



RYA Safeguarding & Protecting Vulnerable Groups
Helping us deliver 'Safe and Fun' training

Presentation version: March 2015

Coaches Notes:

- “ The following presentation has been put together to provide our coaches and trainers with a generic presentation, which in turn will provide your students with the background knowledge they require in Safeguarding and protecting vulnerable groups.
- “ The presentation reinforces the key points from the online ~~Safe and Fun~~ course which students are required to complete before attending an instructor course.
- “ By covering key areas it will ensure your students go away with the basic knowledge required to work within the RYA Training Centre environment.
- “ The aim of the presentation is to stimulate discussion, in a large group lead by the coach/trainer, in smaller groups about specific subjects and to challenge the candidates to think about the safeguarding issues they may encounter in a training centre and how they can overcome them.
- “ This information should be backed up throughout the week as they enhance their knowledge of best practice as an RYA Instructor, as well as developed with further reading from relevant chapters in G14/W33, the RYA website and training provided by their centres/clubs.

- “ This presentation should be provided to the students in an interactive learning environment, to ensure information is absorbed and that candidates understand their role as an instructor, what safeguarding is and how to deal with different situations they may face.
- “ There are extensive coaches notes attached to most slides to help build your background knowledge as a coach/trainer to help you deliver this part of the instructor course.
- “ Various methods of delivery should be used:
 - “ Presentation as the coach/trainer to the group
 - “ Smaller groups formed to able discussion to be held

Some notes you will see include a lot of detail. The level of detail that needs to be covered is shown in the content of the slides themselves. More in depth information that may be provided in the notes is there to help you if questions crop up and people want to know much more on specific areas.



Presentation plan

- RYA Policy
- Examples and definition
- Safeguarding in practice
- What to do if we suspect anything?
- Scenarios we may encounter as instructors
- Minimising risk
- Resources available to help with questions

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Coaching notes:
Format . Group

- “ Presentation content
- “ This would also be a good time to encourage the group to ask questions and share experiences to enhance the learning process



RYA Policy

- **The RYA actively seeks to:**
- Create a safe and welcoming environment, both on and off the water, where children and vulnerable adults can have fun and develop their skills and confidence.
- Support and encourage recognised training centres, affiliated clubs and class associations to implement similar policies.
- Recognise that safeguarding is the responsibility of everyone, not just those who work with children or vulnerable adults.
- Ensure that RYA-organised training and events are run to the highest possible safety standards.
- Be prepared to review its ways of working to incorporate best practice.

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Coach Notes

It is important to put the subject of Safeguarding in context.

- “ Whilst everyone should be aware of their responsibility we need to remember the number of reported incidents/concerns is very low in relation to the thousands of hours contact we have with young people in our sport.



Let's quickly review the main safeguarding issues we may encounter at our training centres and clubs that were highlighted on the 'Safe and Fun' course...

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What are the issues we face?

'Child abuse is any action by another person – adult or child – that causes significant harm to a child.

It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention.

We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse.'

NSPCC

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Coach Notes

It is essential we emphasise that this whole topic is about protecting all people in our care, not only children but vulnerable adults as well. We will often refer to children in this presentation but in fact refer to all our students not matter what their age, race, sexuality, background etc.

During the delivery of RYA training we will work with a wide variety of people from all backgrounds. As instructors we need to pay particular attention to the care of children and vulnerable adults in our care.


An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. And it can increasingly happen online.

The NSPCC estimate that over half a million children are abused in the UK each year.

Session Format – Group Discussion expanding on the examples provided and summarising what the candidates learnt on the online course. This part of the session/presentation should not take too long as the candidates have learnt the basics on the online course and have some existing knowledge of the subject. The intention is just to revisit each topic briefly and summarise. Having learnt the basics it should be possible to engage the students in discussion about each topic rather than the coach doing all the talking.

- “ Use a whiteboard or flip chart to note the suggestions from the group.
- “ Consider splitting a large group in to smaller groups. Each group can discuss a form of abuse and feed back to the rest of the group.
- “ Essential it is delivered in the context of their environment, providing further examples of situations where possible.
- “ Each type has a definition provided and subsequent examples in the notes pages.

This is one of the most important areas for the instructor to understand, but it's important that it's not taken out of context and therefore risk scaring/worrying candidates about the roles they adopt as instructors.



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Neglect

'Persistent failure to meet a child's basic physical and/or psychological needs, and is likely to result in the serious impairment of the child's health or development'

Can you think of some examples of neglect we might come across when instructing?

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Coach Notes

Neglect is the ongoing failure to meet a child's basic needs. A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care.

A child may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their parents/guardians.

A child who's neglected will often suffer from other abuse as well. Neglect is dangerous and can cause serious, long-term damage - even death.

Neglect is the most common reason for a child to be the subject of a child protection plan or on the child protection register in the UK.

It occurs when parents or carers can't or won't meet a child's needs. Sometimes this is because they don't have the skills or support needed, and sometimes it's due to other problems such as mental health issues, drug and alcohol problems or poverty.

Although professionals may be worried about a child, it is not always easy to identify neglect. There is often no single sign that a child or family needs help. So, professionals look for a pattern of ongoing neglect before they step in.

Types of neglect

Physical neglect

- Failing to provide for a child's basic needs such as food, clothing or shelter. Failing to adequately supervise a child, or provide for their safety.

Educational neglect

- Failing to ensure a child receives an education.

Emotional neglect

- Failing to meet a child's needs for nurture and stimulation, perhaps by ignoring, humiliating, intimidating or isolating them. It's often the most difficult to prove.

Medical neglect

- Failing to provide appropriate health care, including dental care and refusal of care or ignoring medical recommendations.

Examples of neglect in a training centre include:

- “ Have they got enough warm clothes for the day?
- “ Have they got a sunhat, sun cream and drinking water on a hot day?
- “ Have we reduced all risks associated with the activity where possible?
- “ Have parents remembered to make arrangements to pick them up at the end of the day?
- “ Do they feel part of the group or left out?
- “ Have they got access to any medication they may need? Asthma inhalers etc
- “ Have they got enough food and drink for lunch time?
- “ Regularly leaving a child alone or unsupervised
- “ Failing to protect a child from physical harm or danger
- “ Refusing to give a child affection and attention



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Physical abuse

'Physical harm or injury or if the nature and intensity of training and competition exceeds the capacity of a child's immature and growing body.'

13,880 children and young people contacted ChildLine about physical abuse in 2014.

Can you think of some examples of physical abuse we might come across when instructing?

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Coach Notes

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.

There is no excuse for physically abusing a child. It causes serious, and often long-lasting, harm . and in severe cases, death.

Children who have been physically abused may still feel the effects long after their injuries have healed.

13,880 children and young people contacted ChildLine about physical abuse last year.

Examples of physical abuse:

- “ Give children alcohol, or inappropriate drugs
- “ Biting, suffocating or drowning
- “ Hitting, shaking or throwing
- “ Poisoning, burning or scalding
- “ Forcing children to do activities they are not physically capable of which results in injury . eg sailing boats too big/small for them, sailing in adverse conditions, manual handling of boats

As instructors we need to be careful that we don't fall foul of the last statement e.g. by sticking to a particular type of dinghy because it's easier to put all the group in Picos rather than splitting the fleet and using Oppies for the smaller kids which are more suited to their size, keeping children out in strong winds that they can't sail in resulting in excessive capsizes, manual handling issues such as allowing children to move dinghies/boards/rigs around on shore on their own.

What causes physical abuse?

Adults who physically abuse children may have:

- " Emotional or behavioural problems such as difficulty controlling their anger
- " Family or relationship problems
- " Experienced abuse as a child
- " Parenting difficulties including unrealistic expectations of children, not understanding a child's needs or no idea how to respond to a child
- " Health issues.

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Sexual abuse

'When adults or other young people (both male/female) use children to meet their own sexual needs.'

This does not have to be physical contact, and it can happen online.

Sometimes the child will not understand that what is happening is abuse and may not even understand that it is wrong.

Can you think of some possible problems we may face as instructors?

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Coach Notes

A child is sexually abused when they are forced or persuaded to take part in sexual activities. This doesn't have to be physical contact, and it can happen online. Sometimes the child won't understand that what's happening to them is abuse. They may not even understand that it's wrong.

There are two different types of child sexual abuse. These are called contact abuse and non-contact abuse.

Contact abuse is where an abuser makes physical contact with a child, including penetration.

Non-contact abuse covers other acts where the abuser doesn't touch the child, such as grooming, exploitation, persuading children to perform sexual acts over the internet and flashing.

Examples Include:

- “ Individuals targeting sports activities in order to gain access to, and abuse, children
- “ Individuals ignoring governing body codes of practice, and using physical contact within a coaching role to mask their inappropriate touching of children
- “ Sexual touching of any part of the body, clothed or unclothed, including using an object
- “ Not taking measures to prevent a child being exposed to sexual activities by others

- “ Meeting a child following sexual grooming, with the intent of abusing them
- “ Encouraging a child to engage in sexual activity, including: sexual acts with someone else, making a child strip or masturbate
- “ Taking, making, distributing, showing or advertising indecent images of children
- “ Showing a child images of sexual activity, including photographs, videos or via webcams



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Emotional abuse

'The emotional ill treatment of a child, resulting in severe and persistent adverse effects on his or her emotional health and development.'

Children who are emotionally abused are usually suffering another type of abuse or neglect at the same time – *but this is not always the case.*

Can you think of some examples of physical abuse we might come across when instructing?

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Coach notes

Emotional abuse can occur in isolation, but also children who have suffered neglect or physical or sexual abuse, will also have suffered some level of emotional abuse.

Often this is a difficult form of abuse to notice both for outside people and the victims as there are no physical signs and it is often a long process that takes place over time so the symptoms are hard to spot.

Changes in emotions are a normal part of growing up, so it can be really difficult to tell if a child is being emotionally abused.

Children may:

- "Use language, act in a way or know about things that you wouldn't expect them to know for their age
- "Struggle to control strong emotions or have extreme outbursts
- "Seem isolated from their parents
- "Lack social skills or have few, if any, friends.

Emotional abuse in sport may occur if subject to constant criticism, name-calling, sarcasm, bullying, racism or unrealistic pressure to perform to high expectations (this may be from parents, coaches or peers)

Emotional abuse includes:

- " Humiliating or constantly criticising a child

- “ Threatening, shouting at a child or calling them names
- “ Making the child the subject of jokes, or using sarcasm to hurt a child
- “ Blaming, scape-goating
- “ Making a child perform degrading acts
- “ Not recognising a child's own individuality, trying to control their lives
- “ Pushing a child too hard or not recognising their limitations
- “ Exposing a child to distressing events or interactions such as domestic abuse or drug taking
- “ Failing to promote a child's social development
- “ Not allowing them to have friends
- “ Persistently ignoring them
- “ Being absent
- “ Manipulating a child
- “ Never saying anything kind, expressing positive feelings or congratulating a child on successes
- “ Never showing any emotional interactions with a child, also known as emotional neglect.
- “ Imposing developmentally inappropriate expectations on them
- “ Making them feel worthless, unloved or inadequate
- “ Over protecting them
- “ Failing to give them the love and affection they need
- “ Making them feel frightened or in danger
- “ Shouting at, threatening or taunting them
- “ Making their positive self-image entirely dependent on sporting achievement and success

Why emotional abuse happens

Periods of high stress and tension, such as money worries or unemployment, can take a parent's or carer's focus away from providing the emotional love and support that a child needs.

They may:

- “ be emotionally unavailable, because they're not around or too tired
- “ forget to offer praise and encouragement
- “ expect a child to take on too much responsibility for their age, for example caring for other family members
- “ be over-protective, limiting opportunities to explore, learn and make friends
- “ expect a child to meet their own emotional needs
- “ take out their anger and frustration on their child.

If a parent had a bad experience when they were a child or has bad role models around them now, this can affect the way they look after their own children. Some parents may find it difficult to understand why their child is behaving in a certain way, and they can react badly. For example, they might think that their child is crying to annoy them.

Emotional abuse may also be caused by a poor bond or relationship between a parent or carer and their child.





Bullying
'Deliberate hurtful behaviour, usually repeated over a period of time, where it is difficult for those being bullied to defend themselves.'

Remember: **Several**
 Times
 On
 Purpose

Can you think of some examples of bullying we might come across when instructing?

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Coach notes



Bullying is behaviour that hurts someone else . such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere . at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. Bullying that happens online, using social networks and mobile phones, is often called cyber bullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

Bullying is the most common form of abuse we are likely to encounter and need to deal with on a daily basis as an instructor. In most instances it can be easily rectified by talking to the offender and victim. Even low level bullying should be reported to your senior instructor and safeguarding officer in case the students tell their parents who try to take the matter further with the centre. A lot of centres will have a policy for dealing with bullying and may brief their students at the start of a long course with a mixed group.

Simple steps can be taken to help reduce the likelihood of bullying taking place such as staggering lunch breaks and the times when different groups use changing rooms as these are the likely times when bullying will take place

Bullying includes:

- “ Verbal abuse, such as name calling and gossiping
- “ Non-verbal abuse, such as hand signs or text messages
- “ Emotional abuse, such as threatening, intimidating or humiliating someone
- “ Exclusion, such as ignoring or isolating someone
- “ Undermining, by constant criticism or spreading rumours
- “ Controlling or manipulating someone
- “ Racial, sexual or homophobic bullying
- “ Physical assaults, such as hitting and pushing
- “ Making silent, hoax or abusive calls
- “ Harassment by text or e-mail, comments posted on websites or social media (cyber-bullying)



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Typical indicators of any abuse:

- Unexplained bruising or injuries
- Sexually explicit language or actions
- Sudden changes in behaviour
- Something a child has said
- A change, observed over a long period of time

**Don't jump to conclusions,
rely on facts**

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Coaches Notes:

Format . Whole group

- “ The following slides are designed to consolidate the candidates learning, by helping the group to understand what is in place in any training centre to manage safeguarding and outlining how they can minimise risk
- “ These slides should be delivered as interactively as possible, provoking questions or experiences
- “ Hopefully the slides will:
 - “ Aid in placing their role in context
 - “ Remove any myths
 - “ Make them more comfortable in they duties
 - “ Provide them with further examples to learn and relate to



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The centre's responsibility

Your centre or club should provide you with training on their policies and procedures during your induction.

When handling an allegation or incident, it is important you follow their procedures.

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Coaching Notes:

- “ Having access to the centres Safeguarding policy, or the RYA’s version would be a useful resource at this point
- “ Open a discussion to the group about any training they have been provided with previously, if any of them already work in RYA clubs, centres or similar environments

When an incident is reportable there will be a procedure set down for how it is dealt with in your organisation, usually in the form of a flow diagram. It is usually the principal or Welfare Officer who will decide what action to take. This could involve many different actions to deal with the problem and could result in the Police, Social Services or other organisations becoming involved, depending on the nature of the problem.



Responsibilities of those we work with

Principals/Chief Instructors:

- Ensure policies are kept up to date and implemented,
- Deliver regular training,
- Run checks on staff/ volunteers delivering activities to vulnerable groups.
- Manage expectations of those taking part in activity.

Club/Centre Welfare Officers:

- Ensure that up to date policies and procedures are maintained and communicated
- Advise management on safeguarding issues
- Should be first point of contact for concerns
- Should decide on the appropriate action to be taken
- Keep the RYA informed as necessary



Responsibilities of those we work with

Senior Instructors:

- Provide an environment that allows users/staff to raise concerns easily and quickly
- Follow the protocols set out by the club/centre.

Instructors/Coaches:

- Attend the training provided by your club/centre on the protocols you are expected to follow
- Follow these protocols, and the Code of Conduct.
- Raise concerns through the process identified by your club/centre.

Parents, teachers and helpers:

Be aware of the activity to be undertaken and ensure they understand the requirements of the club/centre



Coach Notes:

Roles that may be eligible for checks are:

- “ Training Centre Principal and/or Manager (if centre offers children's courses)
- “ Senior Instructor
- “ Instructor
- “ Assistant Instructor
- “ Youth Co-ordinator/Organiser
- “ Racing Coach
- “ Houseparent
- “ Club Welfare Officer
- “ Beachmaster at junior/youth event
- “ Other volunteers whose role clearly involves supervising children
- “ Trustee of a charity that delivers children's or vulnerable adults sailing activity
- “ Safety boat driver/crew

The different home countries have slightly different legislation in place and it is important for instructors/volunteers to ensure they have been checked if required. Their centre/club should know this, but if they wish to check they can contact the RYA or by visiting the relevant websites: WYA/Ryani/Ryas and RYA

- “ Disclosure and Barring Service (England and Wales)

- “ Volunteer Scotland Disclosure Services (Scotland)
- “ Access NI (Northern Ireland)

If working outside the UK you may be asked to undergo a check but as each country is different.

British Council have a nice summary page, including international checks, if candidates need to research this further. <http://www.britishcouncil.org/education/accreditation/information-centres/care-children>

Update Service

England/Wales - When an applicant applies for a DBS check, they now have the option of joining the online Update Service within 19 days of their certificate being issued. Future employers or voluntary organisations will be able to confirm online that no new information has been added and they will not have to fill in another form, provided that the original check was at the right level and for the same vulnerable group. Registration for this service is free for volunteers and costs £13 per year for paid staff, in addition to the initial disclosure fee. This should be useful for people who work for several organisations.

Scotland . The Scottish system is slightly different to that in England. Candidates become members of the Protecting Vulnerable Groups scheme. When starting work with an organisation they apply for a Scheme Record Update. The Update links the individual's record to the organisation, so that the organisation would be informed if the individual were subsequently disqualified from undertaking regulated work with the relevant vulnerable group.

Northern Ireland . The NI system currently operates in a similar way to the old CRB system in England but at the time of writing (March 2015) an online system is currently being implemented similar to the new systems of England and Scotland. Any candidates in NI should contact the RYA or Access NI for further information.



What to do if you suspect anything



It is not your responsibility to
decide whether or not
a child is being abused...

but it is your responsibility
to act if you have any concerns.

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Coaches notes:

- “ This is basic guidance from the RYA on suitable reporting procedures, but it is important for the candidates to know that it is the centres or clubs they work for to provide them with and share, their own guidance.
- “ The candidates should make sure they are aware of the processes and policies in place, and who to talk to.
- “ Provide some personal experience here or ask the group to share information of the different places they may have worked/volunteered at and the different approaches taken/training provided
- “ Remember to still keep this in context and ensure the candidates are aware of the essential routes to take



When someone tells you something...

You have a responsibility to tell people what you are told so the situation can be resolved. You need to make the child aware of this process.

How should you respond when a child starts telling you something worrying?

- Stay calm
- Let the child talk freely at their own pace rather than trying to lead them down a certain path of questioning
- Reassure the child
- Only ask questions to determine whether there is cause for concern so you can refer the matter
- Record what they have said as accurately as possible, as soon as possible, and tell them what will happen next

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Coach notes;

As a coach or instructor you may be in the situation where one of your young students starts to tell you things that cause concern and could lead you to believe that some form of abuse has taken place. This may make you feel very uncomfortable and uncertain about how to deal with the information they are giving you.

As shown in the RYA Safeguarding and Child Protection Guidelines you need to be careful about the type of questions you ask and how you ask them.



What sort of language should you use?

Use reassuring language that encourages the child to tell you in their own words what has happened, such as:

"This is so important that I need to speak to someone who can do something about what is happening."

"What you are saying is important and I will respect this."

"Take as much time as you need to talk to me."

"It's not your fault."

"It's good that you've told me what's worrying you."

"I can understand why you're upset."

"I will help you as best I can."

Avoid leading questions such as "Who hit you?" Instead ask "What happened?"

Do not make assumptions or try to guess or suggest who has harmed the child.

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Coach Notes:

Don't disrupt the flow of information by stopping the child while you write down what they're saying, or offer to deal with the allegation yourself.

Your responsibility is to refer the matter to the person in charge of welfare at your organisation.

What should you do with the information?

When you have heard enough to know that you need to refer the matter, wait for an appropriate break in the conversation and let the child know that you need to talk to your welfare officer. Then write down what you have been told. Be careful to remain factual. Write what you actually heard, not what you think you heard or assume has happened.

Pass the information to your welfare officer as soon as possible. If they are not available and what you have heard is serious enough to make you think the child is in imminent danger, you should contact the Police or Children's Social Care.

Don't make assumptions or try to guess or suggest who has harmed the child, or express anger towards the abuser. You must not promise the child that you can keep the information secret as it is your responsibility to refer the matter.



Handling an allegation

Never:

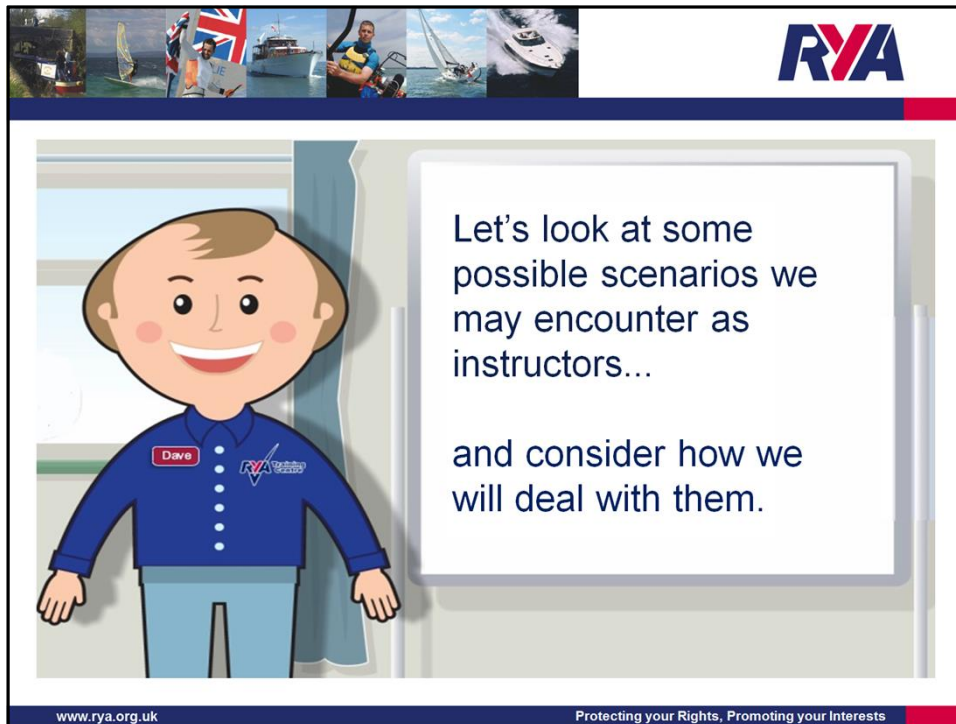
- Rush into actions that may be inappropriate
- Make promises you cannot keep (eg. you will not tell anyone)
- Ask more questions than are necessary for you to be sure that you need to act
- Take sole responsibility – consult someone else

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Coaching notes:

Further information to cover:


- “ A complaint, concern or allegation may come from a number of sources:
 - “ The child,
 - “ Their parents,
 - “ A protected adult
 - “ or someone else within the organisation.
- “ It may involve the behaviour of a volunteer or employee, or something that has happened to the child outside the sport
- “ Children or protected adults may confide in adults they trust, in a place where they feel at ease.
- “ An allegation may range from mild verbal bullying to physical or sexual abuse.
- “ If concerned that a child or protected adult may be being abused, it is NOT your responsibility to investigate further, BUT it is your responsibility to act on your concerns, making a record of anything that is said and report them to the appropriate statutory authorities.
- “ It may be upsetting about what the child/protected adult has said or worrying about the consequences of actions taken, such as children being removed from their families as a result of abuse, but in reality this rarely happens.
- “ **Remember - one thing is certain, you cannot ignore it.**



Coaches Notes:

Format . Whole Group/smaller group discussions

- “ Candidates should come prepared for this part of the session having considered each scenario on worksheets following completion of the online course.
- “ Allow the candidates to discuss each situation, to do this it may be beneficial to break the group down, enabling you to bring them back together and discuss the different approaches/responses each group has taken
- “ This is an opportunity to discuss possible problems and solutions to things they may encounter
- “ The following slides are designed to provide scenarios within the context of an instructors environment
- “ It is important to provoke discussion and not steer the candidates to ensure they gain further understanding
- “ It is important to listen and not try to provide a definitive answer. In many of the scenarios there is no definitive correct answer.
- “ These slides may provoke candidates into asking about other scenarios they may have heard of or feel they may be asked to place themselves in. This is an important process to allow and will provide further learning for the group.
- “ You may not know all the answers, but it is healthy for the group to discuss them and see what their thoughts are



Situation 1

An injury is sustained by a child in your care and you are accused of physically abusing them.

Could this accusation be true?

How do you deal with it?

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Coach Notes:

Definition: Physical abuse is violence causing injury, or which occurs regularly. In some cases the injuries will be caused deliberately. In others they may be accidental but caused by the child being knowingly put at risk.

It is part of an instructor's duty of care to keep students from harm. However, with any activity that involves an element of risk, accidents can happen. Your job is to take all reasonable measures to keep students safe.


Consider whether the injury happened as a result of your neglect. Did you set a dangerous task or fail to warn a beginner about a swinging boom etc. OR was the child hurt as a result of you having to force them out of the way of danger. If you hadn't intervened would the child have been put at risk of a more serious injury?

Lots of accidents and injuries can be avoided by the way we manage each session. Ensure we set tasks which are safe and have taken all possible measures to reduce possible injuries . warn about low booms, loose footstraps etc, set courses which are a suitable size for the number of boats/boards with defined turning points for beginners to help avoid collisions, consider how your group will leave and return to the shore as well as completing the actual teaching task.

“ It is an instructor's duty of care to keep students from harm. However, accidents

can and do happen.

- " Your job is to take all reasonable measures to keep students safe.
- " Did the injury happen as a result of your neglect?
- " Did you set a dangerous task or fail to warn a beginner about a swinging boom etc?
- " Was the child hurt as a result of you having to force them out of the way of danger?
- " If you hadn't intervened would the child have been put at risk of a more serious injury?



Situation 2

You take a group of young sailors away to a residential centre for the weekend where the staff and sailors will be sharing dormitories – the male instructor will share with the boys, and the female instructor will share with the girls.

One of the boys becomes distressed when he realises what the sleeping arrangements are and says he wants to go home. He later tells you that when he was at boarding school two years ago he was sexually abused by a member of staff.

How would you deal with this?


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Coach notes:

This is not something as an instructor that you can keep to yourself but you must first consider the current needs of the child. In an ideal world the instructor/coach will stay in separate dormitories from the children but this is not always possible.

Bear in mind that you may be the first person the child has told about this incident. If they wish to talk more about the situation allow them to but let them know you need to notify other parties about the conversation and take notes, don't use leading questions etc.

If possible contact your safeguarding officer immediately for advice



Situation 3

Think back to the scenario in the course about Abby and Uma where Abby noticed that Uma was in pain. Eventually Uma reluctantly explained that she hurt her arm while horseriding but did not want to tell her parents in case they stopped her riding.

Abby has now seen some linear bruising on Uma's back which looked like it might have been caused by a belt. Uma has not said anything, but Abby is already concerned following the earlier injury and thinks that Uma might be being abused.

What should Abby do?


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Coach Notes:

This is not a situation for Abby to get involved with directly.

Physical abuse is one of the most harmful forms of abuse as it often results on the child directly or indirectly suffering from other forms of emotional abuse and related problems.

If Abby suspects that these bruises are a result of physical abuse she should tell her safeguarding officer who has a responsibility to report to the police or NSPCC any concerns they may have. They should not confront the parents or child about it as this may worsen the situation for Uma or cause a difficult situation in the future if the accusations turn out to be untrue.



Situation 4

14 year old Alex has been in the racing squad for four years but is struggling to compete with his peers. He is upset about his performance and says he wants to give up but his parents will not let him.

He says he is struggling to keep up with his school work and is never allowed to see his school friends socially because he spends every weekend sailing. He's thinking of running away. You've seen for yourself that his parents are very pushy and verbally aggressive towards him.

Now Alex has spoken to you, what should you do?

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Coach Notes;

This is a difficult situation to deal with.

Parents play a vital role in encouraging, enabling, and supporting children's participation in their chosen sport - at every level and in every sport. It is important that parents encourage children in appropriate ways to take part in sport and enjoy it for all the right reasons.

Parents can often put pressure on their children to perform beyond their capabilities and this can undermine children's ability to perform.

Praise and encouragement are better than verbal abuse and criticism

The motivation of some parents displaying these behaviours may not be negative.

They may be unaware of the impact or implications of their actions or how they are received and perceived.

Nevertheless these behaviours are damaging . particularly to their child and to other children.

Pushy Parents

- “ Present unreasonable and unrealistic expectations of their child
- “ Only acknowledge winning, not a child's effort, progress or enjoyment
- “ Live through their child's activities
- “ Impose their aspirations on their child


The impact of poor parental/spectator behaviour on children

- “ Demotivation
- “ Fear

- “ Anxiety
- “ Loss of fun and enjoyment
- “ Lack of confidence
- “ Worry about how parent will behave

Sports clubs and associations often have codes of conduct for parents, supporter, players and coaches.

For a young instructor this can be a difficult situation to action. It is best referred to a Senior Instructor or the club/centre's safeguarding officer so they can speak to the parents or take further action.



Situation 5

Think back to the scenario in the course about having to decide how to accommodate sailors and staff among a limited number of tents. You saw how tricky that can be and how important it is to consider these arrangements beforehand so you are not put in an awkward situation. Your organisation's own operating procedures should help you manage this situation.

However, what would happen if Finn (the adult instructor) had been called away on an emergency, leaving Paolo (the 17 year old coach) in charge of the children?


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Coach Notes:

This situation is not ideal but is not necessarily a problem in terms of safeguarding. Paolo should be capable of temporarily being left in charge of the group in exceptional circumstances for a short period of time.

How much of a problem it is depends largely on where the group is and what support Paolo might have in an emergency. For example: Is he able to phone for an ambulance if needed? Are they camping somewhere remote or are they surrounded by other groups with adults in charge?

Most people would be happy to use a 17 year babysitter looking after their children, so is this any different?



Situation summary

1. Make sure you understand and are familiar with the protocols introduced in your centre/ club and that you follow them
2. Make sure you keep your Senior Instructor/ Chief Instructor/ Principal informed of activity underway within your groups and any concerns that you may have
3. Manage the expectations of the participants in your group and ensure they are aware of their responsibilities

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Coach Notes:

- “ Remember these are only suggestions, and the group may come up with a variety of approaches
- “ Hopefully by the end of these slides and discussions you have will have provided the candidates with situations they can relate to, but most importantly it has helped put the subject into context
- “ It is important they **understand** the following:
 - “ Their remit and capacity in the role they are undertaking
 - “ Situations that they could find themselves in and how to respond
 - “ Things are in context!
 - “ Who and when to talk to someone
 - “ Different approaches and dealing with situations



Coach Notes:

Engage the students in discussion regards how they can best avoid any of the scenarios. Discuss the possibility of any form of allegation against themselves or a colleague, and how to protect their students from any other safeguarding dangers.

Steps could include

- “ Avoid spending any significant time working in isolation with children or protected adults
- “ Do not take children alone in a car
- “ Do not take children to your home as part of your organisations activity
- “ Where any of these are unavoidable, ensure that they only occur with the full knowledge and consent of someone in charge of the organisation or the child’s parents
- “ Design training programmes that are within the ability of the individual child or protected adult
- “ If a participant is having difficulty with a wetsuit or buoyancy aid, ask them to ask a friend to help if at all possible
- “ If you do have to help a participant, make sure you are in full view of others, preferably another adult

You should never:

- “ Engage in rough, physical or sexually provocative games
- “ Allow or engage in inappropriate touching of any form
- “ Allow children to use inappropriate language unchallenged, or use such language yourself when with children or protected adults
- “ Make sexually suggestive comments to a child or protected adult, even in fun
- “ Fail to respond to an allegation made by a child or protected adult; always act
- “ Do things of a personal nature that children or protected adults can do for themselves.

Photography

- “ Articles/club newsletters/websites/local newspapers/Social Media etc are all excellent ways of recognising achievements and promoting the sport
- “ To minimise risk of using images/video footage of children in an inappropriate way, it is advisable that consent forms are used
- “ Make people aware of who is taking the pictures
- “ If the photos are being taken by an external person make sure they are not left unsupervised
- “ Care must be taken in the storage of and access to images.
- “ If you are recognising an individual sailor and wish to publish their name with their photo, DO NOT publish any other information (e.g. where they live, name of school, other hobbies and interests) that would enable someone to contact them. Ensure you have their permission
- “ The use of cameras or camera phones in changing areas should not be permitted in any circumstances. This should include the use by young people, as this may be used in a form of bullying.

There are two key principles to bear in mind:

1. Before taking photos or video, obtain written consent from the child and their parents/carers for their images to be taken and used
2. When publishing images, make sure they are appropriate and that you do not include any information that might enable someone to contact the child



Resources available

RYA Child Protection Information:

www.rya.org.uk/go/childprotection

NSPCC

www.nspcc.org.uk

Child Protection in Sport Unit

www.thecpsu.org.uk

Safe Network – Safe Activities for Everyone
(includes good information on working with vulnerable adults)

www.safenetwork.org.uk