

London South Bank University Academy of Sport

Safeguarding Policy

Contents	Page
Child & Adult at Risk Protection Policy	3 - 19
Appendix 1 Definition of Terms	20
Appendix 2 Types of Abuse and examples in Sport	21 - 27
Appendix 3 Procedures for managing allegations of the abuse of a child or Adult at Risk against a member of staff	28 - 33
Appendix 4 Consent Form	34
Appendix 5 Incident Record Form	35 - 37
Appendix 6 Policy for use of Photographic & Video Equipment	38 - 40
Appendix 7 Child Abuse Referral Form	41 - 44

1. Child & Adult at Risk Protection Policy

1.1 Responsibilities¹

London South Bank University, Academy of Sport (AOS) will:

- Respect and promote the rights of children and Adults at Risk for whom they are responsible
- Accept the moral and legal responsibility to provide a duty of care for children and Adults at Risks for whom they are responsible, and implement procedures to safeguard their well-being and protect them from all forms of abuse
- Promote the health and welfare of children and Adults at Risk by providing opportunities to participate in sport and physical activity safely
- Recruit, train, support and supervise its staff to adopt best practice to safeguard and protect children and Adults at Risks for whom they are responsible from abuse and to minimise risk to themselves
- Require staff to adopt and abide by this Child & Adults at Risk Protection Policy and supporting Procedures
- Respond to any allegations of abuse in line with these procedures as well as implementing, where appropriate, the relevant disciplinary and appeals procedures
- Review and evaluate this policy and supporting procedures on an annual basis or sooner to comply with regulatory changes

¹ This Policy and the supporting procedures contain a number of terms that require clarification, including 'children', 'Adults at Risk', 'staff' and 'abuse'. Appendix 1 sets out the Definition of Terms requiring definition for the policy.

1.2 Principles

The welfare of children and Adults at Risk is everyone's responsibility, particularly when it comes to protecting them from abuse. The natural sense of fun and spontaneity can blossom in a positive way while participating in sport and physical activity. They also provide an excellent opportunity for anyone to learn new skills, become more confident and maximise their own unique potential. This policy and the supporting procedures are based on the following principles:

- The welfare of children and Adults at Risk is the primary concern
- All children and Adults at Risk, whatever their age, culture, disability, gender, language, racial origin, religious belief and/or sexual identity have the right to protection from abuse
- It is everyone's responsibility to report any concerns of abuse and the responsibility of the Local Authority and the Police to conduct, where appropriate, a conjoint interview. The Children Acts of 1989 and 2004 set out specific duties: section 17 of the Children Act 1989 puts a duty on the local authority to provide services to children in need in their area, regardless of where they are found; section 47 of the same Act requires local authorities to undertake enquiries if they believe a child has suffered or is likely to suffer significant harm. The role of the Local Authority is to carry out a risk assessment and it is for the Police to determine whether a criminal offence has occurred
- All incidents of alleged poor practice and abuse will be taken seriously and responded to swiftly and appropriately
- Confidentiality is upheld and personal data is processed in accordance with the requirements of The Data Protection Act 2018 and the Human Rights Act 1998

1.3 Legal Framework

This Policy and supporting Procedures are defined and informed by the following legislation and guidance:

- Rehabilitation of Offenders Act 1974
- Rehabilitation of Offenders Act 1974 (Exceptions Order) 1975
- UN Convention of the Rights of the Child 1992
- Working Together to Safeguard Children 2018
- Children Act 1989
- Children Act 2004
- The Protection of Children Act 1999
- The Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012
- Education Act 2002
- Every Child Matters: Change for Children
- DfE Working Together to Safeguard Children 2015
- CPSU Standards for Safeguarding & Protecting in Sport 2016
- Equality Act 2010
- The Sex Offenders Act 1997
- The Police Act 1997
- The Human Rights Act 1998
- The Data Protection Act 2018

1.4. Definitions of Abuse and Examples in Sport

These can be found in Appendix 2

2 Child & Adults at Risk Protection Procedures

2.1 Recruitment and Employment of Staff

Introduction

All reasonable steps must be taken to ensure unsuitable people are prevented from working with children and Adults at Risk.

For all positions that require contact with children or Adults at Risk the following recruitment procedures are to be completed.

2.2 Pre-recruitment Process and Induction

Advertising

For all forms of advertising used to recruit staff for positions involving children or Adults at Risk the following will be included:

- The responsibilities of the role
- The level of experience or qualifications required (e.g. experience of working with children is an advantage)
- The organisation's open and positive stance on child protection

Pre-Application Information

Pre-application information for positions involving children or Adults at Risk will be sent to interested or potential applicants and will include:

- A job description including roles and responsibilities
- A candidate specification (e.g. stating qualifications or experience with children or Adults at Risk required)
- An application form and self-declaration form
- Information on the organisation and related topics

Application and Self-Declaration Form

All applicants will be requested to complete an Application Form and all shortlisted candidates will be asked to complete a Self-Declaration Form provided by the Human Resources Department. Any member of staff who has a change in personal circumstance must re issue a self declaration to their line manager with immediate effect from the change in personal circumstance.

References

References will be sought as required within the Recruitment and Selection Policy and Procedures. Where possible at least one of these references will be from an employer or a voluntary organisation where the position required working with children or Adults at Risk in any of the following capacities: employee; volunteer; or work experience. If the person has no experience with children or Adults at Risk a training requirement will be agreed before appointment.

Existing Staff

All staff will be required to be the subject of a Disclosure and Barring Service (DBS) check every three years from commencing employment with the Academy of Sport.

Checks

Prior to appointment a DBS check will be completed. As recommended the following types of checks will be requested for the following positions requiring contact with children and Adults at Risk:

Enhanced DBS Check

Enhanced Disclosures will be requested for positions that involve a greater degree of contact with children or Adults at Risk. For example positions that require regular caring for, training, supervising or being in sole charge of children and young people. The Academy of Sport will check all staff at enhanced level.

Interview

For positions that require contact with children or Adults at Risk, interviews will be carried out in accordance with the Recruitment and Selection Policy and Procedures.

Induction

The induction process for the new member will include the following:

- A profile identifying training and any other needs and aspirations
- Clarification, agreement and signing up to the child and Adults at Risk protection policy and procedures
- Clarification of the expectations, roles and responsibilities of the position

Training

New staff will complete the following training over an agreed period:

- Child protection training – Safeguarding & Protection Children in Sport
- GDPR training
- Any other identified training needs

2.3 Staff with Specific Child & Adult at Risk Protection Responsibilities

Director of Student Services

The Director of Student Services has the main responsibility for managing child and Adult at Risk protection issues with staff. The role of the Director of Student Services is to fulfil the role of Designated Safeguarding Lead (“DSL”) and can be contacted on helpsafeguard@lsbu.ac.uk

Other Staff Specific Roles

The Academy of Sport has three Designated Safeguarding Officers (“DSO”), namely the Head of Sport & Recreation, Academy Manager and Senior Sports Development Officer, all with direct responsibility for the promotion and development of child and Adult at Risk protection programmes. Their responsibilities will include:

- Establishing and raising awareness of child and Adults at Risk protection.
- They will also be the Child Protection Co-ordinators for the purposes of these Guidelines.
- Ensuring that the latest information on child and Adults at Risk is accessible within the organisation and available for partner organisations.
- Encouraging good practice and compliance with child and Adults at Risk protection training.

2.4 Code of Conduct for the Protection of Children & Adults at Risk

The Code of Conduct details the Standards and practice required by all staff when in contact with children and Adults at Risk. These are categorised into good practice; practice to be avoided; practice never to be sanctioned; and safe practice in unforeseen circumstances. If there is a suspicion or allegation of non-compliance by a staff member with this Code the staff member will be dealt with through the Disciplinary Procedures or the *Procedure for Managing Allegations of Abuse of a Child or Adult at Risk against a Staff Member* (Appendix 3)

The Academy of Sport supports and requires the following good practice with children and Adults at Risk:

For programmes involving children or Adults at Risk:

- Make sport and physical activity fun, enjoyable and promote fair play.
- Always work in an open-environment e.g. avoid private or unobserved situations and encourage an open environment for activities.
- Treat all children and Adults at Risk equally, with respect and dignity.
- Put the welfare of each child or Adult at Risk first before winning or achieving goals.
- Be an excellent role model including not smoking or drinking alcohol in the company of children or Adults at Risk.
- Give enthusiastic and constructive feedback rather than negative criticism.
- Ensure that if any form of manual or physical support is required for a child or adult, it is provided in accordance with guidelines from NGB ensuring that support is provided openly and the child or adult is informed of what is being done.
- For educational instruction, the instruction is to be delivered firstly verbally; secondly role-modelled; and thirdly, and only if necessary, with hands on - which must be accompanied by telling the child or adult where you are putting your hands and why. If it is known prior to a programme that hands on assistance will be required, the parent/guardian's consent must be obtained before they participate in the programme.
- Maintain a safe and appropriate distance from children and Adults at Risk e.g. do not have an intimate relationship.
- Build balanced relationships based on mutual trust that empowers children and adults to share in the decision-making process.
- Involve parents and careers wherever appropriate.
- Recognise the developmental needs and capacity of children and Adults at Risk, avoid excessive training or competition and either pushing them against their will or putting undue pressure on them.

Medical Consent, injuries and applying first aid:

- All parents/guardians of children under 16 must complete the Activities and Medical Consent Form (Appendix 5 before participating in a AOS activity or event)
- If a child or Adult at Risk requires first aid or any form of medical attention whilst in your care, then the following guidance must be followed:
 - All staff should endeavor to be aware of any existing medical conditions and/or pre-existing injuries and any treatment required.
 - Only those with a current, recognised First Aid qualification should respond to any injuries
 - Where possible any course of action should be discussed with the child/adult, in language which they understand, and their permission should be sought before any action is taken if appropriate
 - In more serious cases, assistance must be obtained from a medically qualified professional as soon as possible
 - The child's parents/guardians or careers must be informed of any injury and any action taken as soon as possible
 - An Incident Record Form must be completed on OSHENS as soon as possible.

Access to Changing Room / Toilets

- Adults using the changing rooms at the same time as children. Ideally, groups of children should have sole use of changing facilities. This reduces any risks and potential vulnerability associated with mixing with adults or other young people (known or unknown to them) when changing and showering. Even when using public facilities, arrangements can be considered to address any potential concerns:
- there may be a separate room or space available for the group
- it may be possible to negotiate specific time slots for the group, and the coaches or volunteers to have exclusive use of the changing rooms
- a team area within the changing facility could be designated and nobody else allowed in that area
- children may opt to change at home before they arrive for the activity*
*Remember that many children are very self-conscious and anxious about undressing in front of others.
- Where possible Junior / Child participants should be advised that the most appropriate option is the option of changing at home.

Supervision in the changing facility

- If mixed use of the changing facility by adults and children is unavoidable, at least 2 members of staff (of the same gender as the children/adult) should supervise the group. It is important that staff and volunteers seek to balance the need for adult supervision with the rights of children to privacy in this context.

Supervision in the changing facility may also be necessary when:

- children are too young to be left alone or change themselves: organisers of groups of children under 8 years should make arrangements for their supervision while changing before and after the activity
- although most children of school age (4 years old) may be capable of changing their clothes, many leisure facilities have established guidelines that any child below the age of 8 years must be accompanied
- when the group includes disabled children / adults who require additional support and assistance with changing (note that this should be undertaken by prior agreement with their parent or professional carer)

Transporting of children or Adults at Risk:

- Where possible transportation should be avoided and left to parents / guardians
- Request permission if staff are required to transport young people in their cars or minibuses and where possible two members of staff should travel in the vehicle
- Ensure all vehicles are insured
- Whilst acknowledging that same gender abuse can occur, ensure where possible, if a mixed group of children or Adults at Risk are taken away, the group has a male and female member of staff accompanying them
- All reasonable safety measures are taken e.g. children in the back seat, seatbelts

Practice to be avoided

The following practice should be avoided. If situations arise where these situations are unavoidable, they should only occur with the full knowledge and consent of a line manager and/or the child or vulnerable adult's parents/guardians e.g. a child sustains an injury and needs to go to hospital or a parent/guardian fails to pick up a child at the end of a session.

- Avoid having 'favourites' – this could lead to resentment and jealousy by other children or Adults at Risk and could be a cause for false allegations
- Avoid spending excessive amounts of time alone with children away from others
- Ensure that if children or Adults at Risk are taken away adults avoid entering children's rooms unless in emergency situations or a health and safety issue arises
- Avoid taking children to your home

Practice never to be sanctioned

- Never engage in rough, physical or sexually provocative games, including horseplay
- Never allow or engage in any form of inappropriate touching
- Never make sexually suggestive comments to a child, even in 'fun'
- Never reduce a child to tears as a form of control
- Never allow allegations made by a child to go unchallenged, unrecorded or not acted upon
- Never invite or allow children to stay with you at your home unsupervised
- Never do things of a personal nature for children and Adults at Risk that they can do for themselves.

Important Note: It may sometimes be necessary for staff or volunteers to do things of a personal nature for children, particularly if they are very young or vulnerable. These tasks should only be carried out with the full understanding and consent of their parents/guardians involved. There is a need to be responsive to a person's reactions. If a person is fully dependent on you, talk with him/her about what you are doing and give choices where possible. This is particularly so if you are involved in any dressing or undressing of outer clothing, or where there is physical contact, lifting or assisting a child or vulnerable adult to carry out particular activities. Avoid taking on the responsibility for tasks for which you are not appropriately trained.

Reporting

It is very important if any of the following incidents should occur, that they are reported on the day to their line manager, and the Incident Record Form is completed (Appendix 6). Parents should also be informed of the incident. It is expected that staff will apply **judgement** and **common sense** when reporting an incident for example, in any of the following circumstances:

- If you accidentally hurt a child or vulnerable adult
- If a child or vulnerable adult seems distressed in any manner
- If a child or vulnerable adult misunderstands or misinterprets something you have done that has serious implications
- If a child or vulnerable adult appears to be sexually aroused by your actions
- If a child or vulnerable adult needs to be restrained

2.5 Consent - Photographs (including Digital Images), Videoing and Filming of Children and Adults at Risk and Web-sites

In all circumstances where children and Adults at Risk are likely to be photographed or video-recorded or digital images taken, it is necessary to obtain appropriate consent. Staff should ask all parents to complete the standard Consent Form (Appendix 5) when enrolling in any activity or going on a trip. Although children can consent to having their photographs taken from 12 years of age so long as the child understands the implications (see Appendix 6), consent should also be provided by parents; this will ensure that both parties legal rights are met. A judgement call will have to be made for some children with learning difficulties over 12 and Adults at Risk. If in doubt parental consent should be sought. Records should be kept in a secure and confidential file in line with GDPR 2018 requirements. It will be the responsibility of the Parent/Guardian to inform of any change in circumstances.

Storage

Photographs and videos

These should be stored in line with the Data Protection Act 2018 i.e. all negatives and master copies should be in a secure place and labelled clearly. The video/photographs should not be kept for a longer period than is necessary i.e. the purpose for which they were taken.

Digital images

The files should be stored on a **secure system** and deleted when they are no longer required. If the images are to be stored on a fileserver then access should be controlled by a password.

Video, Film or Photographs (including digital images) as an Educational Aid

Consent is collected from the parents/guardian of the child or vulnerable adult (Appendices 6) and they should be informed:

- The reason for use of the video, film or photographs
- How the equipment will be used
- How the video, film or photograph will be processed
- Who will have access to the video, film or photographs
- Where the film, video or photographs will be stored
- How long the film, video or photographs will be kept

Concerns about Photographers, Video or Film Operators

Any concerns with the manner in which or the products of photographers or video or film operators are to be reported to either the Event or Media Manager (for events) or the Programme Manager (for use as an educational aid) and the Human Resources Manager.

Children or Adults at Risk in Publications and on the Internet

Websites and publications provide excellent opportunities to broadcast achievements of individuals to the world and to provide a showcase for the activities of young people or Adults at Risk. It can however, also provide information about children and Adults at Risk that could put them at risk. The following procedure is to be followed to ensure publications and the Internet do not put children and Adults at Risk at risk.

Publications and the Internet must adhere to the following:

- At no time is a publication or Internet site to include personal information that could identify a child or Adult at Risk e.g. home address, e-mail address, telephone number of a child or vulnerable adult
- Before publishing any information, written consent needs to be obtained from the child or Adult at Risk's parent/guardian. If the material is changed from the time of consent, the parents/guardians must be informed and consent provided for the changes
- Pictures or videos of children or Adults at Risk or a picture giving limited additional information may be used

- The content of pictures or videos of children or Adults at Risk are to be reviewed to ensure they are not portraying the child or vulnerable adult in a demeaning or tasteless manner
- Where reasonably practicable use photographs or shots that show the child or Adult at Risk:
 - In profile
 - With their backs to the cameras
 - Their faces are not clearly visible
- The content of photographs or videos **must not** depict a child or vulnerable adult in a provocative pose or in a state of partial undress other than when depicting a sporting or physical activity. Where relevant, a tracksuit may be more appropriate attire
- For photographs or videos of groups or teams of children or Adults at Risk ensure that only the group or team is referred to, not individual members
- All published events involving children or Adults at Risk will require review to ensure the information will not put children or Adults at Risk at risk. Any publications of specific meetings or child events e.g. team coaching sessions, are not to be distributed to any individuals other than to those directly concerned
- Particular care is to be taken in publishing photographs, films or videos of children or Adults at Risk who are considered particularly susceptible e.g. a child who may be the subject of a child protection case or a matrimonial dispute where it is known
- Particular care is to be taken in publishing photographs, films or videos of children or Adults at Risk with physical, learning and/or communication or language disabilities, as they could be particularly susceptible to abuse (Morgan, 1979; Watson, 1984²)

Important Note: Any concerns or enquiries about publications or Internet information are to be discussed with Head of Sport and Recreation.

2.6 Professional photographers, film or video operators wishing to record the activity or event should seek accreditation with the event organiser by producing their professional identification for the details to be recorded. Ideally this should be requested at least five working days before the event.

- Students or amateur photographer, film or video operators wishing to record the activity or event should seek accreditation with the event organiser by producing their student card or a relevant letter from the organisation they represent e.g. club outlining their motive for attending the event

² Morgan S R (1979), *Psycho-Educational Profile of Emotionally Disturbed Abused Children*, Journal of Clinical Psychology, 8(1) pp3-6. Watson G (1984), *Sexual Attitudes and Knowledge of Children with Mild and Moderate Learning Difficulties*, G Campbell (ed.) Health Education and Youth, Falmer Press.

3 Responding to Disclosures, Suspicions and Allegations of Abuse

Any allegation of physical or sexual abuse must be taken seriously. Although false allegations of abuse do occur, they are rare. If a child or Adult at Risk says or indicates that he/she is being abused or information is obtained which gives concern that a child or Adult at Risk is being abused, you must react immediately i.e. in line with the following procedures on the day.

3.1 Definitions of Abuse of Children or Adults at Risk

It is very important that individuals understand what abuse of a child or Adult at Risk is. The different types of abuse are listed below:

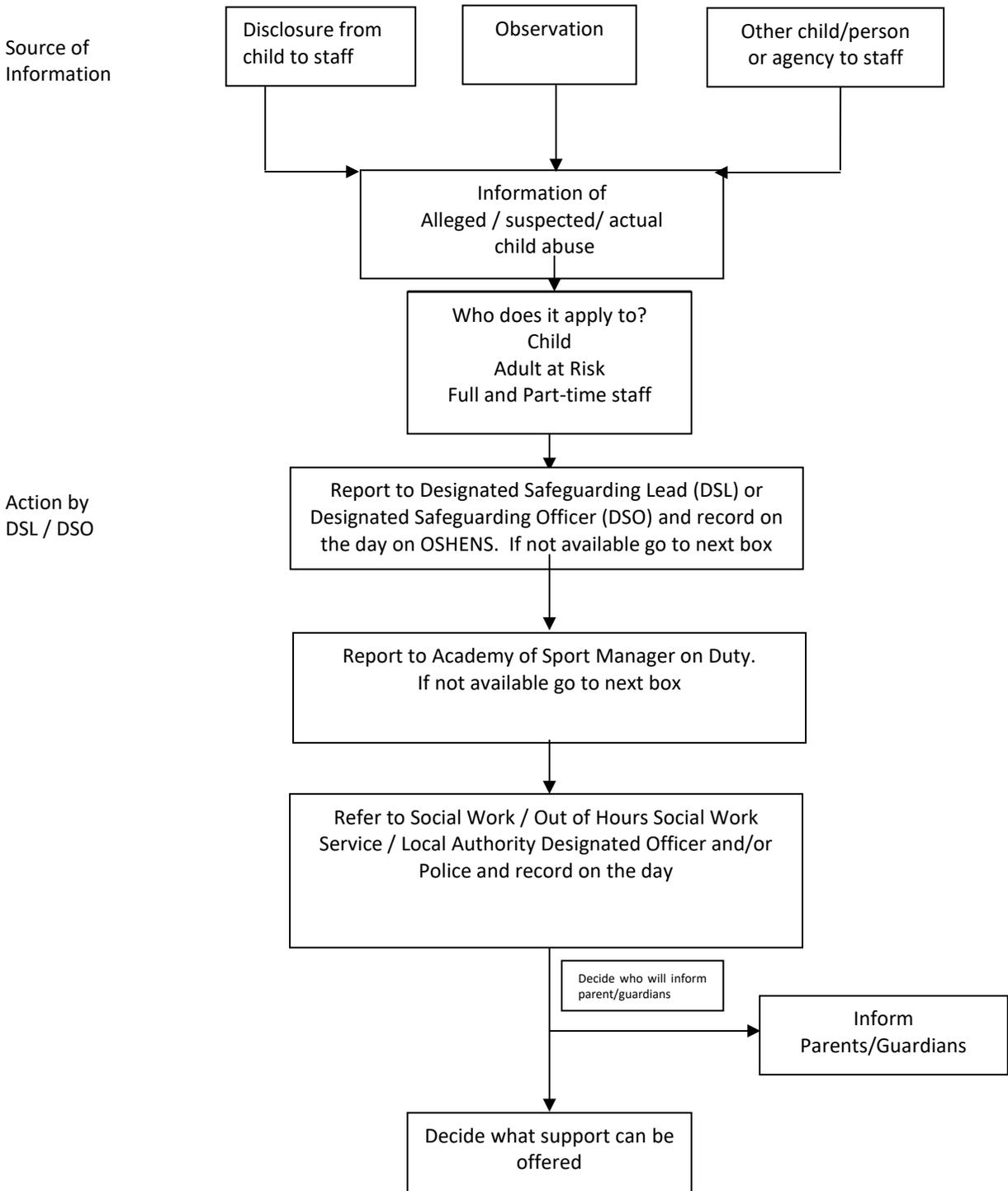
- Emotional Abuse
- Neglect
- Physical Abuse
- Sexual Abuse
- Race and Racism
- Bullying (includes bullying by gangs; bullying by family members; physical bullying; verbal bullying; teasing; and harassment)

Further details of these definitions can be found in Appendix 2

It is not the responsibility of anyone from The Academy of Sport to take responsibility or decide whether or not child abuse is taking place. It is however an individual's responsibility to pass on their concerns.

Flowchart 1 outlines the procedure for responding to suspicions and allegations of abuse.

Flowchart 1 - Managing Allegations or Suspicions of Child Abuse



3.2 Responding to a Disclosure

On receiving information concerning a disclosure follow the steps below:

- React calmly so as not to frighten the child/adult
- Listen to the child/adult
- Do not show disbelief
- Tell the child/adult that he/she is not to blame and that he/she was right to tell.
- Take what the child/adult says seriously while recognising the difficulties inherent in interpreting what a child/adult says especially if they have a speech disability and/or differences in language
- Do not pre-suppose that the experience was bad or painful – it may have been neutral or even pleasurable. Always avoid projecting your own reactions onto the child/adult
- If you need to clarify, keep questions to the absolute minimum to ensure a clear and accurate understanding of what has been said
- If you need to clarify or the statement is ambiguous use open-ended, non-leading questions
- Do not introduce personal information from either your own experiences or those of other children
- Reassure the child
- Pass your concerns on the day to the Designated Safeguarding Lead, Designated Safeguarding Officer and/or the Local Authority or the Police in the area where the abuse is alleged to have occurred (these services are available 24 hours a day)
- Make a full record of what has been said, heard and/or seen as soon as possible in the child/adult's own words. If available, include the following information:
 - Name of child/ adult
 - Age, date of birth of child/ adult
 - Home address and telephone number of the child/adult
 - The nature of the allegation in the child's/adult's own words
 - Any witnesses to the incident/s
 - 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/adult's account, if it can be given, of what has happened and how any bruising or other injuries occurred
 - The nature of the allegation (include **all** of the information obtained during the initial account e.g. time, date, location of alleged incident if available)
 - A description of any visible injuries or bruising, behavioural signs, indirect signs

- Details of any witnesses to the incident
 - Whether the child/adult's parent or guardian have been contacted
 - Details of anyone else who has been consulted and the information obtained from them
 - If it is not the child/adult making the report, whether the child/adult been spoken to, if so what was said
- Record, sign and date on the day what you have seen or been told, using the Referral Form (Appendix 7)
 - If making an electronic copy do not save to the hard drive or floppy disk. Print off the record, sign and date, then delete electronic copy, all on the day

Remember: Listen, Respond, Report and Record

Actions to Avoid

On receiving information concerning a disclosure:

- Do not panic
- Do not allow shock or distaste to show
- Do not probe for more information than is offered
- Do not speculate or make assumptions
- Do not make negative comments about the alleged abuser
- Do not approach the alleged abuser
- Do not make promises or agree to keep secrets
- Do not give a guarantee of confidentiality

3.3 Allegations of Previous Abuse (Historical Abuse)

An adult who was abused may make allegations of abuse some time after the event e.g. as a child or by a member of staff who is still currently working with children. Where such an allegation is made, these procedures should be followed and the matter reported to the Local Authority or the police. This is because other children / Adults at Risk may be at risk from this person.

3.4 Suspicions or Allegations of Abuse against a Member of Staff

It is important to acknowledge that the feelings caused by the discovery of potential abuse by a member of staff or volunteer will raise different issues e.g. people may feel that it could not possibly happen by the person who is alleged to have done it. It is not the responsibility of a staff or voluntary member to take responsibility or to decide whether or not the child or vulnerable adult has been abused. However, as with allegations of non-staff members, it is the responsibility of the individual to act on any concerns.

Any allegations of abuse will be dealt with through the Procedures for Managing Suspicions and Allegations of Abuse of a Child or Adult at Risk against a Staff Member (Appendix 4). This procedure will assist in distinguishing allegations of abuse from poor practice.

3.5 Sharing concerns with Parents, Guardians or Carers

Where it is Not Abuse

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

Allegations of Abuse

However there are circumstances in which a child or vulnerable adult might be placed at even greater risk if concerns are shared e.g. where a parent/guardian/carer may be responsible for the abuse or not able to respond to the situation appropriately. In these situations or where concerns still exist, any suspicion, allegation or incident of abuse must be reported to the Child & Adult at Risk Designated Safeguarding Officer and/or follow Flowchart 1 as soon as possible and record.

In all cases of abuse, advice and guidance is to be sought from the Local Authority or Police as to who contacts the parents.

3.6 False or Malicious Allegations

Where an investigation of abuse has been conducted and is unfounded the staff member will receive an account of the circumstances and/or investigation and a letter confirming the conclusion of the matter. Where after reviewing the details of the account of the circumstances or the investigation it is clear that the allegation has been malicious or unfounded, the person may wish to seek legal advice and/or contact their Trade Union.

Data collected for the investigation will be destroyed in accordance with the requirements of the Data Protection Act 2018.

Definition of Terms

Appendix 1

Child:

A child is defined as anyone under 16 years of age.

16-18 year olds:

Young people aged 16-18 years are sometimes classified as children in the United Kingdom. A 16-18 year old will be regarded as a child if they are subject to a supervision requirement through a Children's Hearing.

For the purposes Part V of the Police Act 1997 a child is defined as anyone under the age of 18 years.

Adults at Risk

The term Adult at Risk refers to any person aged 16 or over who for the time being:

- A. Are unable to safeguard their own welfare or properly manage their financial affairs,
and,
- B. Are in one or more of the following categories:
 - I. a person in need of care and attention by reason of either infirmity or the effects of ageing
 - II. a person suffering from illness or a mental disorder
 - III. a person substantially handicapped by a disability

Adults at Risk may be in need of health or social support services and may be unable to take care of him/herself or protect him/ herself from harm and/or exploitation.

A number of studies suggest that children and Adults at Risk are at increased risk of abuse. Various factors contribute to this such as stereotyping, prejudice, discrimination, isolation and a powerlessness to protect themselves or adequately communicate that abuse has occurred.

Staff

The term staff refers to any person who is engaged in a professional, or voluntary capacity by the Academy of Sport.

Types of Abuse (including Racism and Bullying) and examples in Sport

It is generally accepted that there are four main forms of abuse. However, in some cases racism and bullying can have severe and adverse effects on a child or vulnerable adult. The Academy of Sport is committed to protecting children and Adults at Risk from all forms of abuse.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to the child 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 also involve causing children to frequently feel frightened or in danger, or the corruption and exploitation of a child.

Some level of emotional abuse is persistent in all types of treatment although it may exist alone.

Emotional Abuse in Sport

This may include the persistent failure to show self-respect, build self-esteem and confidence, and support children that may be caused by:

- Exposing children to a humiliating, taunting or aggressive behaviour or tone
- Failure to intervene where a child's self confidence and worth are challenged or undermined

Neglect

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, warmth, clothing, and cleanliness. It may also include leaving a child home alone, exposing the child in a manner likely to cause them unnecessary suffering or injury and the failure to ensure that a child receives appropriate medical care or treatment.

Neglect in Sport

This could include the lack of care, guidance, supervision, or protection that may be caused by:

- Exposing the child to unnecessary cold or heat
- Exposing the child to unhygienic conditions, lack of food, water or medical care
- Non intervention in bullying or taunting

Neglect, as well as being the result of a deliberate act can also be caused through omission or the failure to act or protect.

Physical Abuse

Physical abuse may involve the actual or attempted physical injury to a child including hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise harming a child.

Physical abuse may also be caused when a parent or carer feigns the symptoms of or deliberately causes ill health to a child whom they are looking after. This is known as **Munchausen Syndrome by Proxy or Fictitious Order by Proxy**. A person may do this because of the need to enjoy the attention they receive through having a sick child.

Physical abuse may also be a deliberate act, omission, or failure to protect.

Physical Abuse in Sport

This may include the bodily harm caused by a lack of care, attention, or knowledge that may be caused by:

- Over training or dangerous training of players
- Over playing an athlete
- Failure to do a risk assessment of physical limits or pre-existing injuries or medical conditions
- Administering, condoning or failure to intervene in drug use

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of, or consents to what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include no-contact activities such as forcing children to look at or be involved in the production of pornographic material, to watch sexual activities or encouraging children to behave in sexually inappropriate ways.

Boys and girls can be sexually abused by males and/or females, including people to whom they are not related, and by other young people. This includes people from all walks of life.

Sexual Abuse in Sport

This could include contact and non-contact activities and that may be caused by:

- Exposure to sexually explicit inappropriate language, jokes or pornographic material
- Inappropriate touching
- Having any sexual activity or relationship
- Creating opportunities to access children's bodies

More detailed signs of the abused child

It is important to remember this list is not definitive or exhaustive. Any of these signs or behaviours has to be seen in the context of the child's whole situation and it is the combination with other information related to the child and his/her circumstances that may indicate abuse. There can also be an overlap between different forms of abuse.

PHYSICAL ABUSE

Signs of possible physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries, or delay in reporting them
- Excessive physical punishment
- Arms and legs kept covered in hot weather
- Avoidance of swimming, physical education etc
- Fear of returning home
- Aggression towards others
- Running away
- Genuine accidental injuries, which are common. The nature and site of the bruising relative to the child's age is important
- Bleeding and clotting disorders

When considering the possibility of non-accidental injury it is important to remember that the injuries may have occurred for other reasons. Among the most important are:

- Skin disorders e.g. impetigo
- Rare bone diseases e.g. brittle bone
- Swelling or dislocation of the eye caused by tumour
- Undiagnosed birth injury, e.g. fractured clavicle

Medical advice must be sought in all cases

PHYSICAL NEGLECT

Signs of possible physical neglect:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness and/or unexplained non-attendance at school
- Untreated medical problems
- Low self esteem
- Poor peer relationships
- Stealing

NON ORGANIC FAILURE TO THRIVE

Signs of possible non-organic failure to thrive:

- Significant lack of growth
- Weight loss
- Hair loss
- Poor skin or muscle tone
- Circulatory disorder

EMOTIONAL ABUSE

Signs of possible emotional abuse are:

- Low self esteem
- Continual self-deprecation
- Sudden speech disorder
- Significant decline in concentration
- Immaturity
- "Neurotic" behaviour (e.g. rocking, head banging)
- Self-Mutilation
- Compulsive stealing
- Extremes of passivity or aggression
- Running away
- Indiscriminate friendliness

SIGNS OF THE SEXUALLY ABUSED CHILD

Not all children are able to tell that they have been sexually assaulted. Changes in a child's behaviour may be a signal that something has happened. It is important to remember that in sexual assault there may be no physical or behavioural signs.

NB. A child who is distressed may have some of these signs which should alert you to a problem. It is the combination and frequency of these signs that may indicate sexual abuse. Always seek advice. Try to notice changes in usual behaviour.

Signs of Possible Sexual Abuse

1 Behavioural

- Lack of trust in adults or over familiarity with adults
- Fear of a particular individual
- Social Isolation -withdrawal or introversion
- Sleep disturbance (nightmares, bed-wetting, fear of sleeping alone, needing a night light).
- Running away from home
- Girls taking over the mothering role
- Sudden school problems e.g. falling standards, truancy
- Reluctance or refusal to participate in physical activity or to change clothes for games
- Low self-esteem
- Drug, alcohol or solvent abuse
- Display of sexual knowledge beyond the child's age e.g. French kissing
- Unusual interest in the genitals of adults or children or animals
- Fear of bathrooms, showers, closed doors
- Abnormal sexual drawings
- Fear of medical examinations
- Developmental regression
- Poor peer relationships
- Over sexualised behaviour
- Compulsive masturbation
- Stealing
- Irrational fears
- Psychosomatic factors e.g. recurrent abdominal or headache pain
- Sexual Promiscuity
- Eating disorders

2 Physical/Medical

- Sleeping problems, nightmares, and fear of the dark.
- Bruises, scratches, bite marks to the thighs or genital areas
- Anxiety/Depression
- Eating disorder e.g. anorexia nervosa or bulimia
- Discomfort/difficulty in walking or sitting
- Pregnancy - particularly when reluctant to name father
- Pain on passing urine, recurring urinary tract problem, vaginal infections or genital damage
- Venereal disease/sexually transmitted diseases.
- Soiling or wetting in children who have been trained
- Self mutilation, suicide attempts
- Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
- Stained underwear
- Unusual genital odour

Race and Racism

Children and Adults at Risk from black minority and ethnic groups (and their parents) may have experienced harassment, racial discrimination, and institutional racism. Although not in a category of abuse, racism may be categorised as emotional abuse under local child protection procedures.

All organisations working with children and Adults at Risk, including those operating where black and ethnic communities are numerically small, should address institutional racism, defined in the Macpherson Inquiry Report on Stephen Lawrence as:

“The collective failure by an organisation to provide appropriate and professional service to people on account of their race, culture and/or religion”

Bullying

Managing Bullying

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

As a result of the above and to ensure The Academy of Sport is creating an atmosphere where bullying of children and Adults at Risk is unacceptable the Guidelines for identifying and managing bullying have been developed.

Bullying can be difficult to pick up because it often happens away from others and victims do not tend to tell. However you can watch for signs that may indicate the presence of bullying. The following provides common victim of bullying behaviours.

If a child or adult:

- Hesitates to come to training/programme/session.
- Is often the last one picked for a team or group activity for no apparent reason, or gets picked on when they think your back is turned.
- Is reluctant to go to certain places or work with a certain individual/s.
- Has clothing or personal possessions go missing or are damaged.
- Has bruising or some other injury.
- Keeps 'losing' their pocket money.
- Is quite nervous, withdraws from everybody else and becomes quiet and shy, especially in the case of those who are normally noisy and loud.
- A usually quiet person becomes suddenly prone to lashing out at people, either physically or verbally.

Important Note: Remember that victims of bullying may be adults, and that a child or vulnerable adult's aggressor may not be a peer.

Action to Help the Victim/s and Prevent Bullying:

- Take all signs of bullying very seriously.
- Encourage all children to speak and share their concerns. Help the victim 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 victim is safe. Speak with the victim and the bully/ies separately.
- Reassure the victim/s that you can be trusted and will help them, although you cannot promise to tell no one else.
- Keep records of what is said i.e. what happened, by whom and when.
- Report any concerns to the person in charge at the organisation where the bullying is occurring.

Action towards the Bully/ies:

- Talk with the bully/ies, explain the situation and try to get the bully/ies to understand the consequences of their behaviour.
- Seek an apology from the bully to the victim/s.
- Inform the bully's parents/guardians.
- If appropriate, insist on the return of 'borrowed' items and that the bully/ies compensate the victim.
- Impose sanctions as necessary.
- Encourage and support the bully/ies to change behaviour.
- Keep a written record of action taken.

Appendix 3

Procedures for managing allegations of abuse of a child or Adult at Risk made against a member of staff.

1. Purpose and status of the procedures

- 1.1 These procedures aim to ensure that all allegations of abuse involving a child or Adult at Risk are dealt with in a timely and appropriate manner.
- 1.2 These procedures do not stand-alone and should be read in conjunction with Child and Adult at Risk Protection Policy and Procedures (pages 3-15) and LSBU Disciplinary Procedures where the allegation relates to a member of staff.

2. Scope

- 2.1 These procedures apply to all Academy of Sport staff that have contact with children and/or Adults at Risk.
- 2.2 Any allegation of abuse concerning a child or Adult at Risk will be taken seriously and appropriate action taken in accordance with the procedures detailed below.

3. Principles

- 3.1 Any information that raises concern about the behaviour of a member of staff towards a child or Adult at Risk must be passed on as soon as possible in accordance with the procedures detailed below. No member of staff in receipt of such information shall keep that information to himself or herself, or attempt to deal with the matter on their own.

4. Initial reporting of information - Staff

- 4.1 Any concerns for the welfare of a child or adult arising from the behaviour of a member of staff must be reported to the Line Manager and/or Head of Sport and Recreation immediately on the day, as soon as is practically possible.
- 4.2 Where the concern is about the Line Manager it must be reported to the Head of Sport and Recreation
- 4.3 The Line Manager and Head of Sport and Recreation must be consulted before any action is taken where there is uncertainty about whether the information constitutes possible abuse or not and/or it is unclear about what action should be taken.
- 4.4 Where allegations concern poor practice rather than possible abuse, the Line Manager and, where appropriate, Head of Sport and Recreation must be consulted and appropriate action taken as soon as is practically possible.
- 4.5 Where information received suggests a complaint against a member of staff, before any formal procedure is entered into an initial assessment of the facts (see section 5) will be carried out which could result in a formal investigation.

- 4.6 There may be three types of formal investigation: -
- (i) A disciplinary investigation
 - (ii) A criminal investigation
 - (iii) Civil proceedings (to sue or charge in the event of an unsuccessful prosecution) may also be initiated by the person/family who alleged the abuse
- 4.7 The results of a criminal investigation may well influence the disciplinary investigation, but not in all cases.

5. Procedure - establishing the basic facts

- 5.1 Following receipt of information that may support an allegation of abuse, it is essential to establish the basic facts in order to determine the appropriate route by which to deal with the allegation.
- 5.2 In a large proportion of cases it will be appropriate for an initial assessment to be carried out by the appropriate Line Manager and/or Head of Sport and Recreation. (This is because it is more likely that the information will be ambiguous or borderline, or where the facts do not support an allegation of abuse).
- 5.3 The purpose of the initial assessment is to clarify the nature of the incident, or misgivings that have led to the information being received and to establish whether there is reasonable cause to suspect or believe that a child or adult is at risk.
- 5.4 The initial assessment must be conducted before any formal action is taken.
- 5.5 A decision has to be made at this point which route to follow. The various options are depicted in Flowchart 2
- 5.6 External agencies such as the Police and Local Authority may be consulted for advice. This is important because they have an overview of child protection issues and may well have other information that together causes concern.
- 5.7 An independent investigating officer i.e. a person who has no direct involvement in the situation from which the investigation arises, will be appointed by the Line Manager or the Head of Sport and Recreation, to undertake an immediate investigation into all the circumstances of the case.
- 5.8 Following advice from the police, cases that also involve a criminal investigation, will not preclude disciplinary action being taken provided sufficient information is available to enable the Line Manager or **Head of Sport and Recreation** to make a decision

6. Procedure- Managing allegations of abuse

- 6.1 In all cases of suspected abuse an initial assessment of the facts must be carried out.
- 6.2 If the initial information received gives reasonable cause to suspect or believe that a child or Adult at Risk has been abused by a member of staff, this must be reported to the Line Manager and Head of Sport and Recreation as soon as possible on the day.

7 Conducting an initial assessment where information may suggest an allegation of abuse

- 7.1 In all cases where the facts support a possible allegation of abuse, the initial assessment will not form part of the disciplinary investigation.
- 7.2 If appropriate, the member of staff about whom the allegation has been made may be approached as part of the information gathering process.
- 7.3 Where the nature and seriousness of the initial information suggests that a criminal offence may have been committed, or to assess the facts may jeopardise the evidence, in these circumstances, advice should be sought from the Police before any approach is made to the member of staff.
- 7.4 As each situation is unique guidance cannot be prescriptive. Assessment of the basic facts, however, may involve that the child(ren) or vulnerable adult involved are asked some basic, open-ended, non-leading questions solely with a view to clarifying the basic facts. It may also be necessary to ask similar basic questions of other children, or other appropriate individuals e.g. coaches.
- 7.5 If it is necessary to speak to the child or Adult at Risk in order to clarify the basic facts best practice suggests that consent from the parent/guardian be obtained.

8 Making a referral in cases of suspected abuse

- 8.1 The Head of Sport and Recreation or Line Manager will refer the allegation to the Local Authority and the Police. Appropriate steps will be taken to ensure the safety of the child(ren) or vulnerable adult who may be at risk.
- 8.2 Where possible all information passed to the Police and Local Authority should include the following, where known (complete an Incident Record Form to gather the following information, see Appendix 6):
- Name of child/adult
 - Age, date of birth of child/adult
 - Home address and telephone number of the child/ adult
 - Whether the person making the report is expressing their own concern or the concerns of another person
 - The nature of the allegation (include all of the information obtained during the initial investigation e.g. time, date, location of incident)
 - A description of any visible injuries or bruising, behavioral signs, indirect signs.
 - Details of any witnesses to the incident
 - The child/adult's account, if it can be given, of what occurred and how any injuries/bruising occurred
 - Whether the child/adult's parent or guardian have been contacted,
 - Details of anyone else who has been consulted and the information obtained from them
 - If it is not the child/adult making the report, has the child/adult been spoken to, if so what was said?
 - Details of the member of staff against whom the allegation has been made

- 8.3 Reporting of the matter to the Police or Local Authority must not be delayed by attempts to obtain more information.
- 8.4 Where possible any referral telephoned to the Police and Local Authority should be confirmed in writing by the Head of Sport and Recreation or Line manager within 24 hours.
- 8.5 A record should be made of the name and designation of the social work member of staff or the Police Officer to whom the concerns were passed together with the time and date of the call, in case any follow up is required.
- 8.6 The parents or carers of the child will be contacted as soon as possible following advice from the Local Authority and or Police in line with child protection procedures

9 Procedure for managing the staff member against whom the allegation has been made

- 9.1 Where the information gives reasonable cause to suspect or believe that alleged abuse has occurred the Police and Local Authority must be notified as soon as possible on the day the information is received. (see Child Abuse Referral Form Appendix 10)
- 9.2 Following advice from the Police, if the decision is made that the staff member against whom the allegation has been made is to be informed, the member of staff should be told that information has been received which may suggest an allegation of abuse. As the matter will be sub judice no details will be given unless advised by the police.
- 9.3 At the same time, there must be an awareness of the need to preserve best evidence for any criminal proceedings while at the same time safeguarding the rights of the employee

10 Managing allegations of historical abuse

- 10.1 Allegations of abuse may be made some time after the event e.g. an adult who was abused as a child by a member of staff. Where such an allegation is made these procedures must be followed.

11 Managing false or malicious allegations

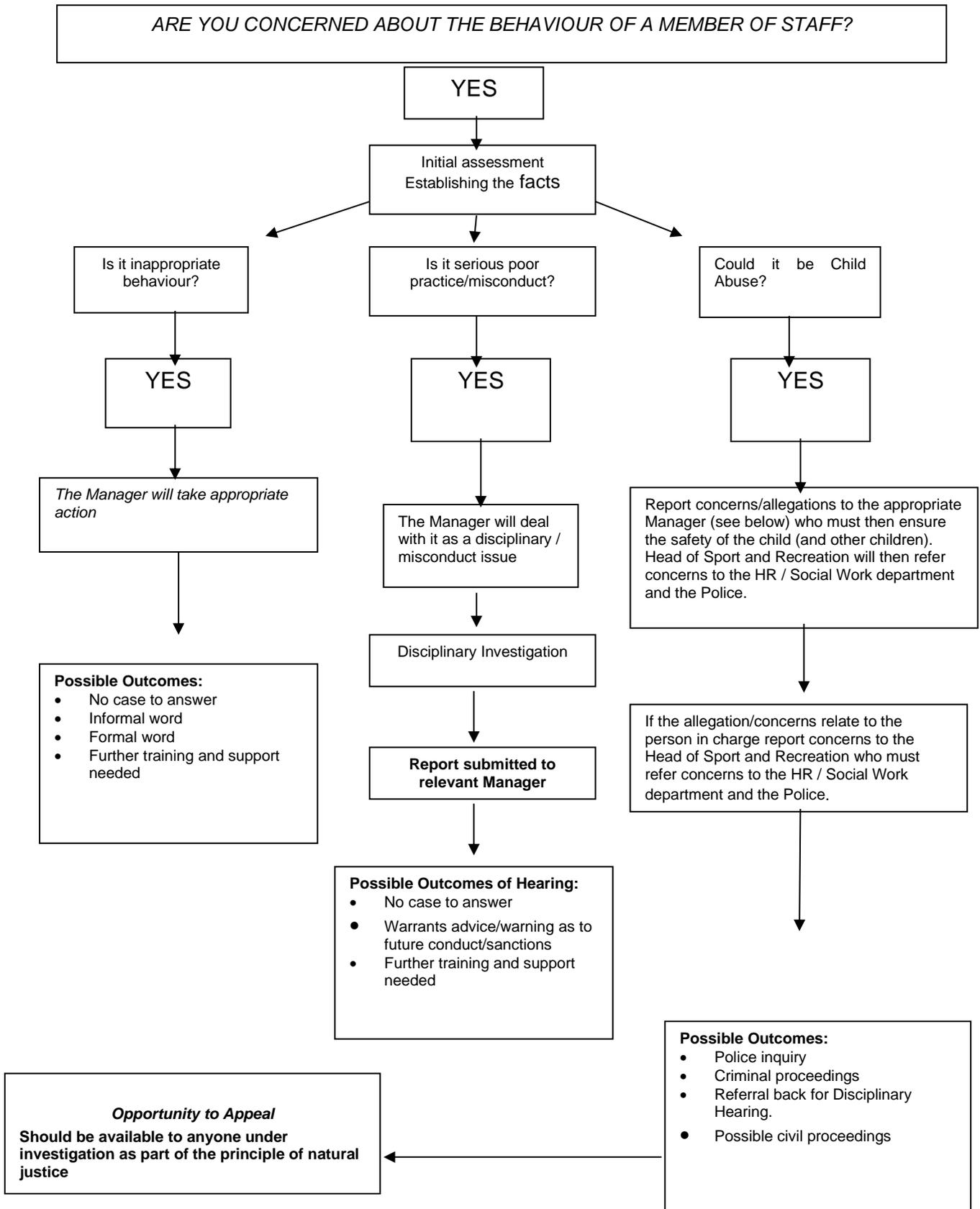
- 11.1 Where after investigation, the allegation is found to be false or malicious the member of staff will receive an account of the circumstances and/or investigation and a letter confirming the conclusion of the matter. The member of staff involved may wish to seek legal advice or to contact their Trade Union.
- 11.2 All records pertaining to the circumstances and investigation will be destroyed.
- 11.3 The member of staff must be advised of the appropriate counselling services available to staff.
- 11.4 The Line Manager and the Head of Sport and Recreation must take all reasonable steps to support the member of staff.

12 Procedure - Establishing the basic facts

- 12.1 Following receipt of information that may support an allegation of abuse, it is essential to establish the basic facts in order to determine the appropriate route by which to deal with the allegation.
- 12.2 In a large proportion of cases it will be appropriate for an initial assessment to be carried out by the Head of Sport and Recreation and/or the Human Resources Manager. (This is because it is more likely that the information will be ambiguous or borderline, or where the facts do not support an allegation of abuse).
- 12.3 The purpose of the initial assessment is to clarify the nature of the incident, or misgivings that have led to the information being received and to establish whether there is reasonable cause to suspect or believe that a child is at risk of abuse.
- 12.4 The initial assessment must be conducted before any formal action is taken.
- 12.5 The Human Resources Manager and/or Head of Sport and Recreation may consult external agencies such as the Police and Local Authority for advice. This is important because they have an overview of child protection issues and may well have other information that together causes concern.
- 12.6 A decision has to be made at this point which route to follow. The various options are depicted in Flowchart 2.
- 12.7 An independent investigating officer i.e. a person who has no direct involvement in the situation from which the investigation arises, will be appointed by the Head of Sport and Recreation or the Human Resources Manager, to undertake an immediate investigation into all the circumstances of the case.
- 12.8 Following advice from the police, cases that also involve a criminal investigation will not preclude action being taken provided sufficient information is available to enable the Head of Sport and Recreation or Human Resources Manager to make a decision

Flowchart 2

Guidelines in relation to concerns about a member of staff concerning alleged/suspected Child Abuse



Activity registration

Appendix 4



Junior Activities Registration Form



Childs Details

Child's Name:		Child's Surname:	
Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female	Date Of Birth:	
Address and Post Code:			
Name and Address of School:			

Parents/Guardians Contact Details

First Name:		Surname:	
Telephone:		Mobile:	
E-mail Address:		Do you work at LSBU?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Password for Pick up:			

Emergency Contact (if different from above)

First Name:		Surname:	
Telephone:		Mobile:	
Email Address:			

Children Party bookings only

Date and time of party:	Age range of children attending:
<p>To help assign the relevant Games Leader and to assure we set up for your event appropriately please state below what activities you would like for your child's party. Please limit your choices to a maximum of two per category.</p> <ul style="list-style-type: none"> Sport Games (Basketball/Football/Rounder's/Hockey/Lacrosse/Badminton/Multi Sports) Interactive Games (Parachuting/Musical cones/Stuck in the mud/Musical statues) 	

Please state which ethnic group you most identify your child with:

(This information is monitored to ensure equality and diversity in our programming)

White	<input type="checkbox"/> English <input type="checkbox"/> Welsh <input type="checkbox"/> Scottish <input type="checkbox"/> Irish <input type="checkbox"/> Northern Ireland <input type="checkbox"/> British <input type="checkbox"/> Gypsy or Irish Traveller <input type="checkbox"/> Any other White background
Black	<input type="checkbox"/> Black British <input type="checkbox"/> Black Caribbean <input type="checkbox"/> Black African <input type="checkbox"/> Black Other
Mixed Race	<input type="checkbox"/> White & Black Caribbean <input type="checkbox"/> White & Asian <input type="checkbox"/> White & Black African <input type="checkbox"/> Other Mixed
Asian	<input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Chinese <input type="checkbox"/> Any other Asian background
Other Ethnic Group	Any other Ethnic group (please specify): _____ <input type="checkbox"/> Prefer not to say

ACCIDENT FORM*		
<p>THIS FORM IS TO BE COMPLETED AND RETURNED TO THE ACADEMY OF SPORT WITHIN 24 HOURS OF OCCURRENCE OF THE ACCIDENT. IF THE ACCIDENT IS FATAL OR SERIOUS THE MAIN FACTS SHOULD BE NOTIFIED TO THE DUTY MANAGER AS SOON AS POSSIBLE VIA 020 7815 7812. FILL IN ALL BOXES AS COMPLETELY AS POSSIBLE.</p>		
<p>Name of Affected Person (if property/environment damage write N/A)</p>	<p>Contact Home Address/ Tel Number/ E-mail of Affected Person</p>	
<p>DOB</p>		
<p>Job title/ Student Number</p>	<p>State Building or Location Where Accident Occurred (e.g. Keyworth Centre or Turney Road Playgrounds)</p>	
<p>Faculty/Support Department</p>	<p>State Precisely Where Accident Occurred (e.g. Events Theatre or Rugby Ground)</p>	
<p>Line Manager's /Course Directors Name</p>		
<p>Was the Affected Person (tick correct entry)</p>		
<p>University Employee</p>	<p>Member of the Public</p>	
<p>University Student</p>	<p>Young Person /Work Experience</p>	
<p>Official Visitor</p>	<p>Contractor</p>	
<p>If not LSBU Employee give Name and Address of Employer</p>	<p>Date & Time of Accident(24 hour clock)</p>	<p>Date & Time Reported to First Aider (24 hour clock)</p>
<p>Accident description – give as much detail as possible</p>		
<p>Injury description – give as much detail as possible(in your opinion)</p>		
<p>Cause(s) of Injury/Harm (in your opinion)</p>		



Immediate Corrective Measures Taken to Avoid Accident Recurrence
What Part of Body is Affected (be as precise as possible e.g. left ankle – if property/environment damage write N/A)

ACCIDENT FORM	
What Advice / Treatment was Given	
Did the Person Become Unconscious	
Name of First Aider (if attended)	
What Hospital (if any) has Injured Person Attended	
Was Person Detained in Hospital for more than 24 hours? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Mode of Transport to Hospital / Home	
POST INJURY	
Sent Home	Yes <input type="checkbox"/> No <input type="checkbox"/>
Returned to Work / Study	Yes <input type="checkbox"/> No <input type="checkbox"/>
More than 3 days Off Work (Health and Safety Services will follow up where necessary)	Yes <input type="checkbox"/> No <input type="checkbox"/>
Name & Contact Details of Any Witness(es)	



Name & Contact Details of Person Completing The Form	
<hr/>	
<i>Health & Safety Services notes only</i>	
<hr/>	
<i>Reportable to HSE</i>	
<hr/>	
<i>Date Reported to HSE</i>	
<hr/>	
<i>HSE (RIDDOR) Incident Number</i>	
<hr/>	
<i>Investigation Required</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>

[S:\Sports Centre\Quest\Procedures \(Current\)\6. Student Sport\Supporting documents\SS36. Accident Form.pdf](S:\Sports Centre\Quest\Procedures (Current)\6. Student Sport\Supporting documents\SS36. Accident Form.pdf)

<https://oshens-software.com/LSBU/login/default.aspx?ClassicSession=clear&CountrySet=true>

PERMISSION

Permission for use must be obtained before attending training / competitions (see REQUEST FOR PERMISSION TO USE CAMERA AND VIDEO EQUIPMENT application form). In order to be granted permission, you must agree to abide by the following policy.

ALL MATERIAL

Must be used for the purpose stated on your application and must not be altered in any way without the prior approval in writing of the person(s) photographed or their parents/guardian(s).

VIDEOS

Video evidence used for performance analysis and training sessions or at matches must be used solely for this purpose and viewed with the player in question. Internal training use of video evidence must not be given to any outside agency without the express consent of the player and their parent/guardian(s).

PHOTOGRAPHS (including digital images)

We would request that these follow the advice outlined in the Academy of Sport Child Protection Guidelines

APPLICATION FORMS are available from:

Name:

Tel number:

Address:

Parental Consent to Photographs/(including Digital Photography) and Videoing of Children and Young People

This form must be completed at enrolment or when a young person joins an activity

1. Details of Child/ Young Person

Name:
Date of Birth:
Address:

Names and address of parents/guardian/carers:
Contact telephone numbers:

I hereby give my consent/do not give my consent* to my child named above to be photographed (including digital photography) and videoed for educational/training purposes.

**Delete as appropriate*

Signature: _____

Date: _____

Young Person's (Aged 12 – 16 years) Consent to Photographs (including Digital Photography) and Videoing

This form must be completed at enrolment or when a young person joins an activity.

1. Details of Child/ Young Person

Name:
Date of Birth:
Address:

Names and address of parents/guardian/carers:
Contact telephone numbers:

I hereby give my consent/do not give my consent * to be photographed (including digital images) or videoed for educational/training purposes.

- *delete as appropriate*

Signature: _____

Date: _____

APPENDIX 7

Child / Adult at Risk Abuse Referral Form

This form must be completed *as soon as possible* after receiving information that may suggest that a child/adult is at risk or there are any concerns regarding possible abuse of a child or Adult at Risk.

1 Details of person making report

Name:
Position:
Contact telephone number:
Address:

2 Details of Child/ Adult at Risk

Name:
Date of Birth:
Address:
Contact telephone number:
Names and address of parents/guardian/carers:

3 Details of person about whom there is concern

Name:
Position:
Date of Birth:
Address:

4 If you are reporting this alleged incident on behalf of someone else, please provide details of that person:

Name:
Position:
Address:
Contact telephone number:
Date this person advised you of alleged incident:
Record here the information you were given from this person about the alleged incident (continue on a separate sheet if necessary):

5 Details of the alleged incident

Date of alleged incident:
Time:
Place:
Names and addresses of witnesses:
Names and addresses of witnesses:
Describe in detail visible injuries/bruises and concerning behaviour of the child/adult, if any (use diagrams if this helps you to describe the injury). Continue on a separate sheet if required):

Was the child/adult asked what happened: YES/NO
If yes, record exactly what the child said in their own words and any questions asked if the situation needed clarification (continue on a separate sheet if required):

6 Details of contact with the parent/guardian/carer

Note: Local Authority or Police would normally do this

Have the parents/guardians/carers been advised of this matter? Yes /No

If yes, by whom and record any action taken by them:

7 Details of action taken

Detail what action, if any, has been taken, by you, following receipt of this information:

8 Details of external agencies contacted

Police	Police station contacted: Name and contact number of Police Officer: Advice received:
Local Authority / Social Work Department	Local Authority: Dept: Name and contact number of individual: Advice received:
Other:	Name of organisation: Name and contact number of individual: Advice received:

9 Other information

Record any other information you have about this matter (it is important that *all* information is passed on even that which you think is not important or helpful).

Signature:

Print name:

Date:

PLEASE NOTE: Where a referral has been made to the Police and Local Authority a copy of this form must be sent to them.