



# Woody's Wanderers FC

## Child Protection Procedures

**Responsibility for update: Jack Chandler – Welfare Officer (WO)**

**Date To Be Reviewed – June 2016**

# WWFC CHILD PROTECTION PROCEDURES

THESE PROCEDURES SHOULD BE READ IN CONJUNCTION  
WITH OUR CHILD PROTECTION POLICY – JAN 20011

**Designated Senior Person 1 :** Jack Chandler  
**Designated Senior Person 2 :** Paul Wood  
**Designated Senior Person 3 :** Nicholas Davis

**Children, Schools & Families Team:** 0300 123 4043

**Out of Hours Referrals is the same:** 0300 123 4043

## INTRODUCTION

The Child Protection Policy seeks to support the development of all participants at WWFC in ways that will foster security, confidence and independence. It should be regarded as vital to the well being of the individual and important in promoting the pastoral goals of the club. It provides a model for open and effective communication between children, staff, parents and other adults working with children. The safety and welfare of the child is paramount and must over-ride **all** other considerations.

These procedures are designed to set out a clear definition of abuse or neglect and the signs and indicators by which staff at WWFC may recognise abuse or neglect. It also provides guidance to staff about the procedures, which will be adopted by WWFC in response to allegations of abuse or neglect against children including allegations against staff.

These procedures are in line with relevant guidance: -

“Working Together” 2006

“Safeguarding Children and Safer Recruitment in Education”2007

Hertfordshire Safeguarding Children Board Child Protection Procedures

“What To Do If You Are Worried A Child Is Being Abused” 2006

“Guidance on the Use of Force and Restraint”  
Education & Inspections Act 2006

## **EQUAL OPPORTUNITIES**

Our procedures will be applied fairly and consistently to all children and staff working at WWFC.

## **DEFINITION OF CHILD ABUSE**

The following categories of abuse or neglect are recognised and defined by “Working Together 2006” and are utilised as part of the assessment criteria for registering children/young people on the Child Protection Register. (The child protection register is a register of children/young people under 18 years of age at risk of significant harm and is maintained by the Children’s Trust)

### **What is Abuse and Neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

### **Physical Abuse**

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

## **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

## **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

## **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## CONFIDENTIALITY

Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies. If a child or young person confides in a member of staff and requests that the information remains “secret”, it is important that the member of staff tells the child/young person sensitively that s/he has a responsibility to refer cases of alleged abuse to the appropriate agencies in order that they and potentially other children may be safeguarded.

The child/young person should, however, be assured that the matter will be disclosed only to people who “**need to know**” about it. Staff who receive information about children and their families should share that information **only** within appropriate professional contexts.

## THE ROLE OF THE NOMINATED SAFEGUARDING CHILDREN’S ADVISER (NSA) (Designated Safeguarding Person (DSP))

In the event of a referral the Nominated Safe Guarding Adviser (NSA) is responsible for gathering all relevant information before making a decision about any further action, unless it is a case of extreme urgency when the relevant investigative agencies should be informed without delay. Information gathering may involve: -

- Listening to the child/young person
- Making notes of what has been said
- Gathering accounts from members of staff that may have been approached by the child/young person
- Offering continued support and re-assurance

Written accounts should include the time, date, place and people present, as well as what is said, if possible in the words used by the child/young person. The NSA may consult other staff and agencies as appropriate during the information gathering process and should be encouraged to seek advice at any time from the following: -

Children, Schools & Families Team:	0300 123 4043
Targeted advice service (for advice NOT referrals)	01438 737511
Local Authority Designated Officer (LADO)	01992 556986

However, if when all the relevant information has been gathered, the DSP makes a decision to refer the case formally he/she must complete a **“Multi-Agency Referral Form”** and fax it without delay to the local authority area in which the child/young person **“resides”**.

The NSA can expect to be informed of the timing of any strategy meetings between the statutory and other key agencies. It is normal that following this a decision is reached regarding the process of any investigation; this may also include the timing, nature and appropriately identified person to inform the parents/carers of the referral (if this has not already been done).

Dependent on age and level of understanding it is only right and proper that a child/young person is kept informed at all times about WWFC’s actions and procedures for dealing with child protection concerns within the club and beyond. The Police and/or Social Services may carry out an investigation. The child/young person will be offered support throughout the period of the investigation by the NSA or other identified appropriate person and may be given other information about confidential sources of support.

Staff will be informed about child protection cases by the NSA on a **“need to know”** basis. The club will continue to monitor participants who are subject to a child protection plan and will continue to inform parents/carers of the educational progress of the child/young person. In addition the Education Welfare Officer will monitor the attendance of children.

## RECORDS AND REPORTS FOR CHILD PROTECTION CONFERENCES

Child protection records will be kept by the NSA; they **must** be kept separately from participants records, marked '**confidential**' and securely locked. They will include the date, event and action taken in cases of suspected child abuse or when the child/young person has a child protection plan. Reports for Conference should be objective and evidence based; they should distinguish between fact, observation, allegation and opinion.

## APPOINTMENT OF STAFF

An important part of child protection is to have appropriate procedures in place for the appointment of staff. Recruitment procedures will now follow statutory guidance in relation to CRB/DBS, List 99 and other ID checks. The guidance came into force in May 2006 and is contained within "Safeguarding Children and Safer Recruitment in Education 2007".

## ALLEGATIONS AGAINST STAFF

Children/young people who report allegations against members of staff must be listened to and heard. On no account should suggestions be made to a child/young person as to alternative explanations for their worries. A written, dated record should be made of their allegations as soon as practicable (and certainly within 24 hours). Good practice suggests that this should be completed **immediately**. The child/young person should be informed that the person listening to the allegation is not able to promise confidentiality and has a responsibility to report any such allegations. Consideration should also be given to others who may have suffered or are potentially at risk of significant harm.

The person who hears the allegations of abuse against another member of staff **must** report the matter immediately to the WO. However, if the allegation concerns the WO then the matter **must** be reported directly to the next senior member of staff. The local authority designated officer and personnel will assist in these cases.

When an allegation is made against a member of staff, there **should** be urgent initial consideration by the WO, of whether or not there is sufficient

substance in an allegation to warrant an investigation. Similar responsibility is placed on the next senior member of staff if the allegation concerns the WO. The WO **should** consult the local authority designated officer who will assist in the initial consideration and provide advice as to the process of any potential investigation. It is **not** the duty of any member of staff to investigate a child protection allegation.

After careful consideration the WO may decide to make an immediate child protection referral to the "Hertfordshire County Council Local Authority – CSF. Consideration will also be given to the possibility of an internal discipline enquiry. Personnel Service will be able to provide assistance if that is the case. In the case of an allegation being unfounded the WO will decide the most appropriate action to be taken.

### **PHYSICAL CONTACT WITH PUPILS**

It is unrealistic to suggest that staff should touch participants only in emergencies. Very few people would adhere to a no touch policy if it applied to people they care about. Physical prompts, guides and reassurances are necessary in a range of settings appropriate to the age of the child and circumstances at the time. More intrusive physical contact may be necessary when people are supporting young children with disabilities. Positive touch is appropriate when it meets the needs of the child but in to protect both staff and children WWFC should provide clear guidance about when and how touch should be used.

Staff must bear in mind that even perfectly innocent actions can sometimes be misconstrued. Children/young people may find being touched uncomfortable or distressing for a variety of reasons. It is important for staff to be sensitive to a young person's reaction to physical contact and to act appropriately. It is also extremely important not to touch participants however casually, in ways or on parts of the body that might be considered inappropriate.

In extreme cases, a member of staff may have to physically restrain a participant to prevent him/her causing injury to him/herself, to others or to property. In such instances no more than 'reasonable force' should be used and staff must seek to avoid causing injury to the participant.



## SIGNS AND INDICATORS

Lists of signs and symptoms are not fail-safe mechanisms, but they are often helpful indicators in certain combinations of the likelihood or reality of abuse. Children may behave strangely or appear unhappy for many reasons, as they move through the inevitable stages of growing up, and their families experience changes.

These are lists of some of the signs and types of behaviour, which may indicate that a child is being abused. In themselves they are not evidence of abuse, but they may suggest abuse if a child exhibits several of them or if a pattern emerges. Remember that there can be other explanations for a child showing such signs or behaviour in such ways. There is a good deal of overlap between the signs and symptoms of the different types of abuse, particularly between emotional and other types of abuse.

<p><b>Signs of sexual Abuse</b></p> <ul style="list-style-type: none"> <li>- Sudden changes in behaviour or school performance</li> <li>- Inappropriate sexualised behaviour</li> <li>- Tendency to cling, need reassurance</li> <li>- Tendency to cry easily</li> <li>- Regression to young behaviour</li> <li>- Apparent secrecy</li> <li>- Anorexia or bulimia</li> <li>- Unexplained pregnancy</li> <li>- Phobias, panic attacks</li> <li>- Distrust of a familiar adult</li> </ul>	<p><b>Signs of Emotional Abuse</b></p> <ul style="list-style-type: none"> <li>- Physical, mental and emotional development lags</li> <li>- Over-reaction to mistakes</li> <li>- Compulsive stealing, scavenging</li> <li>- Running away</li> <li>- Sudden speech disorders</li> <li>- Drug solvent abuse</li> <li>- Self mutilation</li> <li>- Extremes of passivity or aggression</li> <li>- Admission of punishment which appears excessive</li> <li>- Fear of parents being contacted</li> </ul>
<p><b>Signs of Neglect</b></p> <ul style="list-style-type: none"> <li>- Constant hunger</li> <li>- Poor personal hygiene</li> <li>- Poor state of clothing</li> <li>- Emaciation</li> <li>- Frequent lateness or non-attendance at school</li> <li>- Untreated medical problems</li> <li>- Destructive tendencies</li> <li>- Low self esteem</li> <li>- Neurotic behaviour</li> <li>- No social relationships</li> <li>- Running away</li> <li>- Compulsive stealing or scavenging</li> </ul>	<p><b>Signs of Physical Abuse</b></p> <ul style="list-style-type: none"> <li>- Unexplained injuries or burns, particularly recurrent</li> <li>- Improbable excuses</li> <li>- Refusal to discuss injuries</li> <li>- Untreated injuries</li> <li>- Withdrawal from physical contact</li> <li>- Arms/legs covered in hot weather</li> <li>- Aggression towards others</li> <li>- Fear of medical help</li> <li>- Fear of returning home</li> <li>- Running away</li> <li>- Bald patches</li> <li>- Self-destructive tendencies</li> </ul>

## GUIDELINES ON POSITIVE HANDLING

**For more details, please refer to our Positive Handling Policy**

Clarifies the power of coaches/teachers, and other staff, who have lawful control or charge of participants to use 'reasonable force' to prevent participants

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property (including their own)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the club or among any of its participants, whether that behaviour occurs in a classroom during a coaching/teaching session.

This does **not** authorise the use of corporal punishment in any circumstances

### **Types of Incidents**

The emphasis should always be on de-escalation strategies however, situations where reasonable force **may** be appropriate or necessary include:

- When a participant attacks a member of staff or another participant
- When participants are fighting
- When a participant is engaged in, or is on the verge of committing deliberate damage or vandalism
- When a participant is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- When an 'at risk' participant absconds from a session or tries to leave the club

### Practical Advice

- WWFC should plan for incidents if they are aware that a participant is likely to behave in a way that may require physical control or restraint
- Clear, non physical de-escalation techniques **must** be used prior to the consideration of any physical restraint **unless** the situation is so urgent as to require immediate intervention
- Staff should continue to attempt to communicate with participants throughout any incident. It should be clear that physical restraint **must** stop as soon as it ceases to be necessary
- A calm and measured approach to a situation by staff is needed
- On some occasions, staff should not intervene without help e.g. When dealing with older, physically large participants, or more than one participant. The staff member should remove other 'at risk' participants; summon assistance from colleagues and/or the police. participants should be informed that help has been sent for and attempts to defuse the situation using verbal de-escalation techniques should continue

A written record of any occasion where force is used should be made **at the time**. This should include:

- The names of everyone involved, the time, the place and names of any potential witnesses
- The reason physical restraint was used
- How the incident began and developed including details of behaviours displayed
- As far as possible details of all conversations
- What steps were taken to defuse the situation
- The degree of force used, how it was applied and for how long
- The participants response
- The outcome
- Details of any injury and of any damage to property

Senior staff should be informed **immediately** and advice sought. Staff are advised to keep a copy of their report. Parents should also be informed of such an incident involving their child, as soon as practicable and an opportunity provided to discuss it.