



Safeguarding Guidance

This document aims to provide guidance on the implementation of Physical Education & Active Kids Safeguarding Policy. The document includes a number of example scenarios however this list is **not** exhaustive. Employees should always remember that:

When there are concerns or where a disclosure or allegation has been made, employees are **not** responsible for deciding whether or not abuse has occurred. It is **not** the employees' responsibility to conduct an investigation, this is the role of the local authorities. All you need to decide is if it a reasonable assumption that abuse has occurred and if **yes**, report it.

Roles and Responsibilities

Designated Safeguarding Champion

David Johnson is deemed to be the Designated Safeguarding Champion.

Their role is to:

- Review and update the policy and supporting documentation as required,
- Ensure that the safeguarding procedures meet the legal requirements and are adequate,
- Liaise with other business areas e.g. HR, L&D, Operations, etc. to ensure that employees are trained in the policy and procedures, as required,
- Lead as the company representative at external safeguarding meetings and feeding back specific updates and action points to the business.
- Provide guidance and support as required, where this is not within their capabilities, to seek support as required.

Deputy Designated Safeguarding Champion

Galina Jewitt will act as the Safeguarding Lead in the absence of the Designated Safeguarding Lead.

The Designated safeguarding champions are there to support the members of staff with any safeguarding concerns and to contribute to the decision-making process. To ensure the correct procedures are followed and to undertake any reporting/paperwork that may be required. They must ensure that all staff within the Physical Education & Active Kids teams are familiar with the safeguarding policy and procedures and that staff undertake training, where appropriate. They are also responsible for ensuring that the contact numbers of the relevant local authority departments are available, which are available online from your local authority.

What exactly do we mean by "abuse"?

Abuse can be a single act or repeated acts by a person against someone else that is a significant violation of that individual's human and civil rights. Examples of abuse include;

Physical abuse - assaulting someone, for example, hitting, pushing, pinching, or shaking. Misusing medication to sedate someone, or unlawfully restraining them. Exposing them to excessive heat or cold or withholding food or drink.

Sexual abuse- rape, sexual assault, or sexual acts such as unwanted touching. It is also sexual innuendo or pressurising a person, without the ability to consent, into sexual activity or abusing a position of trust to engage in sexual activity, be that in person or remotely e.g. online.



Psychological/emotional abuse- the use of threats to harm or intimidation to control an individual. It can also be humiliation and depriving a person of social or other forms of normal contact.

Financial and material abuse includes theft, fraud, and exploitation, pressure in connection with wills or property and financial transactions. It is the misuse or misappropriation of property, possessions or welfare benefits or the misuse of legal powers to act for the individual.

Neglect and acts of omission includes ignoring medical or physical needs, failure to allow access to appropriate health, social care, educational services or withholding the necessities of life.

Discriminatory abuse includes abuse and behaviour towards the individual that is racist, sexist, homophobic or based on disability, age, or other forms of harassment.

Institutional abuse is the mistreatment of people brought about by poor or inadequate standards of care and poor practice and can occur in formal settings providing health, education and social care including a care home, school or hospital. The perpetrators of abuse can be anyone, children, friend, parents, siblings, extended family, carer, support services, work colleagues, etc.

Self-harm / potential suicide

It is important to differentiate between those individuals who self-harm and/or contemplate suicide due to abuse and those who have other issues not related to safeguarding abuse e.g. depression, drug dependency, financial worries, etc. Only where the individual is self-harming and/or contemplating suicide due to abuse, is it a safeguarding issue and should be reported in line with the Safeguarding Policy.

Where the individual is self-harming and/or contemplating suicide due to other issues, this is not a safeguarding issue and should not be reported as a safeguarding incident. Further guidance on how to manage suicidal or self-harming individuals can be found in the: ***Management of an Individual with Suicidal or Self harm intentions.***

If an individual harms themselves on our premises or in our care, this should be reported through Physical Education & Active Kids incident/accident reporting system.

Confidentiality

All employees have a professional responsibility to share relevant information about safeguarding incidents with other members of staff/professionals where they believe that abuse has taken place, particularly with investigating agencies and social services.

If an individual confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the individual sensitively that he or she has a responsibility to inform their line manager about the information given and this could result in the appropriate agencies being contacted. Where possible, consent should be obtained from the individual or their guardian before sharing personal information with third parties and the individual's wishes must be fully considered. However, in some circumstances obtaining consent may be neither possible nor desirable as the safety and welfare of the relevant individual/s is the priority.

The individual must, be assured that the matter will be disclosed only to people who need to know about it and all written records will only record details required by law and will be kept in a secure area, for a specific time



Physical Education & Active Kids Safeguarding Report Form should be used when reporting the incident internally, The Client/Learner/Employee reference number is to be used throughout the report (where possible) in order to protect their identity.

Reporting procedure

Stage One:

If an employee becomes concerned or an individual discloses that abuse may be taking place.

- Make sure the individual is safe
- Assess whether emergency services are required and if needed call them
- Listen
- Offer support and reassurance
- Ascertain and establish the basic facts
- Make careful notes and obtain agreement on them
- Ensure notation of dates, time and persons present are correct and agreed
- Take all necessary precautions to preserve forensic evidence
- Follow correct procedure
- Explain areas of confidentiality; immediately speak to your manager for support and guidance
- Explain the procedure to the individual making the allegation.

But don't;

- Confront the alleged abuser
- Be judgmental or voice your own opinion
- Be dismissive of the concern
- Investigate or interview beyond that which is necessary to establish the basic facts
- Disturb or destroy possible forensic evidence
- Consult with persons not directly involved with the situation. It is important that only persons, who require to be informed in order to resolve the issue or are part of the reporting process outlined in the Safeguarding Policy, are given access to the information.
- Ask leading questions
- Assume Information
- Make promises
- Ignore the allegation
- Elaborate in your notes
- Become part of the scenario, e.g. tell the learner if they need help to 'give you a call', etc.

It is important to remember that it is not your responsibility to decide whether abuse has occurred, this is a task for the professional agencies, following referral.



Stage Two:

Notify your **designated Safeguarding champion immediately**, where they are unavailable contact the **designated deputy Safeguarding Champion** and decide if there is sufficient information to support the likelihood that abuse may be taking place.

- If you feel the individual is in imminent danger or a criminal act has taken place contact the police/ambulance by dialling 999. This should be undertaken immediately. All contact should be made by the Safeguarding champion, who is also responsible for completing any subsequent external and internal reports. Once the emergency services arrive, it should be confirmed that they will be responsible for reporting the incident to the appropriate safeguarding authority. The safeguarding champion should now complete stage three of the policy.
- If the individual is not in imminent danger or a criminal act has not taken place, the incident should be reported to the local authorities Safeguarding Team or in Scotland the local Adult Support and Protection Unit in the case of adults. In the case of an incident involving a child or young person the local social services should be contacted by the safeguarding champion. This should be undertaken within 24 hours. If the safeguarding champion has made the report by telephone, a written record of the date and time the report (including the name and position of the person to whom the matter was reported) should be made. In all cases it must be confirmed in writing to the relevant local authority social services department within 24 hours. If sent by email a received and read report should be requested.

Stage Three:

The Designated Safeguarding champion should complete the Physical Education & Active Kids Safeguarding Report Form within 24 hours. This can be found on the website page for current apprentices (www.peak-sport.co.uk/current-apps-info). In cases where the Safeguarding champion is not available the deputy safeguarding champion must email the completed form to apprentices@peak-sport.co.uk within 24hrs

Where a concern or allegation has been raised, the clients/learners records should be marked:

- SGA (Safeguarding Actioned) where an allegation was action by reporting it to an external authority.
- SGN (Safeguarding Noted) where an allegation is not reported to an external authority, we want to note this allegation for future reference.

These should be marked on the Learner file; add a journal note or history item

Allegations involving PEAK employees

If an employee is the alleged abuser or is being abused, the same process needs to be followed, except there is a need to ensure that employment law is followed. During the stage two discussions the company HR representative should be contacted (if they are not available contact the Managing Director). HR input is required to offer guidance on employment law and PEAK employee procedures. This process will not affect the review of the evidence or the action taken; however, where an employee is involved it will support the employee by ensuring employment law is followed.



Key agencies

Adult Social Services

All local authorities have a Safeguarding Adults Board, which oversees multi-agency work aimed at protecting and safeguarding adults. It is normal practice for the board to comprise of people from partner organisations who have the ability to influence decision making and resource allocation within their organisation. They will also have a local Adult Safeguarding Team (England) or an Adult Support and Protection Unit (Scotland) who are responsible for receiving calls and taking the investigation forward.

Children and Young Persons Social Services

Section 13 of the Children Act 2004 requires each local authority to establish a Local Safeguarding Children Board (LSCB) for their area. Each authority will have a contact number and email address on their website that should be used if you have concerns about a child you wish to refer.

The Police

The Police play a vital role in Safeguarding with cases involving alleged criminal acts. It becomes the responsibility of the police to investigate allegations of crime by preserving and gathering evidence. Where a crime is identified, the police will be the lead agency and they will direct investigations in line with legal and other procedural protocols.

Case Studies

These case studies are here to offer guidance but can't cover all scenarios, each incident will be different and should be assessed on the information/evidence available. (The name Learner is used throughout this section, but the individual involved could be employee or learner.)

- A. **A learner is in a PEAK office, attending an appointment or training session, see's someone in the office they recognise. They then proceed to tell the PEAK member of staff that 'they have heard he is abusing his wife / children'.**

Hearsay is insufficient to report; the visitor should be provided with the contact number of the local social services.

- B. **A learner is attending an appointment in a PEAK office and see's someone in the office they recognise, they then proceed to tell the PEAK staff member that they 'witnessed them abusing his wife / children'.**

*This case is not black or white, in this case they have **witnessed** the abuse, however we have not actually witnessed it ourselves, and so if we did report it, it could be considered hearsay. In this case we would be encouraging the learner to report it there and then and should be offering some private space to do this. If the learner does not want to report it, or we do not witness them reporting it (i.e. they say they will do it themselves), we have an obligation to report, as the abuse has been witnessed.*

- C. **A learner discloses a potential safeguarding issue in a training session or at reception in the office where other learner and staff can hear.**

The learner should be taken to a confidential area and asked about the disclosure. If it is hearsay or not directly happening to the learner, the advice in scenario A and B should be followed. If the abuse involves the learner then the reporting process should be followed.

- D. A learner tells a member of staff that their partner is abusing them mentally and physically and does not know what to do. They tell a staff member that they are the first person they have told. They also ask the staff member not to tell anybody what they have told them, as they are worried that their partner will find out and hurt them even more.**

As discussed above in the section on Confidentiality, employees have a professional responsibility to share relevant information about safeguarding incidents with other professionals where they believe that abuse has taken place. Where an individual confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the individual sensitively that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies. Where possible, consent should be obtained from the individual or their guardian before sharing personal information with third parties and the individuals' wishes must be fully considered. However, in some circumstances obtaining consent may be neither possible nor desirable as the safety and welfare of the individual is the priority. The reporting process should be followed.

- E. Your learner arrives to a session with a black eye. When the staff member asks them how they got it, the learner 'brushes it off' and says that they had an accident and it is nothing to worry about.**

The reporting process should be followed; is there sufficient information/evidence to suspect that abuse is taking place? This is a judgement call; if the answer is yes, then the reporting process should be followed, even if the learner does not wish it to be reported.

- F. A learner regularly brings their school age children into the office during training.**

This may be abuse under the 'Neglects and acts of omission' act, and therefore could constitute a safeguarding issue. Once could be due to illness, three times is an issue and should be reported. Ask why the children are not at school and determine your action from there.

- G. A learner, who is a lone parent with Psychosis, discloses that they are not taking their medication / managing their health and their children seem withdrawn, tired and scruffy.**

In the scenario, is there sufficient information to suspect abuse and therefore it should be reported!

- H. A learner's behaviour changes over a course of training session; they become jumpy, withdrawn and are losing focus on their work.**

Some further probing should be done by the coach, asking questions about what they have noticed and weighing up the responses given by the learner. Remember it is not your job to investigate, just to gain enough information to make an informed judgement. If there is sufficient information/evidence to suspect that abuse is taking place, then the abuse should be reported.

- I. **A learner discloses that they were abused in the past.**
Determine if the abuse was investigated by the relevant authorities. Find out if the learner is still in a position where abuse may happen, if yes, the matter should be reported to the appropriate authority. If they are not in a position where further abuse could happen, the learner should be provided with contact details of relevant support services e.g. social services, abuse charities, etc. If the abuse was a criminal act and was not reported, then it should be reported to the police, no matter how long ago it happened.
- J. **A learner is self-harming and when asked why, they state it is due to abuse 5 years ago.**
We need to ascertain if the abuse could reoccur as discussed in scenario J. There is also a need to get the individual support for their self-harming.
- K. **A learner in his sixties with a mild learning disability, who lives alone, states he has called an ambulance 3 times over the last month, but will not state why he has had to call the ambulance.**
Unless there is compelling evidence that abuse is occurring, the reporting of this should be left to the ambulance service as they have a duty to report any safeguarding issues they encounter during their working activities. They are in a better position to evaluate the circumstances.
- L. **A seventeen-year-old learner, with a history of requiring support from social services, is asked if she has a receipt for her trip to the office for an appointment. She says no and that she has walked the five miles to get to the office. When asked why she has no money, she becomes very defensive and states she has given her money to a friend.**
Again, is there sufficient information/evidence to suspect that abuse is taking place? If the answer is yes, then the abuse should be reported. In this scenario the level of evidence required would be less, given the individuals previous history of support from the social services and their age.

Further sources of information

The National Association for People Abused in Childhood;

The Association runs a support line for adults who have suffered any type of abuse in childhood. They direct callers to information on help, advice, counselling and other services in their area.

Support Line: 0800 085 3330 (10 am - 9 pm Monday - Thursday, 10 am-6 pm Friday)

Web: www.napac.org.uk

Supporting Survivors of Abuse UK;



A charity that works with both male and female survivors of sexual abuse. Their primary work is in Merseyside but they offer telephone support to those who can not attend.

Helpline: 0808 108 1715

Web: www.ssoa.co.uk

VOICE UK;

Provides support and information for people with learning disabilities who have experienced crime or abuse and for their families and carers.

Tel (Helpline): 080 8802 8686

Text (Helpline): 07797 800 642

Web: www.voiceuk.org.uk

Support Line;

Provides a confidential telephone helpline offering emotional support to any individual on any issue. It is particularly aimed at those who are socially isolated, vulnerable, at risk groups and victims of any form of abuse.

Tel (Helpline) : 01708 765200

Web: www.supportline.org.uk

Violence Is Preventable;

Is an abuse and violence prevention program for children, young people and vulnerable adults throughout the UK and abroad.

Tel: 01382 206222

Web: <http://violenceispreventable.org.uk>

Rape and Sexual Abuse Support Centre;

They offer support, counselling and information to women and girls over 14 who have been raped or sexually abused - however long ago.

Helpline: 0808 802 9999 (12noon - 2.30pm and 7pm - 9.30pm daily)

Minicom: 020 8239 1124

Web: www.rasasc.org.uk

National Society for the Prevention of Cruelty to Children;

Aims to prevent any form of child abuse or cruelty.

Tel: (Help and advice): 0808 800 5000, (Text): 88858

Web: www.nspcc.org.uk

ChildLine;



Provides a confidential telephone counselling service for any child with any problem, 24 hours a day, every day. It comforts, advises and protects. Where a child is in danger, they work with other helping agencies to ensure the child's protection.

Helpline: 0800 1111

Web: www.childline.org.uk