

HORIZONS (Plymouth)

Horizons Children's Sailing Charity

Safeguarding Policy and Procedures



Safeguarding Policy and Procedures1

1. Safeguarding Policy1

2. Code of Practice and Procedures2

3. Horizons Policy Statement2

4. Good Practice3

5. E-Safety and Social Media Policy3

6. Photography, Images and Video3

7. Managing Challenging Behaviour – Guidance for Instructors and Coaches (Issued by the RYA, 2019)4

8. Reporting Procedures.....5

9. Useful Contacts9

10. Horizons (Plymouth) Code of Conduct10

11. Agreement between the Trustees of Horizons (Plymouth) and Volunteer Workers11

12. Appendix 1: RYA Code of Conduct for Instructors, Coach Assessors, Trainers, and Examiners12

13. Appendix 2: RYA Code of Ethics and Conduct Revised Dec 2018.....13

14. Appendix 3: Good Practice Guide for Instructors, Coaches, and Volunteers.....14

15. Appendix 4: What is Child Abuse15

16. Appendix 5 – What is abuse? (Adults at Risk)17

Date of Last Review: February 2020

Review Period: At least annually

Horizons Welfare Contacts:

Welfare Co-ordinator

- The lead trustee for Safeguarding will be known as the Welfare Co-ordinator who will be responsible to the board of Trustees
- James Hill Tel: 01364 73691 Mobile:07765 253110
- Email: safeguarding@horizonsplymouth.org

Welfare Officer

- Simon Mace (Operations Manager) Tel: 01752 605800 Mobile: 07824 096701
- Email: simon@horizonsplymouth.org

1. Safeguarding Policy

Children and Young People:

As defined in the Children Act 1989, for the purposes of this policy anyone under the age of 18 should be considered as a child.

Who could be regarded as an 'adult at risk' or 'vulnerable adult'?

In recent years there has been a shift away from using the term 'vulnerable', which can be perceived as a disempowering term, to describe adults who are potentially at risk of harm or abuse.

The term 'Adult at Risk' as defined by the Care Act 2014¹ 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 abuse or neglect.

There are also adults who are at risk due to a specific circumstance they may find themselves in, for example: domestic abuse, forced marriage, sexual or commercial or financial exploitation. Adults at risk may include individuals who are vulnerable as a consequence of their role as a carer.

All of us could be regarded as being at risk or vulnerable at certain times in our lives, for example when undergoing medical treatment or experiencing a period of mental ill-health. Equally, not all people with a disability would identify themselves as being vulnerable or at risk at all times.

Mental capacity and consent

Although many of the good practice guidelines and principles to be followed when safeguarding children also apply to adults, there is a key difference. In the case of a child, there is a clear duty to act if we suspect that the child has been harmed or is at risk of harm. In the case of an adult, the starting assumption must always be that they have the capacity to make a decision and have the right to do so. If there is an allegation or concern about an adult who has capacity, their consent must be obtained before any referral is made, unless others are at risk of harm. No information should be given to the adult's family or carers without their consent.

If the adult does not have capacity and is unable to give consent, a referral may be made and their family or carers informed, provided that they are involved in the individual's life and are not implicated in the allegation.

Mental capacity refers to the ability to make a decision at a particular time. The term 'lacks capacity' means that a person is unable to make a particular decision or take a particular action for themselves at a particular point in time – although they may still be able to express an opinion or preference or take a less complex decision.

Under the Mental Capacity Act 2005² a person lacks capacity to make a decision if they have an 'impairment of or disturbance in the function of their mind or brain' (either temporary or permanent), and as a result they cannot do one or more of the following:

- Understand the information relating to this particular decision (including its benefits and risks)
- Retain the information for long enough to make this decision
- Weigh up the information involved in making this decision
- Communicate their decision in any way.

The Act also says that:

- A person is not to be treated as unable to make a decision unless all practical steps to help him/her to do so have been taken without success
- A person is not to be treated as unable to make a decision merely because he/she makes an unwise decision
- An act carried out or decision made, for or on behalf of a person who lacks capacity must be undertaken, or made, in their best interests
- Before the act is carried out, or the decision is made, regard must be paid to whether the purpose for which it is needed can be as effectively achieved in a way that is less restrictive of the person's rights and freedom of action.

This document is a working document and is therefore reviewed and updated on a regular basis. Updates will reflect changes in: industry "Best Practice", Horizons Risk Assessments, legislation or guidance from regulatory bodies. This document will be reviewed annually as a minimum.

2. Code of Practice and Procedures

Horizons Safeguarding Policy is modelled on the RYA Safeguarding and Child Protection Policy and Guidelines and the RYA Safeguarding Adults Policy and Guidelines. These documents are available from:

<https://www.rya.org.uk/about-us/rya-policies/safeguarding/Pages/hub.aspx>

3. Horizons Policy Statement

It is the policy of Horizons (Plymouth) to safeguard children, young people and Adults at Risk taking part in our activities from physical, sexual, emotional or financial harm or neglect. We recognise that everyone, irrespective of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, pregnancy and maternity, marriage or civil partnership or social status, has a right to protection from discrimination and abuse.

Horizons will take all reasonable steps to ensure that, by providing staff and volunteers with appropriate procedures and training, it offers a safe environment to adults at risk participating in Horizons events and activities. All participants will be treated with dignity and respect.

All members and volunteers should be aware of the policy.

Welfare Co-ordinator

- The lead trustee for Safeguarding will be known as the Welfare Co-ordinator who will be responsible to the board of Trustees
- James Hill Tel: 01364 73691 07765 253110
- Email: safeguarding@horizonsplymouth.org

Welfare Officer

- Simon Mace Tel: 01752 605800, Mobile: 07824 096701
- Email: simon@horizonsplymouth.org

Safeguarding Personnel

The Welfare Officer (Operations Manager) is to ensure that this policy (and associated procedures) is kept up to date; and that staff and volunteers understand the procedures and put them into practice. The Welfare Officer is to receive reports of any concerns or allegations and in conjunction with the Welfare Co-ordinator, decides the appropriate action to be taken, including keeping the RYA Safeguarding and Equality Manager informed.

Horizons actively seeks to

- Create a safe and welcoming environment, both on and off the water, where individuals can have fun and develop their skills and confidence
- Treat all participants with respect and celebrate their achievements

Horizons

- Recognises that safeguarding children and adults who may be at risk of abuse is the responsibility of everyone, not just those who work directly with them
- carefully recruits and selects all employees, contractors and volunteers in roles involving close contact with children or adults at risk and provides them with appropriate information or training
- responds swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual abuse
- regularly reviews safeguarding procedures and practices in the light of experience or to take account of legislative, social or technological changes

This policy will be reviewed annually by the Operations Manager and any alterations will be approved by the Trustees. All relevant concerns, allegations, complaints and their outcome should be notified to Horizons Welfare Officer.

4. Good Practice

All members of the Club should follow the good practice guidelines attached (*see the Appendices to this document*) and agree to abide by Horizons Code of Conduct (*see section 9 of this document*). 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 before or after junior/youth training or racing. If this is unavoidable it is advised that they are accompanied by another adult.

The Club will seek written consent from parents/carers before taking photos or video of a child at an event or training 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 Club publishes images of children, no identifying information other than names will be included. Any concerns about inappropriate or intrusive photography or the inappropriate use of images should be reported to the Club Welfare Officer.

5. E-Safety and Social Media Policy

Horizons is very committed to have in place, and act upon, a clear and simple e-policy. This has been set up to carry out the requirements of the trustees and our obligations under the law (Safeguarding Policy and The Child Safety Act 2005) to ensure the safety of all of our young members.

- All private communications between children and Volunteers or Trustees, out of sailing sessions, are to be co-ordinated through the Staff of Horizons
- No volunteer, trustee or staff will have a young sailor from Horizons on their personal Facebook pages, or other social networking sites
- Horizons will keep our friends and young people informed of activities and events taking place through our social media friendly website, and our Facebook page
- Horizons will ensure that all communications via the internet shall be in the public domain
- Communications from Volunteers, supporters and young sailors will be scrutinised, open, auditable and always appropriate
- Horizons will moderate these communications and remove any inappropriate wording or pictures before they are put on line
- The completion of a Use of Images Consent Form is part of the joining process

6. Photography, Images and Video

Publishing articles, photos and videos in club newsletters, on websites, in local newspapers etc is an excellent way of recognising young people's achievements and of promoting your organisation and the sport as a whole. However it is important to minimise the risk of anyone using images of children in an inappropriate way. Digital technology makes it easy to take, store, send, manipulate and publish images.

There are two key principles to bear in mind:

Before taking photos or video, obtain written consent from the child's parents/carers for their images to be taken and used

- A consent form is part of the Membership Joining Form and Course Booking Form
- Any photographer or member of the press or media attending an event should wear identification at all times and should be fully briefed in advance on Horizons expectations regarding his/her behaviour and the issues covered by these guidelines.
- Horizons will not allow a photographer to have unsupervised access to young people or to arrange photo sessions outside Horizons.
- Consent will also be obtained for the use of video as a coaching aid. Any other use by a coach will be regarded as a breach of the RYA's Code of Conduct.
- Care must be taken in the storage of and access to images.

When publishing images, Horizons will make sure they are appropriate and that we do not include any information that might enable someone to contact the child

- It is preferable to use a general shot showing participants on the water, or a group shot of the prizewinners, without identifying them by name.
- If we use images of individual children, we will not use the full name of that child in the accompanying text or photo caption. If we name a child in the text, we will not use a photograph of that child to accompany the article. We will not use the personal details or full names (which means first name and surname) of any child in a photographic image or video, on social media, in our brochure or in any of our other printed publications without the consent of the parent/guardian and the child.
- Horizons will ensure that the young people pictured are suitably dressed, to reduce the risk of inappropriate use.

Most sailing activity takes place in areas that are open to the public and it is therefore not possible to control all photography, but any concerns about inappropriate or intrusive photography, or about the inappropriate use of images, should be reported to Horizons child Welfare officer and treated in the same way as any other child protection concern. Parents and spectators should be prepared to identify themselves if requested and state their purpose for photography/filming.

The recording of images or video using any type of camera or photographic equipment, including cameras on smartphones and tablets and action cameras used on the water, is not permitted in showers or changing areas in any circumstances.

7. Managing Challenging Behaviour – Guidance for Instructors and Coaches (Issued by the RYA, 2019)

Prior to the activity:

The Senior Instructor will check and relay any relevant information that has been declared on the medical form to the volunteers/instructors who will be in charge of the group.

The following guidelines are for working with young people displaying challenging behaviour. Always confirm the group's agreement:

- Establish behaviour expectations from the outset, explain who is in charge and why (safety etc)
- Explain boundaries and respect for property and each other
- Explain sanctions and consequences for inappropriate behaviour

During the activity:

When working with groups or individuals with challenging behaviour:

- Employ your own method for memorising individual names – but do so as soon as possible
- Try to establish a relationship with your group, particularly those exhibiting challenging behaviour, eg by showing an interest in them
- Give positive reinforcement, ie praise 'good' behaviour and achievements
- Keep challenging members of the group busy by giving them small tasks of responsibility
- Avoid confrontation
- Avoid physical contact, punishment or threat of such
- Avoid physical restraint – use only for safety of the young person or other members of the group (see below)
- Avoid negative instructions ie instead of "Stop doing" say, "It would be better if"

Possible options and sanctions:

In responding to challenging behaviour the response should always be proportionate to the actions, be imposed as soon as is practicable and be fully explained to the child and their parents/carers. In dealing with children who display negative or challenging behaviours, staff and volunteers might consider the following options:

- Time out - from the activity, group or individual work.
- Reparation - the act or process of making amends.
- Restitution - the act of giving something back.
- Behavioural reinforcement - rewards for good behaviour, consequences for negative behaviour.
- De-escalation of the situation - talking through with the child.
- Increased supervision by staff/volunteers.
- Use of individual 'contracts' or agreements for their future or continued participation.
- Sanctions or consequences e.g. missing an outing.
- Seeking additional/specialist support through working in partnership with other agencies to ensure a child's needs are met appropriately e.g. referral for support to Children's Social Care, discussion with

the child's key worker if they have one, speaking to the child's school about management strategies (all require parental consent unless the child is felt to be 'at risk' or 'in need of protection').

- Temporary or permanent exclusion.

Should problems arise:

- Do not humiliate or verbally abuse the young person
- Discuss the problem one-to-one, ensure you always have another adult present and never in front of the whole group
- Do not criticise the young person, only their behaviour
- Remind them of consequences/sanctions, employing your own policies, ie 'three strikes and you're out' or second/ final warning etc
- Always give them a choice (and therefore responsibility) if they fail to comply, for how things turn out, ie "If you choose not to follow my instructions, then you are accepting the consequences" or "If you make the right choice it would be a really good result for you and the group". Give them some time to make their decision without further discussion.

Physical Intervention:

The use of physical intervention should always be avoided unless it is absolutely necessary to prevent a child injuring themselves or others, or causing serious damage to property. All forms of physical intervention should form part of a broader approach to the management of challenging behaviour.

Physical contact to prevent something happening should always be the result of conscious decision-making and not a reaction.

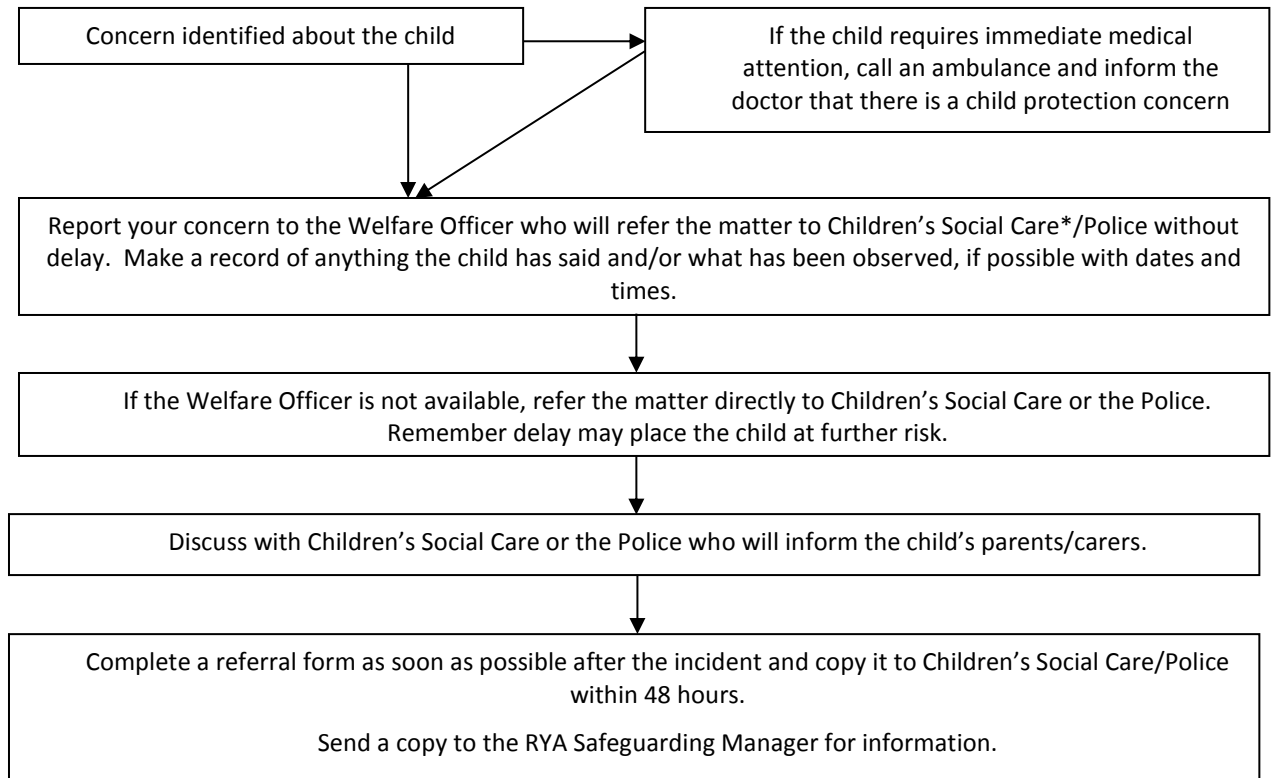
Before physically intervening, the member of staff or volunteer should ask themselves 'Is this the only option in order to manage the situation and ensure safety?'. It is good practice to ensure that if you have to physically intervene in a situation with a child/young person, it is in the least restrictive way necessary to prevent them from getting hurt, and used only after all other strategies have been exhausted.

Studies have shown that, where this is the case, children and young people understand and accept the reasons for the intervention.

For your own protection:

- Never be alone with a student
- Inform a member of Horizons Staff of any incidents
- A written record of any specific behavioural incidents will be kept
- Note the names of witnesses to such incidents

Flowchart 1: Concern about child/young person outside the sport environment



If you are uncertain what to do at any stage, *Children’s Social Care (Plymouth) Tel: 01752 308600 or contact the RYA’s Safeguarding and Equality Manager on Tel: 023 8060 4104 or the NSPCC free 24 hour helpline 0808 800 5000.

Plymouth City Council

<http://www.online-procedures.co.uk/swcpp/procedures/getting-help/contact-details/>

(See this site for up to date personnel and other counties)

Plymouth Children’s Services, Advice and Assessment Service: 01752 308600

Plymouth Out of Hours Service: 01752 346984

Local Safeguarding Board Business Manager, Siobhan Wallace: 01752 307144

Local Authority Designated Officer, Simon White: 01752 307144

Local Police, central referral unit: 0845 6051166 Plymouth Childrens Services

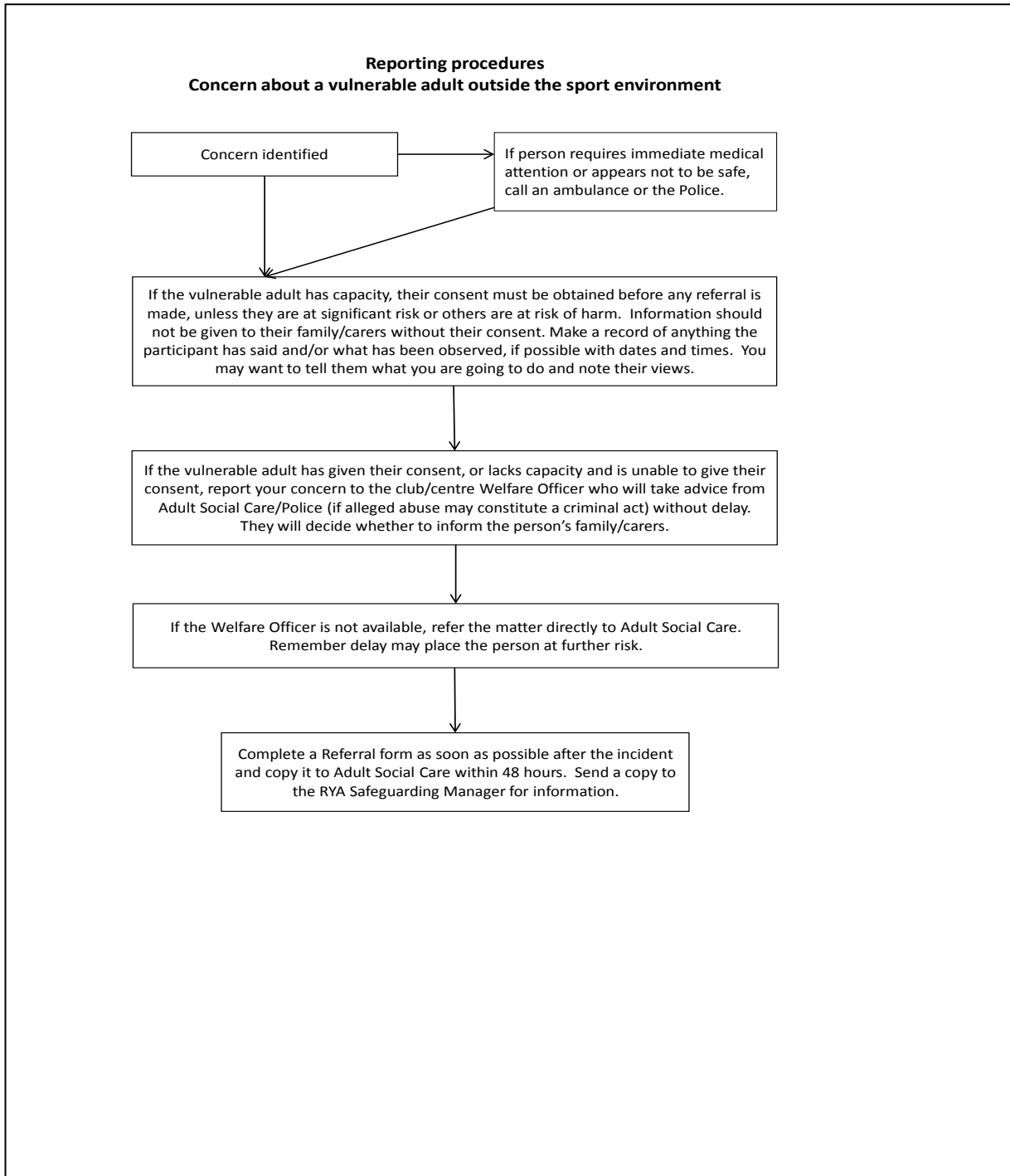
RYA designated person

The RYA’s Safeguarding and Equality Manager is Jackie Reid, tel. 023 8060 4104

e-mail jackie.reid@rya.org.uk

If Jackie Reid is unavailable and the matter is urgent, contact Jackie Bennetts, RYA Club Support Advisor, tel. 023 8060 4199, e-mail jackie.bennetts@rya.org.uk

Flowchart 2: Concern about an adult at risk outside the sports environment

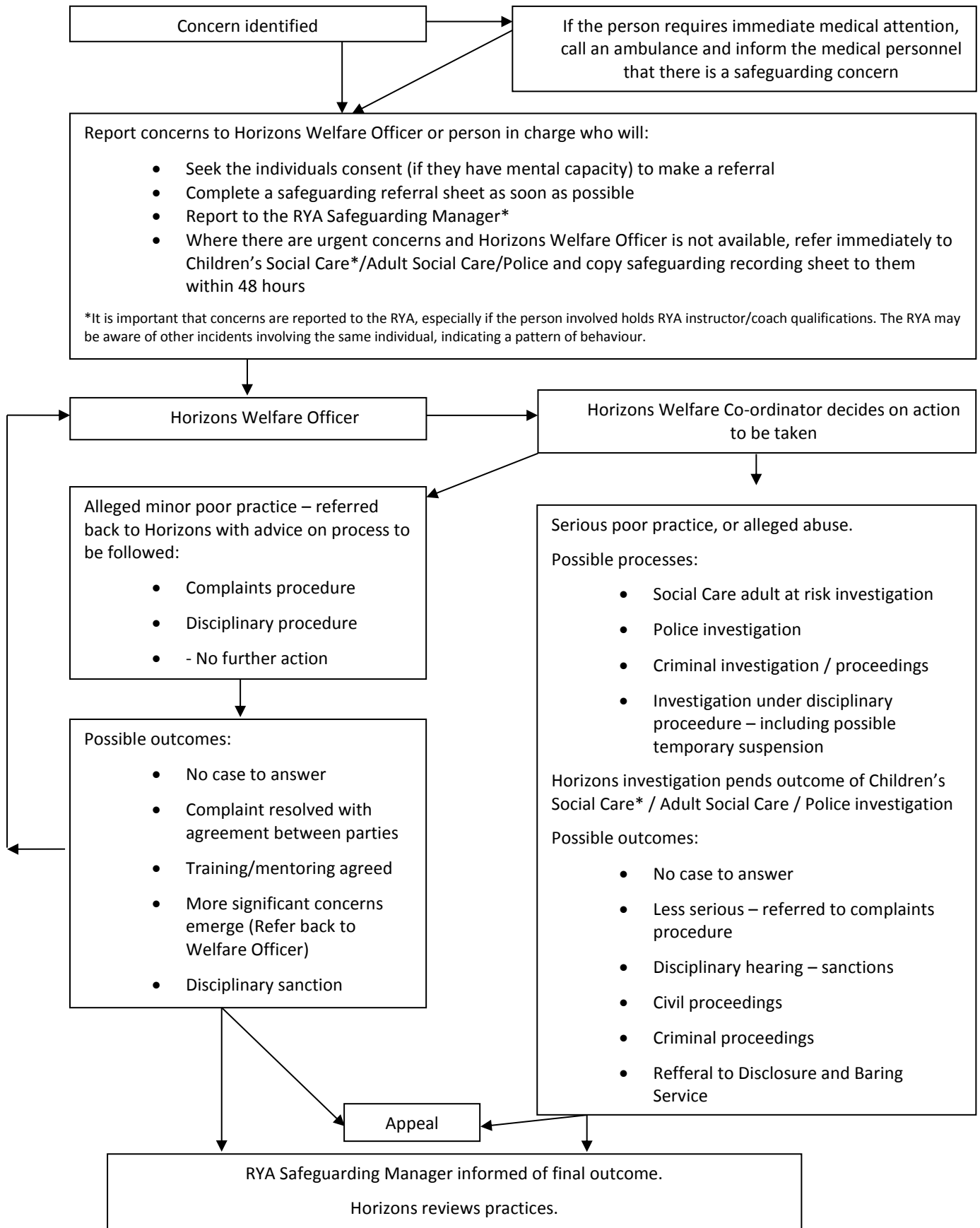


There is a list of useful contacts included at the end of this section however, if you are unable to find the appropriate contact number, call the RYA's Safeguarding Manager or, if the person is at immediate risk, the Police.

If you are uncertain what to do at any stage, contact the RYA's Safeguarding Manager on 023 8060 4104 or Plymouth Safeguarding Adult Board on 01752 668000

For out of hours services please contact the local Adults Services Out of Hours Team on 01752 346984.

Flowchart 3: Concern about the behaviour of someone at a club / centre



*Children’s Social Care (Plymouth) Tel: 01752 308600 or contact the RYA’s Safeguarding and Equality Manager on Tel: 023 8060 4104 or the NSPCC free 24 hour helpline 0808 800 5000.

More information on Flow Chart 1 or 2

9. Useful Contacts

Social Care Services

- Plymouth Safeguarding Adult Board: 01752 668000
- Adults Services Out of Hours Team on 01752 346984

Royal Yachting Association

- Jackie Reid, Safeguarding and Equality Manager
RYA House, Ensign Way
Hamble
Southampton
SO31 4YA
Tel: 023 8060 4104
E-mail: safeguarding@rya.org.uk
- Website: www.rya.org.uk/go/safeguarding

The Ann Craft Trust

(ACT) supports organisations in the statutory, independent and voluntary sectors across the UK to protect disabled children and adults at risk. **'Safeguarding Adults in Sport and Physical Activity'** is a programme supported by Sport England to help sports organisations to develop best practice in safeguarding adults at risk. They provide a range of resources and training.

Tel: 0115 951 5400

Website: <http://www.anncrafttrust.org/safeguarding-adults-sport-activity/>

The following is a small selection of charities that support people with different needs and disabilities. A more comprehensive list can be found in the Resource Pack on the Ann Craft Trust website.

Action on Elder Abuse helpline

Tel: 0808 808 8141

Website: www.elderabuse.org.uk

Dementia UK

Tel: 0800 888 6678

Website: www.dementiauk.org

Mencap Direct

Tel: 0808 808 1111

E-mail: help@mencap.org.uk

Website: www.mencap.org.uk

MIND – mental health charity

Tel: 0300 123 3393

Text: 86463

E-mail: info@mind.org.uk

Website: www.mind.org.uk

National Autistic Society

Tel: 0808 800 4104

Website: www.autism.org.uk

Victim Support

Tel: 0808 168 9111

www.victimsupport.org.uk

UK Coaching

Provide training on coaching people with disabilities

Website: www.ukcoaching.org

10. Horizons (Plymouth) Code of Conduct

It is the policy of Horizons (Plymouth) that all participants, coaches, instructors, officials, parents/carers and volunteers show respect and understanding for each other, treat everyone equally within the context of the sport and conduct themselves in a way that reflects the principles of the organisation. The aim is for all participants to enjoy their sport and to improve performance.

Abusive language, swearing, intimidation, aggressive behaviour or lack of respect for others and their property will not be tolerated and may lead to disciplinary action.

Participants

- Listen to and accept what you are asked to do to improve your performance and keep you safe
- Respect other participants, coaches, instructors, officials and volunteers
- Abide by the rules and play fairly
- Do your best at all times
- Never bully others either in person, by phone, by text or online
- Take care of all property belonging to other participants, the club/organisation or its members

Carers

- Accept that adult participants have a right to take risks and to take decisions about their welfare, unless they lack the capacity to do so as defined by the Mental Health Act 2005
- Support the participant's involvement and help them enjoy their sport
- Help the participant to recognise good performance, not just results
- Never force the participant to take part in sport
- Never punish or belittle the participant for losing or making mistakes
- Encourage and guide the participant to accept responsibility for their own conduct and performance
- Respect and support the instructor/coach
- Accept officials' judgements and recognise good performance by all participants
- Use established procedures where there is a genuine concern or dispute
- Inform the club or event organisers of relevant medical information
- Ensure that the participant wears suitable clothing and has appropriate food and drink
- Provide contact details and be available when required
- Take responsibility for the participant's safety and conduct in and around the clubhouse/event venue

Coaches, Instructors, Officials and Volunteers

- Consider the welfare and safety of participants before the development of performance
- Encourage participants to value their performance and not just results
- Promote fair play and never condone cheating
- Ensure that all activities are appropriate to the age, ability and experience of those taking part
- Build relationships based on mutual trust and respect
- Work in an open environment
- Avoid unnecessary physical contact with young or vulnerable people
- Be an excellent role model and display consistently high standards of behaviour and appearance
- Do not drink alcohol or smoke when working directly with young people
- Communicate clearly with participants and carers
- Be aware of any relevant medical information
- Follow RYA and club/class guidelines and policies
- Holders of RYA Instructor and Coach qualifications must also comply with the RYA Code of Ethics and Conduct
- Holders of RYA Race Official appointments must also comply with the RYA Race Officials Code of Conduct.

If you are concerned that someone is not following the Code of Conduct, you should inform the Club Welfare Officer or the person in charge of the activity.

11. Agreement between the Trustees of Horizons (Plymouth) and Volunteer Workers

Role:

The Trustees of Horizons are committed to advance the education and improve the quality of life of young people by providing experience of boating and related activities. Volunteers are recruited to assist the permanent staff operate and maintain the boats and administer activities. They have a vital part to play in helping Horizons encourage young people to widen their horizons.

General:

The purpose of this agreement is to clarify expectations - the terms are binding in honour only. Horizons do not intend a contractual relationship to be created with volunteers and there is no obligation to offer work. Volunteers will not receive remuneration. In exceptional circumstances expenses may be reimbursed if agreed in advance with the treasurer (financial Officer). Obligations to comply with Horizons policies are needed to comply with the law and the proper performance of work in support of Horizons' activities.

Volunteers agree to:

- Follow Horizons (Plymouth) Code of conduct
- Work under the supervision of a permanent member of staff
- Exercise a duty of care to other workers and members of the public and observe Health and Safety policies
- Obey the Manager's instructions/orders/ operational procedures both verbal and written
- Abide by Horizon's objectives as defined on page one of the memorandum and articles of association of the registered charitable company
- Observe and undertake Horizons policies and procedures for equal opportunities, personal standards, confidentiality, discipline, grievance and Safeguarding
- Inform the manager when no longer available to undertake voluntary duties
- Set high standards of personal behaviour and endeavour to work at all times setting a good example to young people

The Trustees of Horizons agree to:

- Provide all necessary training for work afloat
- Provide protective clothing and lifesaving equipment to enable the volunteer to undertake voluntary duties
- Provide public liability/employer insurance cover for injury/death in event of Horizons negligence or breach of statutory duty
- Attempt to provide opportunities for volunteers to obtain work satisfaction and fulfilment
- Provide free membership of Horizons - members are entitled to vote at general meetings as detailed in the governing document

Volunteer Worker Declaration:

I agree to comply with the terms of this agreement, signed Date

Name

Address

Phone / email

Signed on behalf of Trustees (Chairman, Horizons)

12. Appendix 1: RYA Code of Conduct for Instructors, Coach Assessors, Trainers, and Examiners**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
- 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.

February 2014

13. Appendix 2: RYA 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 as detailed on the RYA website at www.rya.org.uk/go/safeguarding . If you are unable to access the website please contact coachingdevelopment@rya.org.uk
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

14. Appendix 3: Good Practice Guide for Instructors, Coaches, and Volunteers.

This guide only covers the essential points of good practice when working with children, young people and adults at risk. 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/procedures/>

RYA Safeguarding Policies

- <https://www.rya.org.uk/about-us/rya-policies/safeguarding/Pages/hub.aspx>

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
- 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

When working with adults at risk:

- 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 adults at risk in isolation
- Do not take an adult at risk 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 an adult at risk 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
- Take great care with communications via mobile phone, e-mail or social media that might be misunderstood or shared inappropriately. In general, only send group communications about organisational matters using these methods. If it's essential to send an individual message to a person who has a learning disability or other impairment that might affect their understanding, copy it to their carer.

When working with children, young people or adults at risk you should never:

- Engage in rough, physical or sexually provocative games or activities
- Allow or engage in inappropriate touching of any form
- Use inappropriate language
- Make sexually suggestive comments, 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 to help someone with a physical or learning disability. These tasks should only be carried out with the full understanding and consent of both the individual (where possible) and their carers. 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.

15. Appendix 4: What is Child Abuse

Revised Feb 2018

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

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.

Types of Abuse

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

- by hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating
- giving children alcohol or inappropriate drugs
- 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 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 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 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 e.g. 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: The acronym STOP – Several Times On Purpose - can help you to identify bullying behaviour.

- 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

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.

16. Appendix 5 – What is abuse? (Adults at Risk)

Revised April 2018

(Based on the statutory guidance supporting the implementation of the Care Act 2014)

Abuse is a violation of an individual's human and civil rights by another person or persons.

Adults at risk may be abused by a wide range of people including family members, professional staff, care workers, volunteers, other service users, neighbours, friends, and individuals who deliberately exploit vulnerable people. Abuse may occur when an adult at risk lives alone or with a relative, within nursing, residential or day care settings, hospitals and other places assumed to be safe, or in public places.

Types of Abuse

The following is not intended to be an exhaustive list of types of abuse or exploitation but an illustrative guide as to the sort of behaviour which could give rise to a safeguarding concern:

- **Physical abuse** - including assault, hitting, slapping, pushing, misuse of medication, restraint, or inappropriate physical sanctions.
- **Domestic violence** – including psychological, physical, sexual, financial, emotional abuse; so called 'honour' based violence. This won't happen at a club/centre, but there could be concerns about a participant's home situation.
- **Sexual abuse** - including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjections to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.
- **Psychological abuse** - including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or unreasonable and unjustified withdrawal from services or supportive networks. In a club context this might include excluding a member from social activities.
- **Financial or material abuse** - including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits. People with learning disabilities or dementia are particularly vulnerable to this type of abuse. An example might be encouraging someone to book and pay for training courses that are inappropriate for their level of ability, or to purchase sailing clothing or equipment they don't need.
- **Discriminatory abuse** - including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.
- **Neglect and acts of omission** - including ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating; or in a watersports context, failing to ensure that the person is adequately protected from the cold or sun or properly hydrated while on the water.
- **Self-neglect** – this covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding. Self-neglect might indicate that the person is not receiving adequate support or care, or could be an indication of a mental health issue such as depression.
- **Organisational abuse** – including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one-off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.
- **Modern slavery** – encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

Not included in the Care Act 2014 but also relevant:

- **Bullying** (including 'cyber bullying' by text, e-mail, social media etc) - 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 may be another vulnerable 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, physically small, having a disability - or for belonging to a different race, faith or culture.
- **Mate Crime** – a 'mate crime' as defined by the Safety Net Project is 'when vulnerable people are befriended by members of the community who go on to exploit and take advantage of them. It may not be an illegal act but still has a negative effect on the individual'. Mate Crime is carried out by someone the adult knows. There have been a number of serious cases relating to people with a learning disability who were seriously harmed by people who purported to be their friends.
- **Radicalisation** - the aim of radicalisation is to inspire new recruits, embed extreme views and persuade vulnerable individuals to the legitimacy of a cause. This may be direct through a relationship, or through social media.

Recognising abuse

Revised April 2017

Patterns of abuse vary and include:

- Serial abusing in which the perpetrator seeks out and 'grooms' individuals. Sexual abuse sometimes falls into this pattern as do some forms of financial abuse
- Long-term abuse in the context of an ongoing family relationship such as domestic violence between spouses or generations or persistent psychological abuse; or
- Opportunistic abuse such as theft occurring because money or valuable items have been left lying around.

Signs and indicators that may suggest someone is being abused or neglected include:

- Unexplained bruises or injuries – or lack of medical attention when an injury has occurred
- Someone losing or gaining weight, or an unkempt appearance
- A change in behaviour or confidence
- Self-harming
- A person's belongings or money go missing
- The person is not attending, or no longer enjoying, their sessions
- A person has a fear of a particular group or individual
- A disclosure – someone tells you or another person that they are being abused.

If you are concerned

Revised April 2017

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

Social care professionals involved in taking decisions about adults at risk must take all of the circumstances into account and act in the individual's best interests. You are not expected to be able to take such decisions.

The following six principles inform the way in which professionals and other staff in care and support services and other public services work with adults:

- **Empowerment** – People being supported and encouraged to make their own decisions and informed consent
- **Prevention** – It is better to take action before harm occurs
- **Proportionality** – The least intrusive response appropriate to the risk presented
- **Protection** – Support and representation for those in greatest need
- **Partnership** – Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse
- **Accountability** – Accountability and transparency in delivering safeguarding.

Some instances of abuse will constitute a criminal offence, for example assault, sexual assault and rape, fraud or other forms of financial exploitation and certain forms of discrimination. This type of abuse should be reported to the Police.