

	Newham All Star Sports Academy SAFEGUARDING AND PROTECTING CHILDREN Procedure	Policy No. CP01 Version No. 1.0 Issued: July 2017 Review: July 2020
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1. Introduction

Detailed below are ways in which the *Safeguarding and Protecting Children Policy* should be implemented in every Newham All Star Sports Academy (NASSA) programme and activity. As programmes and activities differ careful consideration and risk assessment will inform the way in which procedures can be adapted and put into practice.

2. Purpose

All individuals involved in basketball under the jurisdiction of NASSA at every level, including players, match officials, coaches, administrators, club officials and spectators agree to abide by all NASSA policies and procedures. By participating or being involved in basketball at NASSA, everyone is deemed to accept and agree to these procedures.

These procedures are in accordance with the Basketball England Safeguarding policy which is mandatory for the game as a whole and provides guidance to everyone in basketball, whether working in a paid or voluntary capacity. Everyone in basketball has a duty of care towards children and can help to protect them from abuse.

NASSA believes that every person should be given respect and dignity as all children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs. Consequently, we must all be committed to the safeguarding of every child within our programmes and to the prevention, identification and consideration of abuse and our response to it. This is achieved through systems that recognise, reduce and manage risk.

3. Protecting Children

3.1 Providing a safe environment which promotes emotional well-being and where protection from abuse is of vital importance

- A risk assessment of programmes and buildings must include child safeguarding consideration
- All Staff and Volunteers responsible for games, programmes and activities are expected to raise the awareness of safeguarding as it affects their game, programme or activity
- All participants in games, programmes and activities should be made aware that they are encouraged to contribute towards good safeguarding practice

- Everyone should work together to establish an environment where there is a developing confidence that abuse of any kind will not be tolerated and where it feels safe to express concerns
- All relationships should demonstrate respect and dignity and be managed within professional and safe boundaries
- If it is known that a person has been convicted of any offence relating to safeguarding, they will not be permitted to participate in a programme unless a current risk assessment allows this and a management plan is in place

3.1.1 Anti-bullying

An anti-bullying policy will be in place for all NASSA games and activities.

3.1.1 Behaviour Management Policy

A Behaviour Management Policy will be in place for all NASSA training, games and activities that children participate in. The Behaviour Management Policy will:

- Include the level of conduct and behaviour expected to be adhered to by children participating and attending NASSA games, programmes and activities
- Be devised together between Staff, Volunteers and children
- Clearly outline the consequences of a breach in behaviour and method of enforcement
- Be explained and made available to all children and parents/carers

3.2 Empowering children to 'have a voice', to have access to information and to be supported to make decisions

All children participating in NASSA games, programmes and activities should be encouraged and empowered to voice their opinion and should expect:

- to participate in an abuse free environment
- be treated with respect and dignity
- to be involved in decisions affecting them
- their personal privacy to be respected
- to be able to express their views as long as they are not discriminatory or offensive
- an environment where it feels safe to voice any concerns

All children participating in NASSA games, programmes and activities should expect that information is available regarding the following:

- The NASSA *Safeguarding and Protecting Children Policy*
- What constitutes child abuse, neglect and grooming
- What good practice is as outlined in the Staff and Volunteer Code of Conduct
- How to report a concern and the telephone numbers of:
 - Local police
 - Local Authority Safeguarding Team
 - Childline
 - NASSA Welfare Officer/Designated Safeguarding Lead
 - Head of NASSA CEO

3.3 Offering an informed response to children who have been affected by abuse

NASSA Staff and Volunteers should:

- Recognise the need to provide support to those who have suffered abuse
- Recognise that children can be abusers of children and, as such, should consider ways in which they can provide an informed response to those who are accused or who have been convicted as abusers (*Staff and Volunteers should be aware of their limitations, the possibility of being groomed, and be able to recognise when additional expert help should be sought*).

Those that have suffered abuse will require an understanding from others that:

- Certain training methods and language used may be difficult for them
- They will need:
 - Space to be able to tell their story in a non-judgmental environment
 - Assurance that they have been ‘heard’ or ‘believed’
 - A compassionate response
 - Acknowledgement that harm has been caused and justice can be pursued

Those children known to have abused or display risk behaviour will be subject to a risk assessment and management plan/contract. In some instances assistance from the statutory authorities, the police or expert advice may be required to conduct the risk assessment.

A risk assessment is required to:

- Agree a management plan/contract to establish future boundaries
- Agree who is responsible for ensuring boundaries and the consequences of not adhering to the agreement
- Show strict adherence to the conditions of the management plan/contract and ongoing monitoring
- A review of the contract on a regular basis

3.4 Challenging the abuse of power and position

Those in a position of authority should never use their power in an oppressive, cruel or corrupt way

Information should be available for those who wish to voice a concern or make a complaint.

Those under authority have the right to question higher levels of authority and to put their case before them with respect.

4. Robust recruitment and monitoring of Staff and Volunteers

4.1 Careful selection of all Staff and Volunteers through the process of interview, reference checking and the use of a criminal record background check

The following procedures for the recruitment of Staff and Volunteers must be in place:

- A job/role advertisement which includes information that a criminal record background check must be made when necessary and where applicable
- Completion of the NASSA Membership (application) form
- Two objective references to be provided
- A face to face interview
- Notification that a probationary period must successfully be completed

- A criminal record background check (Disclosure and Barring Service (DBS) application) at the necessary level where the criteria are met
- A risk assessment where an applicant has a criminal record or matter of relevance raised by the DBS check
- Those known to have been convicted of any offence relating to the physical, sexual or emotional abuse or neglect of a child will undergo a risk assessment. Following the risk assessment, those appointed will be subject to a management plan
- Persons known to be on the barred list for working with children will not be recruited to work with children or for NASSA
- All Staff and Volunteers are required to sign their respective Code of Conduct
- A personnel file will be kept for all NASSA Staff and Volunteers working with children
- Ongoing monitoring and supervision will take place and safeguarding issues and good practice will be included

4.2 Providing clear job/role description to which staff will be held accountable

Generic template role descriptions are adapted to be programme-specific and include a description of expectations and a definition of boundaries for Staff and Volunteers in order to assist everyone to know their responsibilities and enable the team to work effectively.

A clear role description will provide the framework for monitoring and supervision.

A regular review of role descriptions will allow for the development of roles and changing patterns of work requirements.

4.3 The ongoing development of Staff and Volunteers to encourage a safeguarding culture through prevention, reporting, risk assessments and an understanding of confidentiality

The Welfare Officer will be the Designated Safeguarding Lead (DSL) and will have the operational responsibility for receiving safeguarding concerns. They will make the decisions about what action needs to be taken, contacting and liaising with other agencies as necessary. All Staff and Volunteers will require the following:

- Appropriate induction (including attending NASSA Safeguarding Training)
- Regular training to ensure that they have the necessary skills to undertake their responsibilities including Safeguarding Training provided by the Local Authority as appropriate/recommended
- A record of appropriate supervision and performance management reviews pertinent to the level of responsibility held

5. Reporting Concerns

It is important to take all allegations of abuse seriously and to respond without delay, reporting to the police or statutory authorities as required, ensuring that NASSA procedures are followed. The environment should be helpful where sensitive and supportive relationships are experienced, bringing reassurance that a disclosure will be dealt with in an affirming way.

It is therefore essential that:

- All children and young people are listened to and it is understood that it is right to report concerns
- When concerns are expressed by family or friends they are advised on how to report abuse

- The dignity of the individual is maintained at all times but where an child or young person is considered to be vulnerable or 'at risk', there are 'no secrets' and disclosures are reported and dealt with in accordance with the law and the *Safeguarding and Protecting Children policy*

When a disclosure of abuse is made it is essential that the following guidelines are observed:

- Take the allegation seriously and do not question the child/young person about the truth of what they are saying
- Stay calm
- Do not ask 'leading questions' but listen carefully and encourage freedom of speech
- Do not express shock or embarrassment
- Reassure the child/young person that they were right to tell you
- Do not promise to keep the matter confidential and explain what you will do next
- Establish who is the alleged abuser and where they are
- Write down careful and accurate details of the disclosure, including the date and time
- Record what you said to the child/young person and what actions were taken
- Ensure that the child/young person is safe
- Sign the documents and include your role/job title
- Do not discuss the allegation with the alleged abuser

It is essential that allegations within the programme are taken seriously and the alleged abuser is managed appropriately. As such:

- If a volunteer is the alleged abuser an assessment will be made as to whether they will continue to be used pending the outcome of an investigation
- If a member of staff is the alleged abuser, that member of staff may be suspended or removed pending the outcome of an investigation
- If a Staff Member or Volunteer resigns, retires or changes role following a safeguarding incident, the case will be initially discussed with the DSL who will recommend any further action including the requirement to refer an individual to the appropriate barring authority
- A breach of this policy by any NASSA Staff or Volunteer could result in disciplinary action that may include suspension/dismissal and referral to the appropriate barring authority

When suspected or actual abuse is identified, the welfare of those concerned is of vital importance and it must be reported in the following way:

- Information should be passed to the Welfare Officer/DSL who will inform the Head of NASSA. However, concerns can be referred directly to the statutory authorities/LADO /police and if the Welfare Officer/DSL is implicated
- If harm has occurred or if there is risk of harm then the appropriate statutory agencies (police, LADO etc) and Basketball England should be informed and cooperation provided when requested for any subsequent investigation. Children considered vulnerable or 'at risk' will need additional expert support and the relevant agency or authority must be notified
- A NASSA Incident Report form or Notice of Concern Form must be completed in full following an initial telephone referral, a copy sent to the Welfare Officer/DSL under confidential cover and the authorities involved as necessary, together with any other relevant documents and information as requested

6. Investigating Safeguarding Concerns

All reports of inappropriate behaviour or a breach of the *Safeguarding and Protecting Children Policy* will be taken seriously and the following procedures must be followed carefully by the Staff Member or Volunteer and/or immediate line manager to ensure the protection of the rights of all involved.

Notice of Concern

A Notice of Concern must always be completed when inappropriate behaviour or a breach of policy by a Staff Member or a Volunteer is observed.

Other reasons for completing a Notice of Concern may include an observation reported by a parent, friend or a member of the public about a Staff Member or Volunteer engaging in inappropriate behaviour with a child attending a NASSA game, programme or activity.

Procedures for investigating breaches of the *Safeguarding and Protecting Children Policy* are outlined in:

- Employees: Disciplinary Process
- Volunteers: Conduct and Management Process

7. Monitoring and Review

A documented review conducted every three years by the Welfare Officer will be made of the effectiveness, awareness and use of this policy, unless circumstances arise which require an interim review. Any identified needs for change to this policy must be sent to the Head of NASSA, and approval given by the Management Committee. Monitoring of the policy will be achieved by ensuring the full involvement of the Management Committee.

Safeguarding as an item should be included on the agenda of all NASSA management team meetings and a copy of the minutes sent to the Head of NASSA where issues raised relating to safeguarding matters will be conveyed to the Trustees.

Lack of disclosures or concerns should not be viewed as a reason for complacency but the regular monitoring of the policy should:

- Reflect on current or proposed programmes and discuss potential risks with regard to child safeguarding
- Recognise that safeguarding is a complex, multidimensional concept which demands significant attention
- Reveal any differences in perception between members of Staff/Volunteers
- Evaluate any specific intervention needed to change the safeguarding culture of the programme
- Identify and address any resistance or barriers to reporting concerns

On an annual basis, or if the activities or environment change significantly, the risk assessment for programmes will be reviewed with particular focus on safeguarding strategies. Compliance with requests to complete audit documents will give other opportunities for monitoring and review.

8. Linked NASSA Policy Documents.

1	Role of the Club Welfare Officer	13	Good practice when working with schools
2	Guidelines for the use of photography	14	Disciplinary process
3	Parent - Coach relationship	15	Disclosure Checks
4	Transport	16	Code of Conduct
5	Membership Form	17	Suspension
6	Managing challenging behaviour	18	Whistleblowing
7	Anti-bullying	19	Equality Diversity and Human Rights
8	Electronic communication	20	Notice of Concern
9	Physical contact	21	Accident form
10	Complaints	22	Data Protection
11	Risk assessment - activity/people	23	Role descriptions
12	Incident report form	24	Club welcome pack
		25	Application form

Consultation includes Head of NASSA, Management Committee

Date	Version	Author	Amendments
Jul 2017	1.0	Dean Juster	Replacing previous NASSA CP Policy and Procedures

Appendix A. Types of Abuse

Physical abuse

- Fabricated or induced illness (FII) (parents/carers making up or causing the symptoms of illness in their child such as giving them medicine they don't need and making the child unwell)
- Non-accidental head injuries (NAHI) on babies/infants (eg violent/sustained shaking, being thrown vigorously, being hit, hitting a hard or soft surface)
- Severe physical punishment
- Hitting, slapping, kicking or having objects thrown at them
- Pushing, shaking or throwing
- Pinching, biting, choking or hair-pulling
- Terrorising with threats
- Observing violence (eg domestic abuse)
- Use of excessive force in handling
- Deliberate poisoning
- Suffocation
- Allowing or creating a substantial risk of significant harm to a child

Sexual abuse

Contact abuse:

- Sexual touching of any part of the body whether the child's wearing clothes or not
- Rape or penetration by putting an object or body part inside a child's mouth, vagina or anus
- Forcing or encouraging a child to take part in sexual activity
- Making a child take their clothes off, touch someone else's genitals or masturbate

Non-contact abuse:

- Encouraging a child to watch or hear sexual acts
- Not taking proper measures to prevent a child being exposed to sexual activities by others
- Meeting a child following sexual grooming with the intent of abusing them
- Online abuse including making, viewing or distributing child abuse images
- Allowing someone else to make, view or distribute child abuse images
- Showing pornography to a child
- Sexually exploiting a child for money, power or status (child sexual exploitation - CSE)

Emotional abuse

- Manipulating, criticising or humiliating (eg making them the subject of jokes or being sarcastic)
- Threatening, shouting at or calling a child names
- Blaming, scapegoating
- Making a child perform degrading acts
- Not recognising a child's own individuality, trying to control their lives
- Pushing a child too hard or not recognising their limitations
- Exposing a child to distressing events or interactions (eg domestic abuse or substance misuse)
- Failing to promote a child's social development
- Not allowing them to have friends
- Persistently ignoring them or being absent
- Never saying anything kind, expressing positive feelings or congratulating a child on successes
- Never showing emotion when interacting with a child (also known as emotional neglect)

Neglect

- Living in an unsuitable home environment (eg dog mess being left, no heating etc)
- Left alone for a long time
- Leaving a child hungry or dirty
- Not providing adequate clothing, shelter, supervision, medical or health care
- Putting a child in danger or not protecting them from physical or emotional harm
- Not receiving the love, care and attention they need from their parents/carers

Child Sexual Exploitation (CSE)

Following the recruitment and/or trafficking (transportation) of children/young people:

- Persuading or forcing to take, send or post sexually explicit images of themselves
- Persuading or forcing to take part in sexual activities online and offline
- Persuading or forcing to have sexual conversations by online and offline

In gangs:

- Exerting power and control over members
- Initiating young people into the gang
- Exchanging sexual activity for status or protection
- Entrapping rival gang members by exploiting girls and young women
- Inflicting sexual assault as a weapon in conflict

Child Trafficking

- Child sexual exploitation
- Benefit fraud
- Forced marriage
- Domestic servitude such as cleaning, childcare, cooking
- Forced labour in factories or agriculture
- Criminal activity (eg pickpocketing, begging, transporting drugs etc)

Domestic abuse

Domestic violence is the abuse of one partner within an intimate or family relationship. It is the repeated, random and habitual use of intimidation to control a partner. The abuse can be physical, emotional, financial or sexual. Children who grow up in a violent home are more likely to be victims of child abuse. Those who are not direct victims have some of the same behavioural and psychological problems as children who are themselves physically abused.

Radicalisation

- Exerting power and control over members
- Initiating young people into the gang
- Exchanging sexual activity for status or protection
- Entrapping rival gang members by exploiting girls and young women
- Inflicting sexual assault as a weapon in conflict

Grooming (including online grooming)

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Groomers will do this by:

- Pretending to be someone they are not (eg saying they are the same age and sex online)
- Offering advice or understanding
- Buying gifts

- Giving attention and building an emotional connection
- Using their professional position or reputation
- Taking them on trips, outings or holidays

Harmful Cultural Practices

- **Female genital mutilation (FGM):** comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons¹
- **Breast ironing:** the pounding, pummeling or massaging of a pubescent girls breasts, using hard or heated objects to try to make them stop developing or disappear (also known as breast flattening)
- **Honour based violence (HBV):** is a form of domestic abuse which is perpetrated in the name of so-called 'honour'. The honour code which it refers to is set by male relatives and the girls who do not abide by the 'rules' are punished for bringing shame on the family
- **Forced/early marriage:** is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. The pressure put on people to marry against their will can be physical (threats, physical and/or sexual violence) or emotional and psychological (eg when someone is made to feel they are bringing shame on their family). Financial abuse (taking wages or not providing money) can also be a factor.²

Bullying/cyber-bullying (peer-to-peer)

- Tormenting, threatening or harassing someone either online (eg via Facebook, Twitter etc) or offline
- Humiliating or embarrassing someone either online or offline
- Spreading rumours both online and offline
- Attacking someone physically
- Deliberately excluding someone from a group

¹ The World Health Organization

² Foreign & Commonwealth Office and Home Office

Appendix B. Signs and symptoms of child abuse

Physical abuse

- Bruises
- Fractures
- Swollen joints
- Burns/scalds
- Abrasions/lacerations
- Haemorrhages (retinal, subdural)
- Damage to body organs
- Poisonings - repeated (prescribed drugs, alcohol)
- Failure to thrive
- Coma/unconsciousness

Sexual abuse

- Bleeding, pain, infections
- Noticeable and uncharacteristic change of behaviour
- Hints about sexual activity
- Age-inappropriate understanding of sexual behaviour
- Inappropriate seductive behaviour
- Sexually aggressive behaviour with others
- Uncharacteristic sexual play with peers/toys
- Unusual reluctance to join in normal activities that involve undressing (eg games or swimming)
- Behavioural signs of child abuse in young children (aged 0-10 years):
 - Mood change where the child becomes withdrawn, fearful, acting out;
 - Lack of concentration, especially in an educational setting;
 - Bed wetting, soiling
 - Pains, tummy aches, headaches with no evident physical cause
 - Skin disorders
 - Reluctance to go to bed, nightmares, changes in sleep patterns
 - School refusal
 - Separation anxiety
 - Loss of appetite, overeating, hiding food
- Behavioural signs of child abuse in older children (aged 10+ years):
 - Depression, isolation, anger
 - Running away
 - Substance misuse
 - Self-harm or suicide attempts
 - Missing school or early school leaving
 - Eating disorders

Emotional abuse

- Being fearful of another individual (eg parent/carer, teacher, peer)
- Saying they hate another individual (eg parent/carer, teacher, peer)
- Talking badly about themselves
- Seeming emotionally immature when compared to peers
- Exhibiting sudden changes in speech (eg stuttering)
- Experiencing sudden change in behaviour (eg doing badly in school)

Neglect

- Being smelly or dirty
- Have unwashed clothes
- Inadequate clothing, eg not having a winter coat
- Seem hungry or turn up to school without having breakfast or any lunch money
- Have frequent and untreated nappy rash in infants
- Untreated injuries, medical and dental issues
- Repeated accidental injuries caused by lack of supervision
- Recurring illnesses or infections
- Not given appropriate medicines
- Missed medical appointments such as vaccinations
- Poor muscle tone or prominent joints, skin sores, rashes, flea bites, scabies or ringworm
- Thin or swollen tummy
- Faltering weight or growth and not reaching developmental milestones ('failure to thrive')
- Poor language, communication or social skills

CSE

- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hang out with groups of older people, antisocial groups or with other vulnerable peers
- Associate with other young people involved in sexual exploitation
- Involved in gangs, gang fights, gang membership
- Have older boyfriends or girlfriends
- Spend time at places of concern, such as hotels or known brothels
- Not know where they are, because they have been moved around the country
- Go missing from home, care or education
- Display signs of sexual abuse or grooming

Child Trafficking

- Spending a lot of time doing household chores
- Rarely leaves their house, has no freedom of movement and no time for playing
- No access to their parents/carers, orphaned or living apart from their family, often in unregulated private foster care
- Lives in substandard accommodation
- Unsure which country, city or town they are in or unable/reluctant to give details of accommodation or personal details
- Not registered with a school or GP, no/falsified documents
- Possesses unaccounted for money or goods
- Permanently deprived of a large part of their earnings, required to earn a minimum amount every day or pay off an exorbitant debt
- Injuries from workplace accidents
- Gives a prepared story which is very similar to stories given by other children

Domestic abuse

Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school

Radicalisation

- Reading or distributing extremist ideological, political or religious material
- Significant changes in behaviour or outward appearance which suggest a new political or religious influence
- Outward support of terrorist attacks
- Participation in radical or religious hate crimes

Grooming (including online grooming)

- Being very secretive, including about what they are doing online
- Having older boyfriends or girlfriends
- Going to unusual places to meet friends
- Having new things such as clothes or mobile phones that they can't or won't explain
- Being associated with a gang
- Becoming estranged from family
- Regularly missing school

Female genital mutilation (FGM)³ / Breast ironing

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Unusual behaviour after an absence from school or college
- Reluctance to participate in sports or active games
- Reluctance to undergo normal medical examinations

Honour based violence and Forced/early marriage

- Broken communication between victim and friends
- Absence from education/the workplace
- Criticism of the victim for 'western' adoption of dress/make-up
- Restrictions in leaving the house or being accompanied outside the home
- Depression or suicidal tendencies
- Substance misuse or eating disorders

Bullying/cyber-bullying

- Belongings getting "lost" or damaged
- Physical injuries such as unexplained bruises
- Being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- Not doing as well at school
- Asking for, or stealing, money (to give to a bully)
- Being nervous, losing confidence, or becoming distressed and withdrawn
- Problems with eating or sleeping
- Bullying others

³ Indicators a girl may be at risk: Being withdrawn from school for an extended holiday or talking about a long trip planned during the school summer holidays, talking about "something special happening" or "a big party" or that "she is going to be a woman soon"