

Bruce Daykin Cycle Coach

Safeguarding Policy

V1.1

March 2018

(Active Devon Policy Adopted)

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1.0 INTRODUCTION

All children have the right to live their lives to their fullest potential, to be protected, to have the opportunity to participate in and enjoy any activity, and to be treated with dignity and respect. Although hundreds and thousands of children have wonderful experiences in sport, abuse does happen.

It is widely accepted that it is the responsibility of every adult to protect children from abuse. The Children Act 1989 covers young people under the age of 18.

In 1995 Government figures indicated that over 34,500 children were registered as being in need of protection from abuse. Children may be abused regardless of their age, racial origin, social class, gender, culture, religious belief, disability or sexual identity. They are usually abused by people they know and trust. This could be from within or outside the family.

It is important to remember that as an individual with responsibility for children I have a duty of care and both a moral and a legal (under the Children Act 1989) obligation to protect children from abuse.

I, Bruce Daykin is committed to providing safe, enjoyable activities and opportunities for young people. To this end the following Child Protection Policy Document has been compiled with reference to principles of good practice.

The purpose of the policy is to help protect children undertaking activities under my supervision, and as a result to reduce the likelihood of allegations being made against Bruce Daykin and volunteers.

2.0 POLICY STATEMENT

I, Bruce Daykin is committed to promoting the safety and welfare of children and young people engaged in sporting activities. I aim to contribute to safeguarding children and young people by:

- Meeting the requirements of the Standards for Safeguarding and Protecting Children in Sport (CPSU 2002).
- Implementing and demonstrating best safeguarding practice when I, volunteers are providing services, activities and programmes for children and young people.
- Maximising its influence to promote safeguarding practice and principles across a wide audience.

When Children and Young People are engaged in any activity which Bruce Daykin organises it will endeavour to do protect them and keep them safe from harm by:

- Providing parents/carers/guardians, children and volunteers with information about Bruce Daykin, what I do and what you can expect from me.
- Ensuring that volunteers are carefully selected, trained and supervised.
- Providing clear procedures for volunteers, parents/carers/guardians and children to voice their concerns or lodge complaints relating to the welfare or protection of children.
- Providing clear procedures for volunteers to voice their concerns if they suspect abuse from other volunteers or others outside of the organisation.

Policy Aims

The aims of the Policy are as follows:

- To create a healthy and safe environment during all activities.
- To ensure children are listened to, and kept safe from harm.
- To support and encourage parents/carers/guardians to voice their opinions regarding the welfare of their children.
- To ensure volunteers who work with children are well informed, supported and protected.

Policy Objectives

The specific objectives we pursue in order to achieve our aims are:

- To take steps to prevent the deployment of unsuitable volunteers.
- To raise the level of awareness of Myself, Bruce Daykin, volunteers about child abuse and the different forms it can take.
- To raise the level of awareness of Myself, Bruce Daykin, volunteers about what children are entitled to be protected from.
- To ensure that Myself, Bruce Daykin, volunteers are able to recognise and respond to signs which could indicate abuse.
- To promote the general welfare, health and full development of children during any activity/event.
- To develop effective procedures for recording and responding to accidents and complaints and to alleged or suspected incidents of abuse.

3.0 RECOGNITION OF ABUSE

Even for those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may occur or has already taken place. It is acknowledged that the Bruce Daykin and volunteers are not experts in such recognition. It is important to remember that **it is not our responsibility to decide whether or not child abuse is taking place, but to report where we have concerns or where an allegation has been made. It is the statutory responsibility of the police/social services to undertake investigations.**

Main forms of Abuse

There are four main forms of abuse:

•**Neglect** – where adults fail to meet a child's basic physical and/or psychological needs, it is likely to result in the serious impairment of the child's health or development (e.g. failure to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment.) It may also include refusal to give children love, affection and attention.

In sport, neglect could include a teacher or coach not ensuring children were safe, exposing them to undue cold, heat or to unnecessary risk of injury.

•**Physical abuse** – where adults and or other young people physically hurt or injure children by hitting, shaking, throwing, poisoning, burning, biting, or scalding, suffocating, drowning or otherwise causing physical harm to a child. Physical harm may also be caused when a parents/carers/guardians feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after e.g. factitious illness by proxy or Munchausen's syndrome by proxy.

In sport, physical abuse may occur when the nature and intensity of training and competition exceeds the capacity of the child's immature and growing body; or where drugs are used to enhance performance or delay puberty.

- **Sexual abuse** – where girls and boys are abused by adults (both male and female) or other young people who use children to meet their own sexual needs. This could include full sexual intercourse, masturbation, oral sex, anal intercourse and fondling. Showing children pornographic material (books, videos, pictures) is also a form of sexual abuse.

In sport, coaching techniques that involve physical contact with children could potentially create situations where sexual abuse may go unnoticed. The power of the coach over young performers, if misused, may also lead to abusive situations developing.

- **Emotional abuse** – is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children to feel frightened or in danger by being constantly shouted at, threatened or taunted which may make the child very nervous and withdrawn. Some level of emotional abuse is involved in all types of ill treatment of a child.

In sport, emotional abuse may occur if children are constantly subjected to criticism, name-calling, sarcasm, bullying or unrealistic pressure to perform to high expectations.

Indications of Abuse

Indications that a child is being abused include:

- unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on part of the body not normally prone to such injuries;
- an injury for which the explanation seems inconsistent;
- the child describes what appears to be an abusive act involving him/her;
- someone else - a child or adult, expresses concern about the welfare of another child;
- unexplained changes in behaviour over time e.g. becoming very quiet, withdrawn or displaying sudden outbursts of temper;
- inappropriate sexual awareness;
- engages in sexually explicit behaviour in games;
- is distrustful of adults, particularly those with whom a close relationship will normally be expected;
- has difficulty in making friends;
- is prevented from socialising with other children;
- displays variations in eating patterns including overeating or loss of appetite;
- loses weight for no apparent reason;
- becomes increasingly dirty or unkempt.

This list is not exhaustive and the presence of one or more of the indicators is not proof that abuse is actually taking place.

What to do and who to report to is covered in section 5.0.

Further guidance on types of abuse and their indicators can be found within the South West Child Protection Procedures:

(<http://www.swcpp.org.uk/WebHelp/kidkare3.htm>)

Effects of Abuse

Abuse in all its forms can affect a child at any age. The effects can be so damaging that they can follow an individual into adulthood. For example, an adult who has been abused as a child may find it difficult or impossible to maintain a stable, trusting relationship, become involved with drugs or prostitution, attempt suicide or even abuse a child in the future.

Research shows that disabled children are more likely to be abused than able-bodied children and suggests three main reasons for this:

Dependency

Disabled children are often dependent on others for eating, dressing, using the toilet and getting around. There may be a number of carers involved in their lives. Some of these will provide intimate care, which gives a potential abuser a legitimate reason to touch a child's body. Because of their dependency, a child may find it difficult to tell anyone if they are unhappy or uncomfortable about a carer's behaviour. They may even want to protect the abuser because of emotional ties to them and they may feel confused and ambivalent about the situation.

Institutional care

Children living away from home lack the presence of a parent or other trusted adults whom they can turn to. They may find it difficult to complain about their care or incidents of abuse in case they are not being believed or are punished in some way. And some parents may feel anxious about reporting abuse by institutional staff in case their child ends up losing the specialist care they need. All of which may mean that abuse continues because it is not reported.

A child's life in an institution is often governed by firmly fixed routines for meal times, bed times, organised activities, etc. There are few opportunities for the children to learn how to assert themselves and to make their own choices.

They come to feel that there is no point in questioning 'the way it is'. This can make it easier for an abuser to exploit them.

Communication

A disabled child may not have the communication skills or vocabulary needed to express themselves. Some, for example deaf children, use direct touching as a method of communication. This exposes them to a larger amount of return touching, which could conceal abusive touching.

A child who does not understand sexuality and abuse is less able to recognise or report abuse. Some children may not realise they are being abused, especially if they trusted the abuser and there was no pain. It is difficult for any child to talk about abuse. But if a child cannot communicate verbally, it becomes even more difficult.

For more information visit:

- <http://www.thecpsu.org.uk/Scripts/content/Default.asp?Page=RsrcDisability&MenuPos=Top&Menu=0300&Sel=0204>
- <http://www.efds.co.uk/page.asp?section=475§ionTitle=Resources>

Anti-Bullying Policy

I, Bruce Daykin recognises that all Young People whatever their creed, ethnicity/race, sexual orientation or academic ability has the right to feel safe and secure. Everyone has the right to feel free from any threat of bullying or harassment. Young People should also feel safe when reporting incidents without fear or reprisals. It is necessary that I, Bruce Daykin operate the anti-bullying policy proactively, fairly and consistently to all young people.

Definitions of bullying:

Bullying is any repeated words or actions, which are aimed at causing someone to feel frightened, miserable and helpless at school. There are many definitions of bullying, but most people consider it to be:

- Deliberately hurtful
- Repeated over a period of time
- Difficult for people to defend themselves against

Bullying can be divided into the following areas:

a) Physical – assault, pushing, shouldering, elbowing, tripping, slapping, kicking, hair pulling, unacceptable touching, including that of a sexual nature, throwing missiles, blocking – preventing passage or movement in corridors or classrooms etc, pinching, stabbing, burning or other physical activity that is used in a way that makes another person feel threatened or intimidated.

b) Verbal – racist, sexist, homophobic, any words used in a sexual manner designed to hurt or cause offence, comments about size, appearance, odour, clothing, academic or other abilities, weaknesses, home life, social circumstances, financial circumstances, spreading rumours or any other comments designed to be hurtful or used to intimidate. This also covers all text messages and e-mail usage.

c) Written – insults contained in note-passing, threatening letters, graffiti, defacing any property belonging to another individual, any text messages or e-mail usage or any other method designed to intimidate or hurt.

d) Interference with another individual – theft, extortion, vandalism, defacing property, ruling games, blackmail or any other activity designed to intimidate or hurt.

e) Intentional psychological pressure – social exclusion, looks and glares, lying, slander, passing or starting rumours, name calling, reorganising, pressurising friendship groups or any other activity designed to intimidate or hurt an individual.

f) Incitement of others to become involved in bullying.

Children's' rights in conjunction with bullying

Children have the right to:

- Be able to tell someone about any incident of bullying without fear or being
- regarded as a tell-tale
- Know that all complaints will be treated seriously and acted upon
- Feel protected against the bully and their intentions
- Feel safe and secure
- Be able to walk around the activities site without fear of anything or any person
- Expect politeness from others
- Be respected by others whatever their race, colour, creed or sexual orientation
- Not to be picked on or ignored by anyone

I, Bruce Daykin will act promptly whenever an incident of bullying is reported and record all incidents of bullying for a limited period of time.

I, Bruce Daykin will monitor and review the anti-bullying policy and appropriate changes to the policy will be made where necessary.

For further information visit:

- <http://www.activedevon.org/page.asp?section=0001000100060002§ionTitle=Child+Protection>
- Refer to Appendix G – Information for Young People on how to enjoy sport and keep safe.

4.0 PROMOTING GOOD PRACTICE

Duty of Care

Duty of care means that a sports body needs to take such measures as are *reasonable* in the circumstances to ensure that individuals will be safe to participate in an activity to which they are *invited to* or which is *permitted*

A duty of care may be imposed by common law or statute, by contract, or by acceptance by an individual. In some cases the law imposes a duty of care. For example, the duty of care the police have when they arrest someone.

There is no general duty of care upon members of the public towards the public at large. If there is a formal relationship, however, for example between a club and a club member, teacher and a pupil or a coach and an athlete, there is a duty of care.

When children and young people are involved in organised sports activities and are to any extent under the care and/or control of one or more adults, the adult(s) have a duty to take reasonable care to ensure their safety and welfare.

The duty occurs in two ways:

A **Legal** Duty of Care

A **Moral** Duty of Care

The **Legal Duty of Care** has a strict definition. The most obvious example of this is in Health and Safety procedures where clear guidance is provided about what reasonable steps should be taken to minimise the hazards related to activities, substances or situations.

In many sports activities, given the health and safety considerations, it is recognised that a sports organisation or individual (e.g. coach) owes a duty of

care to its members. However, it is also understood and recognised that accidents can and do happen, and that it is not possible to predict every eventuality. Liability for the legal duty of care would only arise when an incident occurs and it can be demonstrated that the risk was foreseeable but no action had been taken to remedy it.

In any subsequent legal action, the courts would apply the following criteria to determining if an organisation or individual would be held responsible:

- **Reasonable foresee-ability of injury**
- **Proximity**
- **It is fair, just and reasonable to impose a duty of care?**

The claimant would have to show:

- **That they were owed a duty of care**
- **That the defendant breached this duty**
- **That the plaintiff suffered damage as a result of the breach**

It is recognised that there is a higher duty of care owed to children and young people and this is something that those working with children and young people must reflect. An example of this is the Occupier's Liability Act 1957. This requires that an occupier must be prepared for children to be less careful than adults would be in a similar situation. This consideration should be even greater if a child is known to have learning difficulties or is known to have a medical condition which may make them more vulnerable than the average child to foreseeable risk of harm.

The **Moral Duty of Care** is more correctly a *responsibility* for safety and welfare. Members of staff have a responsibility for those children and young people, and other staff, who are under their control.

To determine if a breach of the duty of care has occurred the ordinary civil law of negligence would be applied. The question is whether the accused in

acting, or omitting to act, has failed to reach the standard of *a reasonable person*.

In specialist sports activities the qualified instructor has a duty of care for all those taking part irrespective of their age or position. The key point here is that the individual administering the activity, whatever their status, should be appropriately trained and authorised.

In addition to this those in charge of children have an additional charge and that is to act "*in loco parentis*".

This term is best explained as requiring the adult to act as "a reasonable parent". You will note that this is not necessarily the actual parent and what the child's parent may permit the sport may not. So that whilst a parent may say that their child can stay out until midnight, a reasonable parent might not.

Within sports organisation the duty of care would start by ensuring the activity is authorised by the sport and the relevant instructors are qualified for the task but then would go on to ensure that it is managed in a safe manner throughout.

To reduce the opportunities for abuse to happen, and the likelihood of allegations to be made, the following basic guidelines will help to safeguard staff, service users and the Sir John Hunt School Sports Partnership or other organisations concerned.

1. **In the Care of Children:** aims at highlighting ways of promoting children's welfare and reducing the likelihood of allegations arising while working with children.
2. **As an Organisation:** aims to protect the Bruce Daykin Cycling and other organisations when arranging children's events and activities, through current policies and ways of preventing any offenders from working for them.

In the Care Of Children

It is possible to reduce situations where abuse of children may occur and help to protect Myself, Bruce Daykin and volunteers by promoting good practice. The following are more specific examples of care which should be taken when working with children:

- Always be publicly open when working with children. Avoid situations where I, Bruce Daykin or a volunteer and individual child are completely unobserved (encourage an open environment).
- Where possible children should not be left unattended, however this would depend on age and circumstance.
- If any form of physical contact or support is required, it should be provided openly and according to any appropriate guidelines e.g. as issued by a sport's National Governing Body.
- It is important that the views and concerns of parents/carers/guardians and children are considered and an appropriate response taken to inform them of your actions.
- Where possible, parents/carers/guardians should take on the responsibility for their children in changing rooms. If groups have to be supervised in changing rooms, try to ensure I, Bruce Daykin and volunteers, where possible work in pairs, and do not enter changing rooms of the opposite sex.
- I, Bruce Daykin and volunteers must respect the rights, dignity and worth of every person and treat everyone equally within the context of their sport.
- I, Bruce Daykin and volunteers must always place the well-being and safety of the performer above the development of performance.
- I, Bruce Daykin and volunteers should build relationships which are balanced and based on mutual trust which empowers children to share in the decision-making process.
- I, Bruce Daykin and volunteers should keep up to date with technical skills, qualifications and insurance according to their National

Governing Body

It is not safe practice to:

- Spend time alone with children away from others.
- Take children alone on car journeys, however short.

If these situations are unavoidable, they should only occur with the full knowledge and consent of your supervisor and the child's parents/carers/guardians.

You should never:

- Engage in rough, physical and sexually provocative games.
- Share a room with a child.
- Allow or engage in any form of inappropriate physical contact.
- Allow children to use inappropriate and / or offensive language unchallenged.
- Make sexually suggestive comments to a child even in fun.
- Reduce a child to tears as a form of control.
- Allow allegations made by a child to go unrecorded or not acted upon.
- Do things of a personal nature that children can do for themselves.
- Enter the changing rooms of the opposite sex.
- Take children to your home.

Incidents that must be reported/recorded:

If a child is accidentally injured as a result of my actions or those of a volunteer's actions, seems distressed in any manner, appears to be sexually aroused by my or volunteer's actions, misunderstands or misinterprets something I or a volunteer have done, report such incidents as soon as possible to the Parent/Guardian and make a written note using the incident report form in Appendix B.

Transporting children

I, Bruce Daykin will not transport any children or vulnerable adult.

Car Journeys.

- When parents make the travel arrangements to and from an activity without the knowledge of the organising body it is the responsibility of the parents to ensure the arrangements are both safe and appropriate.

Along with safeguarding the children it is also important that any volunteers are aware of good-practice that is required to protect themselves:

- A collection policy needs to be agreed with parents which will ensure a clear understanding of collection arrangements between all involved

Guidance on use of Photography

I, Bruce Daykin is keen to promote positive images of young people participating in sport and is not banning the use of photographic or video recording equipment. However, there is evidence that some people have used sporting events as an opportunity to take inappropriate photographs and/or film footage of young people.

It is not the intention of the Bruce Daykin to prohibit those with a genuine interest in filming or photographing young people participating in sport. The purpose of this guidance is to:

- Prevent unsuitable persons from exploiting sport to obtain images of young people.
- Prevent improper images of young people or an inappropriate portrayal of sport being produced.
- Protect the identity of young people from publication of their personal details and/or image.

These guidelines apply to all forms of technology that can be used to record images of young people, including mobile telephones.

Principles:

- The interests and welfare of young people taking part in Cycling activities is paramount.
- Parents/carers and young people have a right to decide whether their image is taken and how it may be used.
- Parents/carers and young people must provide written consent for their image to be taken and used.
- Images must convey the best principles and aspects of sport such as fairness and safety.
- Care should be taken to ensure that images are not sexual or exploitative in nature, nor open to obvious misinterpretation or misuse.

- Images should only be taken by authorised persons i.e. parents/carers.
- All images of young people must be securely stored.
- In the case of images used on web-sites, particular care must be taken to ensure that no identifying details facilitate contact with a young person by a potential abuser.
- With adequate negotiation and planning it is possible to meet the welfare/protection and/or rights of young people and facilitate the making and portrayal of appropriate images for a range of purposes.

Videoing as a Coaching Aid

- There is no intention to prevent Bruce Daykin as a coach using video equipment as a legitimate coaching aid. However, the young person/parent/carer must be made aware of this intention and any parent/carer offered the right to remain present whilst this is carried out.
- Any video footage taken must be stored securely.
- The parent/carer/young person must provide written consent for the use of photography/video analysis.

Selection of Volunteer Staff

- I, Bruce Daykin will make relevant background checks, obtaining consent for Enhanced Level Disclosure and Barring Service checks, and require applicants to disclose any previous criminal convictions, cautions and formal warnings by completing a self disclosure form.
- A minimum of two references will be taken up, and be from reputable sources and followed up by letter or telephone. References should include the person's suitability to work with children and to their role in sport. Where a person has previously worked with children then at least one reference should be taken up from the employer who employed him/her to work with children.
- It should be made clear that effective measures are in place to

ensure confidentiality of information held.

- Personal identification will be requested. The standards required as acceptable forms of identification will be the same as are used for the Disclosure and Barring Service check.
- Safeguarding declarations will be signed by all staff on an annual basis and kept on file.

Sharing of Information

- I, Bruce Daykin will share information where it reasonably believes that it is necessary to share in order to protect or safeguard a child/children.
- For further information on sharing sensitive information please refer to the Child Protection in Sport Unit's (CPSU) briefing paper on the disclosure of information available at:
<http://www.thecpsu.org.uk/Scripts/content/Plain.asp?Page=BriefSharin&Info>

Managing Challenging Behaviour

I, Bruce Daykin and Volunteers who deliver cycling activities to children may, on occasions, be required to deal with a child's challenging behaviour.

These guidelines aim to promote good practice and to encourage a proactive response to supporting children to manage their own behaviour. They suggest some strategies and sanctions which can be used and also identify unacceptable sanctions or interventions which must never be used.

The guidelines will also include the views and suggestions of children.

These guidelines are based on the following principles:

- The welfare of the child is the paramount consideration.
- All those involved in activities (including children, coaches/volunteers and parents/carers) should be provided with clear guidelines about required standards of conduct, and the organisation/club's process for responding to behaviour that is deemed unacceptable.
- Children must never be subject to any form of treatment that is harmful, abusive, humiliating or degrading.
- Some children exhibit challenging behaviour as a result of specific circumstances, eg a medical or psychological condition, and coaches may therefore require specific or additional guidance. These and any other specific needs the child may have should be discussed with parents/carers and the child in planning for the activity, to ensure that an appropriate approach is agreed and, where necessary, additional support provided e.g. from external agencies, Children's Social Care services etc
- Sport can make a significant contribution to improving the life experience and outcomes for all children and young people. Every child should be supported to participate and, only in exceptional

circumstances where the safety of a child or of other children cannot be maintained, should a child be excluded from club activities.

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 person within that group. As part of session planning, coaches should consider whether any members of the group have presented in the past or are likely to present any difficulties in relation to the tasks involved, the other participants or the environment.

Where I/volunteers identify potential risks, strategies to manage those risks should be agreed in advance of the session, event or activity. The planning 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 myself/volunteers involved.

When children are identified as having additional needs or behaviours that are likely to require additional supervision, specialist expertise or support, this should be discussed with parents/carers and where appropriate young people.

Agreeing Acceptable and Unacceptable Behaviours

I, volunteers, children, young people and parents/carers should be involved in developing an agreed statement of what constitutes acceptable and unacceptable behaviour (code of conduct) and the range of sanctions which may be applied in response to unacceptable behaviour. To be completed at the beginning of a session.

Managing Challenging Behaviour

In responding to challenging behaviour, the response should always be proportionate to the actions, be imposed as soon as is practicable and be fully explained to the child and their parents/carers. In dealing with children who display negative or challenging behaviours, I and volunteers might consider the following options:

- Time out - from the activity, group or individual work.
- Reparation - the act or process of making amends.
- Restitution - the act of giving something back.
- Behavioural reinforcement - rewards for good behaviour, consequences for negative behaviour.
- De-escalation of the situation - talking through with the child.
- Increased supervision by staff/volunteers.
- Use of individual 'contracts' or agreements for their future or continued participation.
- Sanctions or consequences e.g. missing an outing.
- Seeking additional/specialist support through working in partnership with other agencies to ensure a child's needs are met appropriately e.g. referral for support to Children's Social Care, discussion with the child's key worker if they have one, speaking to the child's school about management strategies (all require parental consent unless the child is felt to be 'at risk' or 'in need of protection').
- Temporary or permanent exclusion

The following should never be permitted as a means of managing a child's behaviour:

- Physical punishment or the threat of such.
- Refusal to speak to or interact with the child.
- Being deprived of food, water, access to changing facilities or toilets or other essential facilities.

- Verbal intimidation, ridicule or humiliation.

Staff and volunteers should review the needs of any child for whom sanctions are frequently necessary. This review should involve the child, parents/carers and in some cases others involved in supporting or providing services for the child and his/her family, to ensure an informed decision is made about the child's future or continued participation. As a last resort, 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 suspended or barred from the group or club activities.

Physical Intervention

The use of physical intervention should always be avoided unless it is absolutely necessary to prevent a child injuring themselves or others, or causing serious damage to property. All forms of physical intervention should 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, I or volunteer should ask themselves, 'Is this the only option in order to manage the situation and ensure safety?' It is good practice to ensure that if you have to physically intervene in a situation with a child/young person, it is in the least restrictive way necessary to prevent them from getting hurt, and used only after all other strategies have been exhausted. Studies have shown that, where this is the case, children and young people understand and accept the reasons for the intervention.

The following must always be considered:

- Contact should be avoided with buttocks, genitals and breasts.
I/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.
- I/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 -ie the minimum force needed to avert injury to a person or serious damage to property - applied for the shortest period of time.
- I/volunteers should never employ physical interventions which are deemed to present an unreasonable risk to children or staff/volunteers.
- If/volunteers shall never use physical intervention as a form of punishment.
- Physical intervention should NOT involve inflicting pain

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

5.0 POLICY AND PROCEDURE

Core Principles – Reporting

It is not the responsibility of anyone to take individual responsibility for deciding whether or not child abuse or poor practice is actually taking place. However, ***it is the responsibility of everyone to report these concerns*** in order that appropriate agencies (e.g. local social services) can then make enquiries and take any necessary action to protect the child.

Anybody receiving an allegation / concern / report of child abuse or poor practice should, in all instances, immediately refer all such reports to Social Services As soon as possible after the incident, complete the Incident Report Form (found at Appendix B) accurately, legibly and in as much detail as possible

In being vigilant of child protection it is crucial that we all are aware of the steps used to recognise signs of child abuse. (Refer to Section 3).

Reporting:

The person discovering or being informed of the abuse should immediately contact the social services department or the police, who will decide how and when parents/carers/guardians/Bruce Daykin will be informed and ultimately become responsible for what steps to take next.

Dealing with Allegations - Against Bruce Daykin/Volunteers

Should you become aware of an allegation against Bruce Daykin or a volunteer regarding an incident of child abuse or poor practice taking place, or having taken place, it is vital that the following procedures are followed:

- Record exactly what the child has said to you. As soon as possible after the incident, complete the Incident Report Form (found at Appendix B) accurately, legibly and in as much detail as possible. Stick to the facts and do not give your opinions.
- Inform the Social Services or Police as soon as possible so that the child can be protected and you can gain some support for yourself in what could be a difficult situation.

Active Devon's example Quick Guide Reporting Flow Chart found at Appendix C provides you with a useful step by step guide for what action you should take in dealing with an allegation or incident.

Dealing with Allegations – General

- Take the allegation seriously. It is your duty to consider any allegation to be potentially dangerous to the child and therefore report it.
- Do not judge or investigate. It is important not to lose focus of your role. By reporting an allegation quickly any necessary investigations and/or judgement can then be made by trained professionals i.e. social services and/or the police.
- Maintain confidentiality. It is extremely important that any allegations are not discussed (unless absolutely necessary) as any breaches could be damaging to both the child and to any investigation which may follow. Refer to the section on 'Confidentiality' on p 21.
- Any requests for information from members of the public (including parents/carers/ guardians) or the media should be directed to the Bruce Daykin, and should be given the 'no comment' response.

When to Share Concerns with Parents, Carers or Guardians

There is always a commitment to work in partnership with parents/ carers/ guardians where there are concerns about their children. Therefore, in most situations it would be important to talk to parents/ carers/ guardians to help clarify any initial concerns. For example, if a child seems withdrawn, he/she may have experienced a family bereavement.

If in any doubt at Bruce Daykin or Volunteers should consult with the Social Services Department before raising their concerns with the parents/carers/ guardians of the child.

When NOT to Share Concerns with Parents, Carers or Guardians

There are circumstances in which a child may be placed at even greater risk if such concerns were shared (e.g. where a parent/ carer/ guardian may be responsible for the abuse, or not able to respond to the situation appropriately). In these situations, or where concerns still exist, any suspicion, allegation or incident of abuse must be reported to the Social Services Department as soon as possible.

Once the incident/allegation has been reported it is the responsibility of the Designated Child Protection Officer to inform the Social Services Department or police without delay.

Confidentiality

In dealing with any case/ suspicion/ allegation relating to child abuse all staff should be aware that safety of the child is always paramount over confidentiality.

However in dealing with any case/ suspicion/ allegation relating to child

abuse all staff should be made aware that any breaches in confidentiality can be very damaging to the child, family and any child protection investigations which may take place.

It is important that the rights of both the victim and the alleged perpetrator are protected by ensuring that only those who need to know are given the relevant information.

This will mean, at the very least, informing the Social Services Department or Police.

- Nobody should inform the parents/carers/guardians of the child without prior and explicit consent of the Social Services Dept or Police.
- Nobody should inform the alleged perpetrator without prior and explicit consent of the Social Services Dept or Police.

Informing the parents/carers/guardians of a child about whom you are concerned will need to be handled in a sensitive way and should only be undertaken in consultation with a statutory agency i.e. the Social Services Department.

When a suspected case of poor practice / child abuse is referred out to the Social Services Department they will organise a strategy meeting that will decide who should be told, when they should be told, and the kind of information which it is appropriate to share.

Depending upon the outcome of initial enquiries, Bruce Daykin and other agencies that have contact with either the child concerned or the alleged perpetrator may need to be given brief details of the incident and subsequent action.

Sharing of Information

I, Bruce Daykin will share information where it reasonably believes that it is necessary to share in order to protect or safeguard a child/children. Such decisions will be made in accordance with the "Information Sharing; Practitioners' Guide" (HM Government, 2006) the principles of which can be found at appendix D.

Dealing with the Media

All close acquaintances should be made aware that the media are very quick to respond to hints of an allegation and will often make extreme attempts to obtain information. Therefore, it is important that all acquaintances are expectant and alert to any media approaches. Acquaintances should also have it made clear that **any** enquiries relating to such incidents should be directed to Bruce Daykin. Under no circumstances should any other response be given.

In the case of incidents / allegations that are referred out to the Social Services Department the strategy meeting will determine what information is released to the media.

6.0 Declaration

I, Bruce Daykin is fully committed to safeguarding the well-being of children by protecting them from neglect, physical, sexual and emotional harm.

Working with Bruce Daykin it is important that you have taken the time to thoroughly read this child protection policy. By being made aware of the policy it is our intention to ensure that **all** are proactive in providing a safe and secure environment for the young people in their care.

Anyone working with Bruce Daykin will be required to give a signed declaration that covers the following areas:

1. Asks them to provide details of any convictions, cautions etc, gives their consent to Bruce Daykin undertaking police and/or social services checks against them and explains how such information may be used.
2. Gives their agreement to notify Bruce Daykin if they are arrested or investigated in relation to child abuse.
3. Confirms that they have read, understood and agree to abide by the Code of Ethics & Conduct as laid out in Appendix E.
4. Confirms that they have read and fully understood the child protection policy and declares that they will carry out their role in line with policy statements and procedures.

An example copy of the Child Protection and Code of Conduct Declaration Form can be found at Appendix F.

Appendices

Appendix A – Child Protection Contact List

Appendix B – Incident Report Form

Appendix C – Quick Guide Reporting Flowchart

Appendix D – Principles of Information Sharing

Appendix E – Code of Ethics and Conduct

Appendix F – Child Protection & Code of Conduct Declaration Form

Appendix G - Information for Young People on how to enjoy sport and keep safe.

Appendix A – Child Protection Contacts List

CHILD PROTECTION CONTACTS LIST

ACTIVE DEVON				
Child Protection Officer				
Karen Jones	01392 263674 07970 544406		Active Devon, Sports Centre, Exeter University, Stocker Rd, Exeter, EX4 4QN	
Deputy Child Protection Officers				
Matt Evans	01392 263674 07973 511001		James Bogue	01392 263674
SOCIAL SERVICES				
If reporting a child protection issue or concern you should contact the Social Services Office local to WHERE THE CHILD LIVES rather than where the incident occurred.				
Devon Social Services				
Office Hours				
Teignbridge District (Newton Abbot)	(01392) 384900		North Devon District (Barnstaple) NB: This office covers Okehampton area	(01271) 388660
Exeter District	(01392) 384444		Mid Devon District (Tiverton)	(01392) 384157
East Devon District (Ottery St Mary)	(01392) 384444		West Devon District (Tavistock)	(01822) 614121
South Hams and District (Totnes)	(01803) 869300			
Out of Hours				
Monday – Friday – 5pm to 9 am, Weekends & Bank Holidays				
Emergency Duty Team	All day – local rates - (0845) 6000 388			
Plymouth Social Services			Torbay Social Services	
Office Hours	01752 308600		Child Protection Unit	(01803) 208208
Out of Office Hours Emergency Duty Team	01752 346984		Torbay Emergency Duty Team	(01803) 292166

DEVON AND CORNWALL CONSTABULARY

Child Protection Team (Devon, Plymouth and Torbay only)

Devon & Cornwall constabulary 24hr Helpline 08452 777444

NSPCC

Child Protection Helpline	(0808) 800 5000	24 hours, call free
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Appendix B – Incident Report Form



Child Protection Incident Report Form

Section 1 Child's Details

NAME OF CHILD							
FULL ADDRESS							
			POSTCODE				
TELEPHONE	Day			Eve			
DATE OF BIRTH							
NAME OF PARENT / GUARDIAN 1 (complete name of person the child lives with)							
TELEPHONE	Day			Eve			
NAME OF PARENT / GUARDIAN 2 (complete contact details if different from above)							
FULL ADDRESS							
			POSTCODE				
TELEPHONE	Day			Eve			

Section 2 Details of Incident / Concern / Allegation

IS THIS REPORT BASED ON: (please tick as appropriate)

☐ AN INCIDENT WHICH YOU HAVE WITNESSED?

☐ A CONCERN YOU HAVE BASED ON POTENTIAL INDICATORS OF ABUSE?

If so tick indicator(s) which have prompted your concerns:

☐ PHYSICAL ☐ BEHAVIOURAL ☐ OTHER

☒ AN ALLEGATION OR CONCERN THAT HAS BEEN REPORTED TO YOU BY SOMEBODY ELSE? Please tick who: The Child ☐ Somebody Else ☐ Please give this person's details below

NAME							
FULL ADDRESS							
			POSTCODE				
TELEPHONE	Day			Eve			
When was the incident reported to / witnessed by you? (please give date and time)							

PLEASE GIVE FULL DETAILS OF THE INCIDENT(S) / CONCERN(S) / ALLEGATION(S)

Include; WHEN ie Date / Time; WHERE ie Venue and Exact Location; WHAT HAPPENED

Cont'd on rear ☐ *Continuation sheet attached* ☐

OBSERVATIONS Please include description / location of any visible injuries and give a description of the child's behaviour, physical and emotional state

Cont'd on rear ☐ *Continuation sheet attached* ☐

CHILD'S ACCOUNT OF INCIDENT (complete this section if the child reported the incident to you)
record exactly what the child has said has happened (including how any bruising or other injuries have occurred) and include anything you have said to the child

Cont'd on rear ☐ *Continuation sheet attached* ☐

FURTHER DETAILS Please use this space for any further details

Cont'd on rear ☐ Continuation sheet attached ☐

Section 3 Reporting of Incident

Are Parents / Guardians aware of your concerns? ☐ No ☐ Yes If Yes please detail how they became aware

Is alleged abuser aware of your concerns? ☐ No ☐ Yes If Yes detail how he/she became aware ☐ n/a

Have Social Services been informed? ☐ No ☐ Yes If Yes please give details

Who did you speak to?

Date and Time you informed them Case Reference allocated

Have the Police been informed? ☐ No ☐ Yes If Yes please give details

Who did you speak to?

Date and Time you informed them Case Reference allocated

Section 4 Your Details

YOUR NAME

FULL ADDRESS

POSTCODE

TELEPHONE

Day

Eve

SIGNATURE

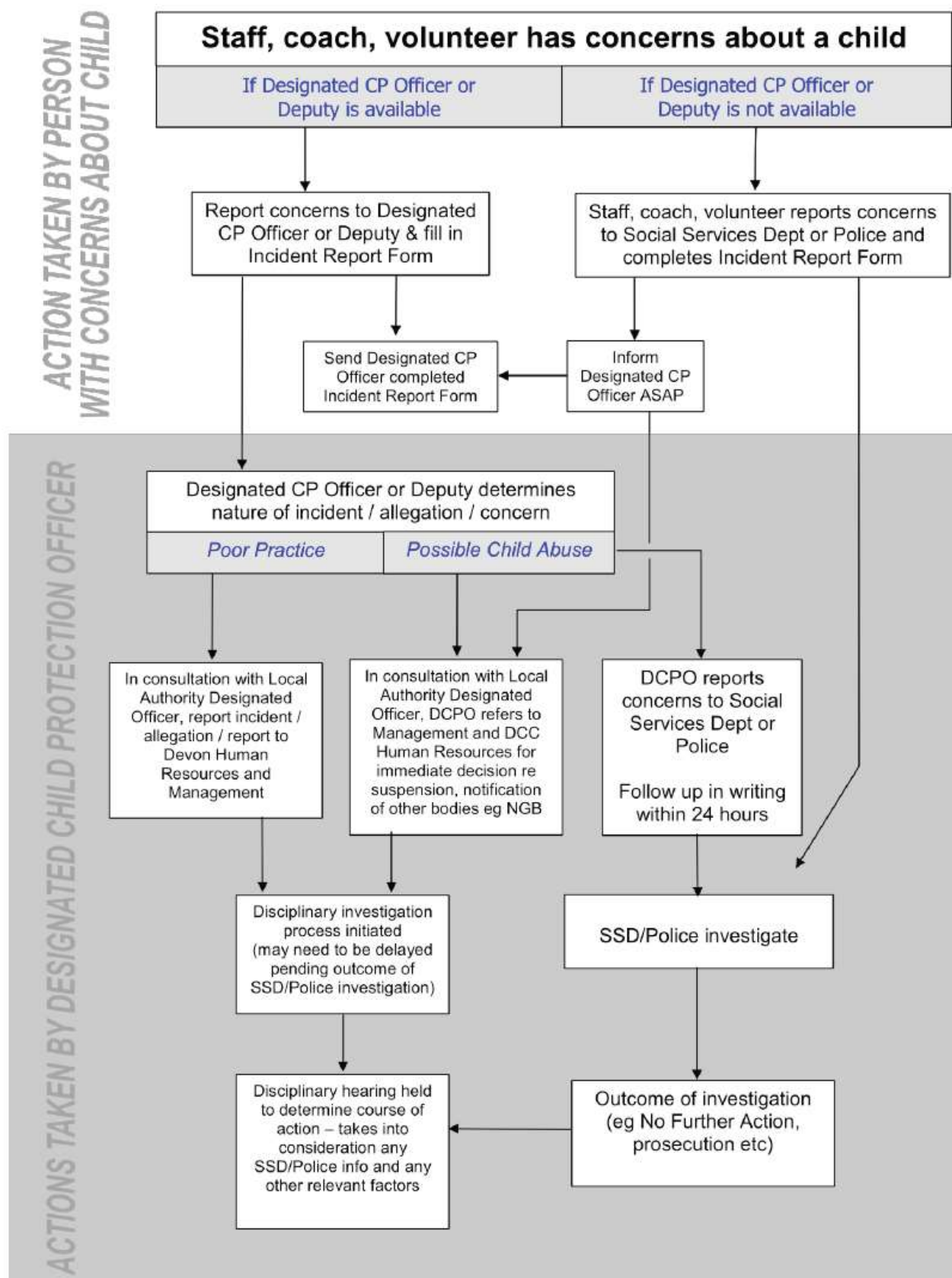
DATE

This form must now be sent immediately to:
(Bruce Daykin or Social Services/Police)

Appendix C – Example of Active Devon’s Quick Guide Reporting Flowchart



Quick Guide Flow Chart for Reporting Concerns About Children



Appendix D – Principles of Information Sharing

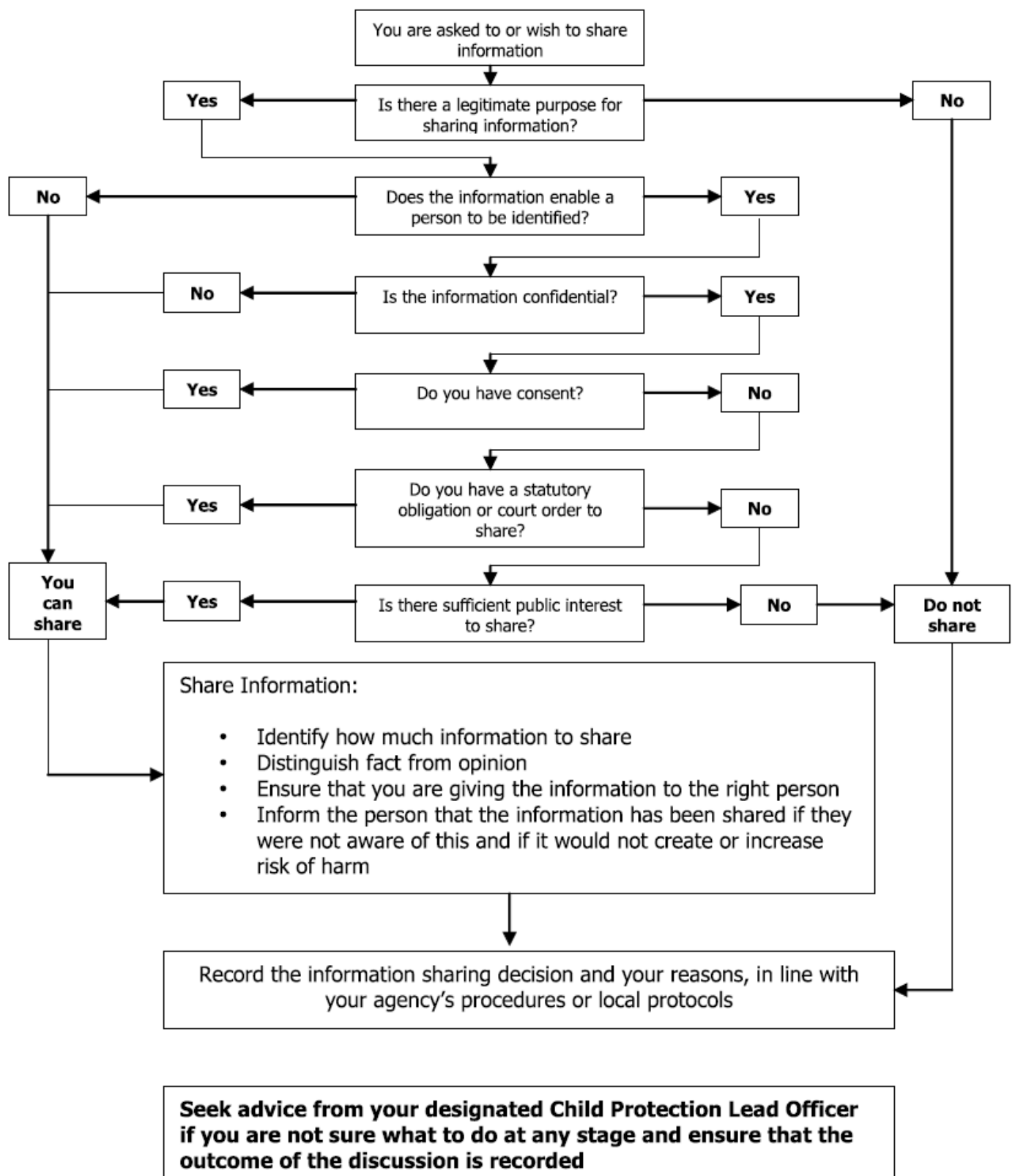
The information below is taken from the Information Sharing: Practitioners' Guide (HM Government 2006). It summarises key principles on information sharing and a simplified flow chart process to assist the decision making process. The full guidance document can be downloaded from www.everychildmatters.gov.uk/informationsharing or search www.teachernet.gov.uk using_ref 0338-2006BKT-EN

Six Key Points on information Sharing

- You should explain to children, young people and families at the outset, openly and honestly, what and how information will, or could be shared and why, and seek their agreement. The exception to this is where to do so would put that child, young person or others at increased risk of significant harm or an adult at risk of serious harm, or if it would undermine the prevention, detection or prosecution of a serious crime (see glossary for definition) including where seeking consent might lead to interference with any potential investigation.
- You must always consider the safety and welfare of a child or young person when making decisions on whether to share information about them. Where there is concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.
- You should, where possible, respect the wishes of children, young people or families who do not consent to share confidential information. You may still share information, if in your judgement on the facts of the case, there is sufficient need to override that lack of consent.
- You should seek advice where you are in doubt, especially where your doubt relates to a concern about possible significant harm to a child or serious harm to others.

- You should ensure that the information you share is accurate and up-to-date, necessary for the purpose for which you are sharing it, shared only with those people who need to see it, and shared securely.
- You should always record the reasons for your decision – whether it is to share information or not.

Flowchart of Key Principles for Information Sharing



Appendix E – Code of Ethics and Conduct

Sport and sports coaching helps the development of individuals. This can be achieved by:

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

Everyone involved with Bruce Daykin Cycle Coaching should comply with good ethical practice and should:

- 1 Respect the rights, dignity and worth of every person and treat everyone equally within the context of their sport.
- 2 Place the well-being and safety of performers above the development of performance.
- 3 Follow all guidelines laid down by the relevant Sports' Governing Body and hold appropriate insurance cover.
- 4 Develop an appropriate working relationship with performers (especially children), based on mutual trust and respect.
- 5 Not exert undue pressure on performers.
- 6 Be reasonable in demands made on performers.
- 7 Encourage and guide performers to accept responsibility for their own behaviour and performance.
- 8 Hold up-to-date and nationally recognised governing body qualifications, or equivalent.
- 9 Ensure the activities directed or advocated are appropriate for the age, maturity, experience and ability of the individual.
- 10 At the outset, clarify with performers (and where appropriate with their parents) exactly what is expected of them and what performers are entitled to expect in return.

- 11 Co-operate fully with other specialists (e.g. other coaches, officials, sports scientists, doctors, and physiotherapists) in the best interests of the performer.
- 12 Always promote the positive aspects of sport (e.g. fair play) and never condone rule violations or the use of prohibited substances.
- 13 Teach participants that honest effort is more important than victory.
- 14 Consistently display high standards of behaviour and appearance and set a good example which others can follow
- 15 Arrive in plenty of time to set up the activity and ensure safety checks are done prior to activity
- 16 Keep informed about sound practices and the principles of children's growth and development
- 17 Never transport participants or young people alone in a vehicle
- 18 Never ridicule or shout at a child for making a mistake or losing
- 19 Ensure that they and their performers always have respect for opponents, officials, opposing coaches and supporters and for each other.



Appendix F – Bruce Daykin Declaration Grid

Please tick how you will charge us for the blocks of coaching:

Will invoice to Bruce Daykin
(Complete Grid 1)

☐

Name of Organisation Telephone Number..... Mobile.....
Email..... Address.....

Name of person in Bruce Daykin completing form.....

Grid 1 (Hiring coaches) Providers should complete and sign grid below

<u>Name of coach(es)</u>	<u>Confirm enhanced CRB carried out in last 3 years, clear and suitable to work with children. (If so please provide number)</u>	<u>Please list if there are any pending issues- (court appearances ,police interviews etc)</u>	<u>Please confirm which Level 2 qualification the coach has.</u>	<u>Please confirm liability cover in place (exceeding 5 million) a photocopy should be attached)- to be checked annually)</u>	<u>Child protection policy in place</u>

(If a positive disclosure exists- this means any recorded information such as cautions, convictions, warnings, final reprimands and information disclosed at the discretion of the Chief Officer of Police- please contact Social Services or Police to check)

All information included above is correct and I will let Bruce Daykin know as soon as anything changes.....(Sign)

Appendix G – Information for Young People on how to enjoy sport and keep safe.

HOW TO ENJOY YOUR SPORT AND KEEP SAFE

INFORMATION FOR YOUNG PEOPLE

When you take part in sport, you have the right to have fun and stay safe. Here is a guide, put together in consultation with young people, on what you and your coach need to do to have fun and stay safe

YOUR COACH IS THERE TO MAKE SURE YOU LEARN THE SPORT SAFELY AND ENJOY IT. HE OR SHE SHOULD:

- Be an excellent role model
- Treat you as an individual with respect and dignity
- Have the right qualifications for the job
- Put your welfare before winning or achieving goals
- Make the sport fun, enjoyable and promote fair play
- Promote an open environment encouraging participants to contribute and speak freely
- Maintain high standards and ensure equipment is safe to use
- Recognise the development needs and ability of the individual
- Not bully you into doing things
- Not have physical contact with you unless absolutely necessary. The coach should explain the circumstances when touching may be appropriate and National Governing Bodies of sports have guidelines on this

N.B. If you're not comfortable with physical contact you have the right to say so

YOU ALSO HAVE RESPONSIBILITIES TO MAKE YOUR SPORT FUN AND SAFE. AS A PLAYER OR PARTICIPANT YOU SHOULD:

- Accept what the coach asks you to do within the rules of the game
 - Be on time and prepared for training and competitions
 - Play to the best of your ability at all times
 - Do your best to treat everyone with respect and value the help that others give you
 - Act fairly and not cheat or be dishonest
 - Tell your parent/carer where you are or if you're going to be late
 - Never bully other participants either by yourself or as part of a group
- Bullying means things such as pushing, hitting, name calling, spreading rumours, damaging belongings, humiliating or sending nasty text messages or e-mails**
- Not keep quiet about bullying of others that you witness or are aware of
 - Not insult or swear at the coach or other helpers at the club

AND WHAT ABOUT THE SPECTATORS? THEY SHOULD:

- support you
- be enthusiastic and cheer you on
- respect everyone nearby
- not shout abuse
- not laugh at you or embarrass you
- never argue with the officials – their decision is final

WORRIED ABOUT SOMETHING? THERE IS SOMEONE YOU CAN TURN TO FOR HELP

You could speak to an adult you know and trust such as the club's Welfare Officer, a parent, teacher, doctor or school nurse.

If you feel there isn't someone you can talk to face to face you can contact **Childline on 0800 1111**. It is free and confidential and you don't need to tell them who you are if you don't wish to.

Alternatively, you can contact the **NSPCC on 0808 800 5000** or speak to the **Child Protection Officer at Active Devon on 01392 263674**

