

# Child protection and safeguarding policy and procedure

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| <b>Designated Safeguarding Lead</b>         | <b>Rebekah Wilson-Gill</b>                        | Tel:<br>07875877618                        | Email:<br><a href="mailto:rebekah@strideuk.org">rebekah@strideuk.org</a>   |
| <b>Deputy Designated Safeguarding Leads</b> | <b>Keira McCosh</b><br><b>Graham Higginbotham</b> | Tel:<br>07715597945<br>Tel:<br>07900982132 | Email:<br><a href="mailto:keira@strideuk.org">keira@strideuk.org</a><br>Email:<br><a href="mailto:graham@strideuk.org">graham@strideuk.org</a> |

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## 1 Introduction

1.1 At Stride UK, we are committed to safeguarding and promoting the welfare of all children who participate in our activities, and we expect all staff and volunteers to share this commitment. Relationships are at the core of the work that we do, and we aim to build positive and honest relationships with all children and young people that we work with. We recognise our duty as a safeguarding organisation and seek to form positive working relationships with other agencies and Safeguarding Partnerships in the areas where our children live. We aim to intervene at an early stage when concerns about a child are identified to help prevent abuse or neglect. We are committed to maintaining the highest standards of safeguarding and promoting a strong safeguarding culture within the organisation. This policy applies to all workers and volunteers and provides guidance that will enable them to act appropriately to any safeguarding concerns that arise in respect of a child or young person.

1.2 At Stride UK

- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children, their families and carers, has a role to play.
- In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred and ensure the child's best interest is paramount.
- We take an 'it can happen here' approach where safeguarding is concerned.
- Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.
- Children who have been harmed should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- We value and respect a child's cultural and racial background, their life experience, and their right to be listened to and to be heard.

1.3 We are committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn and participate in sport and youth club activities.
- Acting on concerns about a child's welfare immediately.
- Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

1.4 This policy is aligned with policies and inter-agency procedures set out by the Manchester Safeguarding Partnership (MSP). We are committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice. All action taken by Stride UK will be in accordance with:

- Current legislation (these are summarised within [Working Together to Safeguard Children: statutory framework](#))
  - Statutory, national, and local guidance – this includes:
    - **Working Together to Safeguard Children (2018)**, which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of all organisations.
    - **Keeping Children Safe in Education (2021)** is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.
- 1.5 This policy recognises that the welfare and interests of children are paramount in all circumstances. It aims to ensure that regardless of age, ability or disability, gender reassignment, race, religion or belief, sex or sexual orientation, socio-economic background, all children:
- Have a positive and enjoyable experience of sport when taking part in activities with Stride UK in a safe and child centred environment
  - Are protected from abuse whilst participating in activities provided by Stride UK or outside of the activity.
- 1.6 Whilst all children should be protected, Stride UK recognises that some groups of children are potentially at greater risk of harm. This includes children who need a social worker (Child in Need and Child Protection Plans), children who are educated at home (Elective home education), children missing from Education, children requiring mental health support, looked after and previously looked after children, children with special educational needs and disabilities or physical health issues and care leavers. Children are at the heart of our organisation, and we will always take reasonable and appropriate steps to ensure their welfare.
- 1.7 We recognise that mental health problems can be a sign or indicator of abuse, neglect, or exploitation. Where any concerns arise in relation to mental health that may also present a safeguarding concern, we will follow our safeguarding procedures outlined in this policy.
- 1.8 Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
  - These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;

- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in managing or reporting these challenges.

1.9 As part of our safeguarding policy Stride UK will:

- Promote and prioritise the safety and wellbeing of children and young people
- Ensure there are a range of effective mechanisms in place for children to raise concerns with adults, this includes a range of communication tools to address any additional barriers that some children may face
- Ensure everyone understands their roles and responsibilities in respect of safeguarding and is provided with appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people including how to recognise and overcome additional barriers faced to safeguarding children with SEND
- Ensure appropriate action is taken in the event of incidents or concerns of abuse and support provided to those who raise or disclose the concern
- Ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored
- Apply safer recruitment practices and clear codes of conduct to prevent the employment and or deployment of unsuitable individuals
- Ensure robust safeguarding arrangements and procedures are in operation, this includes working in partnership with other agencies.

1.10 The policy and procedures will be widely promoted and are mandatory for everyone involved in Stride UK. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal or exclusion from the organisation.

1.11 Young people and parents/carers are also made aware of the arrangements set out in the policy, which is available on the Stride UK website.

## **2 Monitoring**

2.1 The policy will be reviewed and approved by the Stride UK Board at least annually, or in the following circumstances:

- Changes in legislation and or government guidance
- As required by the Safeguarding Partner arrangements, UK Sport and or Home Country Sports Councils
- As a result of any other significant change or event.

### 3 Roles and Responsibilities

3.1 The Children Act 1989 and The Children Act 2004, as amended by the Children and Social Work Act 2017, set out specific duties for organisations to work together to safeguard and promote the welfare of all children in their area. Alongside guidance to sports organisations issued by CPSU (Child protection in sports unit) and HM Government, Working together to safeguard children (2018), in our partnership with schools, we will also have due regard to DfE, Keeping children safe in education (2021). Part 1 and Annex B of DfE, Keeping children safe in education are relevant to all those working in schools or providing educational activities as part of the school curriculum (Appendix 1). All those working with and for Stride UK have a role to play.

#### 3.2 Stride UK Board Members will ensure:

- A member of the Board is identified as the designated board member for Safeguarding and receives appropriate training. The identified Board Member will provide the Board with appropriate information about safeguarding and will liaise with the Designated Safeguarding Lead. The identified Board Member is **[IDENTIFY]**
- All Board Members will undertake appropriate safeguarding and online safety training to ensure they understand their role and can discharge their safeguarding duties effectively.
- A senior member of staff who can act as the Designated Safeguarding Lead for child protection is identified and receives appropriate on-going training, support and supervision, this will be Rebekah Wilson-Gill. At least one Deputy Designated Safeguarding Lead will also be identified and receive training, support and supervision, this will be Keira McCosh.
- Sufficient time and resources are made available to enable the Designated Safeguarding Lead to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering induction and training as appropriate.
- The Child protection and safeguarding policy is reviewed at least annually to ensure it remains up to date and the compliant with statutory guidance and local safeguarding procedures.
- Ensure that the Child Protection policy is widely available and published on Stride UK's website.
- The policies and procedures adopted by the Stride UK to safeguard and promote the welfare of pupils are fully implemented and followed by all staff and volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- Procedures are in place for reporting and dealing with low-level concerns and allegations of abuse against members of staff and volunteers and these are in line with local safeguarding procedures.
- All staff and volunteers receive appropriate induction and training which is regularly updated.

- All temporary staff and volunteers are made aware of Stride UK Child protection and related safeguarding policies and arrangements through appropriate induction and training.
- All staff and volunteers understand their duty to and feel safe to raise any concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents and carers are aware of and have an understanding of Stride UK responsibilities to promote the safety and welfare of children
- Ensure that Stride UK works with appropriate agencies to ensure children and young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities, for example, child sexual exploitation, criminal exploitation and radicalisation and extremism.

### **3.3 The Designated Safeguarding Lead will:**

- Work with others within the organisation to create a positive, child-centred environment within the sport
- Play a lead role in developing and establishing the organisation's approach to safeguarding children and young people and act as the first point of contact with regards to all safeguarding matters
- Ensure that they or their deputy designated safeguarding lead is available for staff, coaches and volunteers to discuss any safeguarding concerns and will ensure that adequate and appropriate cover arrangements are in place and communicated for any out of hours activities
- Keep their own knowledge and skills up to date by attending training on their role every two years, and in addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments and attend additional safeguarding training), at regular intervals, but at least annually, to keep up with any developments relevant to their role
- Complete on-line safety training to ensure that they have the necessary knowledge to safeguard and support children and young people who are accessing the on-line world
- Advise on the organisation's training needs and the development of its induction and training strategy and provide training where appropriate and keep a training record
- Ensure that the Child protection and safeguarding policy is regularly reviewed and updated and at least annually
- Manage low-level concerns, cases of poor practice and allegations of abuse reported to the organisation in line with Keeping children safe in education Part 4 and Manchester Safeguarding Partnership procedures
- Maintain effective and secure recording systems
- Manage referrals to Children's Social Care services, the police and other agencies as appropriate
- Act as the central point of contact for internal and external individuals and agencies
- Represent the organisation at external meetings related to safeguarding



- Coordinate the dissemination of policy, procedures and resources throughout the organisation
- Ensure that all staff and volunteers understand and are aware of the reporting and recording procedures and are clear about what to do if they have a concern about a child
- Ensure that all staff and volunteers understand and are aware of the reporting and recording procedures and are clear about what to do if they have a concern about unsafe practice, breach to the code of conduct or behaviour of an adult that may pose a risk of harm to children or bring into question their suitability to work with children
- Provide advice and support to regional and county welfare officers and play a lead role in their recruitment, selection and training
- Play a lead role in maintaining and reviewing the organisation's implementation plan for safeguarding and protecting children
- Ensure safeguarding standards are met and maintained.

### **3.4 All staff and volunteers will:**

- Share Stride UK's commitment to safeguarding and promoting the welfare of all children
- Report all safeguarding concerns to the Designated Safeguarding Lead in a timely and accurate manner and record concerns using Stride UK Safeguarding Record Form
- Follow Stride UK Policies and procedures, guidance issued by the Child protection in sports unit and guidance set out in HM Government, Working together to safeguard children (2018) and DfE, Keeping children safe in education (2021)
- Complete safeguarding induction and attend regular training, including updates at least annually, to ensure they have the knowledge and skills to recognise abuse and neglect and know how to respond appropriately to safeguard children
- Escalate procedures if in disagreement with the Designated Safeguarding Lead, this may include making a direct referral to Children's Social Care where it is believed that a child is at risk of or has experienced significant harm
- Comply with the code of conduct at all times and report any concerns about an adult's behaviour or breach of the code of conduct to the Designated Safeguarding Lead
- Volunteers should always be supervised by a member of staff

## **4 Safeguarding training and induction**

4.1 All staff should be aware of systems which support safeguarding, and these will be explained to them as part of staff induction. As a minimum, this includes the:

- Stride UK safeguarding policies and procedures, including how to manage reports of child-on-child abuse (including that of sexual violence and sexual harassment)
- Keeping children safe in education Part one, Part 5 and Annex B
- Behaviour policy (code of conduct for staff and volunteers)
- Safeguarding response to children who go missing from education



- Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)
- Online safety and Prevent training
- Training to recognise signs and indicators of abuse, how to manage a disclosure from a child, how to record and report concerns and the process for making referrals to children's social care.

In addition, safeguarding updates will be shared on a regular basis and at least annually, to provide everyone with relevant skills and knowledge to safeguard children effectively.

4.2 The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead will receive training on their role every two years. This will be in addition to further training and updates on specific safeguarding issues.

4.3 There will be at least one person who has completed safer recruitment training who will lead on and is part of all recruitment and selection processes. This training will be refreshed every three years.

## **5 Definitions**

5.1 The statutory guidance, HM Government, Working together to safeguard children (2018), sets out the following definitions in relation to the safeguarding and protection of children.

### **5.2 Children**

5.2.1 Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.

5.2.2 Young person refers to people accessing Stride UK services who are aged 25 or below.

### **5.3 Safeguarding and promoting the welfare of children**

5.3.1 Includes:

- a. Protecting children from maltreatment
- b. Preventing impairment of children's health or development
- c. Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- d. Taking action to enable all children to have the best outcomes.

### **5.4 Child protection**

5.4.1 Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

## **5.5 Abuse**

- 5.5.1 A form 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

## **5.6 Physical abuse**

- 5.6.1 A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

## **5.7 Emotional abuse**

- 5.7.1 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 or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

## **5.8 Sexual abuse**

- 5.8.1 Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

## **5.9 Neglect**

5.9.1 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 occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a. Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b. Protect a child from physical and emotional harm or danger
- c. Ensure adequate supervision (including the use of inadequate caregivers)
- d. Ensure access to appropriate medical care or treatment.

5.9.2 It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **5.10 Safeguarding issues**

5.10.1 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of. Additional information on these safeguarding issues and a full list of information on other safeguarding issues can be found in Appendix 1 of this policy (KCSiE Annex B).

## **5.11 Contextual safeguarding**

5.11.1 As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered.

5.11.2 All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved

with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

## **5.12 Domestic Abuse**

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

## **5.13 Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. All staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation immediately.

## **5.14 Mental Health**

- 5.14.1 All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- 5.14.2 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy

## **5.15 Child on child abuse**

- 5.15.1 Members of staff and volunteers should recognise that as well as adults, children are also capable of abusing other children. The different forms child on child abuse can take but not limited to, may include:
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
  - Abuse in intimate personal relationships between peers
  - Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
  - Sexual violence and sexual harassment.
  - Consensual and non-consensual sharing of nude and semi-nude images and/or videos
  - Upskirting

- Initiation/hazing type violence and rituals.

5.15.2 It is important that incidents of abuse and harm are treated under safeguarding policy in conjunction with the Behaviour policy, Anti-bullying policy and Code of conducts. However, concerns regarding the welfare of children requires process and records to be kept on the child's safeguarding/child protection file. In any incident of child on child abuse we will work closely with the school and the parents of all children, including those who have harmed and been harmed in line with further guidance set out in Keeping children safe in education.

5.15.3 It is recognised that child on child abuse can happen inside and outside of our sporting activities, events, youth clubs, school/college or online.

At Stride UK:

- We have a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter,' just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- Even with a zero-tolerance approach, we take steps to educate and take action ensure to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.
- It is understood that child on child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics. For example, it is well accepted that girls are more likely to be harmed by other children than boys.
- We recognise that even if there are no reports of child-on-child abuse that this does not mean that it is not taking place and could instead mean that it is not being reported

5.15.4 There are clear systems in place (which are well promoted, easily understood and easily accessible) for children to confidently report abuse knowing their concerns will be treated easily. We will work closely with our partner schools to handle initial reports of harm by:

- Securing the immediate safety of learners involved in an incident and sourcing support for other children affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- ensuring that victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.
- Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.

- Not promising confidentiality as it is highly likely that information will need to be shared with others.

#### **5.15.5 Actions to take in relation to sexual violence and sexual harassment.**

Reference to Keeping Children Safe In Education (2021, Part 5) and guidance [Sexual violence and sexual harassment between children in schools and colleges 2021](#) should be made in relation to taking protective action. Stride UK will take the following actions when responding to incidents of sexual violence and sexual harassment:

- Incidents will be reported immediately to the DSL/ Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. Understanding the nature and context of the behaviour, the age and developmental stages of the children and any additional vulnerabilities or indicator of power imbalance will be sought to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from other services.
- DSLs/Deputies will take proportionate action and consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with Manchester Safeguarding Partnership guidance
- When an incident involves an act of sexual violence (rape, assault by penetration, or sexual assault) the starting point is that this should be passed on to police regardless of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. This is on the understanding that the police will take a welfarist approach rather than a criminal justice one. A concurrent referral to social care must also be made. A strategy can be requested where education can voice explicitly concerns of criminalisation in a multi-agency context.
- When the children involved require a statutory assessment either under s.17 or s. 47 of the Children Act 1989 a referral to social care should be undertaken.
- Where the report includes an online element, we will follow [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](#) and [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- Risk assessments and or safety plans will be developed for individual children who have been involved in an incident. This should be reviewed every 3 months or every time there is an occurrence of an incident. These should involve the child and parents/carers and address contextual risks.

- 5.15.6 Following any incidents of child-on-child harm, the DSL/Deputy will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and a wider educational approach to delivery of safeguarding topics.
- 5.16 All staff and volunteers should refer to Appendix 2 for full details outlining the signs and indicators of abuse and neglect

## **6 Responding to and reporting concerns**

### **6.1 Safeguarding concerns**

- 6.1.1 It is not the responsibility of anyone working with, for, or in Stride UK, to decide, whether or not, child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the Designated Safeguarding Lead, Rebekah Wilson-Gill. Where the Designated Safeguarding Lead is not available, concerns should be reported to the Deputy Designated Safeguarding Lead Keira McCosh.
- 6.1.2 Where concerns are about child abuse, this may lead to a referral to children's services who may involve the police. If concerns are about poor practice, Stride UK procedures will define the course of action to address this, this may include referral to the Local Authority Designated Officer (LADO).
- 6.1.3 Concerns may arise because a child is displaying signs and indicators of abuse and or neglect (refer to appendix 2). They may also arise because of an incident that has been witnessed, or in some cases, where a direct disclosure has been made.

### **6.2 Managing disclosures of abuse and neglect**

- 6.2.1 Child abuse is a difficult subject that can be hard to accept and even harder to talk about. Children who are abused are often threatened by the perpetrators to keep the abuse a secret. Thus, telling an adult takes a great amount of courage. Children have to grapple with a lot of issues, including the fear that no one will believe them. So, care must be taken to remain calm and to show support to the child throughout the disclosure phase.
- 6.2.2 The following guidelines will help lessen the risk of causing more trauma to the child and or compromising a criminal investigation during the disclosure phase.

### **6.3 Responding to a disclosure**

- Listen carefully and be supportive, take the child seriously
- Stay calm, use considered responses, body language and tone
- Reassure them, what has happened is not their fault



- Ask open questions only, and only if necessary, to clarify or establish basic facts to inform your decision to refer, using T-E-D (Tell-Explain-Describe) and the 4 Ws (What – When – Where – Who)
- Let the child talk at their own pace and bring to a close safely once they have disclosed
- Be honest about your own position, who you will have to tell and why
- Keep the child fully informed about what you are doing and why
- Let the child know how they will be supported.

#### **6.4 Recording a disclosure or concern**

- Make some very brief notes at the time (only where appropriate, and you are confident this would not stop the child from disclosing to you) or immediately after your interaction with the child
- Write them up in detail as soon as possible using the Stride UK Safeguarding Record Form (appendix 3)
- Do not destroy your original notes in case they are required by Court
- Record the date, time, place, words used by the child and how the child appeared to you. Use descriptive language and be specific
- Record the actual words used; including any swear words or slang
- Record statements and observable things, not your interpretations or assumptions, keep it factual. Evidence base any professional opinion offered
- Send the completed record and any original notes to the Designated Safeguarding Lead, ensure that all documents are sent securely e.g. Password protected.

#### **6.5 What to do if there are concerns about a child**

- 6.5.1 If concerns about a child arises during in a youth group setting and or they are displaying signs and indicators of abuse and or neglect, the Member of staff or volunteer must consult with Stride UK Designated Safeguarding Lead immediately, or where this is not possible, at the earliest opportunity. Where concerns about a child arises in a school setting and or the child is displaying signs and indicators of abuse and or neglect, the Member of staff or volunteer must consult with Stride UK Designated Safeguarding Lead, and with the accompanying school's Designated Safeguarding Lead where appropriate, immediately, or where this is not possible, at the earliest opportunity. The member of staff or volunteer should not leave the session of work without notifying the DSL or Deputy of their concern. In exceptional circumstances where a DSL or Deputy is not available, or where action has not been taken to safeguard a child at risk of significant harm, the member of staff or volunteer should make a direct referral to Children's Social Care or if a child is in immediate danger, to the police.
- 6.5.2 If a child requires immediate medical attention, the member of staff or volunteer should arrange this and ensure that the medic is informed that there may be a child protection concern or allegation.

- 6.5.3 The Member of staff or volunteer must then complete the Stride UK Safeguarding Record Form (Appendix 3). This should be forwarded to the Designated Safeguarding Lead within 24 hours of the incident occurring or concern arising.
- 6.5.4 The Designated Safeguarding Lead will decide whether an immediate referral to or consultation with Children's Social Care or Police is required in line with local safeguarding procedures and thresholds. The Designated Safeguarding Lead will record all actions taken and agreed, and the decision-making rationale, including when and who will inform parents. Where appropriate, information will also be shared with the Designated Safeguarding Lead of the school where the child attends.
- 6.5.5 The Designated Safeguarding Lead will send a written safeguarding report to Children's Social Care and or Police within 24 hours of making a referral.
- 6.5.6 The Designated Safeguarding Lead will continue to offer support and advice to the member of staff or volunteer who raised the initial concern, and or others, as appropriate.
- 6.6 What to do if there are concerns about someone who is working or volunteering with a child**
- 6.6.1 If any concerns arise about the behaviour of a member of staff, coach or volunteer towards a child or children, for example, low level concerns, breach of conduct, suspicions or allegations of poor practice or abuse, the Member of staff or volunteer must report this to the Stride UK Designated Safeguarding Lead immediately, or where this is not possible, at the earliest opportunity.
- 6.6.2 The Member of staff or volunteer must then complete the Stride UK Safeguarding Record Form (appendix 3). This should be forwarded to the Designated Safeguarding Lead as soon as possible and no later than 24 hours of the incident occurring or concern arising.
- 6.6.3 The Designated Safeguarding Lead will consult with Children's Social Care, Police or LADO to determine the route for further action to be taken in cases where an allegation may relate to a person who works or volunteers with children who has:
- Behaved in a way that has harmed a child, or may have harmed a child
  - Possibly committed a criminal offence against or related to a child
  - Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
  - Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- 6.6.4 Stride UK will always work within the appropriate Safeguarding Partner (Local Safeguarding Children Board) procedures for managing allegations.

- 6.6.5 In cases where an allegation relates to poor practice, quality of care or breach in policy or procedure, but have not met the threshold for referral to Children's Social Care, Police or LADO, the Designated Safeguarding Lead may still consult with the LADO. A decision will need to be made whether it is appropriate to apply Stride UK complaints or disciplinary procedure.
- 6.6.5 If concerns are about the Designated Safeguarding Lead, staff should report this to the safeguarding lead board member, Steven Worthington.
- 6.6.6 Where allegations relate to a member of staff or volunteer of another organisation, the Designated Safeguarding Lead will share this information with the appropriate person e.g. Headteacher or Chair of Governors.
- 6.6.7 In all cases, the Designated Safeguarding Lead will record all actions taken and agreed and the decision-making rationale.

### **6.7.1 Low level concerns**

- 6.7.1 Keeping children safe in education 2021 describes examples of what a low level concern is. Examples of such behaviour could include, but are not limited to:
- Being over friendly with children;
  - Having favourites;
  - Taking photographs of children on their mobile phone;
  - Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- 6.7.2 A low level concern is not insignificant. This process should be used in events where a concern about professional conduct does not meet the threshold set out at the beginning of this section. Reports should be made to the DSL/Deputy DSL (or the Board if it is regarding the DSL).
- 6.7.3 Stride UK creates an environment where staff and volunteers are encouraged and feel confident to self-refer where they have found themselves in a situation that may be perceived to be unsafe or where the code of conduct has been breached.
- 6.7.4 The DSL will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised. Value-based questions will be asked to explore and understand the individual's behaviour and or actions.
- 6.7.5 Written records will be held of any low level concern reported and the action taken. These will be held securely and in line with storage and retention policies. The DSL will also review and correct any deficits in the setting's safeguarding system.

## **6.8 What to do if there is an allegation of historic or non-recent child abuse**

6.8.1 All allegations of historical abuse will be reported to the police. Recent and ongoing national inquiries of historic and non-recent child abuse have highlighted the importance of all those working with children to report and share concerns to ensure that appropriate action is taken to safeguard children. For many reasons, it is common for disclosures to take place long after the abuse has ended. An allegation of historic or non-recent child abuse may include:

- An adult making an allegation of abuse when they were under the age of 18, that occurred at least one year before it was reported
- A child making an allegation of abuse that occurred at least one year before it was reported
- An individual who reports an allegation, on behalf of another child or adult, that occurred at least one year before it was reported.

6.8.2 Action must be taken in these circumstances because:

- The alleged abuse may not have been an isolated incident
- It may be part of a wider setting of institutional or organised abuse
- A person who has abused a child in the past may still be doing so
- The perpetrator may still be working with or caring for children
- A criminal prosecution may still take place.

6.8.3 The same principles of managing a disclosure should apply and where possible, without asking leading questions or further retraumatising a victim, the following information should be obtained by the Member of staff or volunteer:

- Name and contact details of the person making the allegation, taking into account if the individual wishes to remain anonymous
- Name of the individual who the allegation is about and any other identifying information, including location
- Name of any children or other victims involved
- Date and time of when the abuse occurred
- Key information about the nature of the non-recent historic abuse allegation
- Establish, where possible, if the alleged perpetrator is still working with or caring for children
- Establish whether or not other agencies are involved.

6.8.4 Where such an allegation had been made, the Member of staff or volunteer must report this to the Stride UK Designated Safeguarding Lead immediately, or where this is not possible, at the earliest opportunity.

6.8.5 The Member of staff or volunteer must then complete the Stride UK Safeguarding Record Form (appendix 3). This should be forwarded to the Designated Safeguarding Lead within 24 hours of the incident occurring or concern arising.

6.8.6 The Designated Safeguarding Lead will report this directly to the appropriate authority, this may include Children's Social Care, Police or

LADO. The Designated Safeguarding Lead will record all actions taken and agreed and the decision-making rationale.

## **6.9 Escalating concerns**

6.9.1 The Designated Safeguarding Lead or a Deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the Designated Safeguarding Lead (or Deputy) is not available, this should not delay appropriate action being taken. Where a concern arises in a school the member of staff or volunteer should consider speaking to the school's Designated Safeguarding Lead or Headteacher and or take advice from Children's Social Care or where a concern arises in the youth club setting the member of staff or volunteer should seek advice from Children's Social Care. In these circumstances, any action taken should be shared with the Designated Safeguarding Lead (or Deputy) as soon as is practically possible.

6.9.2 In most cases, action agreed may include:

- Managing any support for the child internally via support from members of staff or liaising with the child's school or colleges to access their internal pastoral support processes
- An early help assessment
- A referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

6.9.3 If at any point, a child is considered, to be at immediate risk of significant harm, anyone can, and should, make a direct referral to children's social care and or the police. In these circumstances, any action taken should be shared with the Designated Safeguarding Lead (or Deputy) as soon as is practically possible.

## **6.10 Useful contacts**

- Manchester Children's Social Care Tel: 0161 234 5001
- Manchester LADO Tel: 0161 234 1214
- Police - Non urgent crimes Tel: 101
- Emergency services Tel: 999
- National Association of People Abused in Childhood (NAPAC) Tel: 0808 801 0331
- NSPCC Helpline Tel: 0800 800 500
- Whistleblowing helpline Tel: 0800 028 0285 or Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Childline (support for children) Tel: 0800 1111
- Early Help Hub Tel: 0161 234 1975

## **7 Information sharing**

### **7.1 Deciding to share information**

7.1.1 Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many serious case reviews (SCRs), where poor information sharing has resulted in

missed opportunities to take action that keeps children and young people safe.

- 7.1.2 Staff and volunteers should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.
- 7.1.3 Part of the decision-making process will include consideration about who to share information with. This could include:
- **Statutory organisations** – the Police and/or Children’s Services must be informed about child protection concerns; Local Authority Designated Officers(LADO) should be consulted where there are concerns about someone in a position of trust
  - **Disclosure & Barring Service** – must be informed of any concerns about someone in regulated activity who is suspended or expelled from the organisation
  - **Other clubs and other sports organisations** – informing other organisations need to be considered according to the principles below in order that they can safeguard children in their care who may be at risk of harm
  - **Individuals within the organisation** – this will be decided on the basis of who needs to know what information in order to keep children safe.

## **7.2 Informing parents and carers**

- 7.2.1 Our approach to working with parents and carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents and carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child.
- 7.2.2 Parents and carers should be given the opportunity to address any concerns raised.
- 7.2.3 Parents and carers will be informed if a referral is to be made to the Children’s Social Care services or any other agency.
- 7.2.4 Parents and carers will not be informed if it is believed that by doing so would put the child at risk or if it will jeopardise a police investigation. In such cases the Designated Safeguarding Lead will seek advice from Children’s Social Care.
- 7.2.5 Where appropriate, Stride UK will support parents, carers and families throughout the process of any safeguarding investigations and or processes followed.

## **7.3 Information sharing seven ‘golden rules’**

- 7.3.1 Information shared to safeguard children will be done so in line with HM Government, Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018). This guidance sets out 'the seven golden rules' for information sharing:

**1. Data Protection is not a barrier to sharing information to safeguard a child**

Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

**2. Be open and honest about sharing information unless it is unsafe or inappropriate to do so**

Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

**3. Seek advice if you are not sure**

Seek advice from the DSL or deputy, or other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

**4. Where possible, share information with consent**

Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

**5. Consider safety and well-being**

Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

**6. Information shared should be necessary, proportionate, relevant, adequate, accurate, timely and secure**

Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which



you are sharing it, is shared only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.

## **7. Keep a record**

Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## **8 Recording concerns**

8.1 Any records about a child's welfare and safety, and or concerns about possible risks posed by people working or volunteering with children a child or adult held by Stride UK will be managed in accordance with Data Protection principals:

- Adequate, relevant and not excessive for the purpose(s) for which they are held
- Accurate and up to date
- Only kept for as long as is necessary (Information Commissioner's Office, 2017(a) and 2017(b)).

8.2 The Designated Safeguarding Lead will assess how long the record should be kept for and will plan for how and when the records will be destroyed. To keep personal information secure, the Designated Safeguarding Lead will:

- Compile and label files carefully
- Keep files containing sensitive or confidential data secure and allow access on a 'need to know' basis
- Keep a log of who has accessed the confidential files, when, and the titles of the files they have used.

8.3 Records made and kept for child protection reasons, may not necessarily require consent from the adults and or children concerned but where possible, and where it is safe to do so, consent will be sought.

8.4 Members of staff and volunteers will be required to make a record using Stride UK Safeguarding Record Form (appendix 3), if they have concerns about a child or young person's welfare or safety. This must be done regardless of whether the concerns are shared with the Police or Children's Social Care.

8.5 Records will include:

- The date and time of the incident or disclosure
- The date and time of the report
- The name and role of the person to whom the concern was originally reported and their contact details

- The name and role of the person making the report (if this is different to the above) and their contact details
- The names of all parties who were involved in the incident, including any witnesses to an event
- What was said or done and by whom
- Any action taken
- Any further action taken (such as a referral being made)
- The reasons why the organisation decided not to refer those concerns to a statutory agency (if relevant)
- Outcomes.

8.6 All records should be factual and made using descriptive language. Any interpretation or inference drawn from what was observed, said or alleged should be clearly recorded as such. Professional judgements and or opinions should be respectful and evidence based. The record should always be signed by the person making the report.

## 9 Storage of child protection records

9.1 Information about child protection concerns and referrals will be kept in a separate child protection file for each child. The child protection file will be started as soon as any concerns are raised. Child protection files will be kept separate to any other general records held about the child, however, the general record will indicate that there is a separate child protection file.

9.2 Records relating to child protection will be kept for 7 years after Stride UK has last had contact with the child and their family. In some cases, records may be kept for longer periods, for example, if:

- The records provide information about a child's personal history, which they might want to access at a later date; the records have been maintained for the purposes of research
- The information in the records is relevant to legal action that has been started but not finished
- The records have been archived for historical purposes, for example if the records are relevant to legal proceedings involving the organisation or required by an official inquiry. In such cases, legal advice will be sought
- Where records are subject to statutory requirements and have a specific retention period. This includes records relating to children who have been 'looked after' by the local authority, adopted children, registered foster carers and residential children's homes.

9.3 When records are being kept for longer than 7 years, files will be clearly marked with the reasons for the extension period.

9.4 Records will be made and kept about any concerns raised about an adult who works or volunteers with children where:

- They have behaved in a way that has harmed, or may have harmed, a child
  - Committed a criminal offence against, or related to, a child
  - Behaved in a way that indicates they are unsuitable to work with young people
  - Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- 9.5 Clear and comprehensive records of all allegations made against adults working or volunteering with children, will include:
- What the allegations were
  - How the allegations were followed up
  - How things were resolved
  - Any action taken
  - Decisions reached about the person's suitability to work with children.
- 9.6 Stride UK will keep such records to enable accurate and appropriate information sharing, for example:
- In response to future requests for a reference
  - If a future employer asks for clarification about information disclosed as part of a vetting and barring check
  - If allegations resurface after a period of time.
- 9.7 Records relating to low level concerns will be kept separately to the personnel file unless overtime, a pattern of behaviour emerges that meets the threshold of a referral to the LADO. In which case, records will be retained in line with Managing Allegations. Otherwise, records about low level concerns will be retained for the duration of employment or volunteering period unless there is a rationale to keep them for a longer period. In such cases, the period and reason for retention will be made clear to the individual concerned.
- 9.8 Records relating to concerns about an adult's behaviour will be kept in the person's confidential personnel file and where appropriate, a copy will be given to the individual. Records will be retained either until they reach the age of 65 or for 10 years, whichever is longer (IRMS, 2016). This applies to both volunteers and paid staff. Information will be kept for this length of time even if the person stops working or volunteering for Stride UK. Records will be kept regardless of whether the allegations were unfounded. However, if it is found that an allegation is malicious, the record will be destroyed immediately.
- 9.9 Stride UK will not store copies of disclosure and barring check certificates unless there is a dispute about the results of the check. A confidential record will be kept of:
- The date the check was completed
  - The level and type of check (standard/enhanced/barred list check and the relevant workforce)

- The reference number of the certificate
  - The decision made about whether the person was employed (with reasons).
- 9.10 If there is a dispute about the results of a check, a copy of the certificate may be kept but not for longer than 6 months.
- 9.11 When the retention period finishes, confidential records will be incinerated or shredded in the presence of a member of Stride UK or entrusted to a firm specialising in the destruction of confidential material. At the same time any electronic versions of the record will be purged. If not shredded immediately, all confidential records will be held in a secured plastic bag, labelled as confidential and locked in a cupboard or other secure place or placed in a confidential waste bin.
- 9.12 Stride UK Child protection records retention and storage policy, as outlined above, will be regularly reviewed to make sure it is effective and continues to comply with current legislation and guidance. If any changes are made to this policy, we will keep a copy of the original version, including a record of the changes made and why, clearly indicating the original version has been superseded.

## **10 Codes of conduct**

- 10.1.1 Stride UK staff, coaches and volunteers involved in sport for children and young people have a great opportunity to be a positive role model and help build an individual's confidence. The Stride UK has adopted Codes of Conduct for the following groups of people who engage with the activities of the Partnership:
- Coaches
  - Participants
  - Volunteers
  - Team Leaders, Parents & Supporters.
- 10.1.2 All those involved in the Stride UK programme need to take into account the differing nature of many sporting activities, and especially the level of physical contact and verbal encouragement which are involved, and acceptable, in those sports. Therefore, the Codes should be interpreted in line with common sense evaluations of the nature of each sport. Coaches and players should contact the NGB of the sport in question if they require further detailed advice. Further guidance can be found in [The Safer Recruitment Consortium: Guidance on safer working practice](#)

### **10.2 Staff and volunteers are expected to:**

- Ensure the safety of all children by providing effective supervision, proper pre-planning of coaching sessions, using safe methods at all times (refer to paragraph 10.4).
- Consider the wellbeing and safety of participants before the development of performance

- Encourage and guide participants to accept responsibility for their own performance and behaviour
- Treat all participants fairly and ensure they feel valued, have no favourites
- Encourage all children not to discriminate on the grounds of religious beliefs, race, gender, social classes or lack of ability
- Not allow any rough or dangerous play, bullying, or the use of bad language or inappropriate behaviour
- Appreciate the efforts of all children and not over-train the children. Never exert undue influence over performers to obtain personal benefit or reward
- Be positive, approachable and offer praise to promote the objectives and values of Stride UK at all times
- Not let any allegations of abuse of any kind or poor practice to go unchallenged or unrecorded. Incidents and accidents to be recorded in the line with Stride UK procedures. Parents will be informed in line with 'what to do...' and 'information sharing guidance'
- Never use sanctions that humiliate or harm children
- Report accidents or incidents of alleged abuse or poor practice to the Designated Safeguarding Lead
- Administer minor first aid in the presence of others and where required refer more serious incidents to the designated "first aider"
- Have access to telephone for immediate contact to emergency services if required
- Foster team work to ensure the safety of children in their care
- Ensure the rights and responsibilities of children are enforced
- Establish and address the additional needs of disabled participants or other vulnerable groups
- Not abuse children physically, emotionally or sexually
- Not engage in a sexual relationship with a child or young person
- Maintain confidentiality about sensitive information
- Treat all children and young people with respect and dignity and hold them in unconditional positive regard
- Take time to explain coaching techniques to ensure they are clearly understood. Any coaching technique that requires physical touch should be minimal and necessary, permission should always be sought prior to any physical touch and consideration should also be given to touch that could trigger further trauma
- Be mindful of own body language and use of language when supporting children and young people and how this may be perceived
- Develop an appropriate working relationship with participants, based on mutual trust and respect
- Only use 'reasonable force' in extreme circumstances where all other de-escalation strategies have failed to stop a child or young person from harming another child or young person or member of staff. An incident form must be completed and followed up by a de-brief with both the child and member of staff.
- Be a role model, displaying consistently high standard of behaviour and appearance (disciplined/committed/time keeping), remember children learn by example

- Inform the Designated Safeguarding Lead about any relationships or associations (either work, personal or online) that may pose a risk to a child
- Refrain from smoking and consumption of alcohol during Stride UK activities or coaching sessions
- Never condone rule violations, rough play or the use of prohibited substances
- Not spend excessive amounts of time alone with children unless there are exceptional circumstances agreed with the senior member of staff
- Avoid taking children to their home and never initiate or have contact with children outside of approved Stride UK activities or events, this includes online contact, for example, through social media
- Not administer First Aid involving the removing of children's clothing unless in the presence of others
- Only transport children in fully insured vehicles and in the presence of at least one other appropriate adult. Journeys should be planned, risk-assessed and approved by a senior member of staff (refer to appendix 5 Transportation Policy)
- Hold appropriate valid qualifications and insurance cover
- Make the sport or activity fun

### **10.3 Staff and volunteers have the right to:**

- Access on-going training and information on all aspects of leading and managing activities for children, particularly on Safeguarding
- Support in the reporting of suspected abuse or poor practice
- Access to professional support services
- Fair and equitable treatment by Stride UK
- Be protected from abuse by children, other adults and parents
- Not to be left vulnerable when working with children.

10.3.1 Members of staff and volunteers must self-report any breaches of this Code of conduct immediately or at the earliest opportunity to the Designated Safeguarding Lead.

10.3.2 Any minor misdemeanours and general misbehaviour will be dealt with immediately and reported verbally to the Designated Safeguarding Lead. Serious or persistent breach of the code will result in disciplinary action and could lead to dismissal from Stride UK. Dismissals can be appealed by the member of staff, coach or volunteer with final decisions taken by Stride UK Board.

10.3.3 Codes of conduct (Appendix 4) are also issued to parents and children.

### **10.4 Pre- planning of work and effective work arrangements**

10.4.1 There should always be more than one worker for any regular activity with young people aged 16 and under, including group work. At least one worker must be 18 years old or above.

- 10.4.2 Workers should avoid situations where they are on their own with a young person, out of sight of others. This is important during indoor work, where workers are running activities in different rooms, when moving a group from one room to another and at the beginning and end of the activity. If a 1:1 situation occurs, staff should alert another member of staff prior to speaking and engaging with the child on a 1:1 basis.
- 10.4.3 Occasionally, young people or young adults may invite staff into their home (e.g when staff drop off trip consent forms or take a young person home). If there are two staff together, and there are other adults in the house, then the staff may accept the invitation. Under no circumstances should staff enter a young person's bedroom.
- 10.4.4 If the young person is alone in the house, staff should decline an invitation into the house, unless, in an extreme circumstance, staff consider it is more dangerous to leave the young person in the house on their own. In these circumstances advice should be sought from the deputy or DSL prior to entering the house.

## **10.5 Safe staff to children and young people ratios**

- 10.5.1 The following guidelines are absolute minimums. When assessing how many workers are needed, workers', young person's and the general public's safety must be taken into consideration first and then the ability to look after property / buildings being used and workers increased appropriately to ensure this.
- 10.5.2 Recommended numbers of workers to young people according to their age at a facility:
- Ages 9 – 15 years: 2 workers for the first 14 young people followed by 1:10
  - Ages 16+ years: 2 workers for the first 20 young people followed by 1:12
- 10.5.2 Recommended numbers of workers to young people according to their age on a trip out:
- Ages 9 – 15 years: 2 workers for the first 14 young people followed by 1:8
  - Ages 16+ years: 2 workers for the first 16 young people followed by 1:12

## **11 Whistleblowing**

- 11.1 All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in Stride UK safeguarding arrangements and know that such concerns will be taken seriously by the senior leadership team.



11.2 Whistleblowing procedures are reflected in staff training and policies, and are in place for such concerns to be raised with Stride UK Senior leadership team. Where a staff member feels unable to raise an issue with the senior leadership team, concerns can be shared with Stride UK Board, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them. This includes the Local Authority Designated Officer (LADO) and the NSPCC. The NSPCC whistleblowing helpline is available as an alternative route for anyone who does not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled. Contact details can be found below:

- Stride UK:  
DSL, Rebekah Wilson-Gil 07875877618  
Board member, **[IDENTIFY]** Email:
- Manchester LADO Tel: 0161 234 1214
- NSPCC Whistleblowing helpline Tel: 0800 028 0285 or Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **12 Complaints**

- 12.1 Any concern made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.
- 12.2 Stride UK will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken, but also where possible, about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint or expression of concern. Stride UK has a whistle blowing policy which staff should follow if they have concerns about organisational practices.

## **13 Safer recruitment of staff and volunteers**

- 13.1 The majority of people who want to work or volunteer with children within sport are well motivated. Unfortunately, some individuals are not appropriate to work with children and young people. It is therefore essential that effective recruitment and selection procedures for staff and volunteers are in place to help screen out and discourage those who are not suitable from joining or being involved in Stride UK.
- 13.2 Stride UK works with schools and educational settings and as such will undertake safer recruitment in line with DfE, Keeping children safe in education (2021). We will:
- Ensure that all recruitment and selection processes are undertaken by at least one person who has completed safer recruitment training
  - Ensure that clear job or role descriptions will be in place and will always include a clear responsibility to safeguard children

- Person specifications will set out what experience or attributes the successful candidate needs in order to carry out the role
- Our commitment to safeguarding children will feature on advertisements for all posts
- Candidates will be required to fully complete an application form to gather relevant information about each applicant, this will include full education and employment history
- At least two specific written references will be required and sought prior to interview, at least one will be from the current or last employer and or from a referee who can comment on the suitability to work with children
- Undertake a selection process that as a minimum includes interviewing the applicant
- Ensure all checks are completed and satisfactory prior to employment or approval of volunteer work
- For eligible posts, vetting checks will include undertaking a Criminal Records check; Disclosure and barring checks, Disqualification by Association and Prohibition checks
- Undertake overseas checks where applicable
- Undertake identity checks that will include an original birth certificate where possible and right to work checks
- Undertake risk assessments where appropriate e.g. Supervision levels, or concerning information
- Verify qualifications and experience
- Record recruitment decisions
- Provide safeguarding induction to the role (including Child protection policy and procedures, role of the safeguarding lead and deputies, safeguarding training, Code of conduct, Behaviour policy)
- Implement probationary periods where applicable.

13.3 Any Young Leaders delivering an event will be suitably trained and supervised by their member of staff throughout the event.

## **14 Photography and images**

### **14.1 Use of photography and images**

14.1.1 Stride UK recognise that children and their families want to celebrate their achievements and have photographs and films of their special moments. To ensure that children are safeguarded and potential for the misuse of images is reduced, we will:

- Ask all participants and organisations to register with the event organiser
- Always obtain written parental permission to use any images and for what purpose
- Always obtain the child's permission to use their image and for what purpose
- Only ever name the child and or the school where it is appropriate and there is explicit and written permission to do so, e.g. any news articles
- Only use images of children in suitable clothing to reduce the risk of inappropriate use

- Issue written expectations of professional photographers or the press who may attend any event. The statement will be clear in relation to child protection.
- Ensure photographers only ever have supervised contact with children
- Parents and carers will be asked to only take photographs that focus on their child
- Parents and carers will be asked not to share photographs of any other children, for example, on social media sites
- If a child becomes the subject of a particularly newsworthy story due to an outstanding performance, we will ask that any reporter liaises with the parents of the young person, if present, or the young person's coach or team leader to pursue the story.

## **14.2 Storing images**

- 14.2.1 Images or video recordings of children will be kept securely. Hard copies of images will be kept in a locked drawer and electronic images will be in a protected folder with restricted access.
- 14.2.2 Images will not be stored on unencrypted portable equipment such as laptops, memory sticks and mobile phones.
- 14.2.3 Members of staff and volunteers must not use any personal equipment to take photos and recordings of children and use only cameras or devices belonging to Stride UK. Where there has been prior agreement for members of staff to use their personal devices to take pictures, the pictures should be emailed to the DSL and deleted immediately from their device.
- 14.2.4 Images and recordings will only be stored as long as they are in use and will be deleted or securely destroyed thereafter.

## **15 Working in partnership with schools**

- 15.1 During any work completed by Stride UK, the school will have overall responsibility of the students. Rebekah Wilson-Gill will ensure that any staff working with children in schools have had all the relevant pre-employment checks, have had safeguarding training and that the correct ratios are used. Staff will ensure that any safeguarding concerns are shared with the DSL at school before leaving site. The school will be responsible for informing Stride staff of any health or safeguarding information relating to children that is necessary to share prior to the session.
- 15.2 Health and safety information and related safeguarding policies and procedures are available on the Stride UK website. Schools will be alerted to this information and asked to confirm that they have read and understood this, at the time of booking. Information provided will include:
- Health and safety information e.g. First aid, risk assessment information
  - Who to report any safeguarding concerns to
  - Photography and images policy

- 15.3 The DSL at Stride UK will ensure that they liaise closely with the DSL at the school where there are safeguarding concerns relating to a student. In cases where it is felt that the named school are not responding appropriately to safeguarding concerns the DSL at Stride UK should consider whether a direct referral to social care and/or referral to the local authority designated officer (LADO) is necessary.

## **16 Missing children**

- 16.1 Whilst supervision of children is taken seriously, there are occasions where children may become lost or separated from the group they are with. To reduce the risk to children in such circumstances and to ensure that children are found as quickly as possible, we will:

- Brief all staff about the missing child procedure, this includes communicating the central point for children to go to should they become lost or separated from their group
- The central point for missing or lost children at events will be the registration desk, event organisers will ensure that the registration desk is clearly identifiable
- A child that is unable to locate their adult or carer should go to or if found by another adult, be taken to the registration desk at each venue and the site manager should be informed
- If a child presents as lost to a member of staff or volunteer, they should be accompanied by them and where possible, another appropriate adult to 'the lost children area' (registration desk). Details should be recorded using the Lost/Found Child Form
- Once at the lost children area the child should be reassured and given a seat where possible
- Details of the child should be obtained
- Contact the Site Manager and or Competition Organiser to inform them of the lost child.
- Where announcements are made about a lost child, the name of the child should not be used
- The adult collecting the child will be required to show proof of ID and the relationship to the child will be recorded
- The event organiser should report any incident to Designated Safeguarding Lead, the incident should be reviewed to identify any lessons to be learned and shared.

- 16.2 In the event that a child is reported missing or lost, the following procedure will be followed:

- Provision will be made to ensure that all other children continue to be supervised appropriately while a search for the child concerned is carried out
- A search of the surrounding area will be organised and conducted using the remaining available responsible adults. Each adult will be allocated to a specific area and they will be requested to report back by phone, every 5 minutes or, dependent on the size of the area being searched

- If the child cannot be found after a good search of the immediate surroundings, the child's parents will be contacted to advise them of the concern and reassure them that everything is being done to locate their child
- The Lost/Found Child Form will be used to record of the circumstances in which the child has gone missing and where he/she was last seen will be made. A detailed physical description of the child, to include their hair and eye colour, approximate height and build and clothing he/she was wearing will be prepared should his will be required by the police ensure that it is immediately available to the police should this be required
- Report the concern to the police if the search is unsuccessful and no later than 20 minutes after the initial missing person report if the search is ongoing
- Follow police guidance if further action is recommended and maintain close contact with the police
- Report the incident to the designated safeguarding lead
- Ensure that you inform all adults involved including the parents, searchers and police if at any stage the child is located.

## **17 Risk assessments**

- 17.1 Stride UK undertake specific risk assessments for all activities and events. All community venues will have individual risk assessments.
- 17.2 Where an incident of child-on-child abuse has occurred a specific risk assessment will be completed.
- 17.3 Where a positive DBS disclosure is found, or where new information relating to existing members of staff is disclosed relating to criminality or something that may impact on their suitability to work with children, a risk assessment will be completed.
- 17.3 Schools are responsible for carrying out the risk assessment and or care plan to support any individual needs a child may have to ensure they are supported to attend and participate safely in the activity and or event. This information should be shared as appropriate with Stride UK prior to the event or activity.

## **18 Fire and emergency evacuations and lock-down procedures**

- 18.1 Individual fire and emergency evacuations and lock-down procedures will be completed for each community venue and will be made clear to all members of staff.
- 18.2 Members of staff completing work within a school setting will liaise with the school to ensure they are familiar and confident with the procedures for fire, emergency evacuation and lock-down.

## **19 First aid, medical information and, reporting accidents**

- 19.1 All young people regularly participating in activities must have completed and signed medical information form before they can attend trips. If 18+, this can be signed by themselves, if under 18, it must be signed by a parent/guardian. Medical forms must be renewed annually.
- 19.2 A signed section must also be completed giving permission for workers to take appropriate action in the event of a medical emergency. Including authorising emergency surgery/operations in the event of an accident.
- 19.3 Staff will ensure that they have medical information forms when taking children and young people off-site. Young people with infectious illnesses should not attend organised activities.
- 19.4 All medical information shall be kept confidential to Stride staff and medical staff. Volunteer mentors will be informed on a need-to-know basis.
- 19.5 All staff must be aware of any allergies or serious medical conditions. Spare medication, if appropriate, should be kept on-site and in the responsible hands of a staff member. On trips away staff must carry a spare, in date, inhaler/epi pen or any other life-saving medication. The child, where assessed as appropriate, must also carry their own (there must be two sets).
- 19.6 A first aid kit should always be available and its location must be well-known. No medication should be administered without prior written parental consent, or if that is not available, verbal consent on the phone. A first-aider should be available for each activity and or venue.
- 19.7 A form should be completed for any treatment that is administered.
- 19.8 All lead staff should be first aid trained and this should be renewed annually.
- 19.9 Where Stride staff are completing work within schools, the school will be responsible for ensuring that they are aware of any medical needs of their children. Parental consent for administration of medicines should be obtained by the school and suitably recorded arrangements made to meet those needs. Schools should also ensure that appropriate arrangements for storing medicines where necessary are in place.

## **20 Critical Incidents and Accidents**

- 20.1 An accident/incident form must be completed where a young person or worker has sustained injury or harm during a Stride activity, whether accidental or deliberate. The accident/incident form must be completed and sent to the DSL. This should be stored electronically onto the child's file. If requested, a copy of this form can be shared with the parent or guardian.
- 20.2 Any critical incidents must be reported to the DSL and a critical incident report written in full as soon after the incident as possible and within 24 hours. The DSL will then make an assessment as to the next steps and whether to inform the police and/or social care. Parents should be made

aware of the incident before the young person leaves the site or activity, or immediately if the incident is critical.

## **21 Attendance Registers and Emergency Identification**

- 21.1 For all trips out and building based work, workers should keep an attendance register, which must be easily accessible in an emergency. This should identify who is in charge, which workers and young people are on the trip/in the building and any extra personnel (drivers, visitors... etc). For trips, this should be duplicated, along with trip details and should be left with Stride staff/project lead with a member of staff's mobile number, in case of emergency. Workers should always carry ID with them.
- 21.2 All accidents must be reported to the event organiser and recorded using an Accident Report Form.

## **22 Related safeguarding policies and procedures**

- 22.1 This policy should be read alongside the following Stride UK policies:
- Complaints and grievance procedure
  - Disciplinary procedure
  - Whistleblowing policy
  - Social Media policy
  - Equal opportunities policy
  - Online safety, use of mobile phones and devices



## **Appendix 1**

### **Keeping children safe in education (2021) Part 1 and Annex B**

[Keeping children safe in education 2021 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/94421/Keeping-children-safe-in-education-2021.pdf)

**All staff, coaches and volunteers associated with Stride UK will be introduced to the above document to ensure their knowledge and understanding**

## Appendix 2

### Signs and indicators of abuse and neglect

#### Source: NSPCC

This factsheet describes signs of abuse in the context of stages of child development. It aims to help anyone working with children to distinguish between normal child behaviour and those injuries and behaviours which might indicate abuse.

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#### General signs of abuse

Abused children may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend. Anyone working with children or young people needs to be vigilant to the signs listed below.

**Whilst these signs do not necessarily mean that a child is being abused, they probably indicate that the child or family is having some problems which should be investigated.**

- Regularly experiencing nightmares or sleeping problems.
- Changes in personality.
- Outbursts of anger.
- Changes in eating habits.
- Showing an inexplicable fear of particular places or making excuses to avoid particular people.
- Self-harming (includes head banging, scratching, cutting).
- Not receiving adequate medical attention after injuries.
- Showing violence to animals, toys, peers or adults.
- Knowledge of "adult issues" e.g. alcohol, drugs, sexual behaviour.
- Lacking in confidence or often wary/anxious.
- Regressing to the behaviour of younger children.
- Regular flinching in response to sudden but harmless actions, e.g. someone raising a hand quickly.

Whether or not a child's behaviour or appearance is concerning depends on their age or stage of development. Below are signs of potential abuse to look out for in children of specific age groups. Remember that children with learning difficulties, physical disabilities or health-related issues may be at a different developmental stage to most of their peers. However, children who have experienced abuse or neglect from a young age may also display developmental delays compared to children their own age. In such cases, the lack of a clear medical explanation for these delays may be an indicator of abuse.

#### Infancy to preschool

- Doesn't cry or respond to parent's presence or absence from an early age (usually because they have learnt that their parent will not respond to their distress, this is known as a lack of attachment).
- Late in reaching developmental milestones such as learning to speak, with no medical reason.
- Acting out excessive violence with other children.
- Significantly underweight but eats well when given food.
- Talks of being left home alone or with strangers.

### **Middle childhood**

- Talks of being left home alone or with strangers.
- Lacks social skills and has few if any friends.
- Shows lack of attachment to a parent.
- Becomes secretive and reluctant to share information.
- Acting out excessive violence with other children.

### **School age (5 to 16 years)**

- Reluctant to go home after school.
- Unable to bring friends home or reluctant for professionals to visit the family home.
- Poor school attendance and punctuality, or late being picked up.
- Parents show little interest in child's performance and behaviour at school.
- Parents are dismissive and non-responsive to professional concerns.
- Is reluctant to get changed for PE etc.
- Wets or soils the bed.
- Acting out excessive violence with other children.

### **Adolescence**

- Drinks alcohol regularly from an early age.
- Is concerned for younger siblings without explaining why.
- Becomes secretive and reluctant to share information.
- Talks of running away.
- Shows challenging/disruptive behaviour at school.
- Is reluctant to get changed for PE etc.

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## **Physical abuse**

It is normal for children to have cuts and bruises on their bodies caused by accidents which happen whilst they are moving about and/or playing. These are marks that have an acceptable and reasonable explanation.

Marks or injuries which do not have an acceptable explanation may indicate that a child has been abused. This may include:

### **Bruising**

- Bruises on the cheeks, ears, palms, arms and feet.
- Bruises on the back, buttocks, tummy, hips and backs of legs.
- Multiple bruises in clusters, usually on the upper arms or outer thighs.
- Bruising which looks like it has been caused by fingers, a hand, or an object i.e. belt, shoe etc.
- Large oval shaped bite marks.

### **Burns or scalds**

- Any burns which have a clear shape of an object, e.g. cigarette burns.
- Burns to the backs of hands, feet, legs, genitals, or buttocks.

Other signs of physical abuse include multiple injuries (i.e. bruising, fractures) inflicted at different times. It is particularly concerning if parents/carers are unable to explain these injuries and it is not clear whether they took the child to receive medical treatment at the time of the injury.

Be vigilant to possible abuse if a child is frequently described as ill by their parent but does not have any symptoms which are obvious to others. In addition, the parent will be unable to provide details of a medical diagnosis for the child's apparent condition.

There are other signs and indicators of abuse that are age specific.

### **Infancy to pre-school**

- Unexplained head injuries to a baby.
- Bruises on babies who are not yet crawling or walking.
- Acting out excessive violence either with toys or peers.

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## **Sexual abuse**

It is normal for children to show signs of sexual behaviour at each stage in their development. Children also develop at different rates and some may be slightly more or less advanced than other children in their age group. Behaviours which might be concerning depend on the child's age and the situation.

### **'Normal' sexual behaviour in children**

#### **Infancy to pre-school**

- Kisses and hugs others.
- Is curious about and looks at other's private body parts; has limited understanding of privacy needs.
- Talks about private body parts.
- Uses words such as 'poo', 'bum' and 'willy' freely.
- Plays 'house' or 'doctor' games.
- Shows, touches, or rubs own genitals, or masturbates as a 'comfort' habit.

#### **Middle childhood**

- Kisses and hugs others.

- Displays an interest in others' private body parts but is aware of the need for privacy.
- Talks about and occasionally shows private body parts to others.
- Uses words such as 'poo', 'bum' and 'willy' freely and delights in being 'shocking'.
- Sometimes uses swear words and/or 'sex' words copied from others.
- Plays 'house' or 'doctor' games.
- Sometimes touches or rubs own genitals, or masturbates as a comfort habit.

#### **Pre-adolescent children (aged 10 to 12 years)**

- Kisses, hugs, and may 'date' others.
- Is interested in others' private body parts and in the changes occurring in puberty, is aware of the need for privacy.
- May ask questions about relationships and sexual behaviour.
- May look at sexual pictures including internet images.
- Masturbates in private.

#### **Adolescents (aged 13 to 16 years)**

- Kisses, hugs, dates others, may have longer term relationships.
- Is interested in and asks questions about body parts, relationships and sexual behaviour. Is aware of the need for privacy.
- Uses sexual language and talks about sexual acts with peers.
- May look at sexual pictures including internet images.
- Masturbates in private.
- Experiments sexually with adolescents of similar age.

#### **The following are age-specific signs and indicators of sexual abuse:**

##### **Infancy to pre-school**

- Talking about sexual acts or using sexually explicit language.
- Having sexual contact with other children.
- Using toys or other objects in a sexual way.
- Becoming withdrawn or very clingy.
- Physical signs such as anal or vaginal soreness or an unusual discharge.

##### **Middle childhood**

- Masturbating in public.
- Showing adult-like sexual behaviour or knowledge.
- Using toys or other objects in a sexual way.
- Becoming withdrawn or very clingy.
- Physical signs such as anal or vaginal soreness or an unusual discharge.

##### **Adolescence**

- Masturbating in public.
- Having sexual contact with younger children or older adults.
- Pregnancy when the child does not have a boyfriend.

- Sexually transmitted diseases.
- 

## Neglect

It is important to remember that some children are very picky eaters whilst others may refuse to wear a coat regardless of how cold it is outside. A child may also appear to be underweight, but is, in fact, naturally thin.

Some of the most obvious signs of neglect (e.g. children being thin, dirty or not wearing a coat) are not in themselves indicators of abuse. However, if, over time, it is clear that a child is not receiving an adequate level of care and supervision appropriate to their age, it may indicate that the child is being neglected. The following are general and age-specific signs of neglect.

General signs of neglect for children of all age groups:

- medical needs are not being met: not being registered with a G.P.; not being taken to the dentist despite having obvious dental problems; failing to ensure that the school has a child's medication, e.g. asthma inhalers
- not taking the child to see a doctor when they are ill or have been injured.

There are other signs and indicators of neglect that are age-specific.

### **Infancy to pre-school**

- Frequent and untreated nappy rash.
- Child has numerous accidental injuries and the explanations given suggest a lack of supervision.
- Immunisations are not up to date.
- Child is significantly underweight but eats well when observed.

### **Middle childhood**

- Child has poor school attendance and punctuality and is often picked up late at the end of the day.
- A child is frequently tired at school due to a lack of routine at home (e.g. regular bedtimes).
- Parents are unsupportive and uninterested in the child's education or behaviour.
- A child frequently appears to be hungry and does not have a packed lunch or money to buy food.

### **Adolescence**

- A child is often tired at school due to a lack of routine at home (e.g. regular bedtimes).
  - A child frequently appears to be hungry and does not have a packed lunch or money to buy food.
  - Parents are dismissive and non-responsive to professional concerns (e.g. the need for medical care or taking action over bullying).
- 

## Emotional abuse

It is important to remember that some children are naturally open and affectionate whilst others are quieter and more self-contained. Children also develop at different rates from one another and some may be slightly more or less advanced than other children in their age group. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child.

The following signs may indicate emotional abuse for children of all age groups:

- inappropriate knowledge of 'adult' matters such as sex, alcohol and drugs
- extreme emotional outbursts
- regularly experiencing nightmares or sleep difficulties.

There are other signs and indicators of emotional abuse that are age specific.

### **Infancy to pre-school**

- Over-affectionate towards strangers or people they haven't known for very long.
- Lacks confidence and is often wary or anxious.
- Displays lack of attachment to parent, e.g. when being taken to or collected from nursery etc.
- Is frequently aggressive or nasty towards other children and animals.

### **Middle childhood**

- Frequently soils the bed.
- Language and behaviour are not socially appropriate.
- Struggles to control strong emotions.
- Shows lack of attachment to a parent.
- Lacks social skills and has few if any friends.
- Self-harms, e.g. scratching, head banging.



## Appendix 3

### Safeguarding Concern/incident Form

#### Safeguarding concern/incident form

|  |                  |
|--|------------------|
| <b>Child or young person's details</b> |                  |
| <b>School or venue:</b>                |                  |
| <b>Name:</b>                           | <b>Address:</b>  |
| <b>DoB:</b>                            | <b>Postcode:</b> |

|  |                  |
|--|------------------|
| <b>Details of any other child or young person involved</b> |                  |
| <b>School or venue:</b>                                    |                  |
| <b>Name:</b>   | <b>Address:</b>  |
| <b>DoB:</b>  | <b>Postcode:</b> |

|  |  |
|--|--|
| <b>Date and time incident/concern occurred:</b>  |  |
| <b>Type of concern (please circle)</b>   |  |
| <p>Change in behaviour      Change in mood      Child-on-child abuse</p> <p>Exploitation      Substance misuse      Mental health      Neglect</p> <p>Physical abuse (specify)      Sexual abuse      Emotional abuse      Other</p> |  |
| <b>Description of concern or incident (including child's presentation and child's voice)</b>   |  |
|  |  |

**What are you worried about?**

**What, if any, steps have been taken to safeguard this child?**

**Has the DSL or deputy DSL been informed: YES / NO (If no, state why)**

**Have parents been informed: YES / NO (If no, state why)**

**Recorded completed by:**

**Role or position at DMFS:**

**Name:**

**Signature:**

**Date and time of concern/incident:**

**Date and time of record completed:**

**To be completed by the DSL**

***Any actions taken including the outcome, rationale for decision making and details of any other agencies involved***

## Appendix 4

### Codes of conduct – Participants, Parents, Carers, Supporters, Teachers, Coaches, Officials and Volunteers

**This Charter is reproduced courtesy of Sportscoach UK. For more information on guides for sports coaches visit <http://www.sportscoachuk.org>**

Stride UK is fully committed to safeguarding and promoting the wellbeing of participants and spectators at all our events and activities. It is important that everyone associated with Stride UK, at all times, show respect and understanding for the safety and welfare of others. Therefore, they are encouraged to be open at all times and to share any concerns or complaints that they may have about any aspect of the Stride UK programme with a member of event staff.

#### Code of Conduct for Participants

As a participant in the Stride UK programme you are expected to:

- Do the best you can
- Treat people as you would wish to be treated on and off the pitch, court or stage, show respect and do not bully or intimidate others
- Play by the rules
- Control your temper and never use bad language
- Co-operate with your Team Manager, Coach and or Leader
- Make sure you wear the right kit, and keep yourself and others safe
- Respect and listen to the Officials and or Judges, their decision is final.

#### Code of Conduct for Parents, Carers, Supporters and Teachers

As a parent, carer, supporter or teacher at Stride UK events you are expected to:

- Encourage participants to learn the rules and play within them
- Discourage unfair play and arguing with Officials and or Judges.
- Help participants to recognise good performance, not just results
- Set a good example by applauding the good performances of all
- Never punish or belittle a participant for losing or making mistakes
- Publicly accept the decisions of Officials and or Judges
- Control your temper and never use bad language.

#### Code of Conduct for Coaches, Officials & Volunteers

All officials and volunteers working with Stride UK programme are expected to:

- Consider the wellbeing and safety of participants before the development of performance
- Develop an appropriate working relationship with performers, based on mutual trust and respect
- Make sure all activities are appropriate to the age, ability, and experience of those taking part
- Promote positive aspects of the sport (e.g. fair play)
- Display consistently high standards of behaviour and appearance
- Follow all guidelines laid down by the national governing body of the relevant sports and the team/club they are representing
- Hold the appropriate, valid qualifications and insurance cover
- Never exert undue influence over performers to obtain personal benefit or reward
- Never condone rule violations, rough play or use of prohibitive substances
- Encourage performers to value their performances and not just results.

**Across all levels of events failure to comply with these codes may result in further action being taken by Stride UK including exclusion from the event.**

## Appendix 5

### Transportation Policy

#### 1 General Information

1.1 On any trip activity/residential with young people, staff should always carry the following:

- Identification
- Mobile phone and list of relevant phone numbers
- A list of who is on the trip with emergency contact details
- Consent forms and medical information for every young person and staff member/volunteer mentor attending
- A basic first aid kit and any emergency medication (if appropriate)
- Risk assessment

1.2 A completed list of those attending and emergency contact information for each young

person should accompany staff attending the trip and with the Programme Manager.

1.3 When using transport for any activity involving staff/volunteers and/or young people staff

should check that:

- Vehicles have appropriate insurance cover, and the tax is in date
- Vehicles are roadworthy and in good working order

1.4 The driver of a vehicle for any activity shall be over the age of 21 and have held a licence for

2 or more years and had their licence checked by the Programme Manager. This is excluding

the use of the Stride minibus, drivers must be 25 years and above and have no previous

convictions on their licence.

1.5 Staff must ensure that all young people are wearing seatbelts before travelling and throughout the journey and must always wear seatbelts themselves.

1.6 When travelling in convoy, each vehicle should have access to a mobile phone whilst

travelling. The accompanying adult should be in charge of communications. Drivers must

not use a mobile phone whilst driving.

1.7 In any instances where the transportation policy has not been adhered to this should be reported immediately by the member of staff or by any witnessing members of staff.

#### 2 Transport, Workers and Child Protection

2.1 There should always be two workers in a vehicle, (including driver), when transporting

young people aged 17 and under. This may mean increasing the numbers of workers involved in an activity if more than one vehicle is needed to transport the young people to an activity.

- 2.2 If the required number of staff are not available to transport all young people to an activity within policy guidelines, then the activity should be postponed or fewer young people should be taken.
- 2.3 In exceptional circumstances, a staff member on their own may:
- Transport two or more young people ages 16 and over, of same gender as the member of staff
  - Transport one young person or a group of young people when not to transport them would endanger their health and safety. If there is one staff member and one young person in the vehicle, the young person must sit in the back.
- 2.4 In either case, the staff member should first seek permission from his/her line manager so that this can be risk assessed and appropriate permission can be sought from parent/carer before transporting young people on their own.

### **3 Using Workers' Cars**

- 3.1 Staff members' cars should only be used to transport young people for work purposes if this has been agreed by Senior Management and suitable insurance for such use has been taken out.

### **4 Using a Minibus**

- 4.1 When using a minibus, the driver must be authorised to drive the vehicle, and meet with the hiring agencies' requirements, including a driving test if necessary. Drivers should also be authorised by Stride and have held a license for 2 or more years. Stride minibus specifications are separate.
- 4.2 It is recommended that one staff member/volunteer sit in the main body of the bus to enable any incidents to be dealt with more effectively and take responsibility for the young people's behaviour, preventing the driver from being distracted.
- 4.3 A Stride risk assessment, specific to minibus travel, should be completed before the journey.

### **5 Using Public Transport**

- 5.1 When using public transport, there should always be an appropriate number of workers to young people to ensure the safety of the young people. Where young people are using public transport to make their way to and from sessions, staff should ensure parents/carers are aware that this is taking place.

### **6 Early Return from an Activity**

- 6.1 When it is necessary for a young person to return home early from a trip/session, the lead worker should make appropriate provision for the young person's transport home.
- 6.2 Staff/volunteers on a trip should never be diverted from the activity to accompany a young

person home, if to do so would leave the team short of workers on the trip. Similarly, diversions should not be taken when returning young people following a trip.

6.3 With parental permission, young people may travel home alone on public transport.  
Staff

must ensure the young person is clear on their route and has appropriate money to pay.

6.4 When attending a trip, the lead staff member should inform parents/carers of any delays or

changes to travel plans at the earliest opportunity in order for them to make arrangements

to collect their child or when to expect them to return home.

## Appendix 6: Safeguarding Concern Reporting Procedure (2024)

### Stride Safeguarding Process

