**CB Training**

**Child Protection Policy**

**Our safeguarding policy**

This applies to all staff including senior managers, paid staff, volunteers or anyone working on behalf of CB Training Services Limited.

The purpose of this policy:

* To protect children and young people who use CB Training Services Limited, this includes the children of adults who use our services
* To provide staff and volunteers with the overarching principles that guide our approach to safeguarding and child protection

CB Training Services limited believes that no child or young person should ever receive abuse of any kind. We have a responsibility to promote the welfare of all children and young people and keep them safe. We are committed to practice in a way that protects them.

**Legal framework**

* Children Act 1985
* United Convention of the Rights of the child 1991
* General Data Protection Regulations (GDPR) 2018
* Human Rights Act 1998
* Sexual Offences Act 2003
* Children Act 2004
* Safeguarding Vulnerable Groups Act 2006
* Protection of Freedoms Act 2012
* Children and Families Act 2014
* Special Educational needs and Disability (SEND) code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities; HM Government 2014
* Information sharing advice for safeguarding practitioners: Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers; HM Government 2015
* Working together to safeguard children Statutory guidance on inter-agency working to safeguard and promote the welfare of children; HM Government 2015

**We recognise that:**

* The welfare of the child is paramount, as enshrined in the Children Act 1989
* That all children regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation
* Some children are additionally vulnerable because of the impact of previous experiences, level of dependency, communication needs or other issues
* Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people’s welfare.

**We will seek to keep children and young people safe by:**

* Valuing them, listening to and respecting them
* Appointing a Designated Safeguarding Officer (DSO) for children and young people, a deputy and lead board member for Safeguarding
* Adopting child protection and safeguarding practises through procedures and code of conduct for staff and volunteers
* Developing and implementing an effective E-Safety policy and related procedures
* Providing effective management staff and volunteers through supervision, support, training and quality assurance measures
* Recruiting staff and volunteers safely, ensuring all necessary check are made
* Recording and storing information professionally and securely, and sharing information about safeguarding and good practice with children, their families, staff and volunteers
* Using our safeguarding procedures to share our concerns and relevant information with agencies who need to know, and involving children, young people, parent’s families and carers appropriately
* Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
* Ensuring that we have effective complaints and whistleblowing measures in place
* Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying safety measures in accordance with the law and regulatory guidance

**Recognition of Abuse**

Swimming Instructors are in an almost unique position in that they see their swimmers with minimum clothes cover. They are therefore able to observe any bruising or marking that might indicate abuse. Teachers should bear in mind that abuse is not limited to children; venerable adults and those with disabilities can be subject to abuse.

It is essential that teachers follow the Child Protection Procedures if they suspect abuse to be taking place.

Recognising Abuse

Injuries are the typical indicators of abuse include the following, but these are only a sample there are many more.

* Injuries that is inconsistent with normal player sport injuries, of an unusual type or in an unusual location of the body.
* Inconsistent or unreasonable explanations of injury by a child, parent or carer.
* Inconsistent or inappropriate behaviour such as sexually suggestive remarks or actions, mood swings, uncharacteristic quietness, aggression or severe tantrums.
* Social isolation
* Over or under eating, weight gain or loss
* Inappropriate, unkempt or dirt clothing
* Self-inflicted injury
* Open distrust of, or discomfort with a parent, care or teacher
* Delayed social development, poor language skills or speech problems
* Excessively nervous behaviour, such as rocking the body or twisting the hair
* Low self-esteem

**Additional indicators could be: -**

* Recurring abdominal pains
* Reluctance to go home
* Recurring headaches
* Flinching when approached or touched

**Good Practice in the Care of Children**

Teachers can reduce situations for the abuse of children and help to protect staff and volunteers by promoting good practice.

Below are specific examples of care that should be taken when working within a swimming context.

* Always be publicly open when working with children. Avoid situations where a teacher and an individual swimmer are completely unobserved
* Where any form of manual support is required this should be provided openly. The teacher should also be extremely careful with hand positions when handling a swimmer in the water or out of the water.
* Parents must take responsibility for their children if they are under 6 yrs. of age in the changing rooms.

**You Should Never: -**

* Engage in rough, physical or sexually provocative games
* Allow or engage in inappropriate touching of any kind
* Allow children to use inappropriate language unchallenged
* Make sexually suggestive comments to a child even in fun
* Let allegations a child makes go unchallenged, unrecorded or not acted upon
* Do things of a personal nature that children can do for themselves

Protecting Children

A Guide for those working with Children

**SUSPICIOUS**

If you have any concerns about a child and think that she or he might be suffering abuse in any way you must tell the Co-ordinator for Child Protection where you work, and/or your Line Manager.

Don’t worry that this will mean that there will be an immediate and dramatic investigation. **Private enquiries** will be made before any action is taken. It may be that other explanations for your worries will be found and if that is the case you will still have helped the child.

**The interests and safety of the child are more important than anything**

It is better to report your worries and later discover that they were not right than to keep quiet and risk a child continuing to suffer. No one will think any less of you.

***Better to be safe than sorry***

**POSSIBLE SIGNS OF ABUSE**

You should report any bruises or marks on a child’s body for which you do not see an explanation.

You might hear remarks by a child’s friend or by other people, which concern you. If so discuss them with your line manager.

You may notice that a child’s behaviour has changed. He or she may have become aggressive or withdrawn, clinging, fearful or attention seeking. This could be for reasons other than abuse but **do** **not take a chance**. Mention these changes to a senior member of staff.

You may feel that a child is not being properly fed or that he or she is dirty and smelly. If so discuss it with a senior member of staff.

You may feel that a child is making sexual remarks or understands sexual matters which are not appropriate to his or her age. The child might be acting in a very sexual way. **You must not ignore** **such behaviour.** You must discuss this with a senior member of staff.

These things may be the result of stress within the child’s family. By highlighting your concerns you will not be adding to the problems of the family. **You may in fact become the reason for** **support and help being given to them**.

**LISTEN TO THE CHILDREN**

**A child might speak to you about what is happening to him or her. If a child does speak to you, pay great attention. Listen to what the child has to tell you.**

Give the child time and space. They will sometimes need to make things as clear as they can. Be patient.

The child has chosen you. You are special to that child so **listen to them.**

A child will often start by asking you to keep a secret. **Never promise**. If you make a promise and have to break it, you will have betrayed them. Experience has shown that the child will tell you anyway.

Do not make suggestions to the child about what might have happened. Don’t put words in their mouth. If there is a court case this could damage the outcome.

Don’t make the child repeat what they have said as long as it is clear. Remember that they might have to state several times to others what has been alleged. It is important to minimise this experience.

Reassure the child that whatever has happened **is not their fault**. This is likely to be the most importantthing you can do for them.

**Believe and reassure**

If a child chooses to confide in you, you are important to them. **Show them that you believe** **what they are telling you.** If you have any doubts don’t reveal them. The child trusts you. To show disbelief is to betray that trust and to cause possible damage to the child.

Possibly the greatest and most important thing you can do for a child during and after disclosure is to reassure them that they **are not to blame in any** **way**. One of the most damaging aspects of abuse is that the abuser will often make the child believe that it is their fault or that in some way they were a willing partner. Don’t go along with this. The child is never at fault.

**The child is never at fault**

**Write it down**

**As soon as you can** after a child has spoken to you about any alleged abuse, record what was said **using the child’s own words** as far as possible. Spelling and grammar are not important.

Make a careful note of the **date** and **time** that the child spoke to you and also where you were as exactly as you can.

It is better not to write as the child is speaking to you. Give them your complete attention. The child might be alarmed to see you writing what he or she is saying and might stop speaking.

**Keep your record of what was said safely and privately**

If you are needed to take part in a meeting about the alleged abuse you will feel far more secure if you are able to use your factual notes rather than having to rely upon memory.

If you have to make a statement to the police you will be **helping the child very much** by being accurate and by using the child’s own words.

You might have to appear in court as a witness for the child. If so the best way that you can help the child is to be absolutely sure that you are giving facts to the court. Also you will feel less anxious about appearing.

**SUSPICIONS ABOUT COLLEAGUE -THESE MUST ALWAYS BE REPORTED!**

Many terrible cases of abuse against children might have been avoided if members of staff had reported suspicions about fellow workers early.

This can be an extremely uncomfortable situation, but **we must not turn our backs on it.**

Remember that your report will not immediately start an obvious investigation. It may be that your suspicions are unfounded and that nothing will happen. In that case your report will remain confidential.

If you turn out to have been wrong **nothing will have been lost**. If you turn out to be correct thenyou will have stopped the abuse of a child orchildren and protected other children from abuse in the future.

If you are suspicious of a manager, you should contact Social Services.

**Be brave and report any worries you may have**

**THE INITIAL CHILD PROTECTION CONFERENCE**

A Child Protection Conference will be convened when a child is thought to be at risk of significant harm.

The meeting will decide if the child is to be placed on the Child Protection Register and on any further action to be taken.

* Social workers will always be present.
* A police officer will be there.
* The child’s parent(s) or carer might be present for all or part of the time.
* A representative of the Health Department such as a health worker may be there.
* You will be asked to introduce yourself at the beginning of the meeting.

You will be asked, along with everyone else who has relevant information about the child, to give the meeting details of your knowledge and concerns about the child.

You will of course want to do your best for the child. It is important to get any facts you might have right so **take your notes along with you**. Others will be doing the same, even those with a lot of experience of conferences.

Think about what you want to say before going into the meeting. We all need to collect our thoughts at such times.

You will be expected to provide a written report for the Chairperson. There is no reason why you shouldn’t ask your line manager to help you with this if you are at all worried.

If you have information that you would prefer not to give during the meeting, then telephone beforehand. The Chairperson will make the decision.

Child Protection Conferences have to follow certain rules and it is easy to be worried about this. There is no need, the Chairperson will organise the meeting and will do his or her best to put everyone at ease and to keep everyone’s mind firmly on the most important matter - **the interests of the child.**

If you are at all worried about what you will be expected to do at the meeting ask a senior manager or contact Social Services. They are there to help you.

All this might sound a bit alarming. It is natural for most of us to feel concerned about situations which are unusual for us but remember **you are there to** **help in the protection of a child**. That is of much greater importance than any fears you might have.

The meeting might decide on further action and might involve you in more meetings. You will always be asked for your views.

**REMEMBER**

Make sure that you know who the Child Protection Co-ordinator in your place of work is. Watch for signs. You must report any concerns to a senior staff member. Believe the child and reassure him or her. Make a careful note of things you have been told by the child and of signs you have noticed. Do not talk outside work about your concerns. If you prove to be wrong and your concerns are unfounded **it will not matter. Better this than to** **wish in the future that you had reported your** **fears. *It could be too late then.***

**Contact Details**

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**CEOP**

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**NSPCC Helpline**

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