calmly so as not to frighten the child.
- Listen to the child and take what they say seriously. Do not show disbelief.
- Reassure the child they are not to blame and were right to tell someone.
- Be aware of interpreting what a child says, especially if they have learning or physical disabilities which affect their ability to communicate or English is not their first language.
- Do not assume that the experience was bad or painful - it may have been neutral or even pleasurable.
- Avoid projecting your own reactions onto the child.
- Avoid asking any questions. If necessary only ask enough questions to gain basic information to establish the *possibility* that abuse may have occurred. Only use open-ended, non-leading questions e.g. Who? Where? When?
- Do not introduce personal information from either your own experiences or those of other children.

#### **Avoid:**

- Panicking.
- 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 and giving a guarantee of confidentiality.

### **Observation/Information from an individual or agency**

A concern or possible abuse of a child may be observed by another child or adult and information can come from an individual or another agency/organisation.

Where there is uncertainty about what to do with the information, directly from a child's disclosure or from someone else, **[Organisation name]** Child Protection Officer must firstly be consulted for advice on the appropriate course of action.

If **[Organisation name]** Child Protection Officer is unavailable or an immediate response is required, the police and social work services must be consulted for advice. They have a statutory responsibility for the protection of children and they may already hold other concerning information about the child. Record any advice given.

**If you are concerned about the *immediate* safety of the child:**

Take whatever action is required to ensure the child's immediate safety.

Pass the information immediately to the police and seek their advice.

### **2b Record**

Make a written record of the information as soon as possible using the Significant Incident Form, completing as much of the form as possible. The following information will help the police and social workers decide what action to take next:

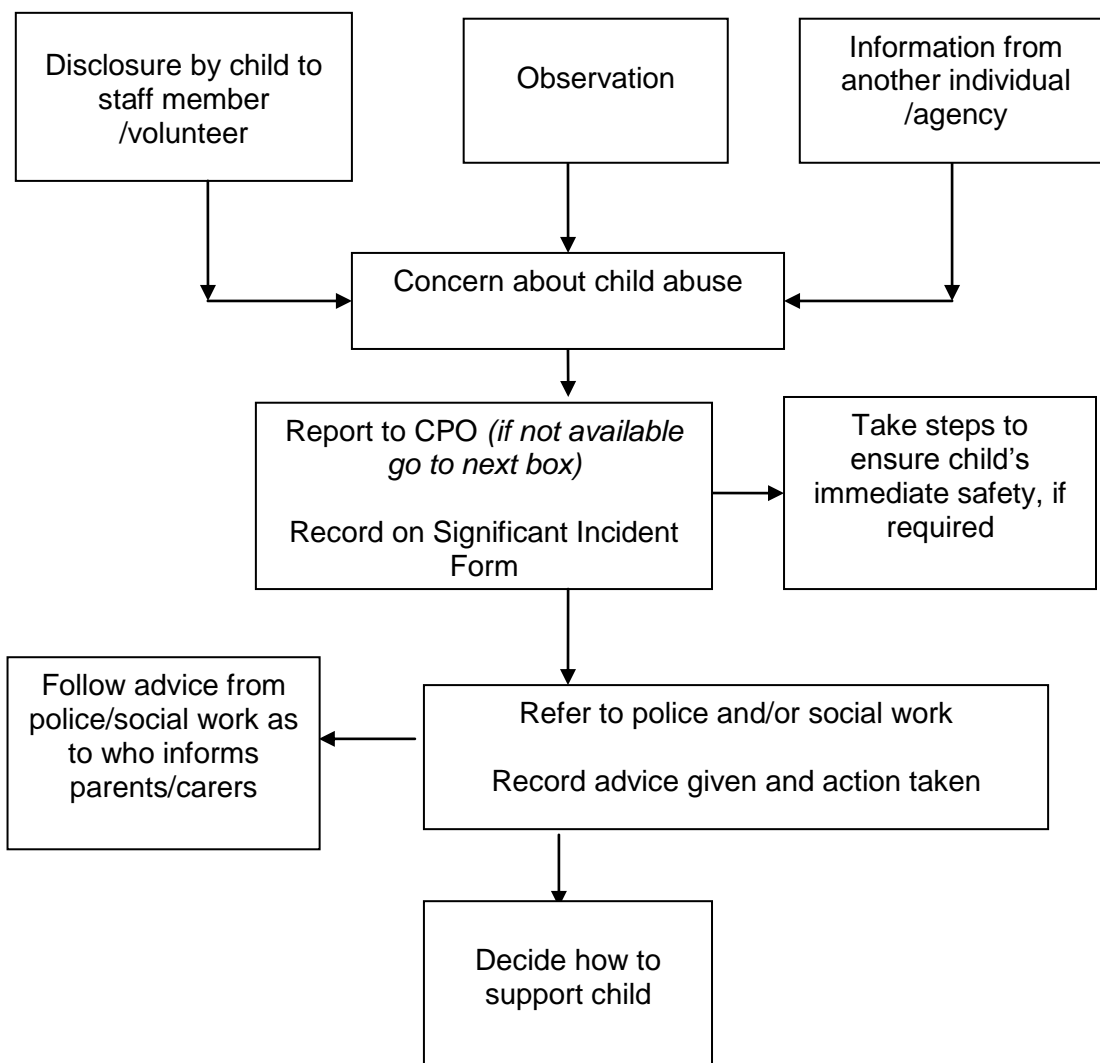
- Child's name, age and date of birth.
- Child's home address and telephone number.
- Any times, dates or other relevant information.
- Whether the person making the report is expressing their own concern or the concerns of another person.
- The child's account, if it can be given, of what has happened and how any injuries occurred *using the child's own words*.
- The nature of the concern (include all of the information obtained during the initial account e.g. time, date, location).
- A description of any visible (when normally dressed) injuries or bruising, behavioural signs, indirect signs (do not physically examine the child).
- Details of any witnesses.
- Whether the child's parents/carers have been informed.
- Details of anyone else who has been consulted and the information obtained from them.
- If it is not the child making the report, whether the child has been spoken to, if so what was said *using the child's own words*.
- The child's views on the situation.

If completing the form electronically, do not save copies to the hard drive, disk or pen drive. Print a copy, sign and date and then delete immediately. Pass the record to social work services or the police and to the **[Organisation name]** Child Protection Officer that day.

### **2c Sharing Concerns with Parents/Carers**

Where there are concerns that the parents/carers may be responsible for or have knowledge of the abuse, sharing concerns with the parents/carers may place the child at further risk. ***In such cases advice must always firstly be sought from the police or social work services as to who informs the parents/carers.***

## RESPONDING TO CONCERNS ABOUT A CHILD FLOWCHART



# **PROCEDURE FOR RESPONDING TO CONCERNS ABOUT THE CONDUCT OF A MEMBER OF STAFF/VOLUNTEER**

## **Concerns about the Conduct of a Member of Staff/Volunteer**

This section of the procedure should be read in conjunction with **[Organisation name]** Complaints Procedure/Performance Management Procedure/Disciplinary Procedure\*. The following section details the procedure to be followed where the concern is about a member of staff/volunteer.

These procedures aim to ensure that all concerns about the conduct of a member of staff/volunteer are dealt with in a timely, appropriate and proportionate manner. No member of staff/volunteer in receipt of information that causes concern about the conduct of a member of staff/volunteer towards children shall keep that information to himself or herself, or attempt to deal with the matter on their own.

In the event of an investigation into the conduct of a member of staff/volunteer all actions will be informed by the principles of natural justice:

- Employees and volunteers will be made aware of the nature of concern or complaint.
- Where the concern is about possible child abuse, advice will firstly be taken from the police as to what can be said to the employee or volunteer.
- An employee or volunteer will be given an opportunity to put forward their case.
- **[Organisation name]** will act in good faith, ensure the matter is dealt with impartially and as quickly as possible in the circumstances.

In all cases where there are concerns about the conduct of a member of staff/volunteer towards children, the welfare of the child will be the paramount consideration.

***At any point in responding to concerns about the conduct of a member of staff/volunteer, advice may be sought from the police or social work services.***

### **1 Initial Reporting of Concerns**

Any concerns for the welfare of a child arising from the conduct of a member of staff/volunteer must be reported to the line manager/ **[Organisation name]** Child Protection Officer on the day the concern arises, as soon as practically possible.

Where the concern is about the line manager or the Child Protection Officer it must be reported to the Chief Executive or **(insert name of other senior management position)**.

### **2 Recording**

Concerns must be recorded using the Significant Incident Form as soon as possible. Reporting the concerns to the line manager/ **[Organisation name]** Child Protection Officer should **not** be delayed by gathering information to complete the form or until a written record has been made.

All subsequent actions taken and reasons for decisions shall be recorded (in the order in which they happened) on the Significant Incident Form. This should be signed and dated by the line manager/ **[Organisation name]** Child Protection Officer or the person appointed to manage the response to the concerns. Where Performance Management Procedures/Disciplinary Procedures\* are invoked, a written record will be made of all actions and reasons for decision. Guidance on the storage, sharing and retention of such records is contained in the relevant procedure.

---

\* delete as appropriate to your organisation

### **3            *Establishing the Basic Facts***

Once the concerns have been reported, the line manager/ **[Organisation name]** Child Protection Officer will:

- Establish the basic facts.
- Conduct an initial assessment of the facts in order to determine the appropriate course of action.
- Consult external agencies such as the police and social work services for advice at any time. This is important because they may hold other important information which, when considered alongside the current concerns, builds a significant picture of concern.

### **4            *Conducting the Initial Assessment***

The line manager/ **[Organisation name]** Child Protection Officer will conduct the initial assessment.

The purpose of the initial assessment is to clarify the nature and context of the concerns. It should determine whether there is reasonable cause to suspect or believe that a child has been abused/harmed or is at risk of abuse or harm. Every situation is unique so guidance cannot be prescriptive.

- Where the established facts support a concern about possible abuse, the initial assessment will not form part of the disciplinary investigation.
- Subject to the nature and seriousness of the situation, if it is not clear at this stage whether a criminal offence may have been committed, the member of staff/volunteer *may* be approached as part of the information gathering process.
- Where the nature and seriousness of the information suggests that a criminal offence *may* have been committed, or that to assess the facts may jeopardise evidence, *advice will be sought from the police before the member of staff/ volunteer is approached.*
- An initial assessment of the basic facts may require the need to ask a child(ren) some basic, open-ended, non-leading questions *solely with a view to clarifying the basic facts.* It may also be necessary to ask similar basic questions of other children, or other appropriate individuals.
- Interviewing children about possible abuse and criminal offences is the sole remit of specially trained police officers and social workers. Questioning of children by those conducting an initial assessment should always be avoided as far as possible. If it is necessary to speak to the child in order to clarify the basic facts, best practice suggests that consent from the parent be obtained.

Possible outcomes of initial assessment:

- (i) No further action (facts do not substantiate complaint).
- (ii) Situation is dealt with under **[Organisation name]** Disciplinary Procedures.
- (iii) Child protection investigation (jointly by police and social work services).
- (iv) Criminal investigation (by the police).  
The results of a criminal investigation may well influence the disciplinary investigation, but not in all cases.
- (v) Civil proceedings (by the child/family who alleged abuse).

### **5            *Initial assessment supports concerns about poor practice and/or misconduct (but not possible child abuse)***

The line manager/ **[Organisation name]** Child Protection Officer will deal with the situation in line with **[Organisation name]** Performance Management Procedures/Disciplinary Procedures\*.

Pending the outcome of any investigation conducted under Performance Management Procedures or Disciplinary Procedures, precautionary suspension will be considered in all cases where there is significant concern about the conduct of a member of staff/volunteer towards children (*see section 7*). The welfare of children will be the paramount concern in such circumstances.

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\* delete/use as appropriate to your organisation

Where the circumstances meet the referral criteria set out in the Protection of Vulnerable Groups (Scotland) Act 2007, **[Organisation name]** has a duty to make a referral to Disclosure Scotland (see section 11).

## **6 Initial assessment supports concerns about possible child abuse**

Where the initial assessment of information gives reasonable cause to suspect or believe possible child abuse the line manager/ **[Organisation name]** Child Protection Officer will refer the concerns to the police and/or social work services as soon as possible on the day the information is received.

The line manager/ **[Organisation name]** Child Protection Officer will make a written record of the name and designation of the social worker 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.

Referrals to the police/social work services will be confirmed in writing by the line manager/ **[Organisation name]** Child Protection Officer within 24 hours. A copy of the Significant Incident Form should be provided to the police/ social work services on request.

Appropriate steps will be taken to ensure the safety of the child(ren) or who may be at risk. The parents/carers of the child(ren) involved will be informed as soon as possible following advice from the police/social work services.

Advice will firstly be obtained from the police/social work services about informing the staff member or volunteer involved in the concerns. If the advice is to inform the staff member or volunteer, they will be told that information has been received which may suggest an allegation of abuse. As the matter will be *sub judice* (i.e. under judicial consideration) no details will be given unless advised by the police. All actions will ensure the best evidence is preserved for any criminal proceedings while at the same time safeguarding the rights of the employee or volunteer.

**[Organisation name]** will take all reasonable steps to support a member of staff/volunteer against whom an allegation of abuse has been made.

## **7 Precautionary Suspension**

Suspension is not a form of disciplinary action. The member of staff/volunteer involved may be suspended whilst an investigation is carried out.

Suspension will be carried out by **[name of person/group/panel responsible]** in accordance with **[Organisation name]** Disciplinary Procedures. At the suspension interview the member of staff or volunteer will be informed of the reason for suspension (within the confines of sharing information) and given the opportunity to make a statement – which will be recorded – should they wish to do so.

Notification of the suspension and the reasons will be conveyed in writing to the staff member or volunteer in accordance with **[Organisation name]** Disciplinary Procedures.

## **8 Disciplinary Investigation**

An ongoing criminal investigation does not necessarily rule out disciplinary action. However, any action taken must not jeopardise the criminal investigation. Advice must be taken from the police on this. Sufficient information should be available to enable the line manager/**[Organisation name]** Child Protection Officer to make a decision whether to go ahead with disciplinary action.

## **9 False or Malicious Allegations**

In exceptional circumstances where an investigation establishes an allegation is false, unfounded or malicious:

- The staff member or volunteer involved will receive an account of the circumstances and/or investigation and a letter confirming the conclusion of the matter. They may wish to seek legal advice.
- All records pertaining to the circumstances and investigation should be kept in accordance with **[Organisation name]** Policy on the Secure Storage of Information.
- The line manager/**[Organisation name]** Child Protection Officer will take all reasonable steps to support the individual in this situation.
- In these circumstances **[Organisation name]** will review the child's participation in **[sport]**. It may be appropriate to have a discussion with the child (with parental/carer permission).
- Data collected for the investigation will be destroyed in accordance with the requirements of the Data Protection Act 1998.

## 10 **Historical Allegations of Abuse**

Allegations of abuse may be made some time after the event e.g. an adult who was abused as a child by someone who is still currently working with children. These procedures will be followed in the event of an allegation of historical abuse.

## 11 **Protection of Vulnerable Groups (Scotland) Act 2007**

**a)** **[Organisation name]** will refer to Disclosure Scotland the case of any member of staff/volunteer who (whether or not in the course of their role within the organisation) has:

- harmed a child
- placed a child at risk of harm
- engaged in inappropriate conduct involving pornography
- engaged in inappropriate conduct of a sexual nature involving a child, or
- given inappropriate medical treatment to a child.

**AND** as a result:

1. **[Organisation name]** has dismissed the member of staff or volunteer.
2. The member of staff or volunteer would have been dismissed as a result of the incident had they not resigned, retired or been made redundant.
3. **[Organisation name]** has transferred the member of staff/volunteer to a position in **[Organisation name]** which is not regulated work with children.
4. The member of staff or volunteer would have been dismissed or considered for dismissal where employment or volunteer role was not due to end at the expiry of a fixed term contract; or,
5. The member of staff or volunteer would have been dismissed or considered for dismissal had the contract not expired.

**[Organisation name]** will also refer the case of a staff member or volunteer where information becomes available after the member of staff or volunteer has:

- been dismissed by **[Organisation name]**,
- resigned, retired or been made redundant,
- been transferred to another position in **[Organisation name]** which is not regulated work with children; and,
- where **[Organisation name]** receives information that a member of staff or volunteer who holds a position of regulated work has been listed on the Children's List, the member of staff or volunteer will be removed from the regulated work with children post.

**b)** If Disclosure Scotland notify **[Organisation name]** that a member of staff/volunteer is considered for listing that individual will be suspended as a precaution until the outcome of the case is determined. Remember that suspension is not a form of disciplinary action and does not involve pre-judgment. In all cases of suspension the welfare of children will be the paramount concern.

**c)** If Disclosure Scotland inform **[Organisation name]** that an individual is barred, that member of staff/volunteer will be removed from regulated work with children immediately in line with the Protection of Vulnerable Groups (Scotland) Act 2007.

## **12 Media**

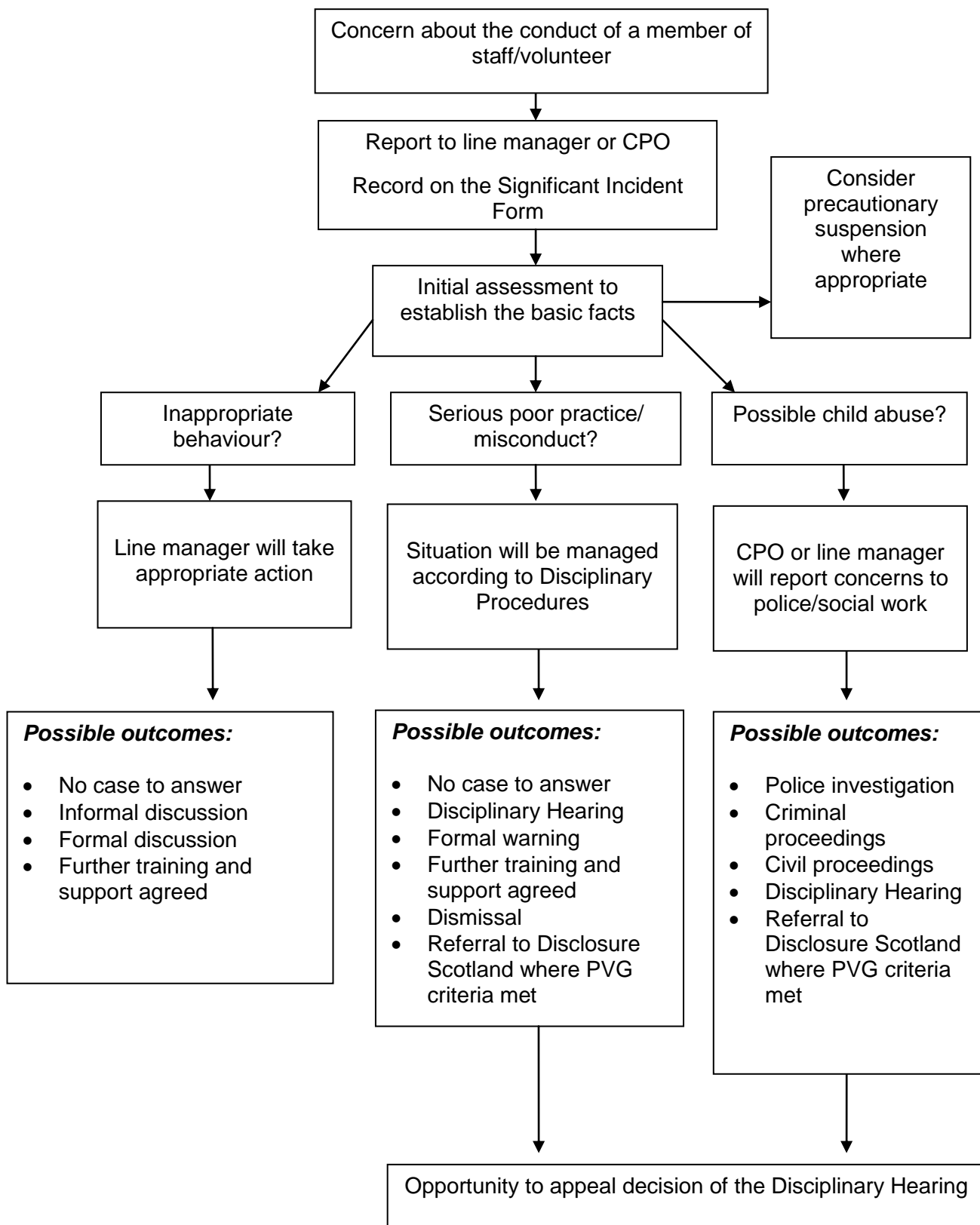
All media enquiries relating to the conduct of a member of staff or volunteer will be referred to **[Organisation name]** Chair/Chief Executive/General Manager and/or the Child Protection Officer\*.

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\* delete as appropriate to your organisation



## RESPONDING TO CONCERNS ABOUT THE CONDUCT OF A MEMBER OF STAFF/VOLUNTEER FLOWCHART



## **SIGNIFICANT INCIDENT FORM - TEMPLATE**

This form must be completed as soon as possible after receiving information that causes concern about the welfare or protection of a child. The form must be passed to **[Organisation name/Child Protection Officer]** as soon as possible after completion; do not delay by attempting to obtain information to complete all sections.

Complete Part A of this form if the concerns relate to the general welfare of a child.  
Complete Parts A and B if the concerns relate to possible child abuse.

### **PART A WHERE THERE ARE CONCERNS ABOUT GENERAL WELFARE OF A CHILD**

#### **1. Child's Details**

<b>Name:</b>	<b>Date of Birth:</b>
<b>Address:</b>	<b>Tel No:</b>
<b>Postcode:</b>	
<b>Preferred Language:</b>	<b>Is an interpreter required? YES / NO</b>
<b>Any Additional Needs?</b>	

#### **2. Details of Person Recording Concerns**

<b>Name:</b>	<b>Position/Role:</b>
<b>Address:</b>	<b>Tel No:</b>
<b>Postcode:</b>	

#### **3. Details of Incident giving rise to Concerns**

(including date, time, location, nature of concern, who, what, where, when, why)

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#### **4. Details of any witnesses**

(including names, addresses and telephone contacts)

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#### **5. Details of injuries**

(including all injuries sustained, location of injury and action taken)

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**PART B WHERE THERE ARE CONCERNS ABOUT POSSIBLE CHILD ABUSE**

**6. Details of person about whom there is a concern**

<b>Name:</b>	<b>Relationship to Child:</b>
<b>Address:</b>	<b>Tel No:</b>
<b>Postcode:</b>	

**7. Details of concerns**

(including date, time, location, nature of concern, who, what, where, when, why  
Continue on a separate sheet if necessary)

**8. Details of any action taken**

**9. Details of agencies contacted**

(including date, time, name of person contacted and advice received)

**10. Have the child's parents/carers been informed? YES/NO (delete as appropriate)**

If yes, record details / If no please state why not:

**11. Child's views on situation (if expressed). Where possible, please use the child's own words.**

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Print Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**STEP 8** - Adopt a disciplinary procedure to ensure you can deal with any inappropriate conduct or child abuse and if necessary refer any individual to Disclosure Scotland for consideration on the Children's List.

***Why is this important?***

Sports organisations should encourage high standards of behaviour and action should be taken when members of staff/volunteers breach the code of conduct. A disciplinary procedure allows inappropriate behaviour to be addressed fairly and consistently. Child protection within an organisation is greatly enhanced by having a good disciplinary procedure.

**Guidelines:**

- Disciplinary Issues
- Managing Common Reactions in a Disciplinary Hearing

**Procedure:**

- Disciplinary

**Templates:**

- Notice of precautionary suspension
- Notice of disciplinary hearing
- Notice of written warning or final written warning
- Notice of dismissal or action short of dismissal
- Notice of appeal hearing against disciplinary action
- Notice of result of appeal hearing against disciplinary action

**Training:**

- Disciplinary Procedures

## **GUIDELINES FOR DISCIPLINARY ISSUES**

These guidelines are provided for managing a disciplinary procedure with an emphasis on cases of misconduct by a member of staff/volunteer involving children.

It outlines good practice but it is not intended as an exhaustive guide to all disciplinary matters.

If your organisation has existing disciplinary procedures and practices in place these should be followed.

When managing any concern regarding the conduct of a member of staff/volunteer involving children it is first important to refer to your organisation's 'Responding to Concerns' Procedure.

**Please note that the police or social work services can be contacted for advice with regard to any concern involving the alleged mistreatment of a child. If the nature of the concern suggests a criminal offence has occurred, or that a child may have been abused, the police or social work services must be contacted for advice. If a child is at risk of immediate harm contact the police.**

### **1. MANAGING A PRECAUTIONARY SUSPENSION**

**Duration** - the duration of the suspension will vary depending on the circumstances. Typically it should not exceed the time taken to conduct a satisfactory investigation.

**Communication** - at the outset the member of staff/volunteer should be invited to a suspension interview. The member of staff/volunteer will be informed of the reason for the suspension (within the confines of sharing information) and the duration of the suspension. The details of the suspension should also be confirmed in writing. (*Notice of Precautionary Suspension*)

**Extensions** - an extension to the suspension period may be appropriate; if for example a disciplinary hearing uncovers further facts for investigation or it is advised by the police or social work services. The period of suspension should be kept under review and the member of staff/volunteer informed in writing of extensions.

**Pay** - in the case of a paid member of staff, any period of suspension should be with full pay, as to freeze pay may be interpreted as a disciplinary penalty.

**Status** - at the conclusion of the investigation the member of staff/volunteer should be invited to a disciplinary hearing. Consideration should be given to the suspension status of the member of staff/volunteer at this time. It may be extended pending further investigation or terminated following the conclusion of the disciplinary hearing. The member of staff/volunteer should receive confirmation in writing when the suspension is terminated.

It is important to recognise that the suspension of a member of staff/volunteer may generate disruption within the organisation and consideration should be given to how to minimise this.

### **2. MANAGING A DISCIPLINARY PROCEDURE**

Where the initial assessment of a reported concern identifies misconduct, but not child abuse, by a member of staff/volunteer, the formal disciplinary procedure should be followed.

If the nature of the concern suggests a criminal offence has occurred or that a child may have been abused then advice must be sought from the police before instigating the disciplinary procedure.

A disciplinary procedure should be based on the principles of natural justice which promote fair treatment:

- the member of staff/volunteer will be made aware of the nature of concern or complaint
- the member of staff/volunteer will be given an opportunity to put forward their case

- the organisation will act in good faith, ensure the matter is dealt with impartially and as quickly as possible in the circumstances
- the organisation will offer the member of staff/volunteer the opportunity to appeal a disciplinary decision.

### **3. ROLES IN MANAGING A DISCIPLINARY PROCEDURE**

Typically there are three key roles in the management of a disciplinary procedure:

1. Investigating Officer.
2. Disciplinary Manager/Panel.
3. Appeal Manager/Panel.

The Investigating Officer will conduct the disciplinary investigation to establish the facts surrounding the alleged misconduct.

The Disciplinary Manager/Panel will conduct a disciplinary hearing, make a decision on disciplinary action, and communicate the decision to the member of staff/volunteer at the centre of the allegation.

The Appeal Manager/Panel will review the grounds for appeal by the member of staff/volunteer and make a determination on the appropriateness of the initial disciplinary action.

Post holders should:

- be selected taking account of impartiality (that is, have no bias and be unconnected to the incident(s) in question
- be familiar with the standard procedures
- understand the importance of dealing with confidentiality, rumour and intimidation
- have consideration and respect for all parties including witnesses
- make efforts to put people at ease and deal firmly but sensitively with a potentially stressful experience.

To promote impartiality at each stage of the process the Investigating Officer should not be involved in the Disciplinary or Appeal Hearing unless to deliver evidence. The Manager/Panel Members involved in the Disciplinary Hearing should not be involved in the Appeal Hearing.

### **4. CONDUCTING A DISCIPLINARY INVESTIGATION**

The following are recommendations for conducting a disciplinary investigation:

#### **Step 1 - Planning the Investigation**

- Establish the precise details of the allegation, (seek clarification from complainant).
- List the parts of the code of conduct that have been breached.
- List what further information/evidence is needed to establish the facts.
- Define the resources and timelines for conducting the investigation.

#### **Step 2 - Establishing the Facts**

- Identify who needs to be interviewed and the information required.
- For guidance on interviewing children or young people refer to section 6.
- Plan the order of interviews. Interviewing the volunteer/staff member at the centre of the allegation first may save a lot of time if, for example, he/she admits to the allegation.
- Ensure notice is provided to the interviewee and that it is at a convenient time and in a private location.
- It may be helpful to prepare questions or points to cover during the interview.
- State clearly the purpose of the interview and what the information will be used for.
- Open-ended questions (e.g. who, what, where, how and why) encourage people to talk and expand on the subject.
- Close-ended questions (e.g. Do you..) will only be answered by 'yes' or 'no' and should be used sparingly. They can be useful for confirming facts.

- Record the key points of the interview and ask the interviewee to confirm that it reflects the content of the conversation.

### **Step 3 - Assessing the Facts**

- Review all of the evidence to confirm whether there are any gaps in it.
- Assess the investigation findings and determine whether a disciplinary hearing is appropriate.
- Certainty is preferable but it is sufficient to form an opinion on the balance of probabilities.

## **5. MANAGING A DISCIPLINARY HEARING**

Where the investigation findings provide sufficient evidence to instigate a disciplinary hearing the disciplinary procedure must be followed. The following are good practice guidelines on managing a Disciplinary Hearing and Conducting a Disciplinary Hearing:

### **Invitation to Disciplinary Hearing**

This should be in the form of a letter to the member of staff/volunteer at the centre of the allegation (*Notice of Disciplinary Hearing*) and include:

- Confirmation of the date, time and venue of the proposed hearing.
- Confirmation that there is a requirement to attend.
- Reasonable detail of the allegations which will be presented.
- A copy of any documentary evidence that may be used at the hearing.
- Confirmation that the alleged misconduct may, if proven, require a disciplinary penalty to be imposed. If dismissal is an option this should be clearly stated in the letter.
- Clarification that no judgement will be made in advance of the disciplinary hearing.
- Confirmation that there will be the opportunity to answer the allegations.
- Clarification on the right to be accompanied by a colleague or trade union representative.

### **Conducting the Disciplinary Hearing**

The following practices are recommended when conducting a disciplinary hearing:

- The allegations and evidence will be put clearly to the member of staff/volunteer.
- The member of staff/volunteer will be asked to comment on the evidence and the allegations.
- If matters come to light at the disciplinary hearing that warrant further investigation, consideration will be given to adjourning the hearing while those matters are investigated. The results of any further investigation will be reported to the member of staff/volunteer who will be given an opportunity to comment.
- Once the issues have been put to the member of staff/volunteer and discussed, the respective positions of both sides will be summarised at the end of the hearing.
- The member of staff/volunteer is told that all that they have said will be considered and that they will be written to with the Manager/Panel's decision.
- The Manager/Panel will retire to consider its decision before contacting the member of staff/volunteer.

The Disciplinary Manager/Panel should avoid the following behaviours during the course of the disciplinary hearing:

- Using humour.
- Being apologetic or debating the evidence.
- Defending, arguing, justifying.
- Allowing the meeting to go on too long.
- Making promises that can not be kept.

## **6. SPECIAL CONSIDERATIONS - SPEAKING TO CHILDREN DURING THE INVESTIGATIVE PROCESS OR AS PART OF A DISCIPLINARY HEARING**

In establishing the facts of any concern or complaint, it may be necessary to speak to a child or children who were involved in the alleged incident.

In some circumstances, it would not be appropriate for the person conducting the investigation to speak to a child involved in the incident. In particular, if the nature of the concerns suggests a criminal offence has occurred or that a child may have been abused, then it is the job of specially trained and competent police officers and social workers to interview the child.

If there is any doubt as to whether it is okay to speak to a child, advice should firstly always be sought from the police or social work services.

In cases where the nature of the complaint or concern is such that the police or social work services are not involved, careful consideration should still be given before approaching children to give information as part of the initial investigation process or as part of a disciplinary hearing.

To minimise distress or anxiety for the child it is a good idea to give some thought as to how to approach them. Some things to consider are:

- The age, gender and background of the child i.e. will they require an interpreter?
- Whether the child has any learning or physical disability which might affect their ability to communicate with others
- The child's emotional state
- Timing and location of interview, bearing in mind the child's daily routines
- What you will do if the child becomes upset
- Obtaining consent from the parents/ carer
- Any other information which may be relevant.

Parties should decide whether it is absolutely necessary for the child to be involved in a disciplinary hearing. If the child is to be involved consideration should be given to the following:

- Allowing the child to be accompanied by a relative or other responsible adult (preferably someone who is not involved in the case)
- The environment or room layout - how intimidating it could appear to a child
- The number of people present - try to ensure only those who need to be there are present whilst the child gives evidence
- The age of the child
- The nature of the evidence the child may be giving
- The nature of the relationship between the child and the subject of the hearing
- The tone and style of questioning i.e. clear, non-threatening with sufficient opportunity for the child to consider the questions and answer them.

These considerations should be balanced against the need to ensure the member of staff/volunteer has a fair hearing.

## **7. DECIDING ON THE DISCIPLINARY PENALTY**

Where the Disciplinary Manager/Panel believes that a case of misconduct is proven, a decision must be reached on the appropriate disciplinary penalty.

A decision on the disciplinary penalty should be applied in accordance with the disciplinary procedure.

The following should be considered when deciding on the penalty:

- The nature and seriousness of the misconduct.
- Previous disciplinary record.
- The likelihood of repeating the misconduct.



- Previous service/contribution to the organisation.

The penalty should be appropriate to the severity of the misconduct.

Once the penalty has been agreed the member of staff/volunteer should be written to with confirmation of the penalty and the brief reasons (Notice of Written Warning or Final Written Warning).

If a warning is to be given, the length of time for which this will be live should be stated in the letter and should be in accordance with the disciplinary procedure.

Any letter of dismissal should make clear the reason why the member of staff/volunteer is being dismissed and the date when the termination will take effect (Notice of Dismissal of Action Short of Dismissal).

## **8. THE APPEAL PROCESS**

In line with the principles of natural justice a member of staff/volunteer should have the right to appeal a disciplinary penalty decision. Letters communicating a disciplinary penalty should state that the member of staff/volunteer has a right to appeal against the disciplinary penalty and should include details of the person to write to and the timescales involved.

A member of the organisation who is in a more senior position than the person making the penalty decision should conduct an appeal.

The person(s) hearing the appeal should not have been involved in the procedure leading up to the penalty decision.

The appeal hearing should be arranged with advance notice of date, time and venue and should be confirmed in writing to the member of staff/volunteer.

Prior to the appeal hearing, the member of staff/volunteer should be asked to confirm any grounds on which they are appealing and why they believe the penalty decision was incorrectly made.

Once any issues have been discussed at the appeal hearing the matter should be adjourned and the member of staff/volunteer told that a decision will be made and confirmed in writing.

The decision of the Appeal Manager/Panel should be confirmed in writing to the member of staff/volunteer. In accordance with the club's disciplinary procedure the letter should confirm whether there is any further right of appeal (Notice of Appeal Hearing Against Disciplinary Action).

## **GUIDELINES: MANAGING COMMON REACTIONS IN A DISCIPLINARY HEARING**

A disciplinary hearing involves having a difficult conversation and this can generate a mixture of feelings for both the person leading the hearing and the member of staff/volunteer at the centre of it.

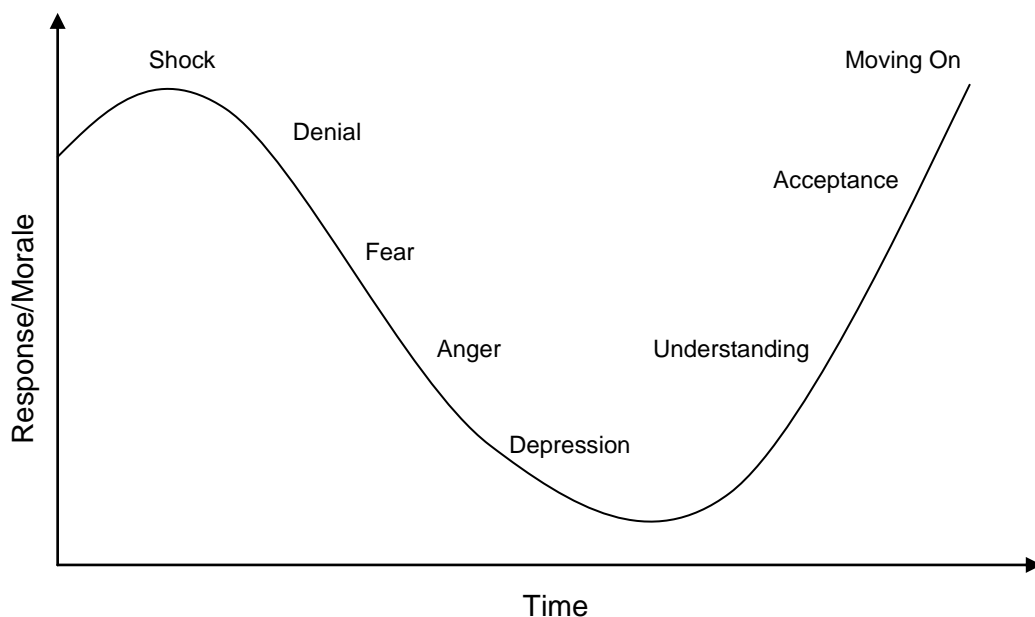
For the person leading the hearing these concerns often centre around managing the response from the member of staff/volunteer and the impact it will have on your relationship with them, or their peer group.

It is important to acknowledge these feelings and to use any available support. This might involve speaking with someone who you know has led a disciplinary process before or seeking guidance from your governing body.

As part of the preparation for managing a disciplinary procedure it can be helpful to consider the member of staff/volunteer at the centre and their possible reactions.

Below is a model that describes the stages that an individual is likely to go through when faced with a change in their lives. Indeed, the organisation's staff/volunteers can go through the same cycle.

It can be applied when considering the stages a member of staff/volunteer may go through when an allegation has been made against them. Though just a model it can be a useful prompt to consider where a member of staff/volunteer might be in the change process. This can help you consider what type of reactions you may be faced with during the course of the disciplinary hearing.



**The Change Curve by Kubler Ross.**

Here are some of the more typical reactions and some suggestions of how to manage them.

### **Person who argues**

- Always expect some disagreement.
- Listen carefully and paraphrase to demonstrate you understand their point of view.
- Reiterate the why and what of the decisions that have been made.
- Don't make false promises.
- If you don't know the answer – say that you don't and that you will go and investigate.
- Remember that this person is probably in the denial stage of the change curve.

### **Person who loses their temper**

- Stay calm, listen and hear the person out.
- Acknowledge their emotion and try to understand what is making them angry.
- Calmly restate your points and involve him/her in reaching a shared understanding.
- Focus on those things that are in the person's control.
- "I can see you have strong feelings about this news. If you continue to feel that the decision is unfair there is an appeals procedure that you can follow."
- Any use of shouting or personal insults should lead you to end the discussion.

### **Non-responder**

- Use the silence. Give the person plenty of time to formulate a response.
- Listen.
- Ask open questions to encourage them to talk.
- Ask what they are feeling/thinking.
- Check their understanding of what has been said.

### **Person who cries**

- Allow some time for the emotion.
- Make sure you have tissues.
- Offer them time to visit the bathroom.
- Demonstrate empathy.
- Focus on the immediate next steps.
- I can see that you are upset. What is your main concern at the moment?

### **Persecuted person**

- Focus on the objectivity and transparency of the process.
- Avoid offering your personal opinions.
- Avoid engaging in discussion on performance of other colleagues.

# **DISCIPLINARY PROCEDURE**

The **[Organisation name]** aim is to encourage high standards of individual behaviour in all aspects of the sport. This procedure sets out the action which will be taken when the code of conduct is breached by a volunteer or a member of staff. This procedure should be read in conjunction with the procedure for Responding to Concerns about the Conduct of a Member of Staff/Volunteer

## **1. PRINCIPLES**

- a) This procedure is designed to establish the facts quickly and to deal with disciplinary issues consistently.
- b) No disciplinary action will be taken until a matter has been fully investigated.
- c) The member of staff/volunteer involved may be suspended from their role while an investigation is carried out. Suspension is not a form of disciplinary action. A decision to suspend will be made by **[role title]**. Notification of the suspension and the reasons will be conveyed in writing to the member of staff/volunteer.
- d) At every stage of the formal disciplinary procedure the member of staff/volunteer will have the opportunity to state his/her case at a disciplinary hearing. If so wished he/she will have the opportunity to be represented or accompanied at the hearings by a third party e.g. a friend or colleague or a trade union representative, (where applicable).
- e) The member of staff/volunteer has the right to appeal against any disciplinary action.
- f) The disciplinary procedure may be implemented at Stage 1, 2 or 3 if the member of staff/volunteer's alleged misconduct warrants such action.

## **2. THE PROCEDURE**

### **2.1 Initial Assessment/Stage**

The purpose of the initial assessment is to clarify the nature and context of the concern. It should determine whether there is reasonable cause to suspect or believe that a child has been abused or harmed, or is at risk of abuse or harm. It will involve asking some basic questions of appropriate individuals with the sole purpose of clarifying the basic facts.

If the nature of the concern suggests a criminal offence has occurred, or that a child may have been abused, then advice must be sought from the police before speaking to child witnesses or to the member of staff/volunteer at the centre of the allegation.

The possible outcomes of the initial assessment are:

1. No further action (facts do not substantiate complaint).
2. Situation is dealt with under formal disciplinary procedures (by sports organisation).
3. Child protection investigation (jointly by the police or social work services).
4. Criminal investigation (by the police).

Where a member of staff/volunteer fails to meet the required standard of behaviour and the shortfall is of a minor nature, the **[role title]** may decide to speak to the member of staff/volunteer on an informal basis to avoid the need for formal disciplinary action. The **[role title]** will also advise the member of staff/volunteer of the need to achieve and maintain the standards required. The **[role title]** may inform the member of staff/volunteer that failure to achieve the required standards will result in a formal disciplinary hearing, which may result in disciplinary action.

Facts of the conversation should be noted and confirmed in writing to the member of staff/volunteer so there is clarity about what has to be achieved.

Following the initial assessment a period of precautionary suspension may be helpful or necessary while a concern is being further investigated.

## 2.2 Precautionary Suspension

Precautionary suspension may be considered in the following circumstances:

- if the police or social work services advise suspension
- if the allegation made against the member of staff/volunteer was ultimately to be proved, then there would be a significant concern about the conduct of that member of staff/volunteer towards children or other adults
- if the member of staff/volunteer's attendance or involvement in the club could compromise the investigation
- if Disclosure Scotland notify **[Organisation name]** that an individual is being considered for the Children's List.

Suspension is not a form of disciplinary action and does not involve pre-judgment.. It should only be considered in the above circumstances.

In all cases of suspension the welfare of children will be the paramount concern.

## 2.3 Formal Disciplinary Procedure

- Stage 1 – First warning

If conduct is unsatisfactory, the member of staff/volunteer will be given a written warning. Such warnings will be recorded. The warning will expire after [6 months] of satisfactory conduct. A final written warning may be considered if there is no sustained satisfactory improvement or change.

- Stage 2 – Final written warning

If the offence is serious, or there is no improvement in standards, or if a further offence of a similar kind occurs, a final written warning will be given. The written warning will expire after [12 months]. Action at Stage 3 will be taken if there is no sustained satisfactory improvement or change.

- Stage 3 – Dismissal or Action Short of Dismissal

If the conduct has failed to improve, the member of staff/volunteer may suffer demotion, disciplinary transfer, or dismissal.

## Gross misconduct

If, after investigation, it is confirmed that a member of staff/volunteer has committed an offence of the following nature (the list is not exhaustive), the normal consequence will be dismissal without notice or payment in lieu of notice: - theft, damage to property, fraud, incapacity for work due to being under the influence of alcohol or illegal drugs, physical violence, bullying, abuse of a child and gross insubordination.

Following advice from the police, cases that also involve a criminal investigation will not preclude disciplinary action being taken.. This is provided sufficient information is available to enable the **[Organisation name]** to make a decision and that to do so does not jeopardize the criminal investigation. Any decision to dismiss will be taken by the **[Organisation name]** only after full investigation.

## 3. APPEALS

A member of staff/volunteer who wishes to appeal against any disciplinary decision must do so to *[role title/appeal panel]* within seven working days of the disciplinary decision being made known to them.

The member of staff/volunteer should provide a written statement of the appeal, indicating the grounds

for the appeal together with such accompanying documents as they feel appropriate.

The appeal will be heard by *[role title/appeal panel]* and a decision on the case made as impartially as possible.

The *[role title/appeal committee]* will notify the member of staff/volunteer of the decision in writing as expeditiously as possible. The decision of *[role title/appeal committee]* is final and there is no right of appeal.

#### 4. REFERRALS TO THE CHILDREN'S LIST

Where an ***[Organisation name]*** takes disciplinary action to remove a member of staff/volunteer from regulated work as a result of harmful behaviour towards a child, then they have a duty to refer the member of staff/volunteer to Disclosure Scotland so that consideration can be given to whether that individual should be barred from any kind of regulated work with children. Without this duty there would be no way of preventing individuals moving undetected to other organisations where they may continue to pose a risk.

The Protection of Vulnerable Groups (Scotland) Act 2007 stipulates that organisations must refer to Disclosure Scotland the case of any member of staff/volunteer who (whether or not in the course of their role within the organisation) has:

- harmed a child
- placed a child at risk of harm
- engaged in inappropriate conduct involving pornography
- engaged in inappropriate conduct of a sexual nature involving a child, or
- given inappropriate medical treatment to a child.

**AND** as a result:

1. ***[Organisation name]*** has dismissed the member of staff/volunteer.
2. The member of staff/volunteer would have been dismissed as a result of the incident had they not resigned, retired or been made redundant.
3. ***[Organisation name]*** has transferred the member of staff/volunteer to a position in ***[Organisation name]*** which is not regulated work with children.
4. The member of staff/volunteer would have been dismissed or considered for dismissal where employment or volunteer role was not due to end at the expiry of a fixed term contract; or,
5. The member of staff/volunteer would have been dismissed or considered for dismissal had the contract not expired.

***[Organisation name]*** will also refer the case of a member of staff/volunteer where information becomes available after the member of staff/volunteer has:

- been dismissed by ***[Organisation name]***
- resigned, retired or been made redundant
- been transferred to another position in ***[Organisation name]*** which is not regulated work with children; and,
- where ***[Organisation name]*** receives information that a member of staff/volunteer who holds a position of regulated work has been listed on the Children's List, the member of staff/volunteer will be removed from the regulated work with children post.

## **NOTICE OF PRECAUTIONARY SUSPENSION - TEMPLATE**

Date \_\_\_\_\_

Dear \_\_\_\_\_

I am writing to tell you that you that following the suspension interview/notification of your consideration for listing to the Children's List\*, you will now be suspended for \_\_\_\_ duration of time/until outcome is determined if you are barred from regulated work with children\*.

This is in response to \_\_\_\_\_.

You will next be informed of any disciplinary action that will follow the investigation period.

Yours

Signed \_\_\_\_\_  
*[Role Title]*

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\* delete as appropriate to the situation

## **NOTICE OF DISCIPLINARY HEARING - TEMPLATE**

Date \_\_\_\_\_

Dear \_\_\_\_\_

I am writing to tell you that you are required to attend a disciplinary hearing on \_\_\_\_\_ at \_\_\_\_\_ am/pm which is to be held in \_\_\_\_\_.

At this meeting the question of disciplinary action against you, in accordance with the [organisation's name] Disciplinary Procedure, will be considered with regard to:

*Description of incident e.g. "An incident which took place on [date] between yourself on the one hand and x on the other when it was alleged that you..."*

Please find enclosed the following available evidence: *e.g. written witness statements where available.*

You will have the opportunity at the hearing to respond to the incidents as described and to the enclosed evidence.

You are entitled, if you wish to be accompanied by a colleague or trade union representative.

If you are unable to attend this meeting, please contact [insert name] on [insert number], as a matter of urgency to arrange an alternative date. You are required to take all reasonable steps to attend the meeting. Failure to attend without good reason could result in the meeting being held, and a decision being taken, in your absence.

Yours

Signed \_\_\_\_\_  
[Role Title]

**Enclosed:**

- Disciplinary Procedure



## **NOTICE OF WRITTEN WARNING OR FINAL WRITTEN WARNING - TEMPLATE**

Date \_\_\_\_\_

Dear \_\_\_\_\_

You attended a disciplinary hearing on \_\_\_\_\_ I am writing to confirm the decision taken that you be given a [*written warning/final written warning*] under the [*first/second*] stage of the [**Organisation name**] Disciplinary Procedure.

This warning will be recorded but will be disregarded for disciplinary purposes after a period of [*6 months/12 months*], provided your conduct improves.

- a) The nature of the unsatisfactory conduct or performance was: [*insert*]
- b) The conduct or performance improvement expected is: [*insert*]
- c) The timescale within which the improvement is required is: [*insert*]
- d) The likely consequence of further misconduct or insufficient improvement is: [*insert*]

You have the right of appeal against this decision. Please submit your appeal in writing to \_\_\_\_\_ within [*x working*] days of receiving this disciplinary decision.

Yours

Signed \_\_\_\_\_  
[*Role Title*]

## NOTICE OF DISMISSAL OR ACTION SHORT OF DISMISSAL - TEMPLATE

Date \_\_\_\_\_

Dear \_\_\_\_\_

You attended a disciplinary hearing on \_\_\_\_\_. I am writing to confirm the decision taken that you be *[dismissed/demoted/transferred]* under the final stage of the **[Organisation name]** Disciplinary Procedure.

The reasons for your *[dismissal/demotion/transfer]* are:

This will take effect from *[insert date]*.

You have the right of appeal against this decision. Please submit your appeal in writing to *[role title]* within *[x working]* days of receiving this disciplinary decision.

Yours

Signed \_\_\_\_\_  
*[Role Title]*

# **NOTICE OF APPEAL HEARING AGAINST DISCIPLINARY ACTION - TEMPLATE**

Date \_\_\_\_\_

Dear \_\_\_\_\_

You have appealed against the [*written warning/final written warning*] confirmed to you in writing on \_\_\_\_\_.

Your appeal will be heard by \_\_\_\_\_ in \_\_\_\_\_ on \_\_\_\_\_ at \_\_\_\_\_.

You are entitled to be accompanied by a colleague or trade union representative.

The decision of this appeal hearing is final and there is no further right of review.

Yours

Signed \_\_\_\_\_  
[*Role Title*]

## NOTICE OF RESULT OF APPEAL HEARING AGAINST DISCIPLINARY ACTION - TEMPLATE

Date \_\_\_\_\_

Dear \_\_\_\_\_

You appealed against the decision of the disciplinary hearing that you be [*dismissed/subject to disciplinary action*].

The appeal hearing was held on \_\_\_\_\_.

I am now writing to confirm the decision taken by [*name of manager who conducted the appeal hearing*], namely that the decision to \_\_\_\_\_ [*stands/is revoked*].

*Specify if no disciplinary action is being taken or what the new disciplinary action is.*

You have now exercised your right of appeal under the **[Organisation name]** Disciplinary Procedure and this decision is final.

Yours sincerely,

Signed \_\_\_\_\_  
[Role Title]

## **TRAINING WORKSHOPS**

### **Disciplinary Procedures, CHILDREN 1<sup>ST</sup> workshop**

This 1-day workshop is for anyone who will have responsibility in managing disciplinary processes when challenging the conduct of a member or staff or volunteer. The overall aim of this workshop is to help participants understand when there may be a need to initiate disciplinary procedures relating to a child protection concern and be clear how to go about it.

**STEP 9** - Adopt a procedure to review any child protection concerns which have arisen to ensure procedures are followed and appropriate action taken in the best interests of the child.

***Why is this important?***

If your organisation has had to deal with a child protection issue it is important to review how this was handled. This ensures that you have considered what was done well and what could be done better in future. There will be something to learn from every incident. This is good practice and helps make sure that the organisation is doing its utmost to protect children.

**Guidelines:**

- Why review the management of a concern?
- Planning a review

**Procedure:**

- Review of the Management of Concerns

**Template:**

- Review Planning

**Training:**

- Reviewing the Management of Child Protection Concerns

## **GUIDELINES - WHY REVIEW THE MANAGEMENT OF CONCERNS?**

Reviewing how concerns have been managed is an important part of practice. It provides an opportunity to:

1. Explore if policies and procedures were followed.
2. Establish whether appropriate action was taken.
3. Identify if any changes are required to improve procedures.
4. Identify whether individuals may require support in the aftermath of an incident.
5. Identify any training needs within the organisation.
6. Increase the confidence of those involved in the organisation by demonstrating an open and transparent approach.

Having to deal with concerns about child abuse, poor practice or misconduct is often difficult for those involved. While procedures and guidelines provide a structure of support, individuals often report feelings of isolation, worry and anxiety; for example,

*“I still worry if we did enough to keep the child safe”.*

*“I’m not sure reporting it to the police was the right thing to do”.*

*“I can’t help feeling there’s something else we could’ve done to prevent this from happening”.*

In these situations, the organisation has a responsibility to offer support to those involved. Taking time to review how concerns were managed will, in most cases, provide reassurance about judgements made and action taken. This feedback is essential to develop confident and competent club and governing body child protection officers.

In a wider sense, reviewing the management of cases also provides an opportunity to identify specific areas of risk, trends or patterns within an organisation and across a sport. Identifying and sharing this information will help ensure that emerging policy is based on needs identified in practice and allow resources to be targeted more effectively.

These guidelines and procedures will help sports organisations to plan and carry out a review. Template forms can be adapted for use. Further advice on conducting a review is available from the Safeguarding in Sport Service.

## **GUIDELINES - PLANNING A REVIEW**

Taking time to think about some preliminary matters will help to ensure that the review is as effective as possible. The template at the end may help you to plan your review.

### **1. WHY?**

Be clear from the outset about the remit and aim(s) of the review, or why you are reviewing. This will make it much easier to decide who should be involved, how to go about it and what information you need to gather.

There may be more than one reason for reviewing a case or cases; for example:

- ◆ To examine the role of all staff/volunteers in responding to concerns identified about a child or coach.
- ◆ To establish whether the organisation's procedures were followed and how effective they were in safeguarding the child.
- ◆ To establish how well the child and the staff/volunteers involved in the case were supported by the organisation.
- ◆ To explore how well all of the organisations involved in the case worked together.
- ◆ To establish whether there are lessons to be learned, what those lessons are and to make recommendations for future action.

Setting out the remit for the review will keep the reviewer focused and also provide clarity to others about the process or intended outcomes.

### **2. WHO?**

The child protection lead officer should help the organisation determine who should conduct the review.

- ◆ This may be part of the **[Organisation name]** child protection officer's role.
- ◆ An ex-officio member of the management team.
- ◆ In some cases it may be appropriate for an independent person to conduct the review; for example, where individuals from the organisation have been very closely involved or there are concerns around the conduct of individuals or the processes they have applied.

Having someone independent carry out the review can be beneficial, particularly where the case has had a significant impact on the individuals involved and/or the sport. This 'independent person' should have the necessary skills, knowledge and understanding of child protection, from either within or out with the sport; for example, a child protection officer from another sports organisation or an existing volunteer who works professionally in child protection.

***Where someone independent is involved, it is important to ensure there is agreement about confidentiality.***

Other points to consider are:

- ◆ Who else, if anyone, should be involved in the review?
- ◆ Will other organisations involved in the case be invited to contribute? This may include police, social work or the governing body.
- ◆ Will the child and parents/carers be involved? If so, how? If the child and parents/carers are involved, it is important to keep them informed of the progress of the review and to share findings with them.



### 3. WHEN?

Here are some examples of WHEN a review may be appropriate:

- ◆ At the conclusion of any case dealt with through the **[Organisation name]** procedures for Responding to Concerns about a Child or Responding to Concerns about the Conduct of a Staff Member or Volunteer.
- ◆ At the conclusion of legal proceedings.
- ◆ At the conclusion of disciplinary proceedings including an appeal.
- ◆ As part of an annual review of all child protection cases which arose during the year.

Clearly a full review of a case subject to criminal investigation by the police, a child protection investigation by police and social work, or legal proceedings will only be possible at the conclusion of the investigation or legal proceedings. However a review should be held as soon as possible to ensure that any lessons learned are acted upon timeously.

### 4. HOW?

- ◆ Firstly, agree a timescale for carrying out the review.
- ◆ Secondly, ensure that police and/or social workers have completed any investigations and that there are no outstanding legal proceedings.

The review process will be informed by the reasons for reviewing, which will probably reflect the complexity of the incident.

The main source of information is likely to be the form for recording concerns (*Significant Incident Form*). This form may provide all the information required. In cases where these forms have not been completed or the quality of the information is poor, it may be necessary to speak to the people involved to get more details.

It's important to consider and acknowledge how people might be feeling about the incident itself and the possible impact of a review. People may feel their actions are being called into question or scrutinised, which could leave them feeling anxious or threatened. Where the reviewer intends to speak to those involved, they should plan how they will introduce the review, explain the purpose of it and how they will deal with any reactions or questions from those involved; for example:

*"I've been asked by the **[Organisation name]** to review how the organisation dealt with the concerns about X. This review will consider how procedures were followed and whether appropriate action was taken to protect those involved. I understand that you were involved in this case and would like to talk to you about it. This will give you an opportunity to tell me about your experience and make any suggestions for improving things in the future."*

### 5. RECORDING AND REPORTING THE FINDINGS

The reviewer should make a record of the review and its findings. This doesn't necessarily need to be a lengthy report, although a full report may be appropriate in certain circumstances.

Generally, any record of a review should contain the following information:

- ◆ The source of the concern.
- ◆ The nature of the concern.
- ◆ A chronology of events, individuals and organisations involved.
- ◆ Action taken.
- ◆ An analysis of the key issues or matters linked to the aims of the review.
- ◆ Any other relevant points or observations.
- ◆ Lessons to be learned and changes to be made.
- ◆ Recommendations.

## **PROCEDURE: REVIEW OF THE MANAGEMENT OF CONCERNS**

### **1. Establish the facts of the case, a chronology of events and the roles of individuals and organisations involved.**

Setting out the actual sequence of events will help the reviewer to understand what happened, when, and who was involved; for example:

23 April 2011	Child disclosed physical abuse to coach.
23 April 2011	Coach reported concern to club CPO.
24 April 2011	Club CPO reported incident to SGB CPO.
24 April 2011	SGB CPO sought advice from PC Smith, London Road Police Station, referral then made to the Family Protection Unit.

### **2. Identify any issues or key questions relating to the aims of the review.**

Having established the sequence of events the reviewer should then be able to answer the questions contained in the specific remit of the review.

If the reviewer considers that a child may still be at risk despite action taken during the case or as a result of the **[Organisation name]** failure to take appropriate action, they should be prepared to act. Any urgent issues should be addressed immediately without waiting for the conclusion of the review.

### **3. Identify any other relevant points or observations.**

The reviewer may identify issues which are worth exploring further. These may include:

<p style="text-align: center;"><b>PROCEDURES</b></p> <ul style="list-style-type: none"> <li>◆ Were the relevant procedures followed?</li> <li>◆ If not, is there a reasonable explanation for this?</li> <li>◆ Were the timescales appropriate?</li> <li>◆ Do the current procedures provide adequate information about what to do in such a situation?</li> <li>◆ If appropriate, was a referral made to Disclosure Scotland as required by the Protection of Vulnerable Groups (Scotland) Act 2007?</li> </ul>	<p style="text-align: center;"><b>PEOPLE</b></p> <ul style="list-style-type: none"> <li>◆ Were the right people involved?</li> <li>◆ Were the views of the child/family obtained?</li> <li>◆ Were those involved aware of the procedures?</li> <li>◆ Had the people involved been trained on the procedures?</li> <li>◆ Where appropriate, were external organisations involved; for example, the police or governing body of sport?</li> </ul>
<p style="text-align: center;"><b>OUTCOMES</b></p> <ul style="list-style-type: none"> <li>◆ Was the outcome appropriate in the case?</li> <li>◆ If not, why not?</li> <li>◆ Is there a need to take further action in this case; for example, referring the case to police/social work?</li> </ul>	<p style="text-align: center;"><b>RECORDING</b></p> <ul style="list-style-type: none"> <li>◆ Were records kept?</li> <li>◆ Is the quality of the information recorded satisfactory?</li> <li>◆ Can the forms be improved?</li> </ul>

### **4. Identify any lessons to be learned and what changes need to be made.**

### **5. Make recommendations.**

Recommendations may include things like changes to procedures, forms and/or the provision of training. It may be helpful for the reviewer to prioritise the recommendations as appropriate; for example, essential, desirable or helpful.

## POST REVIEW

### Responding to the Findings and Recommendations

Having invested the time and effort in conducting a review, **[Organisation name]** should carefully consider how to respond to the findings and any recommendations. It must also consider how to advise/support any others on whose behalf it has conducted the review. Decisions on how to react to the recommendations should be taken by the appropriate board/management/executive committee.

Where recommendations are to be followed, the management should identify the priorities, what action is required, who will take action and timescales for completion. This information must be clearly communicated to those involved. Management should follow up to check that action has in fact been taken.

If it is decided not to follow the recommendations, this decision and the reasons should be clearly recorded in management minutes.

### Applying the Learning in Practice

Lessons learned and/or changes made to procedures or practice must be communicated to those who need to know so they can be put into practice. This can be achieved in a number of ways:

- ◆ a briefing note
- ◆ training session
- ◆ group email
- ◆ article in an **[Organisation name]** publication or website.

The best method will often be determined by the significance or nature of the information to be passed on. Like all other policies and procedures, these changes in practice should be subject to regular monitoring and review to ensure compliance.

### Sharing the Findings and Recommendations Internally and Externally

There are benefits to sharing the outcomes of a review with others:

- ◆ It demonstrates that **[Organisation name]** is committed to continuous improvement.
- ◆ Other individuals and organisations may benefit from the lessons learned from the **[Organisation name]**'s experience.
- ◆ It can contribute to the wider understanding of child protection in sport and the ways in which practice and guidance can be enhanced.

***Remember that many of the details of the case will be confidential, so any information shared must be presented in a way that protects the anonymity and privacy of those involved.***

#### Internally

Identify those within the **[Organisation name]** who should get feedback on the outcomes of the review. This will include the board/management/executive committee, the individuals involved in the case, and where appropriate, member clubs.

#### Externally

The **[Organisation name]** should also consider whether there are other organisations or partners who would benefit from the review and its recommendations.

Depending on the circumstances of the case, there may be media interest in the outcome of the review. The **[Organisation name]** should have a strategy in place to deal with any enquiries from the media.

## **REVIEW PLANNING - TEMPLATE**

<b>Name of reviewer:</b>	
<b>Case reference:</b>	If this record is going to be shared with others, the details of the case should be anonymised using a unique reference number or identifier.
<b>Outstanding investigations and proceedings:</b>	<p><b><i>If relevant to this case, have the following been concluded:</i></b></p> <ol style="list-style-type: none"> <li>1. Police and social work child protection investigation? Y/N</li> <li>2. A criminal investigation by the police? Y/N</li> <li>3. Any related legal proceedings? Y/N</li> </ol> <p><b>If the answer to any of these questions is no, the review cannot proceed.</b></p>
<b>Remit of review:</b>	List here in bullet point form the reasons for the review <ul style="list-style-type: none"> <li>◆</li> <li>◆</li> <li>◆</li> </ul>
<b>Timescales for completion:</b>	This should be the dates when the review will begin and end with the reported findings.
<b>How will the review be conducted?</b>	List here the methods to be used to conduct the review; for example: <ul style="list-style-type: none"> <li>◆ a review of all paper records</li> <li>◆ telephone/face to face interviews with relevant individuals</li> <li>◆ contact with other organisations involved as necessary.</li> </ul>
<b>Are there any special considerations or features in this case?</b>	For example, this case was reported in the press, the child involved has a learning disability.
<b>How will the findings and recommendations be reported?</b>	
<b>Who will the outcomes of the review be shared with?</b>	List here all internal and external parties with whom information will be shared.
<b>Is a media strategy required?</b>	

## **TRAINING WORKSHOP**

### **Reviewing of the Management of Child Protection Concerns, CHILDREN 1<sup>ST</sup> workshop**

This 1-day workshop is for anyone who will have responsibility in reviewing the management of a concern at the conclusion of a case. The overall aim of this workshop is to help participants understand how to undertake a review of the management of a child protection concern, and be clear about how to go about it.

**STEP 10** - Adopt Safe in Care guidelines that are appropriate to your organisation's activities, e.g. trips away from home, physical contact, adult to child ratios, ICT and social media.

***Why is this important?***

Sports organisations have a *duty of care* towards all children involved in activities. These good practice guidelines help people take a common sense approach, setting out how staff/volunteers can keep children safe whilst ensuring best practice.

**Safe in Care Guidelines:**

- Adult to Child Ratios
- Physical Contact
- First Aid & Treatment of Injuries
- Sexual Activity
- Managing Challenging Behaviour
- Transporting Children
- Collection by Parents/Carers
- Trips Away from Home
- ICT and Social Media
- Clubhouses and Changing Rooms
- Volunteers aged 18 or Under
- Preventing and Responding to Bullying Behaviour

**Templates:**

- Safe in Care – Partnership with Parents/Carers Form
- Request for Permission to use Camera and Video Equipment
- Notification to Applicant

**Training:**

- Identifying and Managing Risk
- Participation of Children and Young People

## **SAFE IN CARE GUIDELINES**

These guidelines provide practical guidance for those working and/or volunteering directly with children on practices to keep children safe and to promote a safe operating environment for the member of staff/volunteer. These guidelines compliment and should be read in conjunction with the Code of Conduct for Safeguarding Children in Sport. Breach of these guidelines may be dealt with under **[Organisation name]'s** Complaints Policy\*, Performance Management\*, Disciplinary Procedure\* and/or Procedure for Responding to Concerns About a Child\*/Concerns About the Conduct of a Member of Staff or Volunteer\*.

Sports organisations have a *duty of care* towards all children involved in activities. Children under the age of 16 years should not be placed in positions of sole responsibility in relation to other children. These guidelines apply to all children and young people under the age of 18 years. Common sense should be applied when considering the circumstances of older children and all children should have the opportunity to express their views on matters which affect them, should they wish to do so.

As sport takes place in many different structures, locations, environments and formats, it is impossible to provide specific guidance on many of the issues covered. The following guidelines are therefore based on generally recognised good practice and common sense. Ultimately, most practical situations will require a judgment to be made about what is practicable and reasonable in the circumstances.

### **ADULT TO CHILD RATIOS**

As a *guide*, the following ratios are recommended in the National Care Standards: Early Education and Childcare up to the Age of 16 (Scottish Executive, 2005):

Age: 3 and over	1:8
If all children are over 8	1:10

All activities should be planned to involve at least two adults, preferably one male and one female. As a general guide, the following factors will also be taken into consideration in deciding how many adults are required to safely supervise children:

- The number of children involved in the activity.
- The age, maturity and experience of the children.
- Whether any of the group leaders or children has a learning or physical disability or special requirements.
- Whether any of the children have challenging behaviour.
- The particular hazards associated with the activity.
- The particular hazards associated with the environment.
- The level of qualification and experience of the leaders.
- The programme of activities.

There may be other considerations which are specific to the sport or environment in which the sport takes place. Some sports can take place in a variety of terrain from mountain moors to sand dune forests. The Scottish weather brings a lot of spontaneously changing weather conditions. The safety of children in certain sports relies on heavy planning and preparation, including checking weather forecasts and making sure the children are equipped with appropriate clothing to survive the worst case scenario of becoming injured in a remote area, during severe weather conditions<sup>1</sup>.

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\* delete as appropriate to your organisation

<sup>1</sup> Adapted from guidelines issued by the Scottish Orienteering Association

## PHYSICAL CONTACT

All forms of physical contact should respect and be sensitive to the needs and wishes of the child and should take place in a culture of dignity and respect for all children. Children should be encouraged to express their views on physical contact.

In the first instance, coaching techniques should be delivered by demonstration (either by the coach or an athlete who can display the technique being taught). Educational instruction should be clearly explained with a description of how it is proposed to handle or have contact with the child before doing so. This should be accompanied by asking if the child is comfortable. Manual support should be provided openly and must always be proportionate to the circumstances.

If it is necessary to help a child with personal tasks e.g. toileting or changing, the child and parents/carers should be encouraged to express a preference regarding the support and should be encouraged to speak out about methods of support with which they are uncomfortable. Staff/volunteers should work with parents/carers and children to develop practiced routines for personal care so that parents/carers and children know what to expect.

Do not take on the responsibility for tasks for which you are not appropriately trained e.g. manual assistance for a child with a physical disability.

## FIRST AID AND THE TREATMENT OF INJURIES

All staff/volunteers must ensure:

- Where practicable all parents/carers of children under the age of 16 have completed a Partnership with Parents/Carers Form before their child participates in **[sport]**.
- There is an accessible and well-resourced first aid kit at the venue.
- They are aware of any pre-existing medical conditions, medicines being taken by participants or existing injuries and treatment required.
- Only those with a current, recognised First Aid qualification treat injuries. In more serious cases assistance should be obtained from a medically qualified professional as soon as possible.
- A Significant Incident Form is completed if a child sustains a significant injury along with the details of any treatment given. Common sense should be applied when determining which injuries are significant.
- Where possible, access to medical advice and/or assistance is available.
- A child's parents/carers are informed of any injury and action taken as soon as possible.
- The circumstances in which any accidents occur are reviewed to avoid future repetitions.

## SEXUAL ACTIVITY\*

Within sport, as within other activities, sexual relationships do occur. It is important to address sexual activity both between children and young people and between adults and young people.

**Sexual activity between children/young people involved in sport** should be prohibited during team events, in sports facilities and social activities organised by **[Organisation name]**. Inappropriate or criminal sexual behaviour committed by a young person may/will lead to disciplinary action in accordance with the **[Organisation name]** Disciplinary Procedure and reports being made to external agencies such as the police or social services.

**Sexual interactions between adults and young people (16+) involved in sport** raise serious issues given the power imbalance inherent in the relationship. Where a young person is of the age of consent the power of the adult over that young person may influence their ability to genuinely consent to sexual

\* Adapted from NSPCC Child Protection in Sport Unit's Club Guidelines  
[http://www.nspcc.org.uk/Inform/cpsu/helpandadvice/organisations/clubguidelines/ClubGuidelines\\_wda60689.html](http://www.nspcc.org.uk/Inform/cpsu/helpandadvice/organisations/clubguidelines/ClubGuidelines_wda60689.html)



activity. A coach or other adult in a position of authority may have significant power or influence over a young person's career.

Sexual activity between adults and young people (16+) involved in the same sport should be prohibited when the adult is in a position of trust or authority (coach, trainer, official). Inappropriate or criminal sexual behaviour committed by an adult should lead to suspension and disciplinary action in accordance with **[Organisation name]** Disciplinary Procedures, which in the case of criminal action must include contacting the police.

**Sexual activity between adults and children under the age of 16** is a criminal act and immediate action must be taken to report it to the police.

## MANAGING CHALLENGING BEHAVIOUR

Staff/volunteers delivering activities to children may, from time to time require to deal with a child's challenging behaviour.

These guidelines aim to promote good practice which can help support children to manage their own behaviour. They suggest some strategies and sanctions which can be used and also identify unacceptable actions or interventions which must *never* be used by staff or volunteers.

These guidelines are based on the following principles:

- The welfare of the child is the paramount consideration.
- A risk assessment should be completed for all activities which take into consideration the needs of all children involved in the activity.
- Children must never be subject to any form of treatment that is harmful, abusive, humiliating or degrading and should always be able to maintain their respect and dignity.
- No member of staff should attempt to respond to challenging behaviour by using techniques for which they have not been trained.

### *Planning Activities*

Good coaching practice requires planning sessions around the group as a whole but also involves taking into consideration the needs of each individual athlete within that group. As part of a risk assessment, coaches should consider whether any members of the group have been challenging in the past or are likely to present any difficulties in relation to either the tasks involved, the other participants or the environment.

Where staff/volunteers identify any potential risks, strategies to manage those risks should be agreed in advance of the session, event or activity. The risk assessment should also identify the appropriate number of adults required to safely manage and support the session including being able to adequately respond to any challenging behaviour and to safeguard other members of the group and the staff/volunteers involved.

All those delivering activities to children should receive training on these guidelines and should be supported to address issues of challenging behaviour through regular supervision.

### *Agreeing Acceptable and Unacceptable Behaviours*

Staff, volunteers, children and parents/carers should be involved in developing an agreed statement of what constitutes acceptable and unacceptable behaviour. They should also agree upon the range of options which may be applied in response to unacceptable behaviour (e.g. dropped from the team for one game etc). This can be done at the start of the season, in advance of a trip away from home or as part of a welcome session at a residential camp.

Issues of behaviour and control should regularly be discussed with staff, volunteers, parents/carers and children in the context of rights and responsibilities. It is beneficial to ask children as a group to set out what behaviour they find acceptable and unacceptable within their group/team. It is also helpful to ask

them what the consequences of breaking these rules should be. Experience shows that they will tend to come up with a sensible and working set of 'rules'. If and when such a list is compiled, every member of the group can be asked to sign it, as can new members as they join. It can then be beneficial to have a copy of the 'rules' visible for reference during the activity.

### *Managing Challenging Behaviour*

In dealing with children who display risk-taking or challenging behaviours, staff and volunteers might consider the following options:

- Time out - from the activity, group or individual work.
- Making up - the act or process of making amends.
- Payback - the act of giving something back.
- Behavioural reinforcement - rewards for good behaviour, consequences for negative behaviour.
- Calming the situation - talking through with the child.
- Increased supervision by staff/volunteers.
- Use of individual 'contracts' or agreements for their future or continued participation.
- Consequences e.g. missing an outing.

Adults and children shall never be permitted to use any of the following as a means of managing a child's behaviour:

- Physical punishment or the threat of such.
- The withdrawal of communication with the child.
- Being deprived of food, water or access to changing facilities or toilets.
- Verbal intimidation, ridicule or humiliation.

Staff and volunteers should review the needs of any child on whom consequences are frequently imposed. This review should involve the child and parents/carers to ensure an informed decision is made about the child's future or continued participation in the group or activity. Whilst it would always be against the wishes of everyone involved in **[Organisation name]**, ultimately, if a child continues to present a high level of risk or danger to him or herself, or others, he or she may have to be barred from activity in the sport.

### *Physical Interventions*

The use of physical interventions should always be avoided unless it is absolutely necessary in order to prevent a child injuring themselves, injuring others or causing serious damage to property. All forms of physical intervention shall form part of a broader approach to the management of challenging behaviour.

Physical contact to prevent something happening should always be the result of conscious decision-making and not a reaction. Before physically intervening, the member of staff or volunteer should ask themselves, 'Is this the only option in order to manage the situation and ensure safety?'

The following must always be considered:

- Contact should be avoided with buttocks, genitals and breasts. Staff/volunteers should never behave in a way which could be interpreted as sexual.
- Any form of physical intervention should achieve an outcome that is in the best interests of the child whose behaviour is of immediate concern.
- Staff/volunteers should consider the circumstances, the risks associated with employing physical intervention compared with the risks of not employing physical intervention.
- The scale and nature of physical intervention must always be proportionate to the behaviour of the young person and the nature of harm/ damage they might cause.
- All forms of physical intervention should employ only a reasonable amount of force - the minimum force needed to avert injury to a person or serious damage to property – applied for the shortest period of time.

- Staff/volunteers should never employ physical interventions which are deemed to present an unreasonable risk to children or staff/volunteers.
- Staff/volunteers shall never use physical intervention as a form of punishment.

Any physical intervention used should be recorded as soon as possible after the incident by the staff/volunteers involved using the Significant Incident Form and passed to the Child Protection Officer as soon as possible.

A timely debrief for staff/volunteers, the child and parents/carers should always take place following an incident where physical intervention has been used. This should include ensuring that the physical and emotional well-being of those involved has been addressed and ongoing support offered where necessary. Staff/volunteers, children and parents/carers should be given an opportunity to talk about what happened in a calm and safe environment.

**There should also be a discussion with the child and parents/carers about the child's needs and continued safe participation in the group or activity.**

## TRANSPORTING CHILDREN

Where it is necessary to transport children, the following good practice is required:

- Where parents/carers make arrangements for the transportation of children to and from the activity, *out with* the knowledge of **[Organisation name]** it will be the responsibility of the parents/carers to satisfy themselves about the appropriateness and safety of the arrangements.
- Where **[Organisation name]** makes arrangements for the transportation of children the members of staff/volunteers involved will undertake a risk assessment of the transportation required. This will include an assessment of the following areas:
  - Ensuring that all vehicles and drivers are correctly insured for the purpose.
  - Ensuring the driver has a valid and appropriate license for the vehicle being used.
  - All reasonable safety measures are available e.g. fitted, working seatbelts, booster seats where appropriate.
  - An appropriate ratio of adults per child.
  - Ensuring drivers have adequate breaks.
- When transporting children, wherever possible they should be in the back seat of the car for health and safety reasons.
- Where practicable and planned, written parent/carer consent will be requested if staff/volunteers are required to transport children.

To safeguard the member of staff/volunteer the following good practice is required:

- Agree a collection policy with parents/carers which will include a clear and shared understanding of arrangements for collection at the end of a session.
- Always tell another member of staff/volunteer that you are transporting a child, give details of the route and the anticipated length of the journey.
- Take all reasonable safety measures e.g. children in the back seat, seatbelts worn.
- Where possible, have another adult accompany you on the journey.
- Call ahead to inform the child's parents/carers that you are giving them a lift and inform them when you expect to arrive.

## COLLECTION BY PARENTS/CARERS

On some occasions, parents/carers can be late when picking their child up at the end of a session. It is not the responsibility of **[Organisation name]** to transport children home on behalf of parents/carers who have been delayed. It is therefore important for the guidelines below to be followed:

- It is clear that while the club/session/training is running then leaders and coaches have a duty of care to the children that are in their charge. This is a principle of good practice and one, which we all should to sign up to.

- When the session has finished, obligations that we have under guidance, good practice and legislation still remain. We still have care and control of the child in the absence of a parent/carer or other responsible adult.

- To help avoid this situation occurring in the first place, here are some points to consider:

1. Make sure that **[Organisation name]** literature, application forms and consent forms;
  - ⇒ Are clear about starting and finishing times of sessions.
  - ⇒ Are clear about the expectations of parents/carers not to drop children off too early and collect children promptly when sessions finish.
  - ⇒ Ask parents/carers whether they give consent for children to go home unaccompanied (according to their age and stage).
  - ⇒ Have a late collection telephone contact and number on Partnership with Parents/Carers Form.
2. Where possible make sure that there is more than one adult/leader to look up at the end of a session.
3. Discuss and rehearse with members of staff/volunteers how to deal with being left alone with a child. Put preventative measures in place (points 1 and 2) and draw up simple guidelines about how the situation should be dealt with if it arises. Although as a general rule we should not put ourselves in the position of being alone with a child there are exceptions and this situation is one of them. Remember the welfare of the child has to take precedence, so leaving children alone is not an option.
4. That you have access to a record of the child's address, contact telephone number and an alternative phone number e.g. of a grandparent or other responsible adult. You need this information to contact the adult responsible for the child and ask them to collect the child. If you are unable to contact anyone then you have to make a decision of whether to take the child home yourself (see point 5) or call the police (point 6)
5. If you are left alone with a child then transparency is the key. Keep a record of your actions (use the guidelines above in Transporting Children re; good practice to safeguard member of staff/volunteer) and make sure that you inform the **[Organisation name]** Child Protection Officer and parents/carers as soon as possible.
6. When all else fails call the police.

## TRIPS AWAY FROM HOME (INVOLVING OVERNIGHT STAYS)

### **1. Designate a Child Protection Officer for the Trip**

Those in charge of the group will be responsible for the safety and well being of children in their care. It is recommended that one of the group leaders co-ordinates the arrangements to safeguard the safety and welfare of children during the trip. The Child Protection Officer should ensure all practical arrangements have been addressed and act as the main contact for dealing with any concerns about the safety and welfare of children whilst away from home. A detailed itinerary will be prepared and copies provided to the designated contact for **[Organisation name]** and parents/carers.

### **2. Risk Assessment**

Potential area of risk should be identified at the planning stage through a risk assessment, which should be recorded in writing. Safeguards should be put in place to manage the risks, where appropriate. Risk

assessment should be an on-going process throughout the trip as groups can often find themselves in unexpected situations despite the best laid plans!

### **3. Travel Arrangements**

Organisers must ensure there is adequate and relevant insurance cover (including travel and medical insurance). If the trip involves travel abroad, organisers shall ensure they are aware of local procedures for dealing with concerns about the welfare of children and are familiar with the details of the emergency services in the location of the visit. Children should be informed of any local customs.

(For more details see *Guidelines on Transporting Children*).

### **4. Adult to Child Ratios**

All trips away should be planned to involve at least two adults, preferably one male and one female where possible. The guidelines on adult to child ratios above, will inform an assessment of the numbers of adults required to safely supervise the group.

Those involved should be recruited and selected in accordance with the procedure for recruitment and selection of staff/volunteers in regulated work with children.

Group leaders should be familiar with and agree to abide by **[Organisation name]** Child Protection Policy, Procedures and Code of Conduct.

### **5. Accommodation**

Organisers should find out as much as possible about the accommodation and the surroundings at the planning stage. *Where possible*, an initial visit to the venue/accommodation should take place to help those organising the trip identify all practical issues and allow time to address them in advance, in consultation with children and parents/carers where appropriate.

The following is a (non-exhaustive) list of some of the practical things which should be considered in advance about the arrangements for accommodation:

- Location: central and remote locations both present different challenges.
- Accommodation facility: health & safety of building confirmed by owners/providers.
- Sleeping arrangements. These will enable suitable sharing in terms of age and gender and appropriately located staff/volunteer bedrooms for both supervision and ease of access in case of emergency. Parents/carers and children should be consulted in advance about arrangements for sharing where possible and appropriate.
- Appropriate safeguards where others have access to the sleeping quarters.
- Special access or adaptive aids required by group leaders or children.
- Environmental factors.
- Personal safety issues.

#### *Exchange Visits/Hosting*

Before departure, organisers should ensure there is a shared understanding of the standards expected during home stays between them, host organisation/families, parents/carers and children themselves. These standards should include arrangements for the supervision of children during the visit.

Host families should be appropriately vetted (adults should be PVG Scheme members) where possible or equivalent police checks undertaken and references thoroughly checked. Organisers, parents/carers and children should all be provided with a copy of emergency contact numbers.

Children should be aware of who they should talk to if problems arise during the visit. Daily contact should be made with all children to ensure they are safe and well.

### *Residential at a Facility/Centre*

Organisers should ensure the facility is appropriately licensed and has adequate and relevant insurance cover in place. The facility should have a policy on the protection of children and Health and Safety. Adequate security arrangements should be in place and facility staff should have been appropriately vetted. Facility staff involved in the training or instruction of children must be appropriately qualified and trained.

Organisers should ensure there is adequate supervision of the group for the duration of the stay, particularly when the facility is being shared with other groups.

#### **6. *Involving Parents/Carers***

Where possible, a meeting should be held with parents/carers before departure to share information about the trip, answer their questions and make joint decisions about arrangements where appropriate. A Code of Conduct shall be agreed with children and parents/carers in advance of the trip along with sanctions for unacceptable behaviour.

Parents/carers must complete a *Partnership with Parents/Carers Form* and provide emergency contact details.

In the event of an emergency at home during the trip, parents/carers should be encouraged to make contact with the group leaders in the first instance so that arrangements can be put in to place to support the child on hearing any distressing news.

#### **7. *During the Trip***

Organisers must ensure arrangements are in place for the supervision and risk assessment of activities during free time. Children shall not be allowed to wander alone in unfamiliar places.

Group leaders should have clear roles and responsibilities for the duration of the trip. They must not be over familiar with or fraternise with children during the trip and remember that they are in a position of trust at all times. The use of alcohol and/or drugs or engaging in sexual relationships (between two young people) should not be condoned during the trip, even if the legislation relating to any of these behaviours is more lenient than in Scotland.

Group leaders should maintain an overview of the well being of all children during the trip. This can help to identify issues at an early stage and resolve them as quickly as possible. Children can participate in this process by, for example, taking turns to complete a daily diary about the trip. This can be an overt or discreet way for them to communicate things (both positive and negative) that they want you to know.

#### **8. *After the Trip***

Where appropriate, a de-brief will take place with all those involved in the trip, including children. This will provide an opportunity to reflect on what went well, not so well and what could have been done differently. Feedback will be used to inform future trips.

### **INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) AND SOCIAL MEDIA**

Technology advances extremely quickly, meaning ways in which we communicate and receive and absorb information are changing all the time. This provides a great opportunity for organisations to promote their activities and communicate easily with members. But it can also put children and young people at considerable risk, which is why safeguards must be put in place.

Whether your organisation is considering setting up a social networking page or using email to inform young people about match details, be aware that the following guidelines should be met:

- Where possible, try to ensure that no one is excluded, e.g. young people who may not have access to a mobile phone/internet etc;
- **that written permission is sought from parents/carers for all children under 16 years;**
- that the need for the technology is clearly identified and its use is specific;
- that it is the organisation who is communicating information – one-to-one interaction is strongly discouraged and safeguards should be in place and settings adjusted to prevent this happening;
- children and young people should be briefed about the introduction of the technology. They should also be given information on how to keep themselves safe and who to report any concerns to in **[Organisation name];**
- All concerns about the inappropriate use of technology will be dealt with in line with **[Organisation name] Complaints Policy\***, Performance Management\*, Disciplinary Procedure\* and/or Procedure for Responding to Concerns about a Child\*/Concerns About the Conduct of a Member of Staff or Volunteer\*. This may include the concerns being reported to the police.

Further advice is available from the Child Exploitation and Online Protection Centre (CEOP) (see [useful contacts](#)).

## 1. COMMUNICATIONS TECHNOLOGY<sup>2</sup>

There are significant benefits for organisations using texts/emails and setting up social networking sites. Not only is it cheap, it's one of the most direct forms of communication with young people. However, there are risks. Adults who seek to harm children have been known to use messaging to “groom” children. This area is now specifically addressed by the Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005.

For children and young people, the safeguarding risks of these technologies include:

- inappropriate access to, use or sharing of personal details (e.g. names, email addresses);
- unwanted contact with children by adults with wrongful/questionable intent;
- being sent offensive or otherwise inappropriate material;
- online bullying by peers;
- grooming for sexual abuse;
- direct contact and abuse.

For adults, risks involved include:

- their communication with children being misinterpreted;
- potential investigation (internal or by statutory agencies);
- potential disciplinary action.

### 1.2 TEXT/EMAIL

Staff/volunteers must consider whether it is necessary to communicate with children via text and email. The general principle is that all communications with children should be open, transparent and appropriate.

Good practice would include agreeing with children and parents/carers what kind of information will be communicated directly to children by text message. This information should only be “need to know” information such as the last minute cancellation of a training session.

In the first instance parent/carer consent must be obtained for all children under 16 years. Contact should always be made at the phone number/email address the parent has provided on the child's behalf. Parents/carers should be offered the option to be copied in to any messages their child will be sent. Although consent is not legally required for young people aged between 16 and 18 it is still recommended that parents are informed of the intention to send their child(ren) emails or texts. It is also good practice to obtain the consent of the 16 to 18-year-old.

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\* delete as appropriate to your organisation

<sup>2</sup> Adapted from the NSPCC's Child Protection in Sport Unit: Text and Email Messaging-Safeguarding Guidelines

The following good practice is also required:

- All phone numbers/email addresses of children and young people should be recorded and kept securely in a locked cabinet or password-protected electronic file or database;
- The number of people with access to children and young people's details should be kept to a practical minimum. A record should be kept of their numbers/addresses (preferably by **[Organisation name]** Child Protection Officer);
- Messages should never contain any offensive, abusive or inappropriate language. They should not be open to misinterpretation;
- The organisation should be clear that messages should be sent only to communicate details of meeting points, training, match details, competition results etc. The same message should be sent to every member of the group/team. One-to-one messaging arrangements between coaches/volunteers and children should be strongly discouraged.

### 1.3 INTERNET

The internet brings with it an opportunity for organisations to extend their community profile, advertise and communicate easily with their members. Sometimes this is done via social networking sites such as Facebook and Twitter. Thought should be given to content, tone and how sites or social networking sites and pages will be monitored. In terms of publishing information and pictures the following good practice should be noted:

#### *Permission*

- Written parent/carer consent must be obtained for all children aged under 16 before publishing any information or pictures of a child. If the material is changed from the time of consent, the parents/carers must be informed and consent provided for the changes.
- Special care must be taken in relation to vulnerable children e.g. child fleeing domestic violence or a child with a disability, and consideration given to whether publication would place the child at risk.
- Young athletes who have a public profile as a result of their achievements are entitled to the same protection as all other children. In these cases, common sense is required when implementing these guidelines. All decisions should reflect the best interests of the child.

#### *Use of Images and Information*

- Information published on the websites/social networking sites must never include personal information that could identify a child e.g. home address, email address, telephone number of a child. All contact must be directed to **[Organisation name]**. Credit for achievements by a child should be restricted to first names e.g. Tracey was Player of the Year 2002.
- Children must never be portrayed in a demeaning, tasteless or a provocative manner. Children should never be portrayed in a state of partial undress, other than when depicting an action shot within the context of the sport. Attire such as tracksuits or t-shirts may be more appropriate.
- Information about specific events or meetings e.g. coaching sessions must not be distributed to any individuals other than to those directly concerned.

#### *Concerns*

- Any concerns or enquiries about publications or the internet should be reported to **[Organisation name]** Child Protection Officer.

### 1.4 SOCIAL NETWORKING SITES

The following is recommended if the organisation decides to allow mutual access between it and its members (including children):

#### *Permission*

- Obtain written permission from parents/carers of under 16s to allow mutual interaction with the organisation profile. Make parents/carers aware of the profile's existence, the site the child will be accessing and the restrictions of use for this preferred site.



- An official agreement should be in place which states that access to members' profiles are used only to pass on relevant information or to answer questions regarding organisation or sport issues. This agreement should also be incorporated into the **[Organisation name]** Rules or Code of Conduct.
- Set up a **[Organisation name]** profile rather than staff/volunteer profiles. This avoids access from members to individual's profiles.
- Keep the **[Organisation name]** profile on "private" - allowing only members access to it (the organisation can monitor this and accept or decline requests to join).

#### Concerns

- Informal online "chat" with members around subjects outside the sport/activity should be immediately discouraged. Private matters or questions should also be discouraged. However, any disclosures should be removed from the site and dealt with in line with Responding to Concerns about a Child/Concerns About the Conduct of a Member of Staff/Volunteer.

### 1.5 INTERNET FORUMS

There has been an increase in the use and abuse of internet forums to target individuals or to engage contributors in debates which can cause upset and embarrassment to children and young people. Sites should be well monitored and any offending comments removed. A coach, member of staff or volunteer should refrain from being drawn into any debates concerning selection, performance or personalities – even where the subject of the discussion is anonymous. This could be considered a breach of the code of conduct or poor practice.

### 1.6 MOBILE PHONE CAMERAS/VIDEOS

There have already been a number of cases where children have been placed at risk as a result of the ability to discreetly record and transit images through mobile phones. There is also scope for humiliation and embarrassment if films or images are shared on popular websites such as YouTube. The use of mobile phones in this way can be very difficult to monitor.

The Procedure for the use of Photographs, Film and Video should be observed in relation to the use of mobile phones as cameras/videos. Particular care is required in areas where personal privacy is important e.g. changing rooms, bathrooms and sleeping quarters. No photographs or video footage should ever be permitted in such areas of personal privacy.

<b>PROCEDURE FOR THE USE OF PHOTOGRAPHS, FILM AND VIDEO</b>
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Photos and video clips can be used to celebrate achievements, promote your activities and let people know that bit more about your team, club or sport. Footage is also recorded for performance development reasons. The aim of these guidelines is not to curb such activity but to ensure that children are protected from those who would seek to take or manipulate photos and video footage in a way that harms children or places them at risk of harm.

Some sports take place in areas where organisers have little or no control over the environment such as open river or areas to which the public have general rights of access e.g. the open countryside. In these circumstances, organisers should take all reasonable steps to promote the safe use of photographing and filming and to respond to any concerns raised.

## 1. PHOTOGRAPHS, FILM and VIDEO

### *Scope*

- **[Organisation name]** will take all reasonable steps to promote the safe use of photographing and filming at all events and activities with which it is associated. However, **[Organisation name]** has no power to prevent individuals photographing or filming in public places.
- **[Organisation name]** 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.

### *Notification*

- Parents/carers and children will be informed they may, from time to time, be photographed or filmed whilst participating in **[name of sport]**. This could be for one of the following reasons:
  - (i) Video footage for performance development.
  - (ii) Media coverage of an event or achievement.
  - (iii) Promotional purposes e.g. website or publication.
- Materials promoting events will state, where relevant, that photography and filming will take place.
- Those who have sought and obtained permission to photograph or film will be formally identifiable e.g. a badge or sticker will be issued, after production of the letter of approval and identification (*Request for Permission to Use Camera and Video Equipment* and *Notification to Applicant*)
- Information about what to do if concerned about photographing and filming will be available at all events.
- Registration of intention to photograph will be required on the day. This enables tracking of the equipment and operator should concerns arise in the future.

### *Permission*

- Written consent must be obtained from the child's parents/carers before any photography or filming takes place.
- Special care must be taken in relation to vulnerable children e.g. child fleeing domestic violence or a child with a disability, and consideration given to whether publication or use of the pictures/film would place the child at risk.
- Young athletes who have a public profile as a result of their achievements are entitled to the same protection as all other children. In these cases, common sense is required when implementing these guidelines. All decisions should reflect the best interests of the child.
- All actions by **[Organisation name]** will be based on the best interests of the child.

### *Use of Images and Information*

- No unsupervised access or one-to-one sessions will be allowed unless this has been explicitly agreed with the child and parents/carers.
- No photographing or filming will be permitted in changing areas.
- All images and accompanying information will comply with **[Organisation name]** Safe in Care Guidelines, where this is within the control of **[Organisation name]**.
- **[Organisation name]** will ensure that all negatives, copies of videos and digital photograph files are stored in a secure place. These will not be kept for any longer than is necessary having regard to the purposes for which they were taken.
- Images will not be shared with external agencies unless express permission is obtained from the child and parents/carers.

### *Concerns*

- Anyone behaving in a way which could reasonably be viewed as inappropriate in relation to filming or photographing should be reported to the person in charge on the day. They should be

approached for an explanation. If a satisfactory explanation is not provided, the circumstances should be reported to the person in charge on the day or **[Organisation name]** Child Protection Officer.

- Where appropriate concerns should also be reported to the police.

### **CLUBHOUSES AND CHANGING ROOMS<sup>3</sup>**

One of the areas where children are particularly vulnerable at many sports facilities is the locker/changing/shower room. Limited changing facilities sometimes mean that people of all ages regularly need to change and shower during the same period.

To avoid possible misunderstandings and embarrassing situations, adults need to exercise care when in the changing room at the same time as children. However, bullying can be an issue where children are left unsupervised in locker rooms, and a balance should be struck depending on the situation. In general it is better if one adult is not alone to supervise in a locker room, and extra vigilance may also be required if there is public access to the venue. If, in an emergency, a male has to enter a female changing area, or vice versa, another adult of the opposite gender should accompany him or her.

The following advice may be useful:

- Wherever possible, adults should avoid changing or showering at the same time as children.
- Parents/carers need to be aware that on occasions, adults and children may need to share a changing facility.
- It is recommended that particular attention is given to the supervision of children aged 10 and under in changing rooms. It is advisable for adults not to be alone with any such child under these circumstances.
- If children are uncomfortable changing or showering in public, no pressure should be placed on them to do so.
- While some organisations may be restricted to changing rooms for the purposes of team talks, if at all possible another area should be considered for this. If there are no other options, it is best practice to wait until all children are fully dressed.

### **VOLUNTEERS AGED 18 OR UNDER**

There is no legal barrier to anyone aged 18 or under becoming a coach or volunteer with children or young people. If their remit falls into that of regulated work as per the Protection of Vulnerable Groups (Scotland) Act 2007 then they should be subject to the same recruitment and selection procedures as other volunteers, including Scheme Record/Scheme Record Update (note that there is no lower age limit with regards to PVG Scheme Membership).

Anyone under 16 is defined as a child (under the Children (Scotland) Act 1995), and it is not recommended that they take up regulated work with children.

They can, however, be encouraged to help out and should be supervised by a more senior qualified coach or volunteer who has been appropriately vetted. In turn, the organisation has a responsibility to support the supervising coach.

Remember that young coaches or volunteers may come under different pressures (e.g. lack of respect from peers, closeness in age could lead to possible relationship) so regular supervision, training and extra support is recommended.

It is important that adult to child ratios are reassessed as a young volunteer may not be experienced/capable of overseeing a group of children and young people.

<sup>3</sup> Adapted from the Children in Golf's Strategy Group: Guidelines for Safeguarding Children in Golf

Bullying may be seen as particularly hurtful behaviour where it is difficult for those being bullied to defend themselves. It can be a 'one-off' occurrence or repeated over a period of time, and can take many forms including children being bullied by adults, their peers and in some cases by members of their families. Bullying can be difficult to identify because it often happens away from others and those who are bullied often do not tell anyone. Bullying is not always deliberate.

### **Examples of Bullying**

- Physical e.g. theft, hitting, kicking (in some cases, this might constitute an assault).
- Verbal (including teasing) e.g. spreading rumours, threats or name-calling, ridicule or humiliation.
- Emotional e.g. isolating a child from the activities or social acceptance of the peer group.
- Cyberbullying e.g. sending insulting messages via text or emails; posting images or upsetting information on social networking sites or forums etc.
- Using abusive or insulting behaviour in a manner which causes alarm or distress.
- Prejudiced based – singling out children who are perceived as different due to, e.g. race, gender, sexual orientation, disability, children who are asylum seekers, looked after children, young carers and so on.
- Having belongings stolen or damaged.
- Being targeted because of who the child is or who they are perceived to be.

Signs which ***may*** raise concerns about bullying include:

- hesitation or reluctance to attend training or activity
- reluctance to go to certain places or work with a certain individual
- bruising or other injuries
- becoming nervous and withdrawn
- often last one picked for a team or group activity for no apparent reason, or being picked on when they think your back is turned
- clothing or personal possessions go missing or get damaged
- 'losing' pocket money repeatedly
- suddenly prone to lashing out at people, either physically or verbally, when normally quiet

When talking about bullying, it's never helpful to label children and young people as 'bullies' or 'victims'. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. It is preferable to talk about someone displaying bullying behaviour rather than label them a 'bully' – behaviour can be changed with help and support.

### **Action to help children and young people on the receiving end of bullying behaviour:**

- Cultivate an ethos where there's an anti-bullying culture – it is especially important that adults are good role models for children and young people.
- Take all signs of bullying very seriously.
- Encourage all children to speak and share their concerns. Help those being bullied to speak out and tell the person in charge or someone in authority. Create an open environment.
- Take all allegations seriously and take action to ensure the young person is safe. Speak with those being bullied and those displaying bullying behaviour separately.
- Reassure the young person that you can be trusted and will help them, although you can't promise to tell no-one else.
- Keep records of what is said i.e. what happened, by whom and when.
- In cases of cyberbullying advise young people who are being bullied by text, email etc to retain the communication or to print it out.
- Report any concerns to the person in charge at the organisation where the bullying is occurring.

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<sup>4</sup> Guidance adapted from [www.respectme.org.uk](http://www.respectme.org.uk)

## **Support for children and young people involved in bullying behaviour:**

- Talk with the young person (or people), explain the situation and try to get them to understand the consequences of their behaviour.
- In some cases it might be worth considering seeking an apology from those involved in bullying behaviour (for example where those on the receiving end wish reconciliation). Apologies are only of real value however, when they are genuine.
- Be sensitive and use good judgement when it comes to informing parents/carers of those whose negative behaviour is impacting on others. Put the child at the centre – will telling the parents/carers result in more problems for the young person?
- If appropriate, insist on the return of 'borrowed' items and compensation for the person/people being bullied.
- Impose consequences as necessary, e.g. exclusion from the team until behaviour standards are improved. Sport offers good opportunities for this.
- Encourage and support those displaying bullying behaviour to change this behaviour. Ask them to consider the impact their actions are having.
- Keep a written record of action taken.

## **What can your organisation do?**

Creating an anti-bullying ethos is the best prevention. We should not underestimate the importance of the behaviour of adults as they are role models for children and young people.

Strategies and solutions do not come in 'one size fits all'. Each case is unique and requires an individual response to the individual situation. What might work in one situation might not work in another. You might have to adopt different strategies before finding one that is effective.

It is also important to ask for help and support if you need it to deal with a bullying incident. The [Useful Contacts](#) list has more details but [www.respectme.org.uk](http://www.respectme.org.uk), ChildLine and ParentLine Scotland are useful contacts to know.

## **SAFE IN CARE - PARTNERSHIP WITH PARENTS/CARERS FORM - TEMPLATE**

**[Organisation name]** values the involvement of children in our sport. We are committed to ensuring that all children have fun and stay safe whilst participating in **[sport]**. To help us fulfil our joint responsibilities for keeping children safe **[Organisation name]** have Safe in Care Guidelines. These Guidelines tell you what you can expect from us when your child participates in **[sport]** and details the information we need from you to help us keep your child safe.

We need you to complete this form at the start of every season and to let us know as soon as possible if any of the information changes. All information will be treated with sensitivity, respect and will only be shared with those who need to know.

<b>Child's Name:</b>	<b>Date of Birth:</b>
<b>Address:</b>	<b>Tel No:</b>
<b>Postcode:</b>	
<b>Emergency Contact Name:</b>	<b>Emergency Contact Tel No:</b>
<b>Relationship to Child:</b>	
<b>Late Collection Contact:</b>	<b>Contact Tel No:</b>
<b>Relationship to Child:</b>	
<b>Name of GP:</b>	<b>Tel No of GP:</b>
<b>Address of GP:</b>	
<b>Postcode:</b>	

### **A. GENERAL & MEDICAL INFORMATION**

**Please complete the following details. If none, please state "none".**

1. Does your child have a disability/medical condition that will affect their ability to take part in sport?  
If yes, please give details:
  
2. Does your child take any medication? If yes, please give details:
  
3. Does your child have any existing injuries (include when injury sustained and treatment received)? If yes, please give details:
  
4. Does your child have any allergies, including allergies to medication? If yes, please give details:
  
5. Is there any other relevant information which you would like us to know about your child? (e.g. access rights, disabilities, etc)

### **B. CONSENT – MEDICAL TREATMENT**

I consent / I do not consent (delete as appropriate) to my child receiving medical treatment, including anaesthetic, which the medical professionals present consider necessary.

### **C. CONSENT – TRANSPORTATION OF CHILDREN**

I consent / I do not consent (delete as appropriate) to my child being transported by persons representing **[Organisation name]** individual members or affiliated clubs for the purposes of taking part in **[sport]**.

I understand **[Organisation name]** will ask any person using a private vehicle to declare that they are properly licensed and insured and, in the case of a person who cannot so declare, will not permit that individual to transport children.

### **D. CONSENT - PHOTOGRAPHS AND PUBLICATIONS (INCLUDING WEBSITE)**

Your child may be photographed or filmed when participating in **[sport]**.

I consent / I do not consent (delete as appropriate) for my child to be involved in photographing/filming and for information about my child to be used for the purposes stated in **[Organisation name]** Safe in Care Guidelines.

### **E. CONSENT – CONTACT INFORMATION**

**[Organisation name]** may contact your child from time to time via email, text or social networking site.

I consent / I do not consent (delete as appropriate) for my child to be contacted via email, text or social networking site for the purposes stated in **[Organisation name]** Safe in Care Guidelines. I do / do not (delete as appropriate) wish to be copied in to these messages.

### **F. CONSENT – SIGNATURE**

1. I am aware of the Safe in Care Guidelines for **[sport]** and agree to work in partnership with **[Organisation name]** to promote my child's safe participation in **[sport]**.

2. I am aware of **[Organisation name]** Code of Conduct and Child Protection Policy and Procedures.

3. I undertake to inform **[Organisation name]** should any of the information contained in this form change.

Parent/Carer's Signature: \_\_\_\_\_  
(Please state relationship to child if not parent)

Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

## **REQUEST FOR PERMISSION TO USE CAMERA AND VIDEO EQUIPMENT - TEMPLATE**

This form must be completed by individuals seeking permission to use camera or video equipment.

### **Section A To be Completed by the Applicant**

<b>Name:</b>	<b>Designation:</b>
<b>Address:</b>	<b>Postcode:</b>
<b>Venue/event:</b>	<b>Date:</b>
<b>Purpose:</b>	

I declare that the pictures/film(s) produced will not be altered in any way without prior written permission of the person(s) concerned. I understand that I may only use the pictures/film(s) for the purpose stated above. I have read and agree to abide by **[Organisation name]** Safe in Care Guidelines and Child Protection Policy.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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### **Section B For Official Use Only**

**Application** APPROVED / REFUSED (delete as appropriate)

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Print Name:** \_\_\_\_\_ **Designation:** \_\_\_\_\_

**Reason for refusal**

Now complete "Notification to Applicant" form, and keep a copy of this form.



## **NOTIFICATION TO APPLICANT - TEMPLATE**

Your application has been **ACCEPTED / REFUSED** (delete as appropriate) for use as follows:

<b>Name:</b>	<b>Designation:</b>
<b>Venue/event:</b>	<b>Date:</b>
<b>Purpose:</b>	
<b>Permission granted by:</b>	<b>Designation:</b>
<b>Signature:</b>	<b>Date:</b>

**NOTE: Proof of identity and this letter of approval must be produced on request at the event or activity to which it relates.**

## **TRAINING WORKSHOPS**

### **Identifying and Managing Risk, CHILDREN 1<sup>ST</sup> workshop**

This 3-hour workshop is for anyone who has responsibility in assessing the risks to children and young people participating in their sport. The overall aim of this workshop is to ensure that participants understand the role played by good risk assessment and management, in keeping children and young people safe, and how it can be developed and maintained in their organisation or club.

### **Participation of Children and Young People, CHILDREN 1<sup>ST</sup> workshop**

This 3-hour workshop is for anyone who has a role in developing participative practices with children and young people to involve them in their sport. The overall aim of this workshop is to encourage and support the involvement of children and young people in running a club or group.

## ADDITIONAL INFORMATION -

### **HOW TO LET EVERYONE KNOW ABOUT THE 10 STEPS**

**Communicate all of the above to the children and young people who participate in your organisation and their parents/carers. This is so that everyone recognises and understands the important measures put in place to help keep children safe in your organisation!**

#### ***Why is this important?***

There is no point in doing all the hard work to safeguard children if no one knows about it! Young people need to be aware of who they can go to for help. Their parents/carers should know that there are measures in place to protect their children and staff/volunteers should be confident that the organisation has measures in place to be able to deal with any child protection matters which may arise.

#### **Ideas for how to let everyone know about the 10 Steps:**

- It is vital that young people in your group or club know that you take their welfare seriously. They should be told who the Child Protection Officer (CPO) is and how to contact them. You can do this in person (maybe when the season starts or during training); via posters or leaflets on the club noticeboard or using your normal communication channels – whether that's email, text or letter.
- Parents and carers should also be in the loop. So, when you're sending out consent forms, stick a letter in about the organisation's commitment to safeguarding children and put in the CPO's contact details.
- Safeguarding in Sport produce a fold-out leaflet called 'Stay Safe and Have Fun' which is specifically designed by young people for young people. Hand these out to prompt discussion about their safety and welfare.
- Posters with space for details about a club and the CPO are available from Safeguarding in Sport for free – just get in touch on 0141 418 5674.
- If your organisation has a newsletter, create a regular column for the Child Protection Officer to keep everyone up-to-date. The 10 Steps are really important in ensuring children stay safe and have fun in sport. You could also publish a step (or two) every issue so that people become familiar with the policies and procedures. If you can give people an overview of each step (rather than print the whole thing!) this would be helpful.
- Some governing bodies and local authorities might have an intranet to which articles can be submitted – again, a regular update is a good idea to keep everyone informed.
- Websites, Facebook, Twitter – whatever media you use to promote your club or activity why not use it to remind people that you take child protection seriously?
- Local clubs keep in touch with their local papers, so use that contact to tell everyone the work you're undertaking on safeguarding children. This lets the wider community know and might even result in a few more junior members.
- Safeguarding in Sport run a training workshop based on their resource 'Play Your Part'. This looks at ways of getting children and young people involved in the running of a club or group. Actively involving young people can be hugely rewarding – not only do they come up with great ideas, but being asked for their opinions makes them feel valued and, ultimately, looked after.

Remember that there are loads of ways to get the safeguarding message out there, now go forth and communicate...

#### **Resources:**

- Stay Safe and Have Fun in Sport leaflet and information sheet
- Play Your Part!

#### **Training:**

- Participation of Children and Young People workshop

## **TRAINING WORKSHOP**

### **Participation of Children and Young People, CHILDREN 1<sup>ST</sup> workshop**

This 3-hour workshop is for anyone who has a role in developing participative practices with children and young people to involve them in their sport. The overall aim of this workshop is to encourage and support the involvement of children and young people in running a club or group.

## ADDITIONAL INFORMATION -

### WHAT IS CHILD ABUSE? SIGNS AND INDICATORS

The following examples are ways in which children may be abused or harmed, either within or outwith sport.

#### What is child abuse and child neglect?

*“Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger.”*

While it is not necessary to identify a specific category of abuse when adding a child’s name to the Child Protection Register, it is still helpful to consider and understand the different ways in which children can be abused.

- |                     |                     |
|---------------------|---------------------|
| (i) Emotional Abuse | (ii) Physical Abuse |
| (iii) Neglect       | (iv) Sexual Abuse   |

These categories are not mutually exclusive, for example, a child experiencing physical abuse is undoubtedly experiencing emotional abuse as well. The following definitions show the different ways in which abuse may be experienced by a child but are not exhaustive, as the individual circumstances of abuse will vary from child to child. (All definitions taken from ‘*National Guidance for Child Protection in Scotland 2010*’).

#### Identifying Child Abuse

Although the physical and behavioural signs listed may be symptomatic of abuse, they may not always be an indicator and, conversely, children experiencing abuse may not demonstrate any of these signs.

Child abuse is often difficult to recognise. It is not the responsibility of anyone involved in sport to decide whether or not a child has been abused. This is the role of trained professionals. We all however, have a duty to act on any concerns about abuse.

#### **(i) EMOTIONAL ABUSE**

*“...is the persistent emotional neglect or ill treatment that has severe and persistent adverse effects on a child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.”*

It may involve the imposition of age or developmentally inappropriate expectations of a child. It may involve causing children to feel frightened or in danger, or exploiting or corrupting children. Some level of emotional abuse is present in all types of ill treatment of a child; it can also occur independently of other forms of abuse.

#### **Examples of Emotional Abuse in Sport**

- Persistent failure to show any respect to a child e.g. continually ignoring a child.
- Constantly humiliating a child by telling them they are useless.
- Continually being aggressive towards a child making them feel frightened.

- Acting in a way which is detrimental to the child's self-esteem.

Signs which **may** raise concerns about emotional abuse include:

- low self-esteem
- running away
- extremes of passivity or aggression
- significant decline in concentration
- indiscriminate friendliness and neediness
- self-harm or mutilation

### **(ii) PHYSICAL ABUSE**

*"...is the causing of physical harm to a child or young person. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after".*

Most children sustain accidental cuts and bruises throughout childhood. These are likely to occur in parts of the body like elbows, shins and knees. An important indicator of physical abuse is where the bruises or injuries are unexplained or the explanation does not fit the injury or the injury appears on parts of the body where accidental injuries are unlikely e.g. on the cheeks or thighs. The age of the child must also be considered. It is possible that some injuries may have occurred for other reasons e.g. skin disorders, rare bone diseases.

### **Examples of Physical Abuse in Sport**

Bodily harm that may be caused by:

- Over training or dangerous training of athletes.
- Over playing an athlete.
- Failure to do a risk assessment of physical limits or pre-existing medical conditions.
- Administering, condoning or failure to intervene in drug use.

Signs which **may** raise concerns about physical abuse include:

- refusal to discuss injuries
- improbable excuses given to explain injuries
- running away
- excessive physical punishment
- avoiding activities due to injuries or possibility of injuries being discovered
- aggression towards others
- fear of parents being approached for an explanation
- untreated injuries
- unexplained injuries, particularly if recurrent
- wearing long or extra clothing to hide injuries

### **(iii) 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, to protect a child from physical harm or danger, or to ensure access to appropriate medical care or treatment. It may also include neglect of, or failure to respond to, a child's basic emotional needs".*

Neglect may also result in the child being diagnosed as suffering from 'non-organic failure to thrive', where they have significantly failed to reach normal weight and growth of development milestones and where physical and genetic reasons have been medically eliminated. In its extreme form children can be at serious risk from the effects of malnutrition, lack of nurturing and stimulation. This can lead to serious long-term effects such as greater susceptibility to serious childhood illnesses and reduction in potential stature. With young children in particular, the consequences may be life-threatening within a relatively short period of time.

## Examples of Physical Neglect in Sport

- Exposing a child to extreme weather conditions e.g. heat and cold.
- Failing to seek medical attention for injuries.
- Exposing a child to risk of injury through the use of unsafe equipment.
- Exposing a child to a hazardous environment without a proper risk assessment of the activity.
- Failing to provide adequate nutrition and water.

Signs which **may** raise concerns about neglect include:

- constant hunger
- constant tiredness
- untreated medical problems
- poor peer relationships
- poor personal hygiene and/or poor state of clothing
- frequent lateness or unexplained non-attendance (particularly at school)
- low self-esteem
- stealing

### **(iv) SEXUAL ABUSE**

*“...is any act that involves the child in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or in watching sexual activities, using sexual language towards a child or encouraging children to behave in sexually inappropriate ways”.*

Some of the aforementioned activities can occur through the internet. Boys and girls are sexually abused by males and females, including persons to whom they are and are not related and by other young people. This includes people from all walks of life.

Some children may never be able to tell someone they have been sexually abused. Changes in a child's behaviour **may** be a sign something has happened. In some cases there may be no physical or behavioural signs to suggest that a child has been sexually abused.

## Examples of Sexual Abuse in Sport

- Exposure to sexually explicit inappropriate language or jokes.
- Showing a child pornographic material or using a child to produce such material.
- Inappropriate touching.
- Sexual intercourse and/or sexual activity with a child under 16.

The following signs **may** raise concerns about sexual abuse:

- lack of trust in adults or over familiarity with adults, fear of a particular adult
- sleep disturbance (nightmares, bed-wetting, fear of sleeping alone)
- girls taking over the mothering role
- reluctance or refusal to participate in physical activity or to change clothes for games
- drug, alcohol or solvent abuse
- sexual promiscuity, over-sexualised
- social isolation – being withdrawn or introverted, poor peer relationship
- running away from home
- school problems e.g. falling standards, truancy
- low self-esteem
- display of sexual knowledge beyond the child's age
- eating disorders

- behaviour, compulsive masturbation
- unusual interest in the genitals of adults, children or animals
- bruises, scratches, bite marks to the thighs or genital areas
- discomfort/difficulty in walking or sitting
- urinary tract problems, vaginal infections or genital damage
- stained underwear, soiling or wetting
  
- fear of bathrooms, showers, closed doors
- having irrational fears
  
- psychosomatic factors e.g. recurrent abdominal or headache pain
- anxiety, depression, self-harm/mutilation, suicide attempts
- pregnancy
  
- fear of medical examinations
- genital odour, venereal /sexually transmitted diseases
- itchiness, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
- abnormal sexual drawings
- developmental regression/acting younger than their age
- “Grooming” including over the internet
- wearing extra clothing / clothing tied tight (e.g. tracksuit trousers); reluctance to wear sports kit

### **Children and Young People with a Learning or Physical Disability**

Research, including “It doesn’t happen to disabled children” Child Protection and Disabled Children, NSPCC (2003), tells us that children and young people who have a learning or physical disability are more vulnerable to abuse. This is because:

- They are often dependent on a number of people for care and handling, some of which can be of an intimate nature.
- They may be unable to understand the inappropriateness of the actions or communicate to others that something is wrong.
- Signs of abuse can be misinterpreted as a symptom of the disability.
- Like other children, they are fearful of the consequences of disclosing abuse.
- Attitudes and assumptions that children with disabilities are not abused.
- They may be unable to resist abuse due to physical impairment.
- Of negative attitudes towards children with disabilities.
- Possible failures to recognise the impact of abuse on children with disabilities.

Particular care should be taken by all staff and volunteers when with working with children affected by disability.



## **ADDITIONAL INFORMATION -**

### **RELEVANT LEGISLATION**

This is intended as a brief guide to the legislation relevant to the care and protection of children in Scotland. Sports organisations should obtain advice from a solicitor in relation to specific legal issues.

#### **INTERNATIONAL CONVENTIONS**

##### ***United Nations Convention on the Rights of the Child (1989) UNCRC***

An international agreement which prescribes the rights of all children and young people under the age of 18. The rights in the Convention generally cover three areas: participation (e.g. a child's right to have a say in decisions which affect them), provision (e.g. provision of services to promote health and education) and protection (e.g. the right to be protected from all forms of abuse, harm and exploitation at all times).

The UK is a signatory to UNCRC and must report to a UN Committee on steps taken to promote and respect these rights. Whilst not legally binding, the Convention is highly influential on decisions made by courts and public authorities about the lives of children.

##### ***European Convention on Human Rights (1950)***

This convention is legally binding on the UK because its provisions were introduced in to the law of Scotland by the Human Rights Act 1998 and the Scotland Act 1998. The rights prescribed apply to children and adults. The main articles of relevance are:

Article 8: right to respect for private and family life, home and correspondence

Article 3: the right not to be tortured or experience inhuman or degrading treatment

Courts and public authorities must act in a manner which is consistent with these rights and can only interfere (in some cases) where there is a legitimate reason to do so. The protection of children is one such reason. For a copy of the Convention see [http://www.hrcr.org/docs/Eur\\_Convention/euroconv.html](http://www.hrcr.org/docs/Eur_Convention/euroconv.html)

#### **UK and SCOTTISH LEGISLATION**

##### ***Rehabilitation of Offenders Act 1974***

Generally, criminal convictions become spent after a period of time (which depends on the sentence imposed by the court at the time of conviction). As a result of this Act spent convictions, generally, do not have to be disclosed to potential employers.

##### ***Exclusions and Exceptions (Scotland) Amendment Order 2010***

There are certain jobs and voluntary positions for which prospective employers need to know about a person's criminal record to decide whether they are suitable for the position e.g. regulated work with children and protected adults. This Order lists the positions and professions where there is an exception to the general rule on non-disclosure of convictions.

##### ***Police Act 1997***

Part V of this legislation made it possible for local authorities, third sector organisations (e.g. sports organisations) as well as other organisations to seek to obtain criminal record certificates on individuals likely to undertake direct work with children and other vulnerable groups.

##### ***Age of Legal Capacity (Scotland) Act 1991***

Children under 16 do not generally have legal capacity. This act sets out the circumstances in which children are regarded as having legal capacity including the ability to consent to medical treatment.

### ***Criminal Procedure (Scotland) Act 1995***

Schedule 1 to this Act contains a list of offences against children e.g. abandonment or wilful neglect. Someone who has committed an offence which is listed in this Schedule is often referred to by professionals as a "Schedule 1 offender".

### ***Children (Scotland) Act 1995***

The main piece of legislation covering child welfare and protection. Covers the rights and responsibilities of parents, the role of the local authority, the Children's Hearing System and introduced a number of measures for taking action to protect children in an emergency. This Act clearly states that the best interests of the child must always be considered and children should be given an opportunity to have a say on matters which affect them, should they wish to do so.

### ***Data Protection Act 1998***

Applies to any information, however obtained and used, which relates to living persons. Covers how such information is to be gathered, stored, processed and protected. All organisations that hold or process personal data must comply.

### ***Sexual Offences (Amendments) Act 2000 – Sexual Offences (Scotland) Act 2009***

Introduced a new offence of abuse of trust applicable to "positions of trust" which involve looking after children and young people who are in full time education, detained under a court order, looked after in a hospital/ children's home or other establishment providing social care or in foster care.

Section 55 also allows for a Scottish resident to be convicted of an offence committed abroad if it would be deemed a criminal offence in Scotland. It is no longer necessary for the behaviour to be illegal in the country where it occurs. Unlawful sexual intercourse with a 12-year-old somewhere in Asia, for example would be able to be prosecuted in Scotland.

### ***Protection from Abuse (Scotland) Act 2001***

While the primary focus of this legislation is women subjected to domestic abuse and the potential legal remedies available to them, parts of this Act can be applied to attempts to safeguard the interests of children, particularly given what is now known about the impact of abuse on children. The primary remedy offered by the Act is that of the powers of arrest being attached to an interdict, regardless of the relationship between the abused and the abuser.

### ***Criminal Justice (Scotland) Act 2003***

Amended the law in Scotland in relation to the physical punishment of children by parents. This Act makes it illegal for parents to hit a child on the head, hit a child with an implement and to shake a child.

### ***Commissioner for Children and Young People (Scotland) Act 2003***

This Act created the role of Scotland's Commissioner for Children and Young People. The Commissioner promotes and safeguards the rights of children living in Scotland as set out in UNCRC.

### ***Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005***

Addresses the predatory behaviour of those who "groom" children with the aim of abusing them by introducing a new offence of "grooming". Enables the police to take preventative action before the child meets the perpetrator. Provides the police and courts with additional powers to apply for and grant, a Risk of Sexual Harm Order on those who are considered to pose a risk to children.

### ***Protection of Vulnerable Groups (Scotland) Act 2007***

All organisations have a legal responsibility to ensure that any individual who will be in regulated work with children or protected adults is not listed on the Children's List and/or Adult's List, which bars them from working with children and/or protected adults. Regulated work with children includes:

- caring for children
- teaching, instructing, training or supervising children
- being in sole charge of children
- having unsupervised access to children
- being a host parent.

The PVG Scheme is a membership scheme for people doing regulated work with children and/or protected adults in Scotland. For an organisation to check an individual against a list, they can request an individual becomes a PVG Scheme member by applying for a Scheme Record. A Scheme Record disclosure will provide the organisation and individual with any vetting information, criminal conviction information, if they are on the Sex Offender's Register, relevant non-conviction information from police forces and any prescribed civil orders. This information may then help employers to make safer recruitment decisions. Short scheme records and statements of scheme membership are other forms of disclosure available to organisations and individuals.

Organisations also have a legal duty to refer individuals who meet the referral criteria to Disclosure Scotland to be considered for listing. The PVG Scheme is managed and delivered by Disclosure Scotland. Organisations can register directly with Disclosure Scotland to access this vetting information.

For more information and details on PVG: <http://www.scotland.gov.uk/Topics/People/Young-People/children-families/pvglegislation/>

**ADDITIONAL INFORMATION –  
USEFUL CONTACTS AND WEBSITES**

<b>Safeguarding in Sport</b>	CHILDREN 1 <sup>ST</sup> 61 Sussex Street Glasgow G41 1DY 0141 418 5674 <a href="http://www.safeguardinginsport.org.uk">www.safeguardinginsport.org.uk</a>
<b>sportscotland</b>	Doges, Templeton on the Green 62 Templeton Street Glasgow, G40 1SA 0141 534 6500 <a href="http://www.sportscotland.org.uk">www.sportscotland.org.uk</a>
<b>Help For Clubs</b>	<a href="http://www.helpforclubs.org.uk">www.helpforclubs.org.uk</a>
<b>CHILDREN 1<sup>ST</sup></b>	83 Whitehouse Loan Edinburgh EH9 1AT 0131 446 2300 <a href="http://www.children1st.org.uk">www.children1st.org.uk</a>
<b>ChildLine in Scotland</b>	0800 1111 <a href="http://www.childline.org.uk">www.childline.org.uk</a>
<b>ParentLine Scotland</b>	0800 028 2233 <a href="http://www.parentlinescotland.org.uk">www.parentlinescotland.org.uk</a>
<b>Child Protection in Sport Unit</b> (NSPCC- covers England, Wales and Northern Ireland)	0116 234 7278 <a href="http://www.thecpsu.org.uk">www.thecpsu.org.uk</a>
<b>Scottish Disability Sport</b>	0131 317 1130 <a href="http://www.scottishdisabilitysport.com">www.scottishdisabilitysport.com</a>
<b>Central Registered Body in Scotland</b>	General Helpline: 01786 849 777 <a href="http://www.crbs.org.uk">www.crbs.org.uk</a>
<b>Disclosure Scotland</b>	0870 609 6006 <a href="http://www.disclosure-scotland.org.uk">www.disclosure-scotland.org.uk</a>
<b>Scottish Government</b>	<a href="http://www.scotland.gov.uk/childprotection">www.scotland.gov.uk/childprotection</a>
<b>Commissioner for Children and Young People</b>	<a href="http://www.sccyp.org.uk">www.sccyp.org.uk</a>
<b>Volunteer Development Scotland</b>	01786 479 593 <a href="http://www.vds.org.uk">www.vds.org.uk</a>
<b>Legislation</b>	<a href="http://www.opsi.gov.uk/index.htm">www.opsi.gov.uk/index.htm</a>
<b>Child Exploitation Online Protection (CEOP)</b>	<a href="http://www.ceop.police.uk">www.ceop.police.uk</a>
<b>Respect Me</b>	<a href="http://www.respectme.org.uk">www.respectme.org.uk</a>
<b>Anti Bullying Network</b>	<a href="http://www.antibullying.net/">www.antibullying.net/</a>