Self assessment information pack

Child Protection in Sport Unit

NSPCC

Contents

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Policy

Is it still relevant to the organisation?

When was it last reviewed? Has it been updated in line with recent legislation? Is it directly relevant to the needs of the sport/activity?

Is the identity of the organisation clear?

Is the logo/title of the organisation clearly identified? Is there a signed statement of approval from the Senior Management Board, Executive Committee or equivalent? Ownership of safeguarding from senior management or Board level ensures that it is resourced and supported throughout the organisation.

Is it clear who the policy applies to?

Is it clear what the authority of the organisation is over clubs, other organisations that fall within its umbrella? Do they sign up/subscribe to the safeguarding policy? How could the organisation deal with a situation when a club or affiliated organisation does not apply the policy? What is the organisational risk in this case and how can it be minimised?

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2. Does it include the following principles?:

All children and young people have a right to protection

The Children Acts 1989 and 2004 define children as under 18 years of age. Working Together 2015 defines expectations of organisations who work with children including the duty of care over children within their charge.

The welfare of children and young people is paramount

A clear statement within the safeguarding policy sets the context for safeguarding within the organisation, with children's welfare as the priority when considering procedures.

https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

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3. Is the policy written in a clear and easily understood way?

Is it written in clear and jargon free sentences?

Has this been tested with young people and members of the organisation? Can members find key information from the policy around the commitment to safeguarding and who to contact in the event of concerns?

Is it clear what to do in the event of a concern?

The procedures should include clear information about who to report concerns to, including the contact details for the safeguarding lead within the organisation.

https://thecpsu.org.uk/help-advice/deal-with-a-concern/

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4. Is the policy publicised, promoted and distributed to relevant audiences?

Do members of your organisation know about it?

How do you know this information? How can you test this? Some organisations use surveys to assess whether members are aware of the policy. Some rely on statistics of downloads or feedback from members about the policy. A policy that is not promoted does not safeguard children.

How is the policy shared with members?

Do you have the policy on your website or is it available in hard copy or other medium? Do your members find this easy to access? Ideally a variety of medium makes the policy available to different groups.

How is the policy promoted? (e.g. leaflets, web-shots, etc.)

Briefer versions, such as flow charts of procedures where there are concerns or posters about who to contact in the event of a concern can be effective in distributing information. Some organisations have a comprehensive organisational policy supported by more concise club versions and posters/leaflets/cards for young people and parents.

For more information on Policy:

https://thecpsu.org.uk/resource-library/2013/sample-safeguardingchild-protection-policy-statement/

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Implementation and monitoring

1. Is there a written plan to show what steps will be taken to safeguard children?

Does this plan identify priority safeguarding areas?

How have you assessed which areas are a priority for the organisation? Using this online self-assessment tool can help you to identify gaps and consider areas for future development. Even when an organisation has the basic safeguards in place, with changes in legislation, guidance, organisational culture and developments as well as safeguarding knowledge and research there are always areas for future development. Organisations are encouraged to reflect upon their own safeguards in a culture of continuous improvement.

Does the plan state who is responsible for each area?

It is important to be clear who will take responsibility for each area in the plan. It is also important that these are not all allocated to one person – sharing out within the organisation will make the plan realistic and distribute knowledge about safeguarding throughout the organisation.

Does the plan spell out when and how each area will be completed?

Clear timescales will prevent drift. But these should be realistic – review the plan once completed to ensure that all areas are not scheduled for the same time, and that they are prioritised realistically.

Note: The plans at this stage can help support the later stages of self-assessment

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2. Are the resources for implementing the plan made available?

What resources are required for each stage of the plan?

Cost out each stage in terms of money, personnel and time. This will assist in setting priorities and timescales. This will also establish areas that need to be funded or built into future budgets.

Is there a commitment from senior managers to prioritise these resources?

Have senior management signed up to the safeguarding policy? Do they understand and support the plan? How will they support those responsible for implementing the plan?

What are the plans for funding/attainment of these resources?

Build on the previous points to make the plan realistic by ensuring resources are available to put it into place.

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3. Will regular reviews be put in place to inform future safeguarding planning?

Who will be involved in reviews and where will they be discussed? What support will be available for these?

Scheduling in a review from the outset will ensure that lessons learned in the initial year after introducing the policy and procedures are acted upon. Consider who should be involved – safeguarding leads, management, children and young people, club members and safeguarding officers. Support structures can be through time, resources and access to support in the event of concerns.

For the latter see https://thecpsu.org.uk/help-advice/deal-with-a-concern/

How will the outcome of reviews be acted on?

What is the process to feed into organisational plans? Ensure support from management/Board to review and adapt the policy as required.

Is there a written process and timetable for future reviews?

Ensure a timetable of reviews – this is often a year after the initial policy and procedures are developed and then every 2-3 years or following significant changes in legislation.

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4. How will children, young people and parents be involved in these reviews?

What are the plans to consult children and young people?

It is important to engage children at the earliest opportunity. Some NGBs involve them in writing policy documents, designing posters or providing feedback on processes. It is also important to involve them in reviews as children should be at the heart of the process – if it does not benefit or is not understood by them at an appropriate level it is not effective.

Who will this include?

Give thought to who is involved at all levels in your organisation – do you have young elite performers that could be involved? What about disabled athletes? What information is appropriate to share/consult with different age groups?

Who will lead in this area?

Will this be the safeguarding lead or are others better equipped to consult with children? How will these people be recruited, trained and supported? It is important that all those working with children are recruited safely – see guidelines under the Prevention section.

How will consultation take place and be resourced?

Young people's input should be acknowledged – some organisations arrange events during which they consult with young people, others provide incentives and rewards such as tokens or quizzes. Also consider staffing resources and the funding for venue, refreshments, stationery, etc.

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5. Are all safeguarding concerns and complaints recorded and monitored?

Is there a process to manage incidents, allegations and complaints?

If yes, where is this outlined?

If not, what is the plan to develop this?

One of the most important aspects of child protection procedures is having a clear process for managing concerns. It is important that this process is outlined in a clear format with the right people involved (with appropriate experience, training and authority) to make it easier to use immediately in the event of concerns. Leaving decisions about safeguarding concerns to one person is rarely a good idea and it is useful to consider a number of identified individuals to support decision making about how to respond to concerns. Processes to report concerns to and liaise with statutory authorities such as Children's Social Care and the police are also important.

What arrangements are in place to monitor compliance with safeguarding policies and procedures?

Is there a clear process outlining the relationship between the governing body, if applicable, and the club? What arrangements are in place to monitor these? It is important that safeguarding policies and procedures are tied in to disciplinary and other sanctions (for example de-affiliation) to ensure that they are effective. Many organisations make the expectations of clubs and members, including young people, explicit in the form of codes of conduct and sign-up to policies and procedures, with the outcomes of non-compliance made clear from the outset. It is also important to be clear which elements of the procedures are mandatory and which are guidance, including how the former will be enforced and the latter promoted to members and member bodies.

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Procedures and systems

1. Are there clear safeguarding procedures on what do if there are concerns about a child?

Is there a copy of procedures?

How does this look? Some people find it most useful to have a clear, step-by-step outline of what to do in the event of concerns. Others use flow charts to show the processes involved. It would be useful to show the procedures to members/colleagues to get feedback on how easy it is to understand. The key message should be that all concerns should be reported, and clear information should be provided about safeguarding contacts and who to report to.

https://thecpsu.org.uk/help-advice/deal-with-a-concern/

https://thecpsu.org.uk/resource-library/2013/incident-reporting-form/

Is it clear to whom the procedures apply?

It is useful to distinguish between children (under 18) and vulnerable groups (adults who are additionally vulnerable such as through disability), as legislation and statutory procedures are different for the two groups. There should be a clear statement that organisations undertaking activities with children have a duty of care to protect them and should abide by these procedures.

https://thecpsu.org.uk/resource-library/2013/duty-of-care/

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Are there clear definitions of abuse within these procedures?

It is useful to define the types of abuse – note that there are again differences between categories and definitions of abuse for children and for vulnerable groups. The primary categories of abuse of children are:

> Physical

> Emotional

> Sexual

> Neglect

However most concerns relate to poor practice, which is also important for the organisation to address and respond to in order to prevent harm and possible escalation into abuse.

https://www.nspcc.org.uk/what-you-can-do/get-advice-and-support/

Have you included guidance about how to respond to a child in the event of concerns?

It is useful to consider who would liaise directly with a child, ensuring that sensitive issues are managed effectively, confidentiality is maintained, any statutory investigation is not compromised and that the child's voice is heard. How will this person be trained and supported in this role? Also note that many concerns do not arise from a child disclosing abuse but can emerge from concerning behaviour, reports from others or changes in patterns of behaviour.

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Are links with statutory authorities (e.g. Police and Children's Social Care/Social Services) outlined at national and local level?

Do procedures include the contact details of police and Children's Social Care/Social Services, including out of hours contacts?

It can be useful to ask local safeguarding representatives to source local contact information to engage them and also to ensure that they are up to date. It is important to reference NSPCC and Childline for concerns from adults and children respectively, and 999 for emergencies where the police need to be involved.

Is there information for clubs about how to find their local details including the Local Safeguarding Children's Board (LSCB) and the Designated Officer (formerly LADO) (e.g. a template for them to complete)?

It is important that there is clarity around the role of the LSCB and the Designated Officer.

LSCBs are responsible for coordinating safeguarding services across the statutory and voluntary sector for a particular location.

NOTE – Children's Social Care are part of the LSCB. All concerns about child abuse should be reported to Children's Social Care.

Designated Officers (formally known as LADOs) are defined on the CPSU website:

https://thecpsu.org.uk/help-advice/putting-safeguards-in-place/#key-safeguarding-roles-and-responsibilities

They are involved whenever there are concerns about abuse by someone in a position of trust, including sports coaches.

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Is there a process for recording incidents, concerns and referrals and storing these securely in compliance with relevant legislation?

Do you have recording forms? How are safeguarding records stored securely? (e.g. lockable cupboards, password protected computers)

https://thecpsu.org.uk/resource-library/2013/incident-reporting-form/

https://thecpsu.org.uk/resource-library/2013/guidance-on-child-protection-records-retention-and-storage/

Is there guidance on confidentiality and information sharing?

Is there guidance for members about what information can be shared and how? Are there protocols to define sharing information between organisations and with statutory bodies?

https://thecpsu.org.uk/help-advice/topics/information-sharing/

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2. Have you included guidance on photography, social networking, texting and emailing?

Is there guidance on the use of video and photography at events?

Consider issues such as who will be at the event, who is likely to take video and/or photography (including young people) and how this will/could be used.

https://thecpsu.org.uk/help-advice/topics/photography/

https://thecpsu.org.uk/help-advice/topics/online-safety/

Is there guidance on the use of social networking, texting and emailing?

As social networking develops at a rapid rate, it is important to keep on top of the risks of this method of communication while acknowledging its benefits in helping clubs and athletes stay in touch and informed. Who is responsible for your social networking guidance? Do you have any input from young people, who are often at the forefront of new developments? Are you aware of new developments and the benefits and risks that these afford? It would be useful to build in a more regular review of this continually changing area.

https://thecpsu.org.uk/resource-library/?topic=1104

http://www.thinkuknow.co.uk/

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3. Are the child protection procedures available to all?

How is information about the procedures distributed and promoted? To children and young people, parents and carers, members, coaches, etc?

Involve members, including young people and parents, in planning the best way to communicate these procedures – what would they make best use of – internet, posters, leaflets, etc? Consider the space requirements and context of the activity to enable creative ways of promoting child protection, for example activities that are not based in one centre could use cards and mobile applications to get the message across.

Is information available in different formats if required, for example for those with particular communication needs?

When consulting with club/organisational members, have you included a diverse representation of members? This will be important in order to meet diverse needs – some people find computer or written medium less accessible; there may be different languages required, depending upon the composition of your membership; and information may need to be accessible to smaller children and to those with disabilities. Different versions of procedures for different groups, particularly different age groups, can be helpful such as cards and flyers with clear simple messages for children about who to contact if they have concerns, and information about processes and sources of support for parents. There are also a number of resources available online that can be used to improve understanding and help people to know what to do if they have concerns.

https://www.childline.org.uk/info-advice/

https://www.nspcc.org.uk/services-and-resources/research-and-resources/

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Have you acknowledged the particular vulnerability of some children, including disabled children?

Some children are more vulnerable to abuse. It is important that this is acknowledged and addressed within your procedures and in considering communication about these procedures. Particularly vulnerable groups are children with disabilities and high performing/elite young athletes. Have you considered the additional needs of these young people? Have you considered how to communicate to those working with these young people? More information is available on our website for support and advice in this area.

https://thecpsu.org.uk/help-advice/topics/making-sport-accessible/

https://thecpsu.org.uk/resource-library/2013/safeguarding-the-elite-young-athlete/

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4. Is there is a designated safeguarding person/s identified within the organisation?

Who is the designated person/s at different levels within the organisation?

Working Together government guidance emphasises the importance of having a safeguarding lead within the organisation. It is important to identify this person and consider what their role entails, ensuring that they have the time, training and support to undertake this role. What would happen if that person were on leave or out of the office for any extended time? Many organisations have back-up arrangements and/or deputy safeguarding officers.

Is there an outline/job description for the role?

The safeguarding lead officer needs sufficient authority and influence to do their job effectively. This includes putting in place safeguards to prevent harm coming to children as well as responding to and managing concerns that do arise.

https://thecpsu.org.uk/help-advice/putting-safeguards-in-place/#key-safeguarding-roles-and-responsibilities

Do other people within the organisation know who the designated person(s) is?

Consider how this role is communicated. This could be tested out with club/organisational members/children/parents to see if this communication is effective. Clear posters/cards/information on websites is important to ensure that all know who to contact in the event of concerns.

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5. Is there is a process for dealing with complaints about unacceptable and/or abusive behaviour towards children?

Are there clear complaints procedures that include reference to safeguarding complaints?

Is it clear how to make complaints? How is this linked to, or part of, the overall complaints procedure for the organisation? How will the additional sensitivities of safeguarding complaints be managed? It might be useful to build in the input of the organisation's safeguarding lead to inform this process. Is there a separate grievance procedure for internal complaints? Is there a whistle-blowing procedure to encourage expressions of complaint or concern? Are complaints linked to disciplinary procedures? Is there a separate appeals process that is outlined?

How are these communicated to young people, parents/carers and other members of the organisation?

Procedures that are not communicated are not effective. It is important that everyone is aware of the procedures available, how to access these, what to expect from these and how they will find out about the outcomes of these procedures. This can be information on the website or within a hard copy of the policy but needs to be easily accessible to all.

Are timescales built into these procedures?

Clear, realistic timescales will help everyone involved in a complaint to manage their anxiety and it is important that these are kept to.

https://thecpsu.org.uk/resource-library/2013/victimisation-following-a-complaint/

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Prevention

1. Are there policies and procedures for recruiting staff and volunteers working with children?

Are there clear recruitment procedures that take into account the additional requirements for all those in contact with children?

Recruitment and selection of staff and volunteers comprises of a number of key areas including ensuring an effective job description of the role, taking references, conducting checks (including criminal records check if appropriate), interview and induction period. It is important that a full procedure is outlined before recruitment commences and those involved receive sufficient training to support them in this task.

https://thecpsu.org.uk/resource-library/2013/safe-recruitment-and-selection-procedures/

https://thecpsu.org.uk/resource-library/2013/induction-process-checklist/

https://thecpsu.org.uk/resource-library/2013/recruiting-coaches-or-other-staff-from-overseas/

https://thecpsu.org.uk/training/specialist-safeguarding-training/

Is your organisation, or that with which you are affiliated, registered or have access to the Disclosure & Barring Service/Disclosure Scotland/ Access NI?

See links above for more information about these systems – and ensure that you sign up to the CPSU newsletter for on-going information about future development.

https://thecpsu.org.uk/about-us/

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Are there procedures to identify which staff and volunteers are required to have which checks, e.g. criminal records checks for those in regulated activities?

It is important to acknowledge that criminal records checks are only one part of safe recruitment of staff and volunteers. However, if managed effectively, it can be an important safeguard. Changing legislation and differences between the UK nations has led to some confusion about who is eligible for criminal records so it is important to be clear about eligibility and process within your organisation. Some organisations choose to engage an umbrella body to assist them in processing checks.

https://thecpsu.org.uk/Search?term=dbs

https://thecpsu.org.uk/resource-library/2013/managing-the-applicant-only-disclosure-and-continuous-updating/

https://thecpsu.org.uk/resource-library/2013/defining-supervision-and-regulated-activity-sport-and-recreation-sector-guidance/

https://thecpsu.org.uk/resource-library/2013/access-ni-pre-appointment-checking-system/

https://thecpsu.org.uk/training/specialist-safeguarding-training/

Are you clear which posts are eligible for criminal records checks?

These are those posts in "regulated activity", i.e. those with responsibility for, and regular/intensive access to, children as defined in the Protection of Freedoms Act 2012. Note that it is a criminal offence to recruit someone in regulated activity who is barred from working with children.

https://thecpsu.org.uk/resource-library/2013/defining-supervision-and-regulated-activity-sport-and-recreation-sector-guidance/

https://thecpsu.org.uk/help-advice/topics/safer-recruitment#dbs-faqs

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Do you ensure that applicants for roles working with children complete self-declaration forms?

Applicants for those roles which are entitled to criminal records checks should also be asked to complete self declaration forms to provide information about any concerns that could impact upon their work with children prior to receiving checks. This is an opportunity to explore these areas in more detail with the candidate before formal notification is received, and to risk assess this information against the role for which they are applying.

Is there a process to risk-assess concerns arising from self-declaration forms and criminal records checks?

Who will take responsibility for making decisions based upon results from self declarations and criminal records checks? It is often useful to have an identified group to assist with decisions where information needs to be risk assessed prior to an appointment decision. Training to assist people in making these decisions and balancing the risks is important – this is available from the CPSU.

https://thecpsu.org.uk/training/specialist-safeguarding-training/

Are these forms stored safely?

Secure storage of confidential information should be in line with government guidance – stored in lockable or password protected systems and retained for a specified length of time.

https://thecpsu.org.uk/resource-library/2013/guidance-on-child-protection-records-retention-and-storage/

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Are at least two appropriate references taken up for all staff and volunteers who have significant contact with children?

References should be written for the specific post and taken up in advance of someone starting work in an organisation.

https://thecpsu.org.uk/resource-library/2013/reference-form-for-positions-working-with-children/

Do processes include seeing evidence of identity and any relevant qualifications?

It is important to build in a checklist of documents to see before appointing someone in a role depending on the qualifications, licences and remit of the role.

https://thecpsu.org.uk/resource-library/2013/reference-form-for-positions-working-with-children/

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2. Are there well-publicised ways to raise concerns about unacceptable behaviour by staff or volunteers?

Do you have a whistle-blowing procedure that includes concerns about safeguarding issues?

The whistle-blowing policy can be linked to the complaints, grievance and disciplinary procedures. This affords an opportunity for anyone with concerns about someone within the organisation, or about an organisational structure, policy or process to raise these and be taken seriously.

https://thecpsu.org.uk/help-advice/putting-safeguards-in-place

How is process publicised to members?

As with other policies, it is important that this process is communicated effectively – it would be useful to test this out with members, asking them to find the policy and see whether it was clearly understood by them.

Is information about support for those raising concerns made available? (e.g. NSPCC)

It is difficult to raise concerns within an organisation and it is important that support is made available to those concerned. This may be through the organisation or an independent body.

https://thecpsu.org.uk/help-advice/deal-with-a-concern#who-can-support-you

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3. Is there a safeguarding plan and guidance around transporting children and trips?

Do you have a standard template to plan for children's welfare when transporting them or taking them on trips?

Clear guidance about who is responsible for providing transport, how that is established, managed and reviewed and who coordinates this is important.

https://thecpsu.org.uk/resource-library/2013/guidelines-on-transporting-a-child-or-young-person-in-your-car/

https://thecpsu.org.uk/resource-library/2013/away-day-trips-checklist/

https://thecpsu.org.uk/resource-library/2013/away-trips-and-hosting/

https://thecpsu.org.uk/resource-library/2013/overnight-trips-andor-travel-abroad-checklist/

Do you have forms to ensure you have parental consent for activities?

Parents should be kept informed about who is responsible for their child(ren) and what to expect from activities. These should be outlined in a form for them to sign, possibly informed by leaflets or information specifically designed for parents.

https://thecpsu.org.uk/help-advice/related-information/information-for-parents-and-carers/

Do you have risk assessment templates for activities?

When planning for events and activities, it is useful to start with a risk assessment and consider all areas to manage and those to prioritise.

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Do you have a checklist of issues to be considered for all activities and events?

Based on the initial assessment of risk, identify key areas to be managed. When more than one organisation is involved, it is also important to establish who is responsible for each individual area.

https://thecpsu.org.uk/resource-library/2013/safe-sport-events-activities-and-competitions/

https://thecpsu.org.uk/resource-library/2013/partnership-check-and-challenge-tool/

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4. Is it clear what the procedures are to ensure that children are adequately supervised at all times where there is direct responsibility for running/providing activities?

Do you have details of the required supervision ratios for all activities?

One adult should never be left responsible for a group of children (under 18) and there should also be at least two responsible adults involved. For larger groups, ratios of adults to children will depend upon the activity, the age and ability of the children and specific issues such as disability, venue, etc.

https://thecpsu.org.uk/resource-library/2013/guidelines-on-staffingsupervision-ratios-for-childrenyoung-peoples-activities/

https://thecpsu.org.uk/resource-library/2013/supervision-levels/

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Education and training

1. Is there an induction process for all staff and volunteers who have significant contact with children?

Is there clear induction documentation or guidance?

It is easy for new employees and deployees to slip straight into roles without someone explaining what the role entails, expectations upon them, support and training available, etc. This is particularly the case for those recruited from within the organisation. It is important to prevent future concerns and ensure that the person is effective within the post and feels supported to build in an induction from the outset. It should be clear who is responsible for coordinating the induction – possibly the person managing the new recruit or a Human Resources department for larger organisation. Timescales should also be explicit (usually 3-6 months) and linked with probationary periods/confirmation in post.

https://thecpsu.org.uk/resource-library/2013/induction-process-checklist/

Is this put into practice?

Do you know whether the outlined process is happening in your organisation? When was this last reviewed? It would be useful to get the views from those who were recently recruited to assess and build this process.

Does this include familiarisation with the safeguarding policy and procedures?

How do new recruits find out about the safeguarding procedures and expectations upon them? Are they required to sign up to codes of conduct to make expectations upon them explicit? Do they receive any information to keep about safeguarding procedures? It is particularly important to ensure that all staff and volunteers are clear about whom to report any concerns about children to.

https://thecpsu.org.uk/training/

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2. Are all staff and volunteers provided with safeguarding training according to their specific roles and responsibilities?

What training is available in this area, either directly through the NGB or in association with another agency?

Some NGBs provide sport specific training. Others encourage staff and volunteers to access LSCB training courses to learn more about safeguarding.

https://thecpsu.org.uk/training/basic-safeguarding-training/

How is it decided which level of training is appropriate for different staff and volunteers?

All staff who work with children should have a basic understanding of safeguarding and child protection. For specific roles, such as coaches or welfare officers, this can be added to through more specialist learning opportunities.

https://thecpsu.org.uk/training/basic-safeguarding-training/

https://thecpsu.org.uk/training/specialist-safeguarding-training/

How do people know about the training that is available?

How is training publicised? It would be useful to test this out by asking members about their access to, and take up of, training.

Do you maintain records of training attendance?

Training attendance records enable organisations to review when training updates are required. It will also ensure that staff and volunteers have attended appropriate training and are therefore properly equipped for their role.

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Is it a requirement for those working with children to attend basic training?

How is this monitored? Along with requirements as part of safe recruitment, there should be explicit expectations upon staff and volunteers working with children to undertake an appropriate level of training. Non-compliance should be addressed within disciplinary procedures. Records of attendance will ensure that this is monitored.

Do those with designated safeguarding responsibilities have access to more specialist training to enable them to develop the necessary skills and knowledge?

How is this accessed? Some NGBs provide their own training courses, such as for club welfare officers. The CPSU also provide more in-depth training for organisational safeguarding leads. Specialist courses are also available from CPSU, NSPCC and others.

https://thecpsu.org.uk/training/specialist-safeguarding-training/

https://thecpsu.org.uk/resource-library/2013/safeguarding-deaf-and-disabled-children-in-sport/

https://www.nspcc.org.uk/what-you-can-do/get-expert-training/

How is training resourced?

To ensure that training takes place, consideration needs to be given within budget plans for the resourcing of this. Time should also be given to those attending training – both for the attendance and any pre and post course work.

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What training programmes do you run or access?

Does your organisation run any specific courses including safeguarding training? How do you ensure that these are effective and have sufficient specialist input? How do you evaluate courses? CPSU can provide assistance for safeguarding training and have supported NGBs in the development of their own sport specific courses.

How do you ensure that those roles with designated responsibilities have regular opportunities to update their knowledge and understanding?

Is training considered routinely in staff appraisals or reviews? How is new information communicated to those with safeguarding responsibilities? CPSU provide regular training courses for national designated safeguarding officers and the Time to Listen (club) training can be delivered to sports with the support of CPSU.

Is training provided to those responsible for dealing with complaints and disciplinary processes?

Do you have processes to identify the learning needs for these roles? Refer back to procedures for managing complaints and disciplinary procedures relating to safeguarding and child protection. Who has identified roles? What skills and knowledge do they have and do they need? Ensure that at least one person has additional training around safeguarding in order that they can pick up on the additional sensitive issues in these cases. What arrangements are in place for providing or accessing training around child protection complaints/disciplinary processes? What training programmes do you run or access? Is there a local supplier or does your organisation provide this themselves?

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NSPCC

Are you clear which roles require training around safe recruitment?

Refer back to your recruitment procedures in order to establish to whom this refers. Conduct a learning analysis for these people to establish the skills and knowledge that they require and how these can be met. CPSU provides training around safe recruitment as do the NSPCC and other organisations. How are these assessed, evaluated and linked to safeguarding? CPSU and NSPCC could support with this if required.

https://thecpsu.org.uk/training/specialist-safeguarding-training/

Child Protection in Sport Unit

NSPCC

3. Are children provided with information on where to go to for help and advice?

What information is available for children and young people?

Do you have information available specifically for children and young people? Is this online or in hard copy? What feedback have you had from children about this information? It would be useful to test out the effectiveness of this information by surveying children and seeking their views.

https://thecpsu.org.uk/help-advice/related-information/information-for-children-and-young-people/

How is this information communicated to children about sources of support?

It would be useful to ask children how they would best access this information. Many children use online resources and applications to access information. Other possibilities are cards and leaflets. Consider the communication needs of children using your activities including children with disabilities.

Has there been consultation with children and young people to inform development of this material?

This can be the best way to ensure that information is child friendly and to engage them in other safeguarding developments. Who should lead this consultation and what are their recruitment, training and support needs? See other relevant sections for further guidance and information.

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4. Are there arrangements are in place to provide support to individuals affected by safeguarding concerns?

What support structures are in place in the organisation?

Do you have an in-house service to support individuals or does your organisation subscribe to an external service? If not, you could provide a list of possible resources to support people within the organisation such as local GPs and counselling services. What external organisational contacts are available to people to provide them with support, advice and information e.g. Childline (children/young people), NSPCC Help and advice for adults.

https://thecpsu.org.uk/help-advice/deal-with-a-concern#who-can-support-you

How would these be resourced if required?

If you have an existing arrangement this will already be budgeted for. If individuals need external support such as counselling, will they be expected to fund this or will the organisation provide this?

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NSPCC

Access to advice and support

1. Are children and young people provided with information about where to get help and support?

How do you communicate with children and young people?

Your organisation may use websites, applications, posters, leaflets or meetings to communicate with young people. It is important to consider the diverse needs of young people and use more than one format for information. For example some children appreciate diagrams or pictures to help them understand who to contact or how processes work, while other young people prefer brief written descriptions. Consultation with children and young people will support effective communication.

What information is provided to children about sources of support?

Childline provides an accessible source of support for children and information about this service is readily available from **www.childline.org.uk**. Other information could include details of the club welfare officer, local services (such as helplines, counselling services) and national services (for example around anti-bullying information.) Research tells us that the primary concern for young people is bullying and self-harm so it is important that you include these areas when providing information.

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Have children and young people been consulted about/involved in the development of this material?

ome sports organisations have youth forums or panels who they consult with about various areas of development including safeguarding. Other organisations consult with groups of children or use surveys to ensure that effective feedback from children and young people informs developments.

https://thecpsu.org.uk/help-advice/related-information/information-for-children-and-young-people/

Child Protection in Sport Unit

NSPCC

2. Do staff and volunteers with designated safeguarding roles have access to specialist advice, support and information?

What are the arrangements for advice and support of designated staff?

Taking on a safeguarding role can be demanding, challenging and emotionally draining at times, as well as being fun and rewarding at others. It is important that those taking these roles have sufficient training, advice and support to enable them to effectively safeguard children in their organisation. The CPSU is a primary source of advice and support for lead safeguarding officers, who in turn provide advice and support to other designated staff within their organisation. Senior managers should also be providing formal and informal support for these individuals. Some organisations commission external agencies to provide support to staff, while others direct staff and volunteers to sources such as the British Association of Counselling or their GP. Training should be available for all those roles with designated responsibility and more information about this is available on the CPSU training pages.

How do designated roles find information about training, advice and support?

How do you communicate with those people in designated safeguarding roles? Some organisations have newsletters or email communication, others have website pages, regular meetings or telephone conversations. It would be useful to structure these communications to ensure that they are consistent, and address the specific learning, skills and knowledge needs of and support for these staff and volunteers.

https://thecpsu.org.uk/help-advice/deal-with-a-concern#who-can-support-you

Child Protection in Sport Unit

NSPCC

3. Are contacts established at a national and/or local level with statutory child protection agencies?

Have you developed lists of contacts for specialist advice and information?

This can form part of existing information given to or made available for clubs, such as within the safeguarding procedures and/or provided as separate resource lists. This should include the contact details of the lead safeguarding officer/s within the organisation. It can also be helpful to develop a template for clubs to complete with relevant local contacts' details including the Local Authority Designated Officer and Local Safeguarding Children's Board. This will ensure that these details are readily available in the event of a concern arising.

Child Protection in Sport Unit

NSPCC

4. Are there arrangements are in place to provide support to individuals involved in an investigation or complaint?

What support structures are in place in the organisation?

Does your organisation have an arrangement with an external agency to provide support for individuals employed or deployed? If so, this could be one source of support for those individuals who are the subject of an investigation or complaint. Alternatively, individuals can be signposted to sources of support such as their GP or the British Association of Counselling. A leaflet or information on the organisation's website can make this information readily available as required.

How would these be resourced if required?

Some organisations agree to fund support from external services, within clear boundaries. Others engage external services in on-going support as required at a cost. Alternatively, individuals would be required to fund these services themselves or seek free services such as counselling through their GP or a local counselling service if available.

What external organisational contacts are available to people to provide them with support, advice and information?

Childline and the NSPCC helpline can be sources of support, and the CPSU and NSPCC websites provide information on a number of topics around safeguarding.

https://thecpsu.org.uk/help-advice/deal-with-a-concern#who-can-support-you

www.childline.org.uk

www.nspcc.org.uk

Child Protection in Sport Unit

NSPCC

Codes of practice and behaviour

1. Do you have a code of ethics?

Is there a code of ethics either separate or integrated into the code of conduct?

The term "ethics" refers to the values and beliefs underpinning the code, as opposed to a code of conduct which relates to specific behaviours; identified as either acceptable or unacceptable.

Does this code contain core ideals including valuing children, respecting rights, commitment to fair play, equality?

This may be included within another document that defines overall values and principles of the sport or organisation, or may be defined separately.

How is the code distributed and promoted?

Is this part of an overall policy document about the values of the organisation, within the code of conduct or separate? Is it available online and / or in hard copy? This code will set the scene for the organisation, outlining the key principles to which the organisation subscribes including valuing the input of children and a commitment to safeguarding them.

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NSPCC

2. Does the organisation provide guidance on appropriate and expected standards of behaviour

Are there codes of conduct for adults with the focus on acceptable and unacceptable behaviour?

Are these clear and easy to understand? It is useful to include constructive areas such as behaviour that is encouraged rather than focusing upon what is forbidden. Ensuring that these are written in plain English and short sentences will make it more likely that they are read and understood.

Are there guidelines, where relevant, on the intimate care of disabled children or young people, including appropriate and inappropriate touch?

Consideration should be given to membership of the organisation. While sensitive, it is important to be explicit about certain information to avoid confusion and ensure clear understanding.

Does the guidance reflect the organisation's views on what constitutes a breach of the 'position of trust' relationship? (e.g. where someone who is in a position of authority misuses that relationship, usually sexually.)

It is an offence for someone working in a statutory authority to have a sexual relationship with someone below the age of 18 for whom they hold a position of trust. In the sport sector, this is poor practice and against the codes of conduct for most organisations and it is important that this is specified and is a disciplinary offence.

Do codes of conduct include a clear statement that discrimination or oppression is unacceptable?

Discrimination, prejudice, oppressive behaviour or language in relation to race, culture, age, gender, disability, religion, sexuality or political persuasion should be clearly defined as not acceptable.

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NSPCC

Do you provide sport specific guidance on physical contact with children within codes of conduct?

CPSU has guidance about physical contact in sport that could be used/ adapted by your organisation.

https://thecpsu.org.uk/resource-library/2013/physical-contact-and-young-people-in-sport/

Does the code of conduct cross-reference with the disciplinary procedures?

It should be clear what the outcome of breaches of the code of conduct will be, with clear links to disciplinary procedures.

How are these signed up to and promoted?

Requiring members to sign up to the code of conduct ensures that they consider and agree to these and agree to these and are aware of the consequences of any breaches.

https://thecpsu.org.uk/resource-library/2013/code-of-conduct-for-staff-and-volunteers/

Child Protection in Sport Unit

NSPCC

3. Is there guidance on expected and acceptable behaviour of children towards other children?

Do you have codes of conduct for children about behaviour towards other children?

As with adults, it is important to have clear guidance for children about what is expected of them. This needs to be in clear language – bullet points and short sentences can be effective, and accessible to a diverse audience. Some organisations have developed these with children to ensure clear communication and engagement.

Does this include information about bullying?

Research tells us that children are concerned about bullying by other children more than other issues and it is important that your organisation builds in a robust culture where bullying is not acceptable. It is useful to make this explicit within the code of conduct as well as considering additional sources of support for children such as Childline.

Does the code of conduct cross reference to disciplinary procedures and outline the consequences of unacceptable behaviour?

The consequences of breaching the code of conduct need to be outlined from the beginning, and these consequences maintained consistently.

How are these signed up to and promoted?

By signing up to the code of conduct, children are agreeing to them and abiding by any consequences of breaches.

https://thecpsu.org.uk/resource-library/2013/code-of-conduct-for-children/

Child Protection in Sport Unit

NSPCC

4. Are there processes for dealing with behaviour that is unacceptable?

Do you have disciplinary and grievance proceudres?

Is this clearly defined in plain English? How is this linked to complaints procedures? It is important to include safeguarding expertise in managing these procedures when they refer to safeguarding concerns.

Are all disciplinary measures/sanctions in place that are non-violent and do not involve humiliating children and young people?

What are the sanctions? How are they managed and reviewed? Who makes decisions about sanctions? What is the process for appealing them?

Is there guidance available around dealing with challenging behaviour?

Working with children is generally very rewarding but sometimes children can be more challenging so it is important that guidance and support is available to staff and volunteers to ensure that these challenges are managed safely and effectively. It would also be useful to consider the training needs of staff to support them in managing this.

https://thecpsu.org.uk/resource-library/2013/managing-challenging-behaviour/

Child Protection in Sport Unit

NSPCC

5. How do senior management promote a culture that ensures children are listened to and respected?

How do senior management formally adopt and support the child protection / safeguarding policy and procedures?

Has the Board officially approved the procedures? Is there a forward from the CEO or equivalent to support the policy and procedures? Has training for senior management been considered or access to basic safeguarding training? CPSU provides training and consultation for sports management boards.

How do you ensure regular consultation with, and involvement of, children and young people and how has this informed organisational development?

Do you have a youth panel or method to routinely consult with children? How does this consultation inform changes? What feedback is given to the young people involved about these changes?

What opportunities are available for children and young people to become involved in officiating/coaching/administration?

Children are your future workforce so building up their skills and involving them in developments from an early stage will strengthen the organisation and ensure that it is child-friendly.

Child Protection in Sport Unit

NSPCC

Equity

1. Does your safeguarding policy make it clear that all children have equal rights to protection?

Does the policy include an equity policy or statement?

Children should be included within the categories of people who are valued and should be protected. In accordance with the UN Convention for the Rights of the Child, children should have an equal right to protection as adults, and their particular vulnerability recognised and acknowledged.

How is this message communicated to the membership? A clear statement within the equity and safeguarding policies will ensure that this is embedded. Senior management authority will support and reinforce this.

http://www.unicef.org/crc

Child Protection in Sport Unit

NSPCC

2. How do you ensure that staff and volunteers are supported in recognising and responding to the additional vulnerability of some children?

How is the additional vulnerability of some children addressed within policies, procedures and codes of behaviour?

Some children are more vulnerable due to abuse and face additional barriers in getting help, because of their race, gender, age, religion, disability, sexual orientation, social background and culture. Research tells us that disabled children and elite young athletes are particularly vulnerable to abuse so it is important that this is acknowledged and considered within policies and procedures.

https://thecpsu.org.uk/resource-library/2013/safeguarding-the-elite-young-athlete/

https://thecpsu.org.uk/help-advice/topics/making-sport-accessible/

How do your procedures and/or training programmes address issues of equality and child protection?

You may have access to specialist training – how does this consider child protection and the additional vulnerability of some children? CPSU and NSPCC also provide training and assistance for some areas.

https://thecpsu.org.uk/help-advice/topics/making-sport-accessible/

https://www.nspcc.org.uk/what-you-can-do/get-expert-training/

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Can you provide examples of ways in which activities and programmes have been adapted to ensure inclusion of some or all these groups?

Do you organise specific activities, programmes or events for, or to increase participation by, specific groups? Several sports have considered how they can increase participation for a more diverse group of young people. Exploring creative ways to increase participation can be an exciting challenge for sports organisations, involving specialist organisations and other young people to assist.

https://thecpsu.org.uk/resource-library/2013/including-deaf-and-disabled-children-in-sport/

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NSPCC

3. Do your codes of conduct make it clear that discriminatory, offensive and violent behaviour is unacceptable?

Do your codes of conduct include the responsibility of adults and children to treat one another with respect?

Do your codes explicitly require adults and children to treat one another with dignity, respect, sensitivity and fairness? This places equity at the heart of the codes and at the heart of the organisation.

Do the codes make explicit statements that discriminatory, offensive and violent behaviour will be acted on?

What are the links to disciplinary procedures?

How are these communicated within the organisation?

As with all codes of conduct, requiring individuals to sign up to them ensures agreement and affords the opportunity to be clear about the consequences of any breaches.

Child Protection in Sport Unit

NSPCC

4. Are there complaints procedures that are fair and open to challenge through an appeals process?

Do you have complaints and appeals procedures that include safeguarding complaints and appeals?

How is safeguarding included within these? Is it separate or part of the overall procedure? How is safeguarding expertise integrated into the procedures? When relating to complaints about discrimination, how is equity expertise integrated into the procedures? It is advisable to have separate processes and groups to manage complaints and appeals procedures and to ensure that representatives are appropriately selected and trained. Clear communication about processes to all involved is crucial.

https://thecpsu.org.uk/resource-library/2013/victimisation-following-a-complaint/

Can you give any examples of how these have been used?

What worked well? What will you review and how will you do this? How will your membership and senior management be involved in learning from experience?

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Communication

1. Is the organisation's commitment to safeguard children and young people openly displayed and available to all?

Can you detail examples of information – including for children and young people, for parents, for coaches and other staff/volunteers and for the general public?

Consider all the avenues that you use to communicate information – where do you already include information about safeguarding principles and/ or procedures? Which avenues could you use to inform a wider audience effectively? Organisations may use event documentation, website, posters, club packs, cards as well as providing resources such as Childline leaflets to communicate the organisation's commitment to safeguarding.

https://thecpsu.org.uk/help-advice/related-information/information-for-children-and-young-people/

Do these documents cross reference to other information?

Providing basic information can also be an opportunity to disseminate messages about safeguarding developments within the organisation. For example, newsletters may refer to safe recruitment updates and the website could promote safeguarding training.

Child Protection in Sport Unit

NSPCC

2. Are children and young people made aware of their right to be safe from abuse?

How have children and young people been involved in promoting this information, e.g. in the design of product/materials?

Involving children in the development and design of information ensures that it is accessible, engages them in discussion around safeguarding and communicates the organisation's commitment to safeguarding.

Is there information about this on the organisation's website, in leaflets and posters or other information?

Clear statements throughout organisational resources about the commitment to keeping children safe reinforce a safeguarding culture. This is also the opportunity to highlight contact details for designated safeguarding officers within the organisation.

Child Protection in Sport Unit

NSPCC

3. Is information made available to young people and parents about where to go for help in relation to child abuse and other safeguarding concerns?

How is information about where to go for help promoted to young people and parents?

Information about support and advice – both within (safeguarding officers at a club and national level) and outside (Children's Social Care, NSPCC, Childline) the organisation – should be communicated in all activities for children and young people. Also consider how to communicate to parents including codes of conduct for parents and parents' information leaflets as parents are a key safeguarding partner.

https://thecpsu.org.uk/help-advice/related-information/information-for-parents-and-carers/

https://thecpsu.org.uk/resource-library/2013/code-of-conduct-for-parents-and-carers/

Does this include details about useful helplines, e.g. NSPCC, Childline and local sources of information where relevant?

Both local and national support could be included. CPSU maintains an up to date list of sources of support including national sources and NGB/CSP lists. Local clubs could be encouraged to find local sources of support.

https://thecpsu.org.uk/help-advice/deal-with-a-concern/

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NSPCC

4. Is information provided in a format and language that can be easily understood by all service users?

How have you analysed your key audience and their communication needs?

Who is in your primary audience? Are there plans to diversify this audience? How do/will you meet the communication needs in terms of age, language, ability, preferences and culture? For example some organisations have developed online TV services for children and parents, and others have mobile applications that are simple to use. Some organisations have information available in sign language or in video format.

What translation facilities could be available for the website and leaflets? And how will these be resourced?

The first stage is again to assess the organisation's audience in order to establish what translation is required and whether written or verbal medium is preferred by the audience. Some organisations routinely translate leaflets into other languages where members draw from a number of different countries and languages. Others provide the opportunity for translation as required, communicated by one line providing access to translation services in all documentation. However, making contact details for key people, including the designated safeguarding officer and statutory services, can be clearly communicated in all documentation.

Have you considered issues such as size of font, use of images, etc. in all promotional materials?

It can be useful to assess this through talking with members to establish what is most effective.

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NSPCC

Has there been consultation with children and young people to ensure that those materials/sites designed for them are appropriate and accessible?

Involving children in the development of resources can ensure that they are more accessible for children and young people. Remember, children need to know who to contact in the event of concerns and what behaviour is expected of them, but it is the responsibility of adults to protect them.

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5. Does everyone in the organisation know who to contact in the event of concerns?

How are details about the designated child protection or safeguarding officer made available and promoted?

How is this available at a national, county (if relevant) and club level? Ensuring that these contact details are prominently displayed within all communication around children's activities is key.

Are the contact details for the local children's social care/social services department, police and emergency medical help and the NSPCC Child Protection Helpline readily available?

These can be coordinated locally and nationally.

Are there templates for clubs to complete with local contact details on?

Some organisations task club welfare officers to complete these to engage with local contacts such as local Children's Social Care and Police authorities.

How do you promote national information around helplines and emergency numbers?

Are these readily available on your website or in literature?

https://thecpsu.org.uk/help-advice/deal-with-a-concern/

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