



GUERNSEY
SAILING
TRUST

**Safeguarding and
Child Protection
Policy and Guidelines**



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Introduction

Definition of a child

Under the Children (Guernsey and Alderney) Law, 2008, a child is defined as any person under the age of 18. 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 legally regarded as children until their 18th birthday..

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'.

Policy Statements

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 safer 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.

Guernsey Sailing Trust Welfare Officer

The Guernsey Sailing Trust Welfare Officers are:

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

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

Staff and Volunteers

The GST will follow the Guernsey Sailing Trust Safer Recruitment Policy.

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.

All 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.

First aid, provided by an appropriately trained and qualified person, is part of the GST's normal duty of care. Parental/carer's consent will be obtained if medication or medical treatment is required in the absence of the parent/carer.

Parental/Guardian consent will be gained for all children and vulnerable adults taking part in activities run by the GST.

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 homosexual, 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
 - more information can be found in our Social Media Policy

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:

- use email to arrange work or sailing sessions with parents copied in
- avoid using over-familiar language
- only communicate regarding organisational matters, not for social or personal contact
- if you do need to share a phone number with a young person, and do not have a business phone, all messages should be work related

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.

Designated Person

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

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 GST 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 (see Flowcharts 1 and 2)
- Record the appropriate information in the referral form (see form 1)

RYA designated person

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

Useful Contacts

Guernsey Police:

Multi-Agency Support Hub (MASH)

Tel: 01481 723182

website: www.icpc.gg

Out of hours emergency duty social worker:

Joint Emergency Services Control Centre

Tel: 01481 725111

NSPCC 24 hour free helpline

0800 800 5000

E-mail: help@nspcc.org.uk

Website: www.nspcc.org.uk

Childline 24 hour free helpline

0800 1111

Website: www.childline.org.uk

Handling concerns, reports or allegations

A complaint, concern or allegation may come from a number of sources: the child, their parents or carers, someone else within your organisation, a member of the public, or the statutory authorities (Police or Children's Social Care). It may involve the behaviour of one of your volunteers or employees, or something that has happened to the child outside the sport, perhaps at home or at school. Children may confide in adults they trust, in a place where they feel at ease.

An allegation may range from mild verbal bullying to physical or sexual abuse. If you are concerned that a child may be being abused, it is NOT your responsibility to investigate further BUT it is your responsibility to act on your concerns and report them to the appropriate statutory authorities. For guidance on recognising abuse, see Appendices.

Handling an allegation from a child

Always:

- stay calm – ensure that the child is safe and feels safe
- show and tell the child that you are taking what he/she says seriously
- reassure the child and stress that he/she is not to blame
- be careful about physical contact, it may not be what the child wants
- be honest, explain that you will have to tell someone else to help stop the alleged abuse
- make a record of what the child has said as soon as possible after the event, using the child's own words
- follow your organisation's child protection procedures.

Never:

- rush into actions that may be inappropriate
- make promises you cannot keep (eg. you won't tell anyone)
- ask leading questions (see 'Recording and handling information' below)
- take sole responsibility – consult someone else (ideally the designated Child Protection/Welfare Officer or the person in charge or someone you can trust) so that you can begin to protect the child and gain support for yourself.

You may be upset about what the child has said or you may worry about the consequences of your actions. Sometimes people worry about children being removed from their families as a result of abuse, but in reality this rarely happens. However, one thing is certain – you cannot ignore it.

Recording and handling information

If you suspect that a child may have been the subject of any form of physical, emotional or sexual abuse or neglect, the allegation must be referred as soon as possible to the GST Welfare Officer, who may contact Children's Social Care or the Police, who have trained experts to handle such cases. Do not start asking leading questions which may jeopardise any formal investigation.

A leading question is where you suggest an answer or provide options that only need a 'yes' or 'no' answer, instead of allowing the child to explain things in their own words. An example would be asking 'did X hit you?' instead of 'how did you get that bruise?'. Use open questions such as 'what happened next?'. Only ask questions to confirm that you need to refer the matter to someone else. Listen to and keep a record of anything the child tells you or that you have observed and pass the information on to the statutory authorities.

All information must be treated as confidential and only shared with those who need to know. If the allegation or suspicion concerns someone within the GST, only the child's parents/carers, the GST's Welfare Officer, the person in charge of the organisation (unless any of them are the subject of the allegation), the relevant authorities and the RYA Safeguarding and Equality Manager should be informed. If the alleged abuse took place outside the sport, the Police or Children's Social Care will decide who else needs to be informed, including the child's parents/carers. It should not be discussed by anyone within the GST other than the person who received or initiated the allegation and, if different, the person in charge.

Handling the media

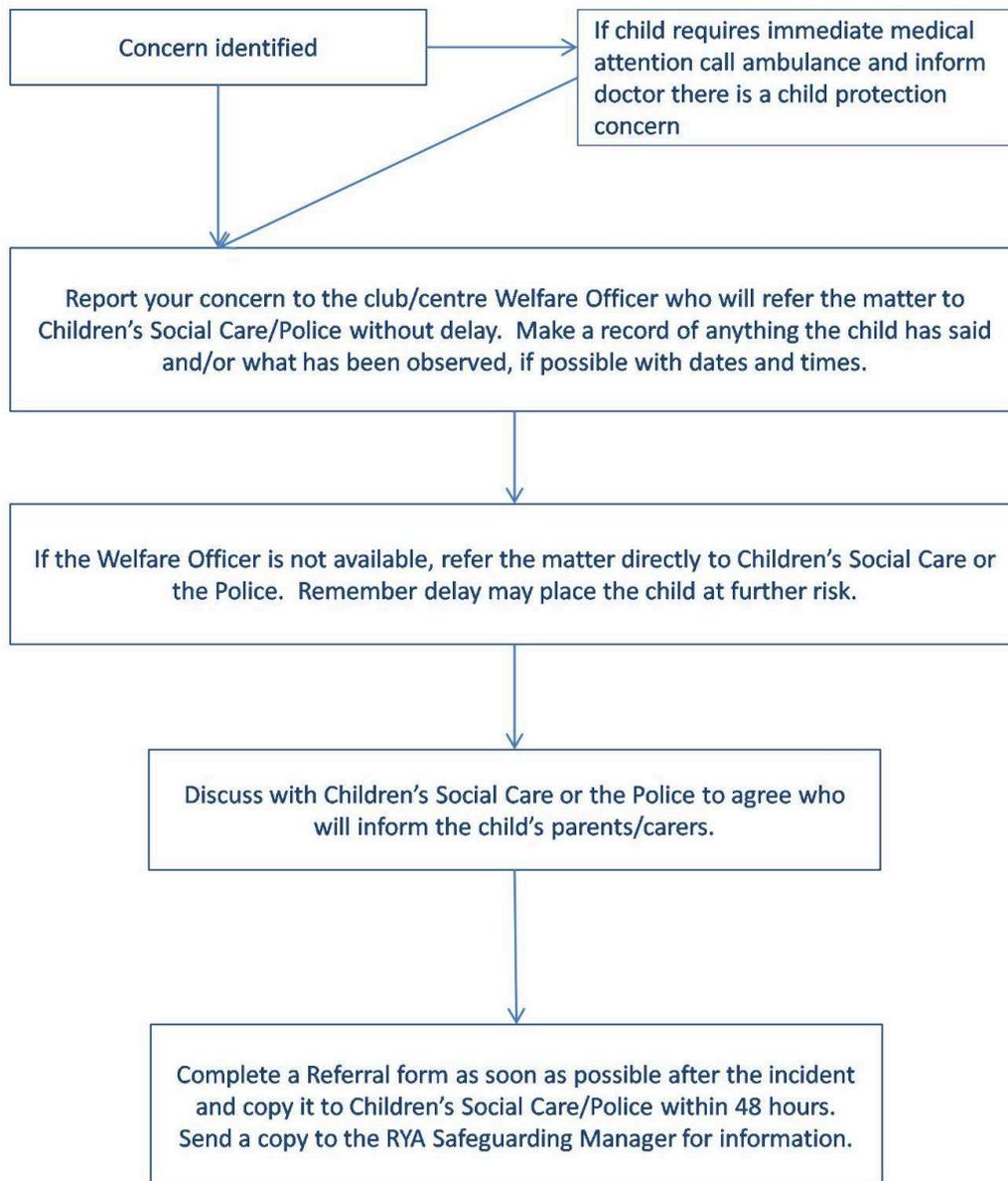
If there is an incident at your premises which attracts media interest, no employee should give any response. All media enquiries should be passed to one of the GST Welfare Officers.

Historical allegations

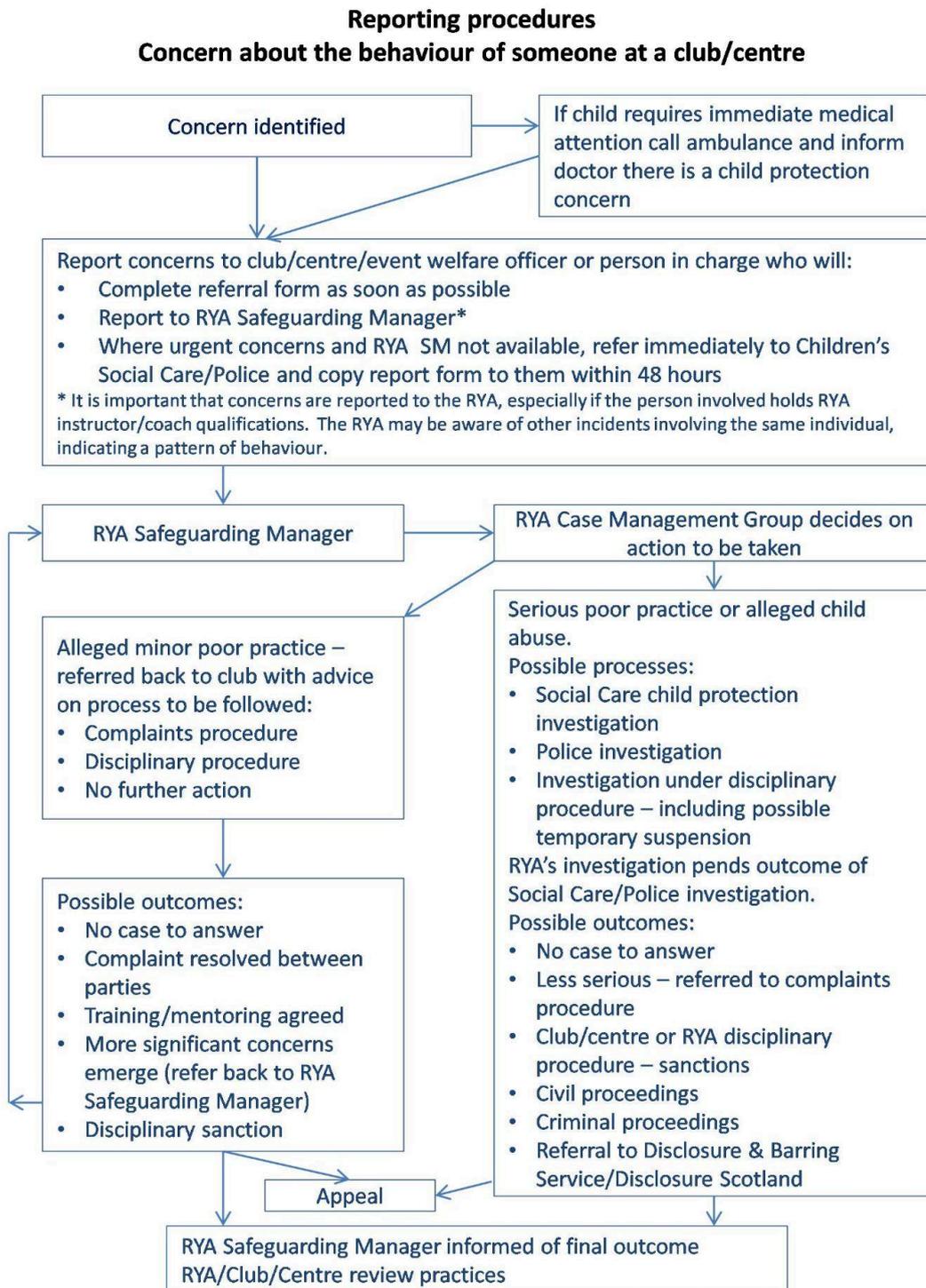
If someone raises a child protection concern relating to incidents that took place some time ago, follow the same procedure as you would for a new concern, even if the person about whom the allegation is being made is no longer active within the GST. If the concern appears to relate to a criminal offence, encourage the individual to contact the Police.

Flowchart 1: Concern about a child outside the sport environment

Reporting procedures Concern about a child outside the sport environment



Flowchart 2: Concern about the behaviour of someone at a club/centre



Safeguarding and Child Protection referral form

Date and time of incident	
Name and position of person about whom report, complaint or allegation is made	
Name and age of child involved	
Name of club or organisation (if relevant)	
Nature of incident, complaint or allegation (continue on separate page if necessary.	
Action taken by organisation (continue on separate page if necessary)	
If Police or Children's Social Care Services contacted, name, position and telephone number of person handling case	
Name, organisation and position of person completing form	
Contact telephone number and e-mail address	
Signature of person completing form	
Date and time form completed	
Name and position of organisation's child protection/welfare officer or person in charge (if different from above)	
Contact telephone number and e-mail address	

This form can be used by any instructor for recording information. It should IMMEDIATELY be marked 'Private and Confidential' and passed to one of the Welfare Officers.

APPENDICES

What is child abuse?

This section reflects recognised safeguarding practice and is consistent with the principles of the Children (Guernsey and Alderney) Law, 2008, which provides the legal framework for the protection and welfare of children in the Bailiwick of Guernsey.

Abuse and neglect are forms of maltreatment of a child. A child may be abused or neglected through the infliction of harm, or through a failure to act to prevent harm. Children may be abused in a family, institutional, sporting, community or online environment by those known to them or, more rarely, by others. They may be abused by an adult or adults, or another child or children.

Physical abuse involves deliberately inflicting physical harm on a child. It may involve:

- 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 that causes severe and persistent adverse effects on their 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 occurs when an individual (adult or another child) forces, coerces or entices a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve:

- physical contact (eg. kissing, touching or rape)
- 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 (CSE) is a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child under the age of 18 into sexual activity. 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 involves individuals or groups targeting vulnerable people, including children, in order to promote extreme ideological views, encourage division within communities, or persuade individuals to support harmful causes.

Bullying is a behaviour that may occur in sports and youth environments and can also give rise to safeguarding concerns. 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 occurs when an individual builds a relationship with a child in order to gain their trust and manipulate them for the purpose of 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. 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 signs that may indicate abuse 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 decide whether the concern should be referred to the appropriate safeguarding services within the RYA, States of Guernsey or Guernsey Police. It is NOT their responsibility to decide if abuse is taking place, BUT it is their responsibility to act on your concerns.

Good practice guidelines for working with children

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 or make sure you are in full view of others as you help them, 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:

- use email to communicate with children and copy their parents/carers into the correspondence
- avoid using over-familiar language
- 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 homosexual, bisexual or transgender young people, or any child who has a characteristic that marks them out in others' eyes as 'different'.

RYA Instructor Code of Conduct for RYA Instructors, Trainers, and Examiners

The RYA values and respects the very talented people that make up our training network, and views them as important ambassadors of the RYA's brand and values. This document outlines the code of conduct to 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:

1. Behave in a manner that is consistent with the values of the RYA, particularly with regards equality, diversity, inclusivity and sustainability.
2. Respect the rights, dignity and worth of every person and treat everyone equally within the context of their boating activity.
3. Place the wellbeing and safety of the student above the development of performance or delivery of training.
4. Encourage and guide students to accept responsibility for their own behaviour and performance.
5. Only develop relationships with students that are appropriate and legal, (especially those under 18) whether face to face or in a digital context. Relationships must be consensual, based on mutual trust and respect and must not exert undue influence to obtain personal benefit or reward.
6. Ensure the activities they direct or advocate are student focused, and appropriate for the age, maturity, experience and ability of the individual. Always clarify with students (and where appropriate their parents or carers) exactly what is expected of them and what they are entitled to expect.
7. Behave appropriately to ensure the safety of instructors, students and others under your direction.
8. Treat all RYA instructors, appointment holders, staff and other stakeholders with respect.
9. Act with integrity in all customer and business to business dealings pertaining to RYA training.
10. Read, understand, and comply with the Safeguarding Children and Safeguarding Adults policies and guidelines as detailed on the RYA website at www.rya.org.uk/safeguarding.
11. Comply with the laws and regulations of the jurisdiction in which they are operating.
12. Follow all RYA guidance and standards with regards specific training or coaching programmes.
13. Not do or neglect to do anything which may bring the RYA into disrepute, including through the use of social media.
14. Hold relevant, up to date governing body qualifications as approved by the RYA.
15. Only teach or provide RYA courses or RYA certification within the framework of an RYA recognised training centre.
16. Notify the RYA immediately of any court-imposed sanction that precludes the instructor from contact with specific user groups (for example children or adults at risk) and be aware that certain sanctions may result in the automatic withdrawal of your qualification.

17. Notify RYA Training in the event of any health issues that may affect their ability to carry out their responsibilities, including the use of medication which may impact their role.
18. 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.