



GUERNSEY  
**SAILING**  
TRUST

**Safeguarding and  
Child Protection  
Policy and Guidelines**



## **Introduction**

Revised Feb 2020

### **Definition of a child**

The Children Act 1989 defined any person under the age of 18 as a 'child'. In this document and in day to day communications the terms 'children' and 'young people' are both used, recognising that older teenagers may prefer not to be referred to as 'children' although they are still children in the eyes of the law.

### **Safeguarding adults**

Many of the safeguarding principles in these guidelines also apply to 'vulnerable adults' or 'adults at risk', but the categories of abuse and the statutory procedures to be followed in the case of a concern are different.

Please see the separate document entitled 'Safeguarding Adults Policy and Guidelines'.

## **PART 1 – POLICY**

### **Guernsey Sailing Trust Safeguarding Policy and Procedures**

#### **Policy Statement**

The Guernsey Sailing Trust is committed to safeguarding children taking part in its activities from physical, sexual or emotional harm, neglect or bullying. We recognise that the safety, welfare and needs of the child are paramount and that any child, irrespective of age, disability, race, religion or belief, sex, sexual or gender identity or social status, has a right to protection from discrimination and abuse.

The Guernsey Sailing Trust takes all reasonable steps to ensure that, through safe recruitment, appropriate operating procedures and training, it offers a safe and fun environment to children taking part in its events and activities.

For the purposes of this policy anyone under the age of 18 should be considered as a child. All staff and volunteers should be aware of the policy.

#### **Centre Welfare Officer**

The Centre Welfare Officers are:

Sarah Creasey: sarah@sailingtrust.org.gg; 07781 421003

Chris Taylor: chris@sailingtrust.org.gg; 07781 465008

Mike Higgins: mike.higgins@cwgsy.net; 01481 235409

#### **Staff and Volunteers**

All members of staff over the age of 16 that take part in regulated activities with children (in accordance with the DBS) will be required to provide an enhanced Criminal Records Disclosure, with Barred List check, if appropriate.

All Dinghy Instructors are required to complete and pass the RYA Safe and Fun (Safeguarding) course.

Instructors and volunteers not known to the Trust will also be asked to provide references.

## **Good Practice**

All staff and volunteers should follow the good practice guidelines attached (see Appendices) and agree to abide by the GST Code of Conduct (see Appendices) and the RYA Codes (see Appendices). Those working or volunteering with young people should be aware of the guidance on recognising abuse (see Appendices).

Adults are requested not to enter the showers and changing rooms at times when children are changing. If this is unavoidable it is advised that they are accompanied by another adult. If it is essential, in an emergency situation, for a male to enter a female changing area or vice versa, it is advised that they are accompanied by another adult of the opposite sex.

The GST will seek consent from parents/carers before taking photos or video of a child at a session or publishing such images. Parents and spectators should be prepared to identify themselves if requested and state their purpose for photography/filming. If the GST publishes images of children, limited identifying information will be included. Any concerns about inappropriate or intrusive photography or the inappropriate use of images should be reported to one of the GST Welfare Officers.

## **Bullying**

The GST takes bullying very seriously. All staff and volunteers will be made aware that signs of bullying include:

- Is frightened of being left alone with other children
- Changes their usual routine
- Suddenly doesn't wish to attend training or events
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Has a cut or bruises that can not adequately be explained
- Attempts or threatens suicide
- Attempts or threatens to run away
- Cries themselves to sleep or has nightmares
- Feels ill in the mornings
- Begins to perform poorly without good reason
- Comes home with clothes torn or belongings damaged
- Has possessions suddenly start go missing
- Asks for money or starts stealing money (e.g. to give to the bully)
- Continually 'loses' money
- Become aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses or reasons for any of the above

If bullying is suspected to be taking place, the GST Welfare Officer should be informed as soon as possible. Staff and volunteers will be trained in how to prevent bullying occurring during GST activities.

### **Additional vulnerability**

Some children may be more vulnerable to abuse or find it more difficult to express their concerns. For example:

- a disabled child who relies on a carer to help them get changed may worry that they won't be able to sail any more if they report the carer
- a deaf child may not be able to express themselves or speak confidentially if they need an interpreter
- a child who has experienced racism may find it difficult to trust an adult from a different ethnic background
- children with low self-esteem or mental health problems can be more vulnerable to bullying or abuse, as can gay, lesbian, bisexual or transgender young people, or any child who has a characteristic that marks them out in others' eyes as 'different'.

### **Grooming**

Grooming is when someone develops a relationship with a child over a period of time to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. For more information on possible signs of grooming, see:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/grooming/>

Sometimes the perpetrator grooms the entire family, building a relationship with the child's parents/carers so that they are allowed more access to the child than would normally be the case.

Similar behaviour could be used to radicalise young people and recruit them to a religious or political cause. This is unlikely to happen in a sailing club setting, but under the government's 'Prevent' strategy teachers and others working with young people are receiving training on recognising the warning signs.

### **Websites and social media**

Any instructors or volunteers posting onto our website or social media must ensure that:

- our guidance on use of images is followed:
  - parental consent must be gained before publishing any photos or videos
  - limited identifying information is to be published
  - if unsure about the suitability of any image, please speak to a member of the office staff before publishing

Any one that is concerned about any information or posts should contact a GST Welfare Officer immediately.

### **Coaches and Instructors**

When working with children and young people you are advised to:

- where possible have a business phone and a personal phone
- only contact sailors on your business phone
- avoid using over-familiar language and try to copy in the child's parent/carer
- only communicate regarding organisational matters, not for social or personal contact

When using social media, it is recommended that you:

- have a personal and a professional page for your social media
- do not allow young sailors to follow or be friends with your personal account
- set your privacy settings as high as possible on your personal account
- challenge the way that young sailors post or comment to you or others on social media if it is inappropriate
- educate young sailors about the boundaries between them and their Instructor

### **Concerns**

Anyone who is concerned about a young member's or participant's welfare, either outside the sport or within the GST, should inform one of the GST Welfare Officers immediately, in strict confidence. The GST Welfare Officer will follow the attached RYA procedures (see Flowcharts 1 and 2).

Any staff or volunteer failing to comply with the Safeguarding policy or any relevant Codes of Conduct may be subject to disciplinary action.

## **PART 2 – PROCEDURES**

### **Designated Person**

All concerns should be passed over to one of the GST Welfare Officers.

Sarah Creasey: sarah@sailingtrust.org.gg; 07781 421003

Chris Taylor: chris@sailingtrust.org.gg; 07781 465008

Mike Higgins: mike.higgins@cwgsy.net; 01481 235409

The GST Welfare Officers are responsible for:

- Maintaining up-to-date policy and procedures, compatible with the RYA's
- Ensuring that relevant staff and/or volunteers are aware of and follow the procedures, including implementing safe recruitment procedures
- Advising the management committee on safeguarding and protection issues

If there is a concern, the Welfare Officers would:

- Be the first point of contact for any concerns or allegations, from children or adults, ensuring that confidentiality is maintained in all cases
- Decide on the appropriate action to be taken, in line with the organisation's procedures and in conjunction with the person in charge (Principal, General Manager etc.)
- Keep the RYA informed as necessary
- Record the appropriate information in the referral form

### **RYA designated person**

The RYA's Safeguarding and Equality Manager can be contacted on 023 8060 4104 or e-mail [safeguarding@rya.org.uk](mailto:safeguarding@rya.org.uk)

## Useful Contacts

### **Guernsey Police:**

Multi-Agency Support Hub (MASH)

Tel: 01481 723182

website: [www.icpc.gg](http://www.icpc.gg)

### **Out of hours emergency duty social worker:**

Joint Emergency Services Control Centre

Tel: 01481 725111

### **NSPCC 24 hour free helpline**

0808 800 5000

E-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Website: [www.nspcc.org.uk](http://www.nspcc.org.uk)

### **Childline 24 hour free helpline**

0800 1111

Website: [www.childline.org.uk](http://www.childline.org.uk)



## APPENDICES

### What is child abuse?

Revised Jan 2019

(Based on the statutory guidance 'Working Together to Safeguard Children' 2018)

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (including via the internet). They may be abused by an adult or adults, or another child or children.

**Physical abuse** may involve adults or other children inflicting physical harm:

- hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating
- giving children alcohol or inappropriate drugs
- a parent or carer fabricating the symptoms of, or deliberately inducing, illness in a child
- in sport situations, physical abuse might also occur when the nature and intensity of training exceeds the capacity of the child's immature and growing body.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve:

- conveying to a child that they are worthless, unloved or inadequate
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- imposing expectations which are beyond the child's age or developmental capability
- overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction
- allowing a child to see or hear the ill-treatment of another person
- serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger
- the exploitation or corruption of children
- emotional abuse in sport might also include situations where parents or coaches subject children to constant criticism, bullying or pressure to perform at a level that the child cannot realistically be expected to achieve.

Some level of emotional abuse is involved in all types of maltreatment of a child.

**Sexual abuse.** Sexual abuse involves an individual (male or female, or another child) forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, to gratify their own sexual needs. The activities may involve:

- physical contact (eg. kissing, touching, masturbation, rape or oral sex)
- involving children in looking at, or in the production of, sexual images
- encouraging children to behave in sexually inappropriate ways or watch sexual activities
- grooming a child in preparation for abuse (including via the internet)
- sport situations which involve physical contact (eg. supporting or guiding children) could potentially create situations where sexual abuse may go unnoticed. Abusive situations may also occur if adults misuse their power and position of trust over young people.

**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. Neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision
- ensure access to appropriate medical care or treatment
- respond to a child's basic emotional needs
- neglect in a sport situation might occur if an instructor or coach fails to ensure that children are safe, or exposes them to undue cold or risk of injury.

**Child sexual exploitation** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs and wants (eg. attention, money or material possessions, alcohol or drugs), and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation can also occur online without involving physical contact.

**Extremism** goes beyond terrorism and includes people who target the vulnerable - including the young - by seeking to: sow division between communities on the basis of race, faith or denomination; justify discrimination eg. towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

**Bullying** (not included in 'Working Together' but probably more common in a sport situation than some of the other forms of abuse described above)

Bullying (including online bullying, for example via text or social media) may be seen as deliberately hurtful behaviour, usually repeated or sustained over a period of time, where it is difficult for those being bullied to defend themselves. The bully is often another young person. Although anyone can be the target of bullying, victims are typically shy, sensitive and perhaps anxious or insecure. Sometimes they are singled out for physical reasons – being overweight or physically small, being gay or lesbian, having a disability or belonging to a different race, faith or culture.

Bullying can include:

- physical pushing, kicking, hitting, pinching etc
- name calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule, humiliation or the continual ignoring of individuals
- posting of derogatory or abusive comments, videos or images on social network sites
- racial taunts, graffiti, gestures, sectarianism
- sexual comments, suggestions or behaviour
- unwanted physical contact.

The acronym STOP – Several Times On Purpose - can help you to identify bullying behaviour.

### **Grooming**

Grooming is when someone develops a relationship with a child over a period of time to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. For more information on possible signs of grooming, see:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/grooming/>

Sometimes the perpetrator grooms the entire family, building a relationship with the child's parents/carers so that they are allowed more access to the child than would normally be the case. Similar behaviour could be used to radicalise young people and recruit them to a religious or political cause.

### **Recognising Abuse**

It is not always easy, even for the most experienced carers, to spot when a child has been abused. However, 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 (eg. becoming very quiet, withdrawn or displaying sudden outbursts of temper)
- the child describes what appears to be an abusive act involving him/her
- a change observed over a long period of time (eg. the child losing weight or becoming increasingly dirty or unkempt)
- a general distrust and avoidance of adults, especially those with whom a close relationship would be expected
- an unexpected reaction to normal physical contact
- difficulty in making friends or abnormal restrictions on socialising with others.

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, without this necessarily meaning that the child is being abused. Similarly, there may not be any signs, but you may just feel that something is wrong. If you have noticed a change in the child's behaviour, first talk to the parents or carers. It may be that something has happened, such as a bereavement, which has caused the child to be unhappy.

### **If you are concerned**

If there are concerns about sexual abuse or violence in the home, talking to the parents or carers might put the child at greater risk. If you cannot talk to the parents/carers, consult your organisation's designated Welfare/Safeguarding Officer or the person in charge. It is this person's responsibility to make the decision to contact Children's Social Care Services or the Police. It is NOT their responsibility to decide if abuse is taking place, BUT it is their responsibility to act on your concerns.

## RYA Instructor Code of Conduct

Revised Feb 2014

### RYA Instructor Code of Conduct for RYA Instructors, Coach Assessors, Trainers and Examiners

This document outlines the code of conduct under which all holders of RYA instructor qualifications and RYA training appointments (hereafter referred to as instructors) are required to comply. The code of conduct is intended to make clear to all participants, instructors and RYA appointment holders the high standards to which all are expected to conform. Instructors must:

- If working with people under the age of 18, read and understand the Child Protection Policy as detailed on the RYA website at [www.rya.org.uk](http://www.rya.org.uk)
- Respect the rights, dignity and worth of every person and treat everyone equally within the context of their sport.
- Place the wellbeing and safety of the student above the development of performance or delivery of training.
- They should follow all guidelines laid down by the RYA with regards specific training or coaching programmes.
- Hold appropriate insurance cover either individually or through the training centre in which they are working.
- Not develop inappropriate working relationships with students (especially children). Relationships must be based on mutual trust and respect and not exert undue influence to obtain personal benefit or reward.
- Encourage and guide students to accept responsibility for their own behaviour and performance.
- Hold relevant up to date governing body qualifications as approved by the RYA.
- Ensure that the activities they direct or advocate are appropriate for the age, maturity, experience and ability of the individual.
- At the outset, clarify with students (and where appropriate their parents) exactly what is expected of them and what they are entitled to expect.
- Always promote the positive aspects of the sport (eg courtesy to other water users).
- Consistently display high standards of behaviour and appearance.
- Not do or neglect to do anything which may bring the RYA into disrepute.
- Act with integrity in all customer and business to business dealings pertaining to RYA training.
- Not teach or purport to provide RYA courses or RYA certification outside of the framework of an RYA recognised training centre
- Notify the RYA immediately of any court imposed sanction that precludes the instructor from contact with specific user groups (for example children and vulnerable adults).
- Not carry out RYA training, examining or coaching activities whilst under the influence of alcohol or drugs.

Failure to adhere to the RYA Instructor Code of Conduct may result in the suspension or withdrawal of RYA qualifications or appointments.

## **RYA Coach Code of Ethics and Conduct**

Revised Dec 2018

Sports Coaching helps the development of individuals through improving their performance.

### **This is achieved by:**

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

### **Coaches should comply with the principles of good ethical practice listed below.**

1. All RYA Coaches working with sailors under the age of 18 must have read and understood the RYA Child Protection Policy.
2. Coaches must respect the rights, dignity and worth of every person and treat everyone equally within the context of their sport.
3. Coaches must place the well-being and safety of the sailor above the development of performance. They should follow all guidelines laid down by the RYA, follow Operating Procedures and hold appropriate insurance cover.
4. Coaches must develop an appropriate working relationship with sailors based on mutual trust and respect. Coaches must not exert undue influence to obtain personal benefit or reward. In particular they must not abuse their position of trust to establish or pursue a sexual relationship with a sailor aged under 18, or an inappropriate relationship with any sailor.
5. Coaches must encourage and guide sailors to accept responsibility for their own behaviour and performance.
6. Coaches must hold up to date and nationally recognised governing body coaching qualifications.
7. Coaches must ensure that the activities they direct or advocate are appropriate for the age, maturity, experience and ability of the individual.
8. Coaches must, at the outset, clarify with sailors (and where appropriate their parents) exactly what is expected of them and what sailors are entitled to expect from their coach. A contract may sometimes be appropriate.
9. Coaches must co-operate fully with other specialists (eg. other coaches, officials, sports scientists, doctors, physiotherapists) in the best interests of the sailor.
10. Coaches must always promote the positive aspects of their sport (eg. fair play) and never condone rule violations or the use of prohibited substances.

11. Coaches must consistently display high standards of behaviour and appearance.
12. Coaches must notify the RYA immediately of any court imposed sanction that precludes the coach from contact with a specific user group (eg. children and vulnerable adults).
13. Coaches must not carry out coaching activities whilst under the influence of alcohol or drugs, or when they have received medical advice not to continue activities that are connected with their coaching (eg. driving).
14. Coaches must not behave in a way which brings the sport into disrepute.

Failure to adhere to the RYA Coach Code of Conduct may result in the suspension or withdrawal of RYA qualifications or appointments and will be dealt with in line with the RYA Coaches' Performance Guidelines. To access these Guidelines please contact [coachingdevelopment@rya.org.uk](mailto:coachingdevelopment@rya.org.uk)

## Good practice guidelines (children)

Revised April 2017

### Culture

The GST aims to develop a culture within our organisation where both children and adults feel able to raise concerns, knowing that they will be taken seriously, treated confidentially and will not make the situation worse for themselves or others.

These common sense guidelines should be followed by everyone within the GST:

- Avoid spending any significant time working with children in isolation
- Do not take children alone in a car, however short the journey
- Do not take children to your home as part of your organisation's activity
- *Where any of these are unavoidable, ensure that they only occur with the full knowledge and consent of someone in charge of the organisation or the child's parents*
- Design training programmes that are within the ability of the individual child.
- If a child is having difficulty with a wetsuit or buoyancy aid, ask them to ask a friend to help if at all possible
- If you do have to help a child, make sure you are in full view of others, preferably another adult
- Restrict communications with young people via mobile phone, e-mail or social media to group communications about organisational matters. If it's essential to send an individual message, copy it to the child's parent or carer.

### You should never:

- engage in rough, physical or sexually provocative games
- allow or engage in inappropriate touching of any form
- allow children to use inappropriate language unchallenged, or use such language yourself when with children
- make sexually suggestive comments to a child, even in fun
- fail to respond to an allegation made by a child; always act
- do things of a personal nature that children can do for themselves.

It may sometimes be necessary to do things of a personal nature for children, particularly if they are very young or disabled. These tasks should only be carried out with the full understanding and consent of both the child (where possible) and their parents/carers. In an emergency situation which requires this type of help, parents/carers should be informed as soon as possible. In such situations it is important to ensure that any adult present is sensitive to the child and undertakes personal care tasks with the utmost discretion.

### Coaches and Instructors

When working with children and young people you are advised to:

- where possible have a business phone and a personal phone
- only contact sailors on your business phone (or using your organisation's text system)
- avoid using over-familiar language and try to copy in the child's parent/carer
- only communicate regarding organisational matters, not for social or personal contact.

When using social media, it is recommended that you:

- have a personal and a professional page for your social media
- do not allow young sailors to follow or be friends with your personal account
- set your privacy settings as high as possible on your personal account
- challenge the way that young sailors post or comment to you or others on social media if it is inappropriate
- educate young sailors about the boundaries between them and their Coach or Instructor.

Coaches on the RYA's Youth and Junior squad programmes are expected to comply with the RYA Youth Racing Communications Policy.

### **Parents**

Organisations are responsible for the content published on their sites, but parents must accept responsibility for their children's access to and use of computers, tablets and smartphones.

### **Additional vulnerability**

Some children may be more vulnerable to abuse or find it more difficult to express their concerns. For example:

- a disabled child who relies on a carer to help them get changed may worry that they won't be able to sail any more if they report the carer
- a deaf child may not be able to express themselves or speak confidentially if they need an interpreter
- a child who has experienced racism may find it difficult to trust an adult from a different ethnic background
- children with low self-esteem or mental health problems can be more vulnerable to bullying or abuse, as can gay, lesbian, bisexual or transgender young people, or any child who has a characteristic that marks them out in others' eyes as 'different'.