

Policy Statement

Wilsonian Sailing Club is committed to safeguarding children taking part in boating from physical, sexual or emotional harm, neglect or bullying. We recognise that the safety, welfare and needs of the child are paramount and that any child, irrespective of age, disability, race, religion or belief, sex, sexual or gender identity or social status, has a right to protection from discrimination and abuse.

Wilsonian Sailing Club takes all reasonable steps to ensure that, through safe recruitment, appropriate operating procedures, and training, it offers a safe and fun environment to children taking part in its events and activities.

For the purposes of this policy anyone under the age of 18 should be considered as a child. All members of the Club should be aware of the policy.

Safeguarding Officer

The current responsible person can be found on the club's official notice board in the clubhouse foyer, and they can be contacted by emailing safeguarding@wilsoniansc.org.uk

Staff and Volunteers

All Club staff and volunteers whose role brings them into regular contact with young people will be asked to provide references. The Club Welfare Officer and those regularly instructing, coaching, or supervising young people will also be asked to apply for an Enhanced Criminal Records Disclosure, with Barred List check if appropriate.

Good Practice

All members of the Club should follow the good practice guidelines attached and agree to abide by the Club Code of Conduct, and the RYA Racing Charter contained in the Racing Rules of Sailing. Those working or volunteering with young people should be aware of the guidance on recognising abuse (see RYA Appendix A).

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.

Wilsonian Sailing club membership form (and renewal) states that Photography (including video) will be limited to training and club activities, for publication in social media, 31½ or on WSC website. Any objections are to be made by enclosing a letter with the renewal. 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.

Concerns

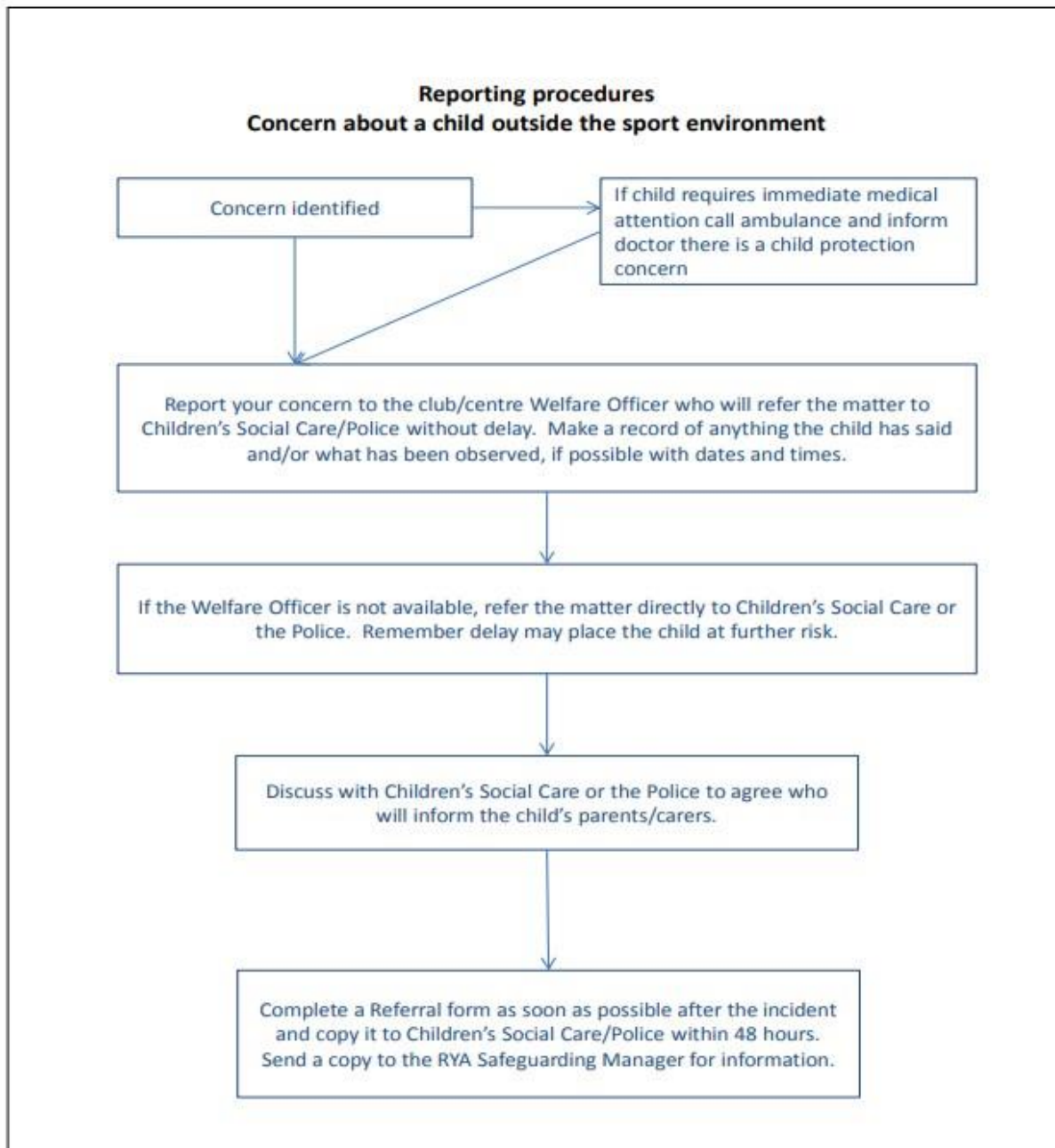
Anyone who is concerned about a young member's or participant's welfare, either outside the sport or within the Club, should inform the Club Welfare Officer immediately, in strict confidence. The Club Welfare Officer will follow the attached procedures (*see RYA Flowcharts 1 and 2*).

Any member of the Club failing to comply with the Safeguarding policy and any relevant Codes of Conduct may be subject to disciplinary action under Club Rule14.

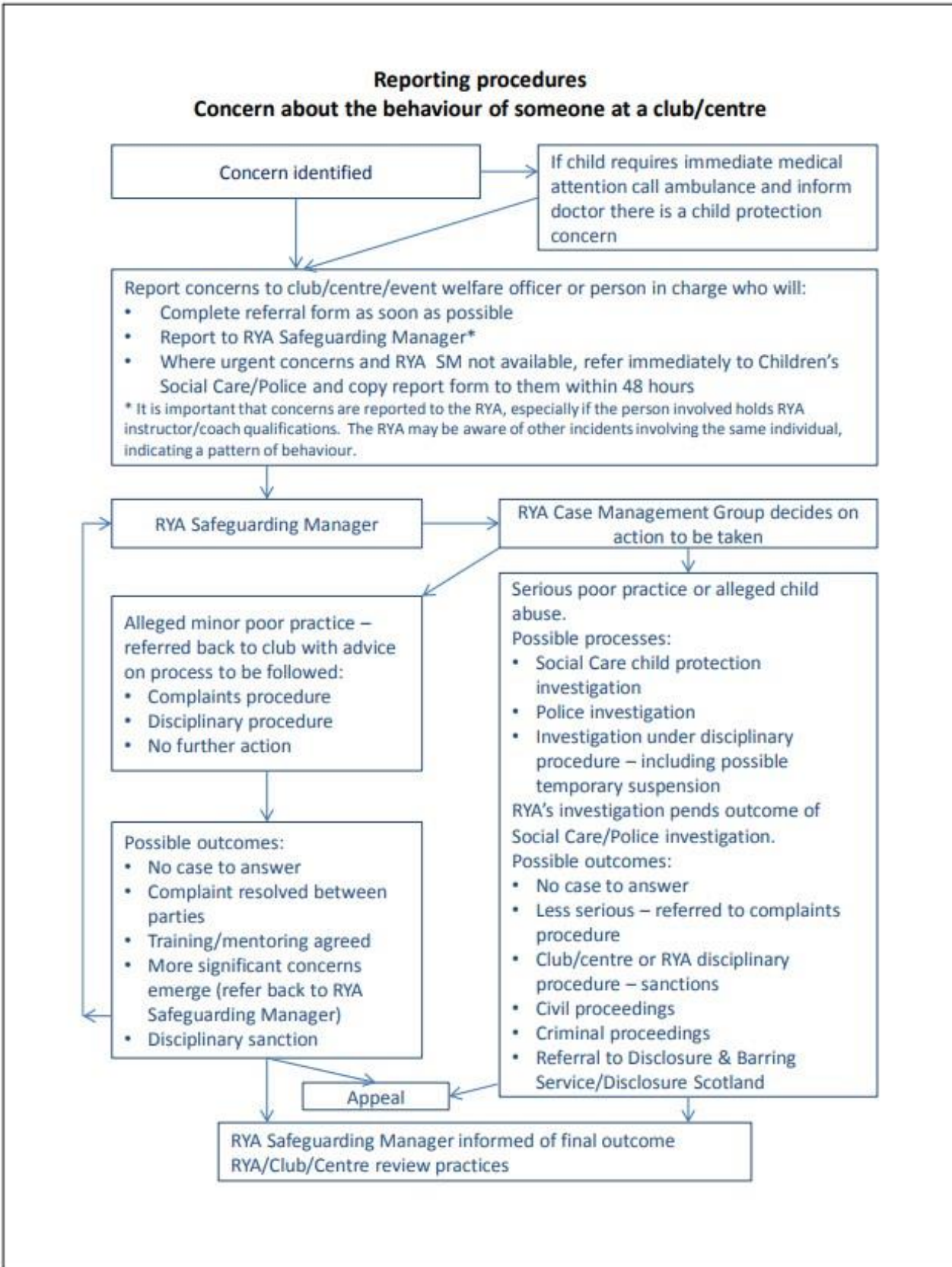
Reference

This document is based on the RYA Document 'RYA Safeguarding and Child Protection Policy and Guidelines for clubs, class associations & recognised training centres' Updated February 2020.

Flowchart 1



Flowchart 2



Handout for Instructors, Coaches, and Volunteers etc.

This guide only covers the essential points of good practice when working with adults at risk. You should also read the organisation's Safeguarding Policy and Procedures which are always available for reference.

- 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.

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 an adult at risk; always act • do things of a personal nature that the person 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 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.

What is abuse?

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.

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

- hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating
- giving children alcohol or inappropriate drugs
- a parent or carer fabricating the symptoms of, or deliberately inducing, illness in a child
- in sport situations, physical abuse might also occur when the nature and intensity of training exceeds the capacity of the child's immature and growing body.

Emotional abuse is the persistent emotional maltreatment of a child 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. 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 and position of trust over young people.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision
- ensure access to appropriate medical care or treatment
- respond to a child's basic emotional needs
- neglect in a sport situation might occur if an instructor or coach fails to ensure that children are safe, or exposes them to undue cold or risk of injury.

Child sexual exploitation 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 sexually 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 eg. 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:

- physical pushing, kicking, hitting, pinching etc
- name calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule, humiliation or the continual ignoring of individuals
- posting of derogatory or abusive comments, videos or images on social network sites
- racial taunts, graffiti, gestures, sectarianism
- sexual comments, suggestions or behaviour
- unwanted physical contact.

The acronym STOP – Several Times On Purpose - can help you to identify bullying behaviour.

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.

Reporting Procedures

Revised Jan 2015

If you are uncertain what to do at any stage, contact the RYA's Safeguarding and Equality Manager on 023 8060 4104 or the NSPCC free 24-hour helpline 0808 800 5000. Details of Children's Social Care departments and emergency duty teams are listed on local authority websites and in local phone books. If you are unable to find the appropriate contact number, call the RYA's Safeguarding and Equality Manager or, if a child is at immediate risk, the Police.