

SAFEGUARDING

RSP Operating Procedures

RSP documentation

Our written documentation is a key part of the RSP's Safety Management System. We welcome any feedback, ideas for improvement, or details of errors you may have spotted. Please send to Clive Dove-Dixon at: documents@ronasailingproject.org.uk

Version control

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SAFEGUARDING

1 Contacts

- 1.1 Responsibility for oversight of Safeguarding in the Rona Sailing Project is given to the Designated Safeguarding Lead, the Project Director and the Safeguarding Trustee. They can be contacted in the order given below:

PROJECT ADDRESS			TELEPHONE
Rona Sailing Project, Unit 1A, Universal Marina, Crableck Lane, Sarisbury Green, Southampton SO31 7ZN			01489 885 098 M to Th 0800-1700 Fri 0800-1300
SAFEGUARDING CONTACTS			
1st Project Secretary Designated Safeguarding Lead	Ann Bowers	07736 644 178 ann@ronasailingproject.org.uk	01489 885 098 M - Th 0800-1700 Fri 0800-1300
2nd Project Director	Bríd Barrett	07717 148 933 brid@ronasailingproject.org.uk	
3rd Safeguarding Trustee	Dawn Bishop	dawn@ronasailingproject.com	
Welfare Officer			

WHERE CAN I GET FURTHER HELP?

- 1.2 If you want to talk things through to gain some advice, you can phone the following 24 hour free telephone numbers. You do not have to give your name but it is helpful if you can.

NSPCC helpline 0808 800 5000 www.nspcc.org.uk

Childline 0800 1111 www.childline.org.uk

RYA Child Protection Co-ordinator:

02380 60 4104 safeguarding@rya.org.uk

ALLEGATIONS MADE AGAINST YOURSELF

- 1.3 If you are a member of staff/volunteer and are under criminal or child protection investigation, you are strongly advised to seek independent legal advice.
- 1.4 Advice and support can be gained from the following sources:
- 1.5 Your Trade Union (volunteers and paid members of staff are entitled to become members of the Community and Youth Work Union) www.cywu.org.uk
- Local Citizens Advice Bureau: refer to yellow pages for contact details
- RYA Legal: 02380 627422

2 Afterguard behaviour code

Aim

- 2.2 The aim of this code is to assist our Afterguard to understand their responsibilities to trainees, other afterguard members and to the RSP during a voyage. Afterguard and trainees are ambassadors for the RSP and for themselves, and their behaviour during voyages should reflect this.

Responsibilities to Trainees

- Situations which could lead to inappropriate relationships with trainees are not permitted
- Using physical or verbal abuse is not permitted
- Develop a positive and supportive relationship with the trainees
- Maintain a professional relationship

Responsibilities to Afterguard Members

- Maintain professional working relationships
- Establish clear communication channels
- Provide appropriate support
- Respect confidentiality

Responsibilities to the Project

- Undertake duties in accordance with the Projects policies and procedures
- Ensure that the RSP is portrayed in a positive way at all times
- Complete an Enhanced DBS application and ensure that the RSP have viewed the certificate before sailing
- Ensure that the RSP is informed of any conviction, caution, reprimand or final warnings after the DBS has been issued. The RSP reserves the right to exclude Afterguard from the RSP for non-disclosure of offences which would place a young person/vulnerable adult/RSP at risk

Inappropriate relationships between Afterguard/Trainees and Trainees

- 2.3 Adults working with young people or vulnerable adults have a duty not to abuse their position of trust and should behave responsibly and professionally towards children and young people in their care. The behaviour between individuals on a RSP voyage should be of a standard considered acceptable in a normal working environment. The RSP operates a 'no touching' policy to reduce the risk to both afterguard and trainees. Sexual harassment is not acceptable. Examples may include:
- Suggestive comments or body language
 - Unwanted physical contact
 - Lewd comments/behaviour
- 2.4 During the period of the voyage public displays of affection between afterguard members is not appropriate and discouraged. Established partners are not permitted to sail together on a STV or Tall Ships Race although they are able to sail together on corporate or group voyages.

Equality

- 2.5 All trainees must be given fair and equal treatment regardless of their gender, religion, ethnic origin or ability. No discrimination, harassment, intimidation or humiliation will be tolerated.
- 2.6 No code can hope to spell out the appropriate behaviour for every situation and the RSP relies on each afterguard member to make a judgement of what is right and good practice in any particular situation. If you are unsure determining what action is appropriate it is recommended that you seek clarification from your Skipper, Mate or the office.

3 Child protection/vulnerable adult policy

This policy also covers vulnerable adults who have care and support needs to keep them safe. For the purpose of this document the wording 'Young person or Child' covers vulnerable adults unless specifically referred to

Policy statement

- As defined in the Children Act 1989, any person under the age of 18 should be considered as a child for the purpose of this document
- **The term 'adult at risk' as defined by the Care Act 2014 applies to people aged 18 or over who are in need of care or support regardless of whether they are receiving them and because of those needs are unable to protect themselves against harm**
- The child's welfare is paramount
- All children whatever their age, culture, disability, gender, language, racial origin, religious belief and or sexual identity, have the right to protection from abuse
- All children have the right to be safe and to be treated with dignity and respect
- All suspicions and allegations of inappropriate behaviour will be taken seriously and responded to swiftly and appropriately
- All staff and volunteers will have the opportunity to challenge any allegation made against them

Policy aims

3.2 The policy aims to:

- Create a healthy and safe environment for the time that the child is sailing with the RSP
- Ensure that the child is listened to and kept safe from harm
- To ensure staff and volunteers are well informed, supported and protected
- To demonstrate Best Practice in Child Protection

Objectives

3.3 This policy aims to:

- Raise the level of awareness of staff and volunteers about what children are entitled to be protected from
- To raise the level of awareness of staff and volunteers about child abuse and the different forms it can take
- To ensure that all staff and volunteers are able to recognise signs which could signify the abuse of a child
- To promote the general welfare, health and full development of children when sailing with the RSP
- To develop procedures in recording and responding to accidents, complaints and alleged or suspected incidents

4 Good practice guide

4.1 You can reduce situations for abuse of children and to help protect staff/volunteers from false allegations being made by promoting good practice. Some common sense guidelines for everyone within the RSP:

- Do not spend time alone with a child
- Do not take children alone on journeys, however short
- Where either of these is unavoidable, ensure that the organisation and the child's parents/carers are informed as soon as possible

4.2 You should never:

- Engage in inappropriate or sexually provocative games
- Allow or engage in inappropriate touching of any form
- Allow children to use inappropriate language unchallenged
- Make sexually suggestive comments to a child
- Let allegations from a child go unrecorded
- Do things of a personal nature that children can do for themselves

4.3 Sometimes it may be necessary for staff/volunteers to do things of a personal nature for children if they are ill or disabled. These tasks should only be carried out with the full understanding and consent of parents/carers. In an emergency situation which requires this type of help, parents/carers should be fully informed as soon as possible. In such situations it is important to ensure all staff/volunteers are sensitive to the child and undertake any personal care tasks with the utmost discretion.

PHOTOGRAPHY

4.4 This policy does not preclude personal photographic records of voyages by children and volunteers. The RSP recognises it is important to minimise the risk of images being misused. The RSP booking form contains a photographic consent form for use of images by the RSP:

- Children's names and personal details will not be linked to photographs or videos
- Care will be taken in the storage and access to images

SOCIAL NETWORKING WEBSITES

4.5 The RSP uses social networking sites to enable those who sail with us to keep in touch with each other. We discourage adult staff/volunteers from using these sites to make friends online with crew members under the age of 18. Also from publishing photographs and videos without their consent.

ABUSE OF POSITION OF TRUST

4.6 It is an offence for a person aged 18 or over, intentionally to engage in, causes or incite, participate in or cause a child to watch a sexual act when the adult is in a position of trust in respect of the child (Sexual Offences Act 2003).

PROVISION OF SEXUAL HEALTH ADVICE

- 4.7 When seeking to protect a child from sexually transmitted infection, protecting the physical safety of a child, preventing a child from becoming pregnant, or promoting the child's emotional well-being by giving advice (including the provision of contraception), a person will not commit an offence under Section 14 of the Sexual Offences Act 2003. This applies as long as the person does not act to cause or encourage the sexual activity to take place, or for the purpose of sexual gratification.

4.8 FIRST AID AND MEDICAL TREATMENT

First aid, provided by an appropriately trained and qualified person, is part of an organisations normal duty of care.

DESIGNATED SAFEGUARDING LEAD

- 4.9 The job description for the Designated Safeguarding Lead is to ensure that the organisation has an up to date policy with procedures to support it; and that relevant staff and volunteers understand the procedures and put them into practice: to receive reports of any concerns or allegations: in conjunction with the person in charge, to decide on the appropriate action to be taken: to keep a record.

What to do if abuse is suspected/alleged to have occurred?

- 4.10 Where there is an allegation of abuse against a member of staff/volunteer/crew member, there may be three types of investigation:
- Criminal investigation
 - Child protection investigation
 - Disciplinary or misconduct investigation
- 4.11 The result of the police and social services investigation may well influence the disciplinary investigation (in case of staff/volunteer), but not necessarily.
- 4.12 It is important that we have a means to address misconduct. Disciplinary procedures are in place.
- 4.13 It is important to understand that a member of staff/volunteer/crew member reporting a case of child abuse, particularly by a colleague, may undergo a high degree of stress, including feelings of guilt for having reported the matter. It is therefore important to ensure that appropriate counselling and support is available in such a situation.

What should I do if a child tells me he/she is being abused?

- 4.14 ALWAYS
- stay calm – ensure the child is safe and feels safe
 - show and tell the child that you are taking what they say seriously
 - reassure the child and stress that he/she is not to blame
 - be honest, explain you will have to tell someone else to help stop the alleged abuse
 - make a note of what the child has said as soon as possible after the event
 - maintain confidentiality – only tell others if it will help protect the child
- 4.15 NEVER

- rush into actions that may be inappropriate
- make promises you cannot keep
- ask inappropriate questions, which may jeopardise any impending police investigation
- take sole responsibility – consult someone else (the person in charge or someone you can trust) so you can begin to protect the child and gain support for yourself

If I do something wrong will it make matters worse?

- 4.16 Taking appropriate action if you are worried about abuse is never easy – it takes courage but it can protect a young life. You may be upset about what the child has said or you may worry about the consequences of your actions. However, one thing is certain – you cannot ignore it.

RECORDING INFORMATION

- 4.17 When recording information, it is important that you do not carry the process beyond gathering information about the allegation. Unnecessary interviews with child complainants could prejudice the integrity of evidence that may eventually have to be presented in court.
- 4.18 Care should be taken that appropriate means are used to find out what the allegation is about without ‘leading’ the child. The environment for recording information needs to be considered carefully. Try and ensure that you are in sight of another adult but that your conversation won’t be overheard. You also need to be careful about physical contact during an interview – it may not be what the child wants. The rule is to let the child initiate any actions and to remain positive and supportive throughout.

Recognising abuse

What is child abuse?

- 4.19 Child abuse is a term used to describe ways in which children are harmed, usually by adults and often by people they know and trust. It refers to the damage done to a child’s physical or mental health. Children can be abused within or outside their family, at school, in a sports or community environment. Child abuse can take many forms:

Physical abuse where adults or other children:

- physically hurt or injure children (e.g. by hitting, shaking, squeezing, biting or burning)
- give children alcohol, inappropriate drugs or poison
- attempt to suffocate or drown children
- in sports situations, physical abuse might also occur when the nature and intensity of training exceeds the capacity of the child’s immature and growing body

Neglect includes situations in which adults:

- fail to meet a child’s basic physical needs (e.g. for food, warm clothing, essential medication)
- consistently leave children alone and unsupervised
- fail or refuse to give children love, affection or attention
- neglect in a sports situation might also occur if a teacher or coach fails to ensure children are safe or exposes them to undue cold or risk of injury

Sexual abuse

- 4.20 Boys and girls are sexually abused when adults (male or female) or other young people use them to meet their own sexual needs. This could include:
- full sexual intercourse, masturbation, oral sex, fondling
 - showing children pornographic books, photographs, videos, or taking pictures for pornographic purposes
 - sport situations which involve physical contact (e.g. supporting or guiding children) could potentially create situations where sexual abuse may go unnoticed. Abusive situations may also occur if adults misuse their power over young people

Emotional abuse can occur in a number of ways e.g.:

- there is a persistent lack of love or affection
- there is constant overprotection which prevents children from socialising
- children are frequently being shouted at or taunted
- there is neglect, physical or sexual abuse
- emotional abuse in sport might also include situation where parents or coaches subject children to constant criticism, bullying or unrealistic pressure to perform to high expectations

Bullying

- 4.21 Bullying may be seen as deliberately hurting behaviour, usually repeated over a period of time, where it is difficult for those being bullied to defend themselves. The bully may often be another child.

How would I recognise if a child is being abused?

- 4.22 Some of the more typical symptoms, which should trigger your suspicions would include:
- unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries
 - sexually explicit language or actions
 - a sudden change in behaviour (e.g. becoming very quiet, withdrawn or displaying sudden outbursts of temper)
 - the child describes what appears to be an abusive act involving him/her
 - a general distrust and avoidance of adults, especially with whom a close relationship would be expected
 - an unreasonable reaction to normal physical contact
 - difficulty in making friends or abnormal restrictions on socialising with others
- 4.23 However, it is important to note that a child could be displaying some or all of these signs, or behaving in a way which is worrying – this does not necessarily mean the child is being abused. Similarly, there may not be any signs – you may just feel something is wrong.
- 4.24 If you are worried, it is NOT your responsibility to decide if it is abuse BUT it is your responsibility to act on your concerns and do something about it.**

WHAT SHOULD I DO IF I HAVE CONCERNS?

- 4.25 Discuss your concerns with the Skipper and/or the Designated Safeguarding Lead. It is their responsibility to make the decision to contact the parents/carers, Social Services or the Police.

Recording information

- 4.26 In cases of child abuse the main aim is to keep calm and provide a positive, friendly attitude to encourage the child to talk.
- DO listen
 - DO take notes
 - DO tell the RSP and make sure that all information is passed onto the Social Services/Police if appropriate
 - DON'T ask direct questions
 - DON'T try to stop the child telling you about their problem
 - DON'T make promises
 - DON'T allow anyone else outside the police or social services to interview or ask questions of the child
 - DON'T assume!
- 4.27 The complexity of child protection issues means that there can never be a set of prescriptive questions. Don't try to get too much information, rather, let the child give you as much as they feel prepared to give. The adult listening should try to act as naturally as possible throughout. Make notes during the interview, but only those necessary: it might be possible to gain certain contact information from existing administrative records.

COMMON QUESTIONS that could be used in some situations

4.28 THE DO'S – open questions/statements:

- Would you like to tell me what happened? Can you tell me where/when this happened? Would you like to tell me who was involved? Can you tell me what happened next?
- Is there anything else you would like to tell me?
- Thank you for telling me this but you do realise I will have to do something about it

4.29 THE DONT'S – leading/closed questions/comments:

- Was it your father/coach/friend that did this to you? Are you sure that's what happened?
- Why did you let them do that to you? Why do you think this happened?
- I expect you must be very upset about this? This can be our little secret

5 Child Protection Incident Report

- 5.1 There is a Child Protection Incident Report form, with guidance on completion, available on the Afterguard section of the website.