



Safeguarding Policy

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As defined in the Children Act 1989, anyone under the age of 18 years should be considered as a young person for the purposes of this document.

This policy covers young people under the age of 18 who may also be a member of sea staff.

This policy also covers ‘vulnerable adults’, such as people with learning disabilities, or those who have difficulty communicating, or who rely on others to provide personal care. For the purpose of this document the term “Young Person/People” covers vulnerable adults.

For the purpose of this document, when referring to adults who have contact with young people in the course of OYT South’s activities, the term “Staff” shall be taken to include both paid staff and volunteers.

This policy relates to all employees, contractors and volunteers who work with children or vulnerable adults in the course of their OYT South duties. It will be kept under periodic review.

1. POLICY STATEMENT

- The young person's welfare is paramount
- All young people, whatever their age, culture, disability, gender, language, racial origin, religious belief, sexual identity and/or social status, have the right to protection from abuse
- All young people have the right to be safe and to be treated with dignity and respect
- All suspicions and allegations of inappropriate behaviour will be taken seriously and responded to swiftly and appropriately
- All staff and volunteers have recourse against any allegation made against them

OYT South will actively seek to:

- create a healthy , safe and welcoming environment for all the time the young people are with us
- ensure young people are listened to, and kept safe from harm
- support and encourage staff and volunteers to voice their opinions regarding the welfare of young people
- ensure staff and volunteers who carry out the activities are well informed, supported and protected
- demonstrate Best Practice in Safeguarding

OYT South will:

- safeguard the young people taking part in activities with us from physical, sexual or emotional harm
- take all reasonable steps to ensure that, through appropriate procedures and training, young people participating in OYT South activities do so in an environment which is as safe as practicable.
- raise the level of awareness of staff and volunteers about what young people are entitled to be protected from
- raise the level of awareness of staff and volunteers about child abuse and the different forms it can take
- ensure all staff in direct contact with young people will have received Safeguarding training
- ensure that all staff are able to recognise signs which could signify the abuse of a young person
- promote the general welfare, health and full development of young people when with us
- develop effective procedures in recording and responding to accidents, complaints and to alleged or suspected incidents
- implement an accreditation procedure for activities and personnel

PART B PROCEDURES

2. Safe Recruitment (paid staff and volunteers)

No person without DBS clearance is to have unsupervised access to young people.

It is a criminal offence knowingly to employ or use as a volunteer someone who is on the list of individuals barred from working with children, or with vulnerable/protected adults if relevant. It is also an offence for such a person to apply to work with the relevant vulnerable group.

All applications for work, whether paid staff or volunteers, will be subject to scrutiny. The application form seeks to elicit information about the applicant's motivation, past career or experience and to establish if any criminal record exists.

Process:

- a. Individual expresses interest in volunteering/working with the Trust
- b. Individual completes application form, which includes the details of 2 independent referees
- c. References taken up, with additional telephone contact with referees if required
- d. DBS enhanced criminal records with barred list check applied for on receipt of completed application form.
- e. Individual's details, including DBS application number, logged on OYT South staff database
- f. Individual sends **original** of DBS certificate to OYT South office or shows to a member of approved staff. Database updated on receipt of DBS certificate. Certificate to be returned to individual. People who have registered for the online DBS update service will be checked online by OYT South staff and the database updated.
- g. A full ID check must still be carried out whether we are conducting a new DBS check or accessing the online record through the DBS update service. A list of eligible identity documents is available here <https://www.gov.uk/disclosure-barring-service-check/documents-the-applicant-must-provide> - including guidance on how many documents must be seen. This identity check must be carried out by an authorised representative of OYT South – currently Mark Todd, Andrew Viney or Sally Croly. A record will be kept on the database of which documents were seen, by whom and on what date. If any authorised person has carried out the checks while not in the office (e.g. on the boat), they must email the office with this information. See paragraph p below.
- h. For any disclosure of offences or if any causes for concern are raised, the application is referred to the Chief Executive and the Designated Safeguarding Officer who may in turn refer it to the board of Trustees for a final decision
- i. Individual attends Familiarisation voyage, mates' training or other voyage as group leader or crew member and receives interview and debrief from Skipper
- j. Individual provides evidence to OYT South of having completed a safeguarding course. OYT South offers an online course (Educare's Child Protection in Sport and Active Leisure) but has the discretion to accept other suitable training – for example where an individual has completed a course through their work or other voluntary activities. Training should be updated every three years – again either via the Educare Child Protection refresher on OYT South's website, or another suitable course.
- k. Formal assessment of the applicant is conducted within a voyage. The Skipper's assessment is recorded and passed to the OYT South office and the database updated. The individual is debriefed at the end of the assessment
- l. If an applicant or sea staff member has a gap in contact with the Trust of 12 months, contact will be attempted by email / letter to inform them that their details or registration will be marked "inactive" if nothing is heard within 1 month, and their sea staff status will be reviewed
- m. DBS clearance is to be included on the crew / sea staff list for each voyage

- n. Group leaders and accompanying staff sailing with their groups are to provide evidence of a current DBS disclosure at the time of booking. Our office should either see a copy of their DBS certificate, or their online record with the DBS update service, or written confirmation from the client that a DBS Enhanced Disclosure has been obtained within the last 3 years and that there are no outstanding investigations or concerns regarding the accompanying staff
- o. DBS Disclosures will be subject to a routine review
- p. All staff are strongly encouraged to register for the online DBS Update Service and will be asked to authorise OYT South's checking of their certificate status online. A full ID check must still be carried out to ensure that the person who is showing us their certificate is the person to whom it belongs. Full guidance can be found at <https://www.gov.uk/government/organisations/disclosure-and-barring-service/series/dbs-checking-service-guidance--2>
- q. Individuals who have lived or worked outside the UK must undergo the same checks as all other staff. In addition, OYT South must make any further checks thought appropriate so that any relevant events that occurred outside the UK can be considered. The Home Office has published guidance on criminal record checks for overseas applicants. <https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants> Thought should be given to how to:
 - seek out and follow guidance about accessing criminal records or equivalent information and checks from the relevant country (where the role or post is eligible)
 - contact the applicant's home sports governing body or federation to establish currency and validity of qualifications, and establish if any safeguarding concerns or complaints have arisen and if disciplinary action was taken
 - seek and follow up written references including those from the applicant's last employer and from someone able to comment on the applicant's experience in working with children or young people
 - ensure that the individual is provided with a thorough induction process that establishes their level of safeguarding awareness and experience, and includes familiarization with the organisation's safeguarding policies, procedures and practices
 - If it is not possible to check an individual to the level required for UK applicants, the organisation should establish additional safeguards. These may include:
 - I. additional supervision or monitoring by staff who have been appropriately vetted
 - II. updated safeguarding training
 - III. taking particular care to explain the required standards of behaviour (there may be significant differences from one country to another about what are considered acceptable ways to relate to and deal with children); and so on

3. Prevention of abuse - Good practice guidelines

3.1 Good Practice Guide for the Trustees

Child abuse is a very difficult issue for the Trust. Having the right system can help prevent it. Abusers have great difficulty operating in a well-run organisation with good quality management and training.

- Plan the work of the Trust so as to minimise situations where the abuse of children can occur
- Appoint a member of staff or trustee to fulfil the role of Designated Safeguarding Officer
- Train staff and volunteers, their line managers or supervisors, and policy makers in the prevention of child abuse.
- Give all staff and volunteers clear roles
- Issue guidelines on how to deal with the discovery of abuse
- If young people tell staff about abuse, follow agreed procedures. Develop systems which allow young people's complaints to be heard

3.2 Good Practice Guide for Volunteers/All Staff

You can reduce opportunities for abuse of young people and help to protect staff and volunteers from false allegations being made by promoting good practice. Some common sense guidelines for everyone within OYT South:

- Do not spend excessive amounts of time alone with young people away from others
- Do not take young people alone on journeys, however short
- Do not take young people to your home as part of an OYT South activity
- Do not communicate with any young person once a voyage has been completed except through OYT South
- Where any of these are unavoidable, ensure they only occur with the full knowledge and consent of the Skipper / Designated Safeguarding Officer / Chief Executive or the young person's parents / carers
- Design activities that are within the ability of the individual young person
- Situations may occur when, in order to keep the young person safe or to coach certain techniques, it will be necessary to make physical contact with the young person. Always seek to inform the young person beforehand and ask if they have any objections. However, in certain and rare circumstances (for example, if a young person was about to fall overboard), there may not be time to explain or ask permission in order to save the young person from injury or harm and the member of staff should explain their actions afterwards
- If a young person is having difficulty with oilskins, clothing, lifejacket etc. ask them to ask one of their friends to help if at all possible
- If you do have to help a young person, make sure you are in full view of others, preferably another adult. Always be publicly open when working with young people
- If groups are to be supervised in shore facilities, always ensure that adults work in pairs and that the gender is appropriate. When only one member of sea staff or volunteer is available and they are asked to check the condition of the changing rooms before or after their use it may be best to wait outside whilst the young people use them
- Where possible, respect young people's privacy when getting changed on a vessel. There generally should be no reason for an adult to be present at this time and if necessary follow the guidance above.

You should never:

- engage in rough, physical or sexually provocative games, including horseplay
- allow or engage in inappropriate touching in any form
- allow young people to use inappropriate language unchallenged
- make sexually suggestive comments to a young person, even in fun
- let allegations a young person makes go unchallenged or unrecorded; always act
- do things of a personal nature that young people can do for themselves

However, it may be sometimes necessary for staff or volunteers to do things of a personal nature for young people, particularly if they are very ill or disabled. These tasks should only be carried out with the full understanding and consent of parents / carers. In an emergency situation, which requires this type of help, parents / carers should be fully informed. In such situations, it is important to ensure all staff are sensitive to the young person and undertake personal care tasks with the utmost discretion.

In addition, medical consent should be obtained in the event where medication or treatment is required to be administered in the absence of the parent / carers; this includes hospitalisation.

4. Photography

The publication of articles and photos is an excellent way of recognising a young person's achievement and promoting the work of OYT South. Young people and staff will also wish to record their experiences aboard. However it is important to minimise the risk of images being misused.

- Do not photograph or video young people, or publish their pictures, without the knowledge and consent of the young person and their parents/carers
- The OYT South booking form contains a photographic consent section
- Young people's names and personal details will not be linked to photographs
- Care will be taken in the storage and access to images
- This policy does not preclude personal photographic records of voyages by young people and sea staff, although everyone should recognise an individual's entitlement to privacy
- Ensure that the young people pictured are suitably dressed, to reduce the risk of inappropriate use
- Any photographer or member of the press or media attending an event should wear identification at all times and should be fully briefed in advance on OYT South expectations regarding his/her behaviour and the issues covered by these guidelines
- Do not allow a photographer to have unsupervised access to young people at the event or to arrange photo sessions outside the event

5. Websites and Social Media and other forms of communication with young people

OYT South uses websites and social media to enable young people who sail with us to keep in touch with us and with one another.

OYT South will

- ensure that the content and language on our sites and/or pages, including contributions to blogs, forums etc., is not inappropriate for younger visitors and does not link directly to unsuitable material on other sites
- provide a clear process for parents and others to report inappropriate content or online bullying and to request that content is removed
- The Chief Executive will handle and assess such a report or request and act promptly to remove the offending content.

5.1 Safer online/communication technology behaviour

- All staff and volunteers should review their social networking sites when they join OYT South to ensure that information available publicly about them is accurate and appropriate. This includes any photographs that may cause embarrassment to themselves or OYT South if they are published outside of the site. They may wish to review the privacy settings on their site so that crew members cannot look up their Facebook page etc
- Individual adult staff and volunteers should not use social media/other communication technologies to make friends on-line with young people
- Staff should not give their personal contact details to young people including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and/or parents/carers
- Staff should not ask from young people or obtain their personal contacts details including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and/or parents/carers. Details should only be retained for as short a period as necessary as agreed with senior management and should be destroyed/deleted immediately thereafter
- Staff should ensure that all communications are transparent and open to scrutiny. They should also be circumspect in their communications with young people so as to avoid any possible

misinterpretation of their motives or any behaviour which could be construed as 'grooming' in the context of sexual offending.

- There will be occasions when there are social contacts between young people and staff, where for example the parent and member of staff are part of the same social circle. These contacts however, will be easily recognised and openly acknowledged
- There must be awareness on the part of those working with young people that some social networking contacts, especially where these are not common knowledge, can be misconstrued as being part of a grooming process

5.2 Access to inappropriate images and internet usage

- There are no circumstances that will justify adults possessing indecent images of children. Staff who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children is illegal. This will lead to a criminal investigation and the individual being barred from working with children, if proven. It should be noted that although the youth work profession uses the term "young person" the terms "child" and "children" have a legal definition identifying any person under the age of 18
- Staff should not use equipment belonging to OYT South to access any pornography; neither should personal equipment containing these images or links to them be brought into the workplace. This will raise serious concerns about the suitability of the adult to continue to work with young people
- Adults should ensure that young people are not exposed to any inappropriate images or web links
- Where indecent images of children or a young person are found by staff, the Designated Safeguarding Officer, Chief Executive and police must be immediately informed. Managers should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution.
- Where other unsuitable material is found, which may not be illegal but which raises concerns about that member of staff or young person, the Designated Safeguarding Officer and Chief Executive should be informed and disciplinary procedures may be instigated

6. Abuse of Position of Trust

It is an offence for a person aged 18 or over intentionally to engage in, cause or incite, participate or cause a child under the age of 18 to watch a sexual act when the adult is in a position of trust in respect of the child (Sexual Offences Act 2003).

7. Provision of Sexual Health Advice

When seeking to protect a young person from sexually transmitted infection, protecting the physical safety of a young person, preventing a young person from becoming pregnant, or promoting the young person's emotional well-being by giving advice (including the provision of contraception), a person will not commit an offence under section 14 of the Sexual Offences Act 2003. This exception applies as long as the person does not act to cause or encourage the sexual activity to take place, or for the purpose of sexual gratification.

8. Designated Safeguarding Officer

The job description for the Designated Safeguarding Officer is: to ensure that the organisation has an up-to-date policy with procedures to support it; and that relevant staff and volunteers understand the procedures and put them into practice; to receive reports of any concerns or allegations; in conjunction with the person in charge, to decide on the appropriate action to be taken; to keep a record.

9. Handling concerns, reports or allegations

See *Appendix A* for guidance on Recognising Abuse

9.1 Trustees

Incidents involving Child Protection issues will be reported to Trustees. One key area where Trustees may need to be involved is where there is an allegation against someone working or volunteering for the Trust.

Where there is an allegation of abuse against a member of staff, there may be three types of investigation:

- a criminal investigation
- a child protection investigation
- a disciplinary or misconduct investigation by OYT South and / or the RYA. OYT South disciplinary procedures are in the OYT South Handbook.

The results of the police and/or social services investigation may well influence the disciplinary investigation, but not necessarily.

It is important that we have a means to address misconduct. Disciplinary procedures are in place.

If we dismiss or remove someone from a regulated activity (or we would have done had they not left) because they harmed or posed a risk of harm to vulnerable groups including young people then we are legally obliged to forward information about that person to the DBS. The Local Authority Designated Officer must also be informed. It is a criminal offence not to do so. In these circumstances consideration will also be given as to whether the RYA should be informed. Guidance on referrals can be found on https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447517/DBS_referral_guidance_completing_the_form_v1.0_Jul_15.pdf.

It is important to understand that a member of staff reporting an alleged case of child abuse, particularly by a colleague, may undergo a very high degree of stress, including feelings of guilt for having reported the matter. It is therefore important to ensure that appropriate counselling and support is available for staff in such a situation.

9.2 Paid/Volunteers (Sea Staff and Shore Helpers)

A complaint, concern or allegation may come from a number of sources: the young person, their parents, someone else within the organisation. It may involve the behaviour of an OYT South volunteer or employee, or something that has happened to the young person outside an OYT South activity, perhaps at home or at school. Young people may confide in adults they trust, in a place where they feel at ease.

An allegation may involve something in a range from mild verbal bullying to physical or sexual abuse. If you are concerned that a young person may be being abused, it is NOT your responsibility to investigate further BUT it is your responsibility to act on your concerns and report them to the Skipper/ Designated Safeguarding Officer/ Chief Executive. Please refer to flowcharts 10.1 and 10.2 (below) for more information.

For guidance on recognising abuse, see Appendix A.

For guidance on what to do if a young person tells me s/he is being abused and how to record information see Appendix B.

If I do something, might it make things worse?

Taking appropriate action if you are worried about abuse is never easy - it takes courage but it may protect a young life.

You may be upset about what the young person has said or you may worry about the consequences of your actions. Sometimes people worry about the young person being removed from their family as a result of abuse but in reality this rarely happens. However, one thing is certain - you cannot ignore it. The effects of abuse on a young person can be devastating, especially if they are left unprotected or do not receive help to cope with the abuse. The most serious effect is that young people can and do die as a result of abuse. They can develop behavioural difficulties, problems at school, their development can be delayed and they can become depressed and withdrawn. Some of these problems, if left untreated, can persist into adulthood.

9.3 Recording information

When recording information, it is important that you do not carry the process beyond gathering information about the allegation, into beginning an investigation. Unnecessary interviews with child complainants could prejudice the integrity of evidence that may eventually have to be presented in court.

There are particular problems with regard to gaining information from young people with limited communication skills. Care should be taken that appropriate means are used to find out what the allegation is about without “leading” the young person.

The environment for recording information needs to be considered carefully. Try and ensure that you are in sight of another adult, but that your conversation won't be overheard. The rule is to let the young person initiate any actions and to remain positive and supportive throughout.

Please see Appendix B for further guidance on how to record information and Appendix E for the form to be used.

If you are worried, it is NOT your responsibility to decide if it is abuse; but it IS your responsibility to act on your concerns and do something about it.

9.4 What should I do if I have concerns?

Discuss your concerns with the skipper and / or the Designated Safeguarding Officer. It is their responsibility to make the decision to contact the parents / carers, Social Services or Police.

9.5. Contact numbers and sources of help

9.5.1 OYT South

Name	Job title	Tel	email
Steve Lacey	Designated Safeguarding Officer	07775 728492	stevlacey@oytsouth.org
Mark Todd	Chief Executive	07771 771864	marktodd@oytsouth.org
Caroline White	Business Manager	07986 354697	caroline.white@oytsouth.org

9.5.2 Where can I get further help?

If you want to talk things through to gain some advice, you can phone the following 24-hour free telephone numbers. For the first three listed you do not have to give your name but it is helpful if you can.

Name	Info	Tel	Web/email
NSPCC helpline		0808 800 5000	www.nspcc.org.uk
Child Protection in Sport Unit (CPSU)		0116 234 7278 0116 234 7217	www.thecpsu.org.uk cpsu@nspcc.org.uk
ChildLine		0800 1111	www.childline.org.uk
RYA Safeguarding Manager	See also * below	023 8060 4104	jackie.reid@rya.org.uk
Coram Children's Legal Centre		0207 636 1245	www.protectingchildren.org.uk
Child Exploitation and Online Protection (CEOP)	Works across UK to provide internet safety advice and help		www.ceop.police
The Safer Internet Centre	The Safer Internet Centre, co-funded by the European Commission, also provides a Helpline for professionals working with children and young people in the UK with any online safety issues they may face themselves or with young people in their care.	0844 381 4772	www.saferinternet.org.uk/about/helpline

*If Jackie Reid is unavailable and the matter is urgent, contact Jackie Bennetts, RYA Volunteer Development Officer, tel. 023 8060 4199, e-mail jackie.bennetts@rya.org.uk)

9.6 Allegations made against yourself

If you are a member of staff and have had an allegation made against you, you are strongly advised to seek legal advice.

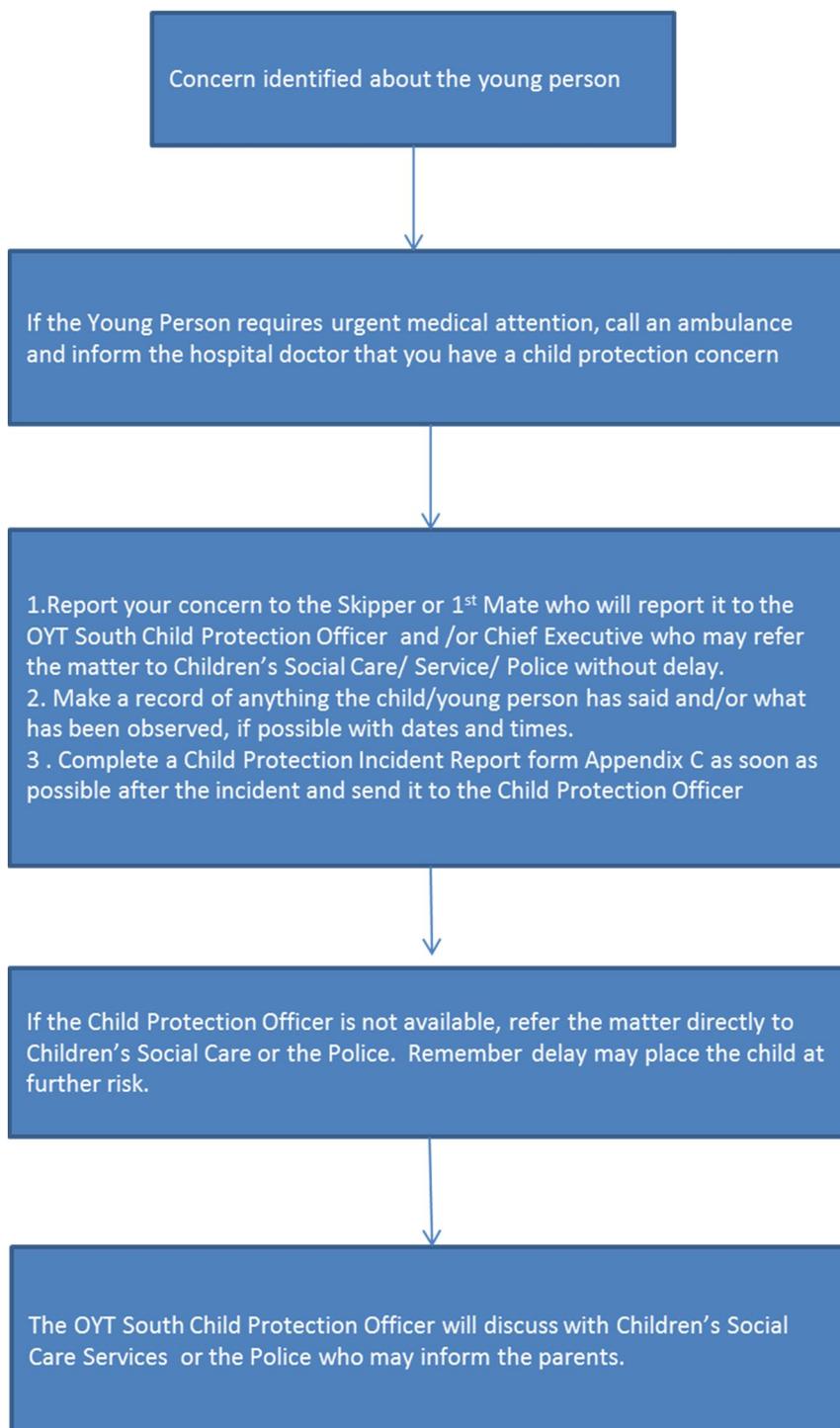
Ocean Youth Trust South will make available a ' friend ' who will endeavour to support you through what maybe a difficult and stressful time.

Advice and support can be gained from the following sources:

- **Your Trade Union:** Volunteers and paid members of staff are entitled to become members of the Community and Youth Work Union
- **Local Citizens' Advice Bureau:** Refer to Yellow Pages for contact details
- **RYA Legal:** 023 8062 7422

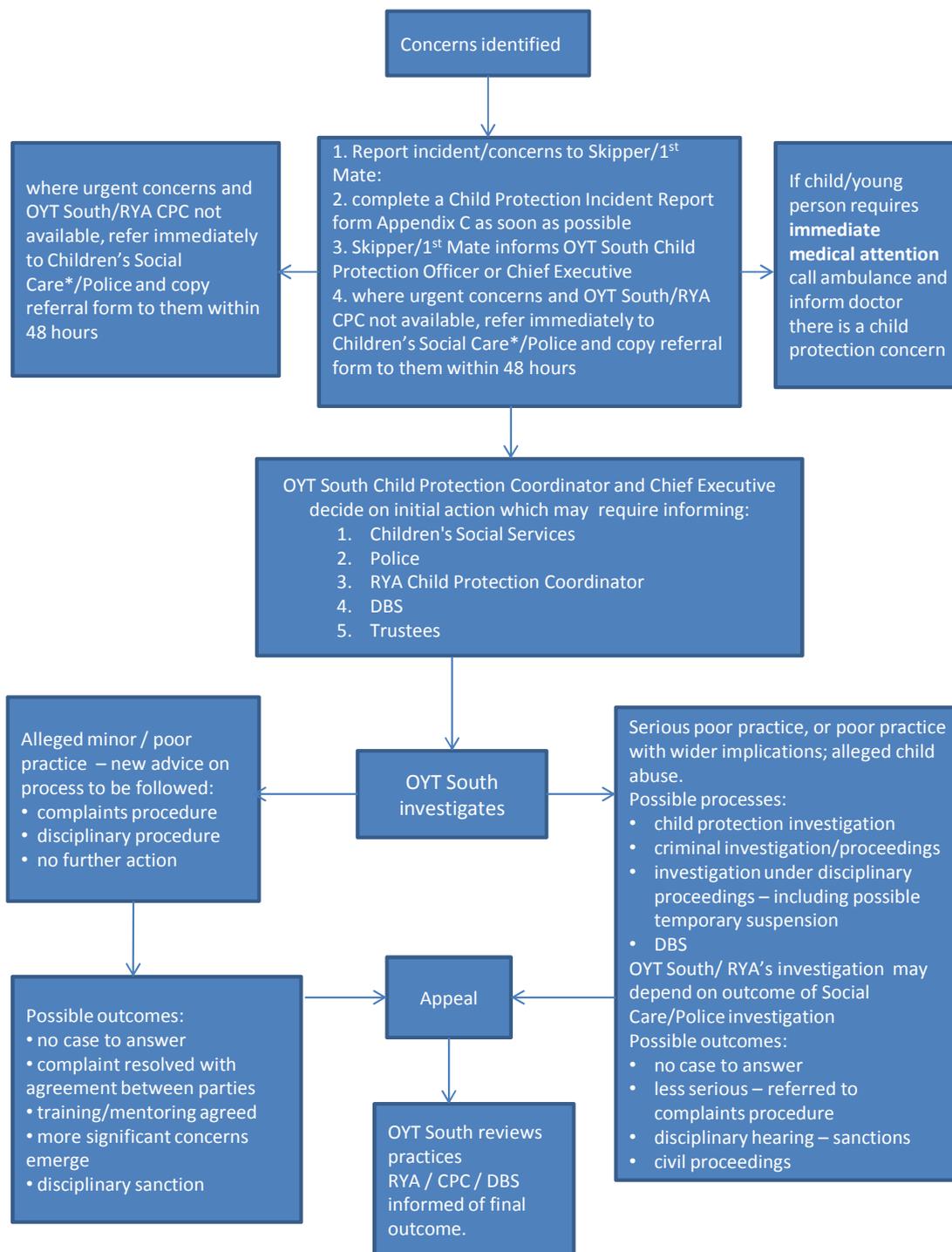
If you are the victim of online abusive comments, bullying etc. a good source of reference and help is: <http://www.saferinternet.org/united-kingdom> for advice
<http://www.saferinternet.org.uk/about/helpline> for help.

10.1 What to do if you are worried that a young person is being abused by anyone who is not a crew member, volunteer, staff or official of OYT South (but the concern is identified through the young person's involvement with OYT South)



If you are uncertain what to do at any stage, contact our Designated Safeguarding Officer Steve Lacey on 07775 728492, stevlacey@oytsouth.org; or the RYA's Child Protection Co-ordinator on 023 8060 4104 or the NSPCC free 24 hour helpline 0808 800 5000.

10.2 Flowchart 2 – What to do if you are concerned about the behaviour of any crew member, volunteer, staff or official working for OYT South



APPENDIX A RECOGNISING ABUSE

This section explains what child abuse is, how to recognise it and what to do if you have concerns.

1. What is child abuse?

Child abuse is a term used to describe ways in which young people are harmed, usually by adults and often by people they know and trust. It refers to the damage done to a young person's physical or mental health. Young people can be abused within or outside their family, at school and in a sports or community environment. Child abuse can take many forms:

2. Physical abuse

Where adults or other young people:

- physically hurt or injure young people (e.g. by hitting, shaking, squeezing, biting or burning)
- give young people alcohol, inappropriate drugs or poison
- attempt to suffocate or drown young people
- in sport situations, physical abuse might also occur when the nature and intensity of training exceeds the capacity of the young person's immature and growing body

Most young people collect cuts and bruises quite routinely as part of the rough and tumble of daily life, including their involvement in sport and active leisure. Injuries should always be interpreted in light of the young person's developmental stage, the explanation given, and (where known) their medical and social history. But physical abuse *may* have occurred when one or more of the following apply. Any young person with unexplained signs of pain or illness should be seen promptly by a doctor.

Physical signs:

- injuries which the young person cannot explain, or explains unconvincingly
- injuries which have not been treated or have been treated inadequately
- injuries on parts of the body where accidental injury is unlikely, such as the cheeks, chest or thighs
- bruising to the face, back, abdomen, arms, buttocks, ears and hands
- bruising which reflects an imprint - of an implement or cord, or hand or finger marks
- multiple bruises - in clusters or of uniform shape
- human bite marks
- scalds, especially those with upward splash marks where hot water has been deliberately thrown over the young person or *tide marks* - rings on the Young Person's arms, legs or body where the young person has been made to sit or stand in very hot water
- multiple burns, burns with a clearly demarcated edge and burns affecting unusual areas of the body such as the back, shoulders or buttocks
- drowsiness, hyper-activity, slurred speech or sudden changes in muscle mass associated with ingesting alcohol, illegal drugs or performance-enhancing substances.

Behavioural signs:

- reluctance to have their parents contacted
- aggressive behaviour or severe temper outbursts
- running away or showing fear of going home
- flinching when approached or touched
- reluctance to get undressed for sporting or other activities where changing into other clothes is normal
- covering arms and legs even when hot
- depression or moods which are out of character with the young person's general behaviour

- unnatural compliance with parents or other adults

3. Neglect

includes situations in which adults:

- fail to meet a young person's basic physical needs (e.g. for food, warm clothing, essential medication)
- consistently leave young people alone and unsupervised
- fail or refuse to give young people love, affection or attention
- neglect in a sports situation might also occur if a teacher or coach fails to ensure young people are safe or exposes them to undue cold or risk of injury

Neglect is often seen as less serious than other forms of abuse, but its effects can be very damaging. Young people who are neglected often develop more slowly than others and find it hard to make friends and fit in with their peer group, though again this can be for other reasons, such as autistic spectrum disorders.

A young person suffering from neglect may show any of the following signs.

Physical signs:

- being in an unkempt state, and frequently dirty or smelly
- loss of weight or being constantly underweight
- often being dressed inappropriately for the weather conditions
- untreated medical conditions - not being taken for medical treatment for illnesses or injuries
- regularly not having safety equipment appropriate to the sport or activity.

Behavioural signs:

- being constantly hungry and sometimes stealing food from others
- being tired all the time
- frequently missing school or being late
- failing to keep hospital or medical appointments
- having few friends
- being left alone or unsupervised on a regular basis
- often failing to be collected from a venue as arranged with an appropriate adult
- having to make unaccompanied journeys to the venue or back home that are inappropriate to their age or development.

4. Sexual abuse.

Boys and girls are sexually abused when adults (male or female) or other young people use them to meet their own sexual needs. This could include:

- full sexual intercourse, masturbation, oral sex, fondling
- showing young people pornographic books, photographs or videos, or taking pictures for pornographic purposes
- sport situations which involve physical contact (e.g. supporting or guiding young people) could potentially create situations where sexual abuse may go unnoticed. Abusive situations may also occur if adults misuse their power over young people

Both girls and boys can be victims of sexual abuse and, for many reasons, this type of abuse is difficult to identify. It is likely to happen in private and child abusers go to incredible lengths to develop opportunities to abuse (grooming) and to prevent discovery, including threatening the young person to keep silent. Many

young people feel such a strong sense of guilt and shame that they are reluctant to speak about what has happened to them. Nevertheless, there are some clues.

Physical signs:

- pain, itching, bruising or bleeding in the genital or anal areas
- any sexually transmitted disease
- recurrent genital discharge or urinary tract infections without apparent cause
- stomach pains or discomfort when the Young Person is walking or sitting down.

Behavioural signs:

- sudden or unexplained changes in behaviour
- an apparent fear of someone
- running away from home
- nightmares or bedwetting
- self-harm, self-mutilation or attempts at suicide
- misuse of drugs or other substances
- eating problems such as anorexia or bulimia
- sexualised behaviour or knowledge in young children
- sexual drawings or language
- possession of unexplained amounts of money
- taking a parental role at home and functioning beyond their age level
- not being allowed to have friends (particularly in adolescence)
- alluding to secrets which they cannot reveal
- telling other young people or adults about the abuse.

5. Emotional abuse

can occur in a number of ways. For example, where:

- there is persistent lack of love or affection
- there is constant overprotection which prevents young people from socialising
- young people are frequently being shouted at or taunted
- there is neglect, physical or sexual abuse
- emotional abuse in sport might also include situations where parents or coaches subject young people to constant criticism, bullying or unrealistic pressure to perform to high expectations.

As with all the other categories, the signs of emotional abuse must be seen in context. For example, some young people are by nature shy and find it difficult to be outgoing and confident. And young people with autistic spectrum disorders may present some of the signs and behaviours listed here.

Physical signs:

- delayed development, either physical or emotional.

Behavioural signs:

- compulsive nervous behaviour such as hair-twisting or rocking
- sudden speech disorders
- an unwillingness or inability to play
- an excessive fear of making mistakes
- self-harm or mutilation
- reluctance to have parents contacted
- an excessive deference towards others, especially adults

- an excessive lack of confidence
- an excessive need for approval, attention and affection
- an inability to cope with praise.

6. Bullying

Bullying (including cyber bullying) may be seen as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. The bully may often be another young person. Please see Bullying Appendix

7. Useful websites for specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- domestic violence <https://www.gov.uk/guidance/domestic-violence-and-abuse>
- drugs <https://www.gov.uk/government/publications/drugs-advice-for-schools>
- fabricated or induced illness <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
- faith abuse <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- female genital mutilation (FGM) <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>
- forced marriage <https://www.gov.uk/guidance/forced-marriage>
- gangs and youth violence
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing youth violence and gang involvement v3 March2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)
- gender-based violence/violence against women and girls (VAWG)
<https://www.gov.uk/government/policies/violence-against-women-and-girls>
- mental health <https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>
- preventing radicalisation <https://www.gov.uk/government/publications/channel-guidance>
- sexting <https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>
- teenage relationship abuse <https://www.gov.uk/government/collections/this-is-abuse-campaign>
- trafficking <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

APPENDIX B What to do if a young person tells me s/he is being abused and how to record information

A three step approach – Receive, Reassure, Respond

If a young person starts to tell you about something that might indicate potential abuse, listen but do not ask for detail. You need to let them know as soon as possible that if they tell you something that might cause concern, you will have to tell someone else, and you will need to follow OYT South's Safeguarding policy and procedures

Under no circumstances agree to keep it a secret. Remember abuse thrives on secrecy. Make sure you are aware of OYT South's Safeguarding Children and Information Sharing policies and procedures.

Do not ask probing questions. It may undermine any investigation by Police or Children and Family Services if it looked as though the young person was led to give their answers. The Police, Child and Family Services and the NSPCC are the only organisations that have legal powers to investigate allegations of child abuse.

In cases of child abuse the main aim is to keep calm and provide a positive, friendly attitude to encourage the young person to talk. The complexity of child protection issues means that there can never be a set of prescriptive questions. Don't try to get too much information: rather, let the young person give you as much as they feel prepared to give. The adult listening should try to act as naturally as possible throughout

When listening, try to make sense of what you are being told:

- Are they being harmed?
- Are they currently at risk?
- Is anyone else at risk?
- Do they need medical attention?
- What are their overall needs?
- What is important to them?

It can help to keep the 3Rs in mind outlined below - but as mentioned, it is very important that you follow OYT South's safeguarding policies and procedures.

Receive

- listen, do not look shocked or disbelieving
- do not be judgemental
- take what they are saying seriously and believe them
- don't make the young person feel bad, for example by saying things like 'You should have told me earlier'

Reassure

- stay calm, tell them that they have done the right thing in telling you
- ensure the young person is safe and feels safe
- acknowledge how hard it must have been to tell you
- tell them that they are not to blame
- empathise – but don't tell them how they should be feeling
- don't promise confidentiality – be honest, explain that only those that need to know will be told (i.e. you will have to follow your organisation's Safeguarding policies and procedures)
- be honest about what you can and can't do
- be careful about physical contact, it may not be what the young person wants

Respond

- refer your concern on through OYT South's Safeguarding policies and procedures
- record the date and time and any information given to you; always use the words said to you; never interpret what was said and put it in your own words (this information could be used as evidence)
- sign and date everything that you record
- don't criticise or judge the abuser – the young person may have feelings for him or her; remember abuse often happens by someone known and trusted by the young person
- maintain confidentiality – but say you will have to tell others if it will help protect the young person
- try to follow things through yourself so they don't need to repeat their story to other staff
- tell OYT South and make sure that all information is passed onto the Social Services / Police if appropriate.
- explain what will happen next – for example, the designated officer will be informed, and they may want to speak to the young person further; if it is safe, the non-abusing parent or carer might also be informed
- get support for yourself. It can be distressing dealing with disclosure

Never:

- rush into actions that may be inappropriate
- make promises you cannot keep
- ask inappropriate or direct questions, which may jeopardise any impending police investigation
- ask leading questions – a leading question is one that pre-supposes the answer, e.g. "Sam hit you, didn't he?"
- take sole responsibility - consult someone else (the person in charge or someone you can trust) so you can begin to protect the young person and gain support for yourself.
- only ask the minimum of questions and only if you need to clarify what the young person is telling you – don't ask the young person about explicit details
- try to stop the young person telling you about their problem
- allow anyone else outside the police or social services to interview or ask questions of the young person
- assume!

COMMON QUESTIONS that could be used in some situations.

THE DO's - open questions/statements

- Would you like to tell me what happened?
- Can you tell me where/when this happened?
- Would you like to tell me who was involved?
- Can you tell me what happened next?
- Is there anything else you would like to tell me?
- Thank you for telling me this but you do realise I will have to do something about it

THE DON'T's - leading/closed questions/comments

- Was it your father/coach/friend that did this to you?
- Are you sure that's what happened?
- Why did you let them do that to you?
- Why do you think this happened?
- I expect you must be very upset about this
- This can be our little secret

APPENDIX C ANTI BULLYING POLICY

1. Bullying is the use of aggression with the intention of hurting another person.

The three key bullying behaviours are:

- It does not just happen once; it is on-going over time.
- It is deliberate and intentional - it is not accidentally hurting someone.
- It is unfair/there is an unequal power balance (imbalance of power). The person/people doing the bullying is/are stronger, or there are more of them or they have 'influence' (higher status or power)

2. Bullying can be:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding possessions gear or equipment, threatening gestures)
- **Physical:** pushing, kicking, hitting, punching or any use of violence
- **Racist:** racial taunts, graffiti, gestures
- **Sexual:** unwanted physical contact or sexually abusive comments
- **Homophobic:** because of, or focussing on the issue of sexuality
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing.

3. Why is it important to respond to Bullying?

- Bullying hurts and no one deserves to be a victim of bullying. Everybody has the right to be treated with respect.
- Bullying is often a call for help by the person showing bullying behaviours. They need help both to learn different ways of behaving and to understand the reason that it is unacceptable. It is often symptomatic of other issues which they may need help with. Therefore promptly informing an appropriate person about these behaviours helps everyone.

4. Signs and Symptoms of Bullying

A young person's behaviour may be indicative that he or she is being bullied. Staff should be aware of these possible signs and that they should investigate if a young person:

- Is frightened of being left alone with other young people.
- Changes their usual routine.
- Suddenly doesn't wish to attend training or events.
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Has cuts or bruises that cannot adequately be explained.
- Attempts or threatens suicide.
- Attempts or threatens to run away.
- Cries themselves to sleep or has nightmares.
- Feels ill in the mornings.
- Begins to perform poorly without good reason.
- Comes home with clothes torn or belongings damaged.
- Possessions suddenly start to go missing.
- Asks for money or starts stealing money (e.g. to give to the bully)
- Continually 'loses' money.
- Become aggressive, disruptive or unreasonable.
- Is bullying other young people or siblings.
- Stops eating.
- Is frightened to say what is wrong.
- Gives improbable excuses or reasons for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

5. Procedures

- 5.1 If anyone, either young person or adult, suspects that bullying is taking place it is expected of them that they inform an appropriate person. This can be a member of sea staff, management team or the OYT South Designated Safeguarding Officer.
- 5.2 Informing an appropriate person that you suspect bullying when you have genuine grounds will not result in disciplinary action against you and the bully will not be informed of your identity without your consent.
- 5.3 Being found to know of bullying without reporting it is a disciplinary offence.
- 5.4 The young person who is bullying will be asked to explain his or her behaviour and consider the consequences of it both to themselves and others. They may be asked to genuinely apologise. If possible the young people will be reconciled.
- 5.5 It may be recommended that the young person seeks the help of Professional Health Counsellors to deal with their behaviour.
- 5.6 Depending on the severity of the case suspension or exclusion of the bully(ies), from events or the vessel, might be necessary.
- 5.7 After the incident or incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- 5.8 If exclusion is felt appropriate from the vessel then the matter should be reported to OYT South to be kept on record to monitor any future reports.

More useful information can be found at <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

APPENDIX D MANAGING CHALLENGING BEHAVIOUR

1. Prior to the activity:

Sea staff should establish before the voyage whether any young person has a specific behavioural diagnosis, i.e. Autistic spectrum, ADHD, EBD etc. and guidance be taken if necessary.

The following guidelines are for working with young people displaying challenging behaviour.

Always confirm the group's agreement:

- Establish behaviour expectations from the outset, explain who is in charge and why (safety etc)
- Explain boundaries and respect for property and each other
- Explain sanctions and consequences for inappropriate behaviour

2. During the activity:

- Employ your own method for memorising individual names – but do so as soon as possible
- Try to establish a relationship with your group, particularly those exhibiting challenging behaviour, e.g. by showing an interest in them
- Give positive reinforcement, i.e. praise 'good' behaviour and achievements
- Keep challenging members of the group busy by giving them small tasks of responsibility
- Avoid confrontation
- Avoid physical contact, punishment or threat of such
- Avoid physical restraint – use only for safety of the young person or other members of the group (see below)
- Avoid negative instructions i.e. instead of "Stop doing" say, "It would be better if"

3. Possible options and sanctions:

In responding to challenging behaviour the response should always be proportionate to the actions, be imposed as soon as is practicable and be fully explained to the young person and if necessary their parents/carers. A Sea Staff team meeting or at least a consultation with the skipper may be best to plan a strategy for working with the young person. In dealing with young people who display negative or challenging behaviours, staff and volunteers might consider the following options:

- Time out - from the activity, group or individual work.
- Reparation - the act or process of making amends.
- Restitution - the act of giving something back.
- Behavioural reinforcement - rewards for good behaviour, consequences for negative behaviour.
- De-escalation of the situation - talking through with the young person.
- Increased supervision by staff/volunteers.
- Use of individual 'contracts' or agreements for their future or continued participation.
- Sanctions or consequences e.g. missing a trip to the shops.
- Seeking additional/specialist support through working in partnership with other agencies to ensure a young person's needs are met appropriately e.g. referral for support to Children's Social Care, discussion with the young person's key worker if they have one
- speaking to the young person's school about management strategies
- sending a young person home early from the voyage.

4. Should problems arise:

- Do not humiliate or verbally abuse the young person
- Discuss the problem one-to-one, ensure you always have another adult present and never in front of the whole group
- Do not criticise the young person, only their behaviour

- Remind them of consequences/sanctions, employing your own policies, i.e. ‘three strikes and you’re out’ or second/ final warning etc.
- Always give them a choice (and therefore responsibility) if they fail to comply, for how things turn out, i.e. “If you choose not to follow my instructions, then you are accepting the consequences” or “If you make the right choice it would be a really good result for you and the group”. Give them some time to make their decision without further discussion.

5. **For your own protection:**

- Never be alone with a young person
- Keep a written record of any specific behavioural incidents
- Note the names of witnesses to such incidents
- Report any incidents or concerns to the Skipper and/or OYT South Designated Safeguarding Officer and/or Chief Executive urgently.

6. **Use of reasonable force:**

Should any member of the Sea Staff feel unsure about any responses to a young person's behaviour he or she should consult with the Skipper and/or OYT South Designated Safeguarding Officer and /or Chief Executive. Appendix F is OYT South’s Policy on the use of reasonable force to control or restrain crew members.

APPENDIX E CHILD PROTECTION INCIDENT REPORT FORM

Try and keep the process friendly rather than a formal; you want the young person to feel as comfortable as possible during this stressful process.

OYT South staff's details

Name: _____

Position: _____

Contact details: _____

Young Person's details

Name: _____

Date of birth: _____

Address: _____

Parents' / Carers' names: _____

Address: _____

Record what was said and reported (use additional paper, as required)

Action taken

POLICE: reported to which police station? _____

Officer reported to: _____

Date / time incident reported: _____

Details of advice received:

Reported to OYT South Designated Safeguarding Officer? YES /NO

Date / time incident reported: _____

Details of advice received:

OTHER: contacted other organisations for advice? Date / time of call: _____

Which organisation(s): _____

Person advice received from: _____

Details of advice received:

Signed by OYT South staff as above: _____ Date: _____

APPENDIX F POLICY ON THE USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN CREW MEMBERS

INTRODUCTION

Ocean Youth Trust South recognises that, on some occasions, it may be necessary to physically restrain a crew member who, for example, is in danger of hurting themselves or others. The Trust has, therefore, developed this policy on the 'Use of Reasonable Force to Control or Restrain Crew Members' which is in line with Government guidelines for schools

Staff are enabled to use such force as is reasonable in the circumstances to prevent a crew member from doing, or continuing to do, any of the following:

- Committing any offence; or
- Causing personal injury to, or damage to the property of, any person (including the crew member himself/herself); or

This policy is applicable to all crew members and should be read in conjunction with the Trust's policies:

- Safeguarding and Child Protection Policy.

The aims of this policy are to:

- inform Trustees, staff, parents and crew members of the powers of staff in circumstances where a crew member may need to be restrained and to describe other circumstances in which physical contact with a crew member may be required;
- ensure that the Trust has regard to Department for Education guidance on the Use of Reasonable Force but recognising that the Trust is not a school for the purposes of the Education and Inspections Act 2006.

USE OF REASONABLE FORCE

Who may use force to restrain crew members?

All members of Trust's staff have a common law power to use reasonable force to control or restrain crew members, but only in the circumstances described in this policy.

Under what circumstances may reasonable force be used?

In a Sail Training setting, reasonable force is used for two main purposes – to control crew members or to restrain them. This policy is applicable to all circumstances when crew members are under the responsibility of the Trust. The following list is not exhaustive but provides some examples of situations where reasonable force can be used. In order to:

- defend oneself or another against an attack;
- prevent a crew member committing a criminal offence, including deliberate damage or vandalism;
- prevent a crew member injuring him/herself or others, including by fighting, rough play or by misuse of dangerous materials or objects;

Reasonable force should only be a last resort and staff should delay if at all possible. However, in some circumstances, for example if there is an immediate risk of injury, it might be deemed negligent if staff do not intervene, as staff have a duty of care to do all that they reasonably can to protect the welfare of crew members. In general, staff should have tried all other means to de-escalate a situation before using

reasonable force. If force is necessary, then staff should send for support straight away and should keep talking all the time, in a calm voice, explaining what they are doing and why (that way it is clear to everyone present that the member of staff concerned is in control of their emotions).

The member of staff must genuinely believe that use of force is the only remaining option to prevent or end the threat.

The incident must always be recorded immediately afterwards.

What is the definition of reasonable force?

There is no legal definition of reasonable force. The use of any degree of force is unlawful if the circumstances do not warrant it. Any force should be the minimum needed to achieve the desired result. The force used must be proportionate to the threat perceived. The following kinds of physical intervention may be reasonable: interposing between crew members or blocking a crew member's path, holding, pushing, pulling, leading a crew member by the arm or shepherding a crew member away by placing a hand in the centre of the back. The following would be almost always deemed unreasonable: holding a crew members by the neck or collar, slapping, punching, twisting limbs or holding or pulling by the hair. The use of force could result in complaint from parents and criminal prosecution or a civil action cannot be ruled out.

It remains unlawful for a member of staff to use or threaten any degree of physical contact that is deliberately intended to punish a crew member or that is primarily intended to cause pain or injury or humiliation.

If a member of staff has had to use reasonable force in the circumstances outlined above what should happen next?

Any incident where force has been used would be considered to be very serious. Any member of staff who has had to use force in whatsoever circumstances must immediately make an oral report to the Skipper and prepare a signed and dated written report as soon as is practicable. A Reporting Form is available at Appendix G.

This report should include:

- the name(s) of crew member(s) involved;
- the names of other witnesses to the incident;
- the reason that force was necessary;
- how the incident began and progressed, including details of the crew member's behaviour, any words said, the steps taken to defuse/calm the situation, the degree of force used, how this was applied and for how long;
- the crew member's response and the outcome of the incident;
- details of any injury suffered by the crew member, another crew member, a member of staff or anyone else and any damage to property.

CEO and Designated Safeguarding Officer.

When the situation has been resolved, the CEO and Designated Safeguarding Officer will review the reasons for the event happening and will make any necessary amendments to Trust procedures. In addition, there should be follow-up and support for crew members and staff who witnessed or were involved in the incident. The parents of the crew member(s) concerned should be informed by an appropriate senior member of staff the same day or as soon as is reasonably practicable.

Is physical contact with crew members acceptable in other circumstances?

Since the Children Act some members of staff have believed that any physical contact with children is unlawful. This is not the case. A degree of contact is obviously appropriate when administering first aid, the fitting of safety equipment e.g lifejackets or when demonstrating techniques e.g. in P.E. Some physical contact may also be appropriate where a crew member is in distress and needs comforting. Members of staff will need to use professional judgment in such circumstances.

JURISDICTIONAL NOTE

This guidance is prepared on the basis of the law in England and Wales and applied when the vessel is in UK territorial waters and on the High Seas. When the vessel is in the territorial waters of another country, the law of that country will apply; this may differ from the law in of England and Wales.

APPENDIX G USE OF REASONABLE FORCE – INCIDENT REPORT FORM

1. Basic information:

1.1. Name of young person:	
1.2 Date of birth:	
1.3 Home Tel No:	
1.4 Name of group which arranged the voyage or referred the young person	

2. Events leading to this incident:

2.1 Where did the incident occur?	
2.2 When did the incident occur? (Give day/date and time)	
2.3 How did the incident begin?	

3. Describe the incident:

3.1 What was happening at the time:	
3.2 Was anyone else involved? (Give details)	
3.3 Did anyone else see what happened? (Give details)	
3.4 What behaviour was the young person presenting which warranted restraint?	
3.5 Was there damage to property or an assault on a young person or staff during the incident?	

<p>3.6 What did you do to try to diffuse the situation before using restraint?</p>	
<p>3.7 How was the young person restrained? (describe)</p>	
<p>3.8 For how long?</p>	
<p>3.9 By how many members of staff?</p>	
<p>3.10 Were they authorized?</p>	

4. Any injuries sustained?

<p>4.1 Was anyone injured? (Y/N) If 'Yes' give details.</p>	
<p>4.2 Was the young person checked by a member of staff who was not involved in the incident? (Y/N) If 'Yes' give details.</p>	
<p>4.3 Was any injury recorded on an Accident or Injury Reporting Form? (Y/N) If 'Yes' give details.</p>	

5. Implications for future planning:

<p>5.1 What do you think this behaviour was about? (e.g. attention; emotional release; task escape mechanism; other)</p>	
<p>5.2 What would you do differently next time to avoid physical restraint?</p>	

<p>5.3 Are other staff aware of the need for a planned response to the student? (Y/N) If 'Yes' give details.</p>	
---	--

6. Follow up Action:

<p>6.1 Incident reported by:</p>				
<p>6.2 Parent/guardian informed by and when: (add ✓ and date + time)</p>				
<p>6.3 Incident form completed by: (Give name, post held and date).</p>				
<p>6.4 Copies of form to: : (add ✓ and date delivered)</p>	CEO	CPO	Voyage File	Date

APPENDIX H POLICY ON THE SECURE STORAGE, HANDLING, USE, RETENTION AND DISPOSAL OF DBS DISCLOSURES AND DISCLOSURE INFORMATION

1. General principles

As an organisation using the Disclosure and Barring Service (DBS) checking service to help assess the suitability of applicants for positions of trust, OYT South complies with the government guidelines regarding the correct handling, use, storage, retention and disposal of certificates and certificate information.

It also complies fully with its obligations under the Data Protection Act 1998 and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of certificate information.

2. Storage and access

Certificate information should be kept securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

3. Handling

Certificate information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom certificates or certificate information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Once the inspection has taken place the certificate should be destroyed in accordance with this code of practice.

4. Usage

Certificate information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

5. Retention

Once a recruitment (or other relevant) decision has been made, we do not keep certificate information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints.

If, in very exceptional circumstances, it is considered necessary to keep certificate information for longer than six months, we will consult the DBS about this and will give full consideration to the Data Protection and Human Rights of the individual before doing so.

Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

6. Disposal

Once the retention period has elapsed, we will ensure that any DBS certificate information is immediately destroyed by secure means, for example by shredding, pulping or burning. While awaiting destruction, certificate information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack).

We will not keep any photocopy or other image of the certificate or any copy or representation of the contents of a certificate. However, notwithstanding the above, we may keep a record of the date of issue of a certificate, the name of the subject, the type of certificate requested, the position for which the certificate was requested, the unique reference number of the certificates and the details of the recruitment decision taken.

APPENDIX I RISK ASSESSMENT TOOLKIT

Introduction

This document has been prepared for use in all educational settings by Children's Services SEN, BSS, CPS & Safeguarding. It provides a tool that helps identify the level of risk posed by a child or young person in general or specific instances and to plan how the risk is to be managed. Risk assessment and management is a vital component of Health and Safety at Work requirements for all staff, employees and young persons in an educational setting. Used in a pro-active manner, levels of risk can be reduced. We are told by schools that the planning forms are particularly helpful in enabling risk situations to be managed successfully, allowing young persons to be included safely and appropriately in their learning. This document complies with DfES circular 10/98 and Guidance ref. LEA/0242/2002 says we should ".....make arrangements to take all reasonable measures to ensure that risks of harm to children's welfare are minimised," and "to recognise and manage risks in different situations and then decide how to behave responsibly."

Who should be risk assessed?

- Identified young people who may present challenging or dangerous behaviour from time to time. This could include young persons with conditions such as Asperger syndrome.
- Behaviour that would warrant modification, or consideration to be made regarding the location, timing or staffing levels associated with managing the behaviour.
- Including challenging young persons on Educational Visits (see Health and Safety of Young persons on Educational Visits - *DfEE 1998*) *N.B. this document is due to be replaced in 2009 by DCSF.*

The identification of young people may come from a variety of sources

- as a result of behaviours exhibited during a voyage or in an educational setting;
- a Local Authority from which the child or young person has come;
- a school or Early Years provider;
- a Local Authority Social Services department;
- Youth Service;
- Health Authority;
- Police or Youth Offending Team;
- a parent or guardian of the young person concerned.

However there may be local triggers that give rise to a need for a Risk Assessment to be undertaken and this includes potential of foreseeable risk e.g. vulnerability.

What you should do next with this risk assessment.

- Remember this is a confidential document. It should be distributed on a 'Need to know' basis, whilst ensuring staff and young person safety is not compromised. Please seek further advice if you are in doubt about individual cases.
- Ensure that relevant members of staff have a copy.
- Ensure that the Parent/Guardian of the young person is involved, wherever appropriate, in its completion and has a copy.
- Ensure that there is a clear line of management associated with this document (see Planning Forms A & B). By paying due regard to the details of risk presented by the young person, additional strategies and staff should be deployed through a Single Learning Plan, an Individual Education Plan (IEP), or Behaviour Management / Support / Intervention Plan. The aim of risk assessment is to allow as full participation as possible by the young person in school life, without prejudice to other members of the community.

CONFIDENTIAL- Risk Assessment

Name of Sponsoring Organisation _____

Name of Young Person _____ dob: _____ age: _____ Yr Gr: _____

Educational Establishment Attending _____

Name(s) of person(s) completing or assisting with the assessment: _____ Designation _____

(Young Person, where appropriate)

(Parent / Guardian)

Date completed: _____ / _____ / _____

- Point of Assessment:**
- Prior to booking *(Please tick)*
 - On booking
 - After voyage
 - Following one /series of critical incidents

Lead Professional Sponsoring Org. _____ Date _____

Skipper _____ Date _____

Safeguarding Officer _____ Date _____

Types of Behaviour Causing Concern <i>(Please select those applicable and known to have occurred)</i>	✓	Frequency H = hourly D = daily W = weekly O = occasionally	Intentionality D = deliberate A = accidental or Incidental I = involuntary	Risk		
				Hazard (H) 1-4	Probability (P) 1-4	LEVEL OF RISK (H x P) 1-16 (add level descriptor)
Self Harm						
Bullying						
Swearing/Abusive						
Sexually abusing/inappropriate behaviour						
Violent/aggressive behaviour						
Impulsive/dangerous behaviour						
Substance/alcohol misuse						
Racial/Gender/Religious/Learning Disability discrimination						
Absconding/absenting						
Damage to property						
Offending behaviour (e.g stealing)						
Carrying/using weaponry						
Reckless disregard for personal safety (e.g. persistent failure to clip on)						
Other <i>(Please specify)</i>						

(To complete this sheet, please refer to the 'Guidance Notes' in the Appendix)

TRIGGER POINTS

Educational difficulties.	<input style="width: 100%; height: 100%;" type="checkbox"/>	<i>Details:</i>
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Issues with certain staff.	<input style="width: 100%; height: 100%;" type="checkbox"/>	<i>Details:</i>
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Issues with certain peers/groups.	<input style="width: 100%; height: 100%;" type="checkbox"/>	<i>Details:</i>
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Control/authority issues.	<input style="width: 100%; height: 100%;" type="checkbox"/>	<i>Details:</i>
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Gender / Racial / Religious issues.	<input style="width: 100%; height: 100%;" type="checkbox"/>	<i>Details:</i>
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Frustration with self.	<input style="width: 100%; height: 100%;" type="checkbox"/>	<i>Details:</i>
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<p>Additional details: A Behaviour Management, Support or Intervention Plan should detail whether, and how, the levels of risk <u>are increased</u> due to adult intervention. If necessary please include here:-</p>

LOCATIONS OF VULNERABILITY

On Deck	<input type="checkbox"/>
Galley	<input type="checkbox"/>
Saloon	<input type="checkbox"/>
Fo'csle	<input type="checkbox"/>
Dinghy	<input type="checkbox"/>
Social Games.	<input type="checkbox"/>
Unstructured times (off watch).	<input type="checkbox"/>
Shore Leave.	<input type="checkbox"/>
At mealtimes.	<input type="checkbox"/>
Behaviour when medication not taken.	<input type="checkbox"/>

Additional details: (include any environmental conditions such as large groups and noise levels)
(see Planning Forms A & B)

ADDITIONAL CONTROL MEASURES REQUIRED TO REDUCE RISK

1	Sea staff experienced in issues of Emotional Behaviour and Social difficulties. (*)	
2	Individual / enhanced behaviour brief	
3	Specific/named senior staff as persons called for/young person sent to in emerging crisis. (*)	
4	Behaviour Management Plan (BMP) or existing Individual Education Plan/ Pastoral Support Plan. (*)	
5	BMP with Positive Handling Strategies (Restrictive Physical Intervention) (*)	
6	Specific equipment/resources made available to young person or staff.	
7	Identified location(s) for calming down or 'Time Out'.	
8	Additional OYT staff to support learning issues.	
9	Staff not alone with young person.	
10	Enhanced supervision during unstructured time	
11	Parental / Carer /Individual Support Worker support on hand/attendance during voyage.	
12	Local Authority Social Services Dept. providing support.	
13	Local Police informed.	
14	Ability to remove from voyage effectively and efficiently	
15	Individual daily debrief / target setting	
16	Change of watch / watchleader.	
17	Individual behaviour contract.	

(*) Please ensure that all necessary information is kept with this document, and available to relevant staff and parent / guardian.

APPENDIX

GUIDANCE NOTES ON SOME CHARACTERISTICS ASSOCIATED WITH CATEGORIES

Matrix: Hazard x Probability = Level of Risk

<u>HAZARD</u> Level Of Harm Presented	<u>PROBABILITY</u>	<u>LEVEL OF RISK</u> (Hazard x Probability)
<p><u>LOW = 1</u></p> <ul style="list-style-type: none"> Causes occasional and minor disruption. Little or no additional staff deployed. Causes some offence with some staff, e.g. swears as walking away/mutters under breath. No harm to others. 	<p><u>LOW = 1</u></p> <ul style="list-style-type: none"> Could happen in occasional circumstances e.g. when confronted insensitively or by adults not known to the young person. Taking part in a highly structured activity. Triggered by specific well known factors that can be planned for. 	<p><u>LOW: 1 – 4</u></p> <ul style="list-style-type: none"> Acceptable range of behaviour <u>given</u> age, maturity, emotional difficulty and personal circumstances. Occasional incidents of non-compliance/challenge associated with mood swings. Potential health and safety risk to other staff and young persons.
<p><u>MODERATE = 2</u></p> <ul style="list-style-type: none"> Occasional harm to others/or damage to property. Distress caused is more widespread. Offends with language, but still biddable. Extra resources/staff can often stabilise situation. 	<p><u>MODERATE = 2</u></p> <ul style="list-style-type: none"> May happen with some regularity with known triggers. Documented patterns of antecedent and behaviours emerging. Will respond to staff at higher levels of authority or key worker. 	<p><u>MODERATE: 5 – 8</u></p> <ul style="list-style-type: none"> Commonplace incidents of non-compliance/challenge including dangerous behaviour associated with impulsiveness, a lack of anticipation and acceptance of consequentiality. Absenting or absconding. Ignoring adult advice and guidance. Young person will usually respond to Positive Handling Strategies. Behaviour goes into remission quickly. Regular incidents of non-compliance/ challenge including aggressive confrontations with others. Will avoid adult supervision if possible. Reduce hazards where possible. Young person considered for appropriateness of certain lessons/locations.
<p><u>SUBSTANTIAL = 3</u></p> <ul style="list-style-type: none"> Frequent damage with necessary costs of replacement. Personal safety of young person/others is compromised. Needing supervision and special arrangements. Implications for people/property beyond school grounds. Offensive and disruptive to a wide section of the community. 	<p><u>SUBSTANTIAL = 3 (Very likely to happen)</u></p> <ul style="list-style-type: none"> Child does not show acceptance of authority. Young person may have become disaffected and disenfranchised. Most adults are unable to affect a positive intervention. 	<p><u>SUBSTANTIAL: 9 – 12</u></p> <ul style="list-style-type: none"> Numerous incidents of non-compliance and severe challenge, including violence and aggression associated with a loss of emotional control. Regular absenting from class necessitating monitoring. Undermining of adult authority to present challenge to the security of the structured environment, sustained over time. Will react negatively to Positive Handling Strategies but remission is forthcoming. Careful staff allocation needed to reduce likelihood and effects of behaviour. Work routines of young person and peers needs careful planning.
<p><u>HIGH = 4</u></p> <ul style="list-style-type: none"> Significant injury to others/self. Traumatic effect on peers/adults. Damage levels and replacement costs in excess of £250.00 	<p><u>HIGH = 4 (Established pattern of very regular occurrence)</u></p> <ul style="list-style-type: none"> Expert management by groups of staff usually fail to remediate the situation. Young person self control is virtually non-existent. Volatile and over-sensitised to school environment such that triggers are frequent and globally located around the establishment. 	<p><u>HIGH: 16</u></p> <ul style="list-style-type: none"> Numerous incidents of non-compliance and severe challenge including dangerous, violent and aggressive behaviour. Characterised by bullying and/or assault with premeditation. Undermining adult authority to the detriment of the security of the structured environment and the safety and welfare of other young people/adults. Reacts badly to RPI strategies. Police need to be notified frequently or parental attendance as soon as possible. Immediate continuing action needed. Specialist plans being carried out by designated staff on a daily basis. Further advice needed. Outside support agencies available at short notice.

PLANNING - FORM A (child centred management issues)

Name of Young person: _____ dob: _____

Date of Risk Assessment: _____ Yr Gr _____ Class/Form: _____

A1. Strengths & Weaknesses; Likes and Dislikes; Personal Interests

Include both academic and non-academic responses

A2. Trigger events for anxiety and higher level behaviour. What risks are presented?

See Risk Assessment forms

A3. Description of extreme behaviour

What does the crisis behaviour look like, sound like, move like, feel like? Comment upon frequency and intensity.

Lead Professional: _____

Young person: _____

Skipper: _____

Parents: _____

PLANNING - FORM B (on board management)

B1. Environmental Issues – identifying adaptation needed

Eg moving desks, screening areas for use. These must be achievable and realistic.

B2. Who are the named persons to be involved in support through crisis?

How are they to be notified that support is needed?

B3. Identify training needs required to enable those supporting to be successful.

Eg., positive management; conflict resolution; Learn to Move, Move to Learn

B4. What are the preferred strategies of intervention?

Start with calming and de-escalation tactics, location change, personal change. Preferred positive handling techniques if appropriate. Consider whether or not your chosen intervention will help or hinder crisis recovery. Where possible link strategies to Section 1 above.

B5. Debriefing process with the young person following crisis.

Include what care is to be provided

Skipper: _____

Date to be reviewed: