

13. Appendix 2: Safeguarding Handout for Instructors, Coaches, and Volunteers.**Good Practice Guide**

This guide only covers the essential points of good practice when working with children, young people and vulnerable adults. For further information you should also read:

Horizons Safeguarding policy Statement and Horizons e-safety statements which are available for reference at all times on our website or can be obtained from our office.

- <http://horizonsplymouth.org/wp-content/uploads/2014/12/Safeguarding-Policy-and-Procedures.pdf>

RYA Safeguarding and Child Protection Policy and Guidelines January 2016

- <http://www.rya.org.uk/infoadvice/childprotection/Pages/CPPolicyGuidelines.aspx>

RYA Safeguarding Vulnerable Adults Guidelines March 2015

- <http://www.rya.org.uk/SiteCollectionDocuments/hr-administration/administration/Safeguarding%20Vulnerable%20Adults/RYA%20Safeguarding%20Vulnerable%20Adults%20Policy%20and%20Guidelines%20March%202015.doc>

When working with children or young people:

- 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/guardian.
- Design training programmes that are within the ability of the individual child.
- 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.

When working with Vulnerable Adults:

- Always communicate clearly, in whatever way best suits the individual, and check their understanding and expectations
- Always try to work in an open environment in view of others
- Avoid spending any significant time working with vulnerable adults in isolation
- Do not take a vulnerable person alone in a car, however short the journey, unless you are certain that the individual has the capacity to decide to accept a lift
- Do not take a vulnerable person to your home as part of your organisation's activity
- Where any of these is unavoidable, ensure that it only occurs with the full knowledge and consent of someone in charge of the organisation or the person's carers
- Design training programmes that are within the ability of the individual
- If you need to help someone with a wetsuit or buoyancy aid or provide physical assistance or support, make sure you are in full view of others

When working with children, young people or vulnerable adults 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 or a vulnerable adult; always act.
- Do things of a personal nature for children that they can do for themselves.

It may sometimes be necessary to do things of a personal nature for children or vulnerable adults, particularly if they are very young or have a disability. These tasks should only be carried out with the full understanding and consent of the individual (where possible) and their parents/carers.

When dealing with a child or young person in an emergency situation which requires this type of help, parents should be fully informed. 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.

When dealing with Vulnerable Adults in an emergency situation which requires this type of help, if the individual lacks the capacity to give consent, carers should be fully informed. In such situations it is important to ensure that anyone present is sensitive to the individual and undertakes personal care tasks with the utmost discretion.