



Safeguarding Policy Procedures and Guidance

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APPENDIX I

Safeguarding Incident / Concern Report Form

1. Child Protection and Safeguarding Policy

Date	May 2018
Written by	Total Swimming Academies LTD (TSA) Safeguarding Lead
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2. Safeguarding policy

TSA believes that a child's welfare is everyone's responsibility and looking after children is an obligation we take very seriously.

We also recognise this obligation regarding vulnerable adults in the community. **TSA's** procedures stem from the principle that the individual's welfare is the first consideration and that all people regardless of age, gender, ethnicity, religion, sexual identity, or any disability they might have, have the right to be protected. **TSA** will support anyone who in good faith reports any concerns that a child or vulnerable adult is either at risk or being abused. Abuse can be physical, sexual, emotional or by neglect, and can be from an action or an inaction. **TSA** acknowledges the duty of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice and Swim England Wavepower Child Protection Policy requirements <http://www.swimming.org/asa/clubs-and-members/safeguarding-children/>

The policy recognises that the welfare and interests of children are paramount in all circumstances. It aims to ensure that regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socio-economic background, all children;

- have a positive and enjoyable experience of swimming at **TSA**, in a safe and child centred environment
- are protected from abuse whilst participating in swimming lessons provided by **TSA** or outside of the activity.
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TSA acknowledges that children can be particularly vulnerable to abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare.

As part of our safeguarding policy **TSA** will;

- promote and prioritise the safety and wellbeing of children and young people
- ensure all persons working for **TSA** are registered with the DBS Scheme in England and have undergone relevant child protection training. Relevant DBS details such as reference number and date completed are stored centrally and are checked regularly to ensure the details are updated when documents are due for renewal.
- ensure everyone understands their roles and responsibilities in respect of safeguarding and is provided with appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people through either an online Safeguarding Course or by attending a UK Coaching Safeguarding and Protecting children course.
- ensure appropriate action is taken in the event of incidents/concerns of abuse and support provided to the individual/s who raise or disclose the concern.
- ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored.

- prevent the employment/deployment of unsuitable individuals by completing all suitable checks prior to the start of employment/deployment of all individuals.
- ensure robust safeguarding arrangements and procedures are in operation.
- If an allegation is made against a member of staff or delivery team then effective support will be provided until full investigation has taken place.

As part of our safeguarding policy **TSA** expects its employees to;

- Collect all children from the pick up point and complete the register via the tablet provided. This ensures that all children are present and correct at the start of each lesson and that there is a comprehensive head count of all children in the water should an emergency arise.
- Follow appropriate procedures in the event of lateness or absence of a swimmer.
- Work in an open environment where easily visible to others.
- Ensure that if a child needs to leave poolside during their lesson they **MUST** be accompanied by an appropriate adult i.e. their parent. This person **MUST** be over the age of 16.
- At the end of the swimming lesson take all children back into the changing rooms to be handed over to the correct parent/carer.
- When speaking with parents ensure that it is the correct parent and that no information regarding other children is discussed. No other children should be named when speaking to parents.
- Ensure that all information received whilst teaching for **TSA** must be treated as confidential and not shared with other teachers, third parties or anyone else other than their designated manager.
- Where possible deliver hands-off teaching, especially whilst teaching in the pool. It is best practice and will keep individuals safe from accusations unless to prevent danger to themselves or others.
- Ensure that should a child become ill during lessons they are returned to the correct carer for attention and it is reported to the lifeguards on duty. Avoiding first aid treatment unless delay could prove life threatening; this must always be carried out by the responsible First Aider with another adult present.
- Avoid unaccompanied time with children or vulnerable adults.
- Adhere to the Swim England Wavepower safeguarding children document.

Dealing with allegations against the TSA team

The procedure for dealing with allegations made against staff will be used where the individual has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she works regularly or closely with children

If there is an accusation against a member of the delivery team they would be removed from delivery while a full investigation is completed.

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

The policy will be reviewed every year after development or in the following circumstances

- changes in legislation and/or government guidance-as required by the Local Safeguarding Children Board, UK Sport and/or Home Country Sports Councils by the Safeguarding Officers regularly monitoring for updates, with automatic alerts established to ensure this is monitored

- as a result of any other significant change or event.

2. Safeguarding & Protecting Children & Young People

2.1 Types of Abuse of Children and Young People

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 caretakers; 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
- Neglect in a sport situation could include a coach failing to ensure children are safe and comfortable, or exposing them to undue cold or unnecessary risk of injury.
- The physical signs of neglect may include: constant hunger, sometimes stealing food from other children, constantly dirty or 'smelly', loss of weight, or being constantly underweight, inappropriate clothing for the conditions.
- Changes in behaviour which can also indicate neglect may include: complaining of being tired all the time, not requesting medical assistance and/or failing to attend appointments, having few friends, mentioning being left alone or unsupervised.

Physical Abuse

- Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or failing to protect a child from that harm.
- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.
- Examples of physical abuse in sport may be when the nature or intensity of training and competition exceeds the capacity of the child's immature and growing body or where drugs are used to enhance performance or delay puberty.
- Physical symptoms include bruises, black eyes and broken bones are obvious signs of physical abuse.
- Other signs might include injuries that the child cannot explain or explains unconvincingly, untreated or inadequately treated injuries.
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen, bruising which looks like hand or finger marks, cigarette burns, human bites, scalds and burns.
- Changes in behaviour that can also indicate physical abuse: fear of parents being approached for an explanation, aggressive behaviour or severe temper outbursts, flinching when approached or touched, reluctance to get changed, for example in hot weather, depression, withdrawn behaviour, running away from home.

Sexual Abuse

- Sexual abuse involves forcing or enticing a child or young person to take part in

- sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- They may also include noncontact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males.
- Women can also commit acts of sexual abuse, as can other children.
- In sport, coaching techniques that involve physical contact with children could potentially create situations where sexual abuse may go unnoticed. The power of the teacher over the young performer, if misused, may also lead to abusive situations developing.
- One of the issues in assessing whether sexual abuse has occurred is that of exploitation (see below). Other symptoms might include pain, itching, bruising or bleeding in the genital or anal areas, genital discharge or urinary tract infections, stomach pains or discomfort walking or sitting, sexually transmitted infections.
- Changes in behaviour which can also indicate sexual abuse include: sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn fear of being left with a specific person or group of people, having nightmares, running away from home, sexual knowledge which is beyond their age, or developmental level sexual drawings or language, bedwetting, eating problems such as overeating or anorexia self-harm or mutilation
- Sometimes leading to suicide attempts, saying they have secrets they cannot tell anyone about, substance or drug abuse, suddenly having unexplained sources of money, not allowed to have friends (particularly in adolescence) acting in a sexually explicit way towards adults.

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.

Examples include:

- Threats of harm or abandonment
- Humiliation, shaming or ridicule
- Harassment, bullying, intimidation
- Control or coercion
- Deprivation of choice or privacy
- Deliberate social isolation

- Changes in behaviour which can indicate emotional abuse include: neurotic behaviour e.g. sulking, hair twisting, rocking, being unable to play, fear of making mistakes, sudden speech disorders, self-harm, fear of parent being approached regarding their behaviour, developmental delay in terms of emotional progress.

- Emotional abuse in part may occur if children are subjected to constant criticism, name calling, sarcasm, bullying or unrealistic pressure to perform to high expectations consistently, for example in a sporting capacity.

Bullying

In some cases of abuse, it may not be an adult that is the abuser. It could be that the abuser is another child or young person, and this is typically seen in common cases of bullying.

Bullying may be seen as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those being bullied to defend themselves.

It could take the form of:

Physical assaults

- Name-calling, sarcasm and racist taunts
- Threats and gestures
- Unwanted physical contact
- Graffiti
- Stealing or hiding personal items
- Being ostracised or ignored
- Cyberbullying

In the case of adults reported to be bullying anyone under 18yrs old, the most relevant organisation should always be informed (National Governing Body Safeguarding Officer, CSP Lead Safeguarding Officer, etc) and will advise on action to be taken where appropriate. This may include initiating an investigation and possible disciplinary action, and in more serious cases lead to the Police and/or Social Services being contacted.

The Police are able to deal with the escalation of bullying incidents under the 'Protection from Harassment Act 1997'. When two or more incidents amount to a course of conduct which causes someone alarm and distress, then the Police can either consider a formal warning or prosecution. On conviction for harassment, the court can impose a restraining order for future protection of victims.

2.2 Support Organisations

- | | |
|---|---------------|
| • Child Line | 0800 800 5000 |
| • NSPCC (CPSU) Helpline 24hour helpline | 0800 8005 000 |
| • Police | 999 |
| • Swim Line | 0808 100 4001 |

Signs that a child may be being bullied can be: coming home with cuts and bruises, torn clothes, asking for stolen possessions to be replaced, losing dinner money, falling out with previously good friends, being moody and bad tempered, wanting to avoid leaving their home, aggression with younger brothers and sisters, doing less well at school, sleep problems, anxiety, becoming quiet and withdrawn.

These definitions and indicators are not meant to be definitive, but only serve as a guide. It is important too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or the birth of a new baby in the family or relationship problems between parents/carers. In assessing whether indicators are related to abuse or not, the authorities will always want to understand them in relation to the child's development and context.

3 Responding to Signs or Suspicions of Abuse

Commitment to working with parents and carers is important when having concerns about a young person's well-being. Therefore, in most situations, it would be important to talk to parents or carers to help clarify any initial concerns. For example, if a person seems withdrawn, there may be a reasonable explanation. He/she may have experienced an upset in the family such as parental separation or divorce or bereavement.

There are circumstances in which a young person might be placed at even greater risk if such concerns were shared (e.g. where a parent or carer may be responsible for the abuse or not able to respond to the situation appropriately). In these situations, or where concerns still exist, any suspicion, allegation or incident of abuse must be reported to the LO as soon as possible and recorded. Parents should not be contacted if the concern is about sexual abuse. This will be done by social care and/or the police at the appropriate time.

Useful Websites

- <http://www.swimming.org>
- www.nspcc.org.uk
- www.thecpsu.org.uk

If there is an emergency **ALWAYS** dial 999.

3.1 Recording and Reporting Allegations

If a child or young person says or indicates that he or she is being abused, or information is obtained which gives concern that a child or a young person is being abused, you should respond immediately and take the allegation seriously.

The LO may be informed of situations where there is uncertainty about whether or not the allegation constitutes abuse or not and therefore are unclear about what action to take. There may be circumstances where allegations are about poor practice rather than abuse but those responsible should always consult the LO or gain advice from social care, the police or the NSPCC if there is any doubt. Sometimes it may be one of a series of incidents which when added together cause concern.

The following steps must be taken:

Make a full record of what has been said, heard and/or seen as soon as possible, information should include the following:

- Name of child/young person at risk.
- Age of child/young person at risk and date of birth.
- Home address and telephone number.
- Is the person making the report expressing their own concerns or those of someone else? In the latter case, also include the other person’s details.
- What is the nature of the allegation? Include dates, times and special factors and other relevant information.
- Make a clear distinction between what is fact, opinion or hearsay.
- A description of any visible bruising or other injuries.
- Witnesses to the incidents.
- The child/young person at risk account, if it can be given, of what has happened and how any bruising or injuries have occurred.
- Have the parents/carers been contacted?
- If so, what has been said?
- Has anyone else been consulted? If so record details.
- If it is not the child/young person at risk making the report has the child/young person concerned been spoken to? If so what was said?
- Has anyone been alleged to be the abuser? Record details.

Speaking to the Child

In speaking to children regarding suspected or alleged abuse, ensure you do the following:

<p>Do:</p> <ul style="list-style-type: none"> • allow the child time to speak • react calmly so as not to frighten the child • reassure the child and ensure that the allegations will be taken seriously • take what the child says seriously, recognising the difficulties inherent in interpreting what is said by a 	<p>Do not:</p> <ul style="list-style-type: none"> • show any feelings of anger, disgust, and disbelief to the child as they may stop talking for fear of upsetting the person further or feel that the negative feelings are being directed towards them • interrupt or make suggestions to the child • ask probing or leading questions
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<p>child who has a speech impairment and/or differences in language</p> <ul style="list-style-type: none"> • keep questions to the absolute minimum to ensure a clear and accurate understanding of what has been said • reassure the child but do not make promises of confidentiality which might not be feasible in the light of subsequent developments 	<ul style="list-style-type: none"> • speculate or make assumptions • make negative comments about the alleged abuser • approach the alleged abuser • make promises to keep secrets
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Please see appendix 1 for Safeguarding Incident/Concern Form

Inform the Designated Lead Officer

Once the designated Safeguarding Lead Officer has been informed, it is their responsibility to refer to the social care department by telephone and confirm it in writing within one day. The designated Safeguarding Lead Officer is to report allegations and/or suspicions of abuse to social care; and if there are issues of poor practice this must be reported to the appropriate organisation or governing body.

Reporting the matter to the police or social care department should not be delayed by attempts to obtain more information. Wherever possible, referrals telephoned to the social care department should be confirmed in writing within 24 hours by the LO. A record should also be made of the name and designation of the social care member of staff or the police officer to whom the concerns were passed, together with the time and date of the call, in case any follow-up is needed. A copy of this information may be sent to the NGB and Local Authority Designated Officer (LADO) as appropriate.

Contact Numbers – Concern about a Child If there is an emergency ALWAYS dial 999

Lead Safeguarding Officer: Holly Laing holly@thesportinghouse.co.uk

Deputy Safeguarding Officer: Kelly Gaffney kelly.gaffney@thesportinghouse.co.uk

3.2 Action by Social Care and the Police

If the concern is referred to social care it is likely a Senior Social Worker will be allocated to the case and an initial stage of investigation will be planned within one working day. The individual who originally identified potential abuse will be communicated with on a regular basis by the LO.

Social care will discuss the case and make a decision regarding the notification of parents/carers of children who have alleged or are suspected of being abused. In general, the parents of the child should be made aware of the circumstances although there are situations where this requires careful consideration before any action is taken, in particular, where a parent or carer is the suspected abuser or where a competent child is adamant that they do not want their parent/carer to be told.

The social worker will consult with the Police regarding their involvement.

The social worker will gather and assess any information from key agencies about the child and family. This may involve a strategy meeting including the designated Safeguarding Officer, Health Visitor, Police and the individual who originally identified potential abuse.

All referrals should be followed up in 48 hours and the next steps outlined. If you fail to hear anything within the 48 hours contact social care again. All referrals to social care can be made by telephone however they should be followed up in writing.

4. Confidentiality

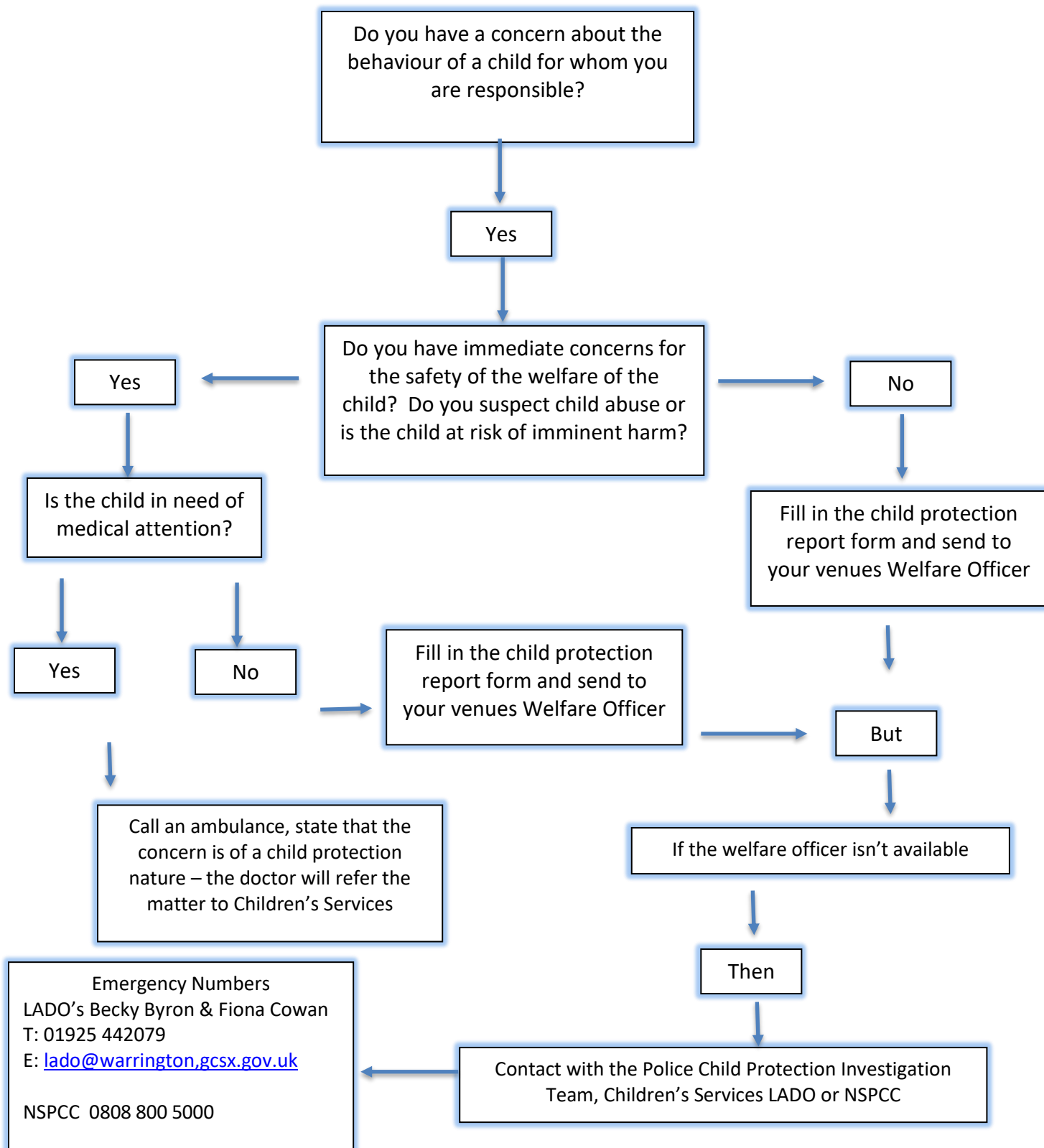
Confidentiality is a key issue in safeguarding work. Whilst information should not be shared freely, it must be shared with appropriate agencies to ensure that a child is not left unprotected. Decisions on who needs to be informed should be taken by the Lead Officer after discussion with social care.

- Remember that the Data Protection Act is not a barrier to sharing information
- Be open and honest
- Seek advice
- Share with consent where appropriate
- Consider safety and well-being Necessary, proportionate, relevant, accurate, timely and secure
- Keep a record

4.1 Sharing Information

- Sharing of information between practitioners and organisations is essential for effective identification, assessment, risk management and service provision. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children, young people and adults at risk of abuse or neglect.
- Personal information held by **TSA** is subject to a legal duty of confidentiality and will not normally be disclosed without the consent of the individual. However, the right to confidentiality and respect for private and family life (Article 8, Human Rights Act, 1998) is not absolute.
- **TSA** recognises that information sharing between key organisations is essential to safeguard children at risk of abuse, neglect and exploitation. A key factor in many serious case reviews has been a failure to record information, to share it, to understand the significance of the information shared, and to take appropriate action in relation to known or suspected abuse or neglect.
- **TSA** will ensure that confidential information is only shared where it is lawful and ethical to do so

5. Reporting Flow Chart



6. Training

- **TSA** identifies that training and raising awareness of safeguarding issues, policies and procedures is fundamental to the development and maintenance of a safe environment and safer organisation.
- **TSA** will also ensure that all staff are trained to the appropriate standards in safeguarding to maintain and promote safer staff, safer culture and a safer organisation.
- All members of staff will receive training in safeguarding to a level which is commensurate to the level of responsibility of the role that is being performed. This will usually be the UKCC Certified course “Safeguarding and protecting Children”.
- Lead and Deputy Officers will attend the Time to Listen training delivered by NSPCC for CSP Lead safeguarding staff and will attend regular updates as recommended by NSPCC
- Safeguarding training will not be regarded as a 'once only' activity, but as on-going development of skills and knowledge of safeguarding. Safeguarding refresher training events will be provided at least every three years and in response to staff turnover within the planned team skills development programme, led by the HR Manager.

7. Photography Consent Policy Statement

Use of mobile phones and any electronic or photography equipment are not permitted to be used in the changing rooms or in the viewing area of children swimming. If anyone is seen to take images or videos staff will ask for them to be deleted.

8. Code of conduct

We expect a lot from our employees. Our good name and our success have been achieved by ensuring that all those working with us uphold our standards and high level of customer service.

The Company expects employees to behave appropriately, courteously, professionally and responsibly within the following guidelines:

- Ensure that the interests of children, parents and clients remain paramount at all times
- Go beyond the call of duty for our children, parents and clients
- Observe all legal and ethical requirements applicable to the business
- Keep confidential all information gained during the course of employment about the Company's business or that of customers and other stakeholder

Code of Ethics for swim!

The **TSA** Code of Ethics establishes and maintains the standards we expect for our team. Staff are accountable for their actions and must keep appropriate records.

The Code of Ethics is written to establish and maintain standards within **TSA** such as Integrity, Responsibility, Competence and Confidentiality. This Code of Ethics is applicable to all people working for **TSA**

All staff will;

- respect everyone who works within the **TSA** team
- treat all swimmers equally within the context of the activity regardless of gender, ethnic origin, sexuality, religion, disability or political persuasion
- be primarily concerned with the health and wellbeing of the swimmers and only secondary with the optimisation of their performance
- encourage & develop independence in the individuals to take responsibility of their own actions
- set and maintain clear boundaries between the swimmer / staff relationship. Never leave yourself in a situation where you are alone with a child and/ or in a situation that could be misinterpreted, not only by the swimmer, but by outsiders motivated by jealousy, dislike or mistrust and could lead to allegations of sexual misconduct or impropriety

Commitment

Each member of staff will commit to their roles and responsibilities and endeavour to support children and their families throughout their **TSA** journey.

Confidentiality

The **TSA** team inevitably gather a great deal of personal information about swimmers and their families in the course of a working relationship. During the term of your engagement or at any time thereafter, you must not:

- Divulge or communicate to any unauthorised person any information regarding the Company's business or that of any client, customer.
- Use for your own purposes or for any purposes other than those of the Company any information regarding the Company's business or that of any client, customer
- Cause any unauthorised disclosure, through any failure to exercise due care and attention of any information regarding the Company's business or that of any customer.
- You shall not without the prior consent of the Company, either directly or indirectly, make any public statements, posts on social media, detrimental or otherwise, or be involved in or assist in the publication of any article relating to the business affairs of the Company, any officers, Instructors, employees, or third parties in any way associated with the Company, or any information relating to the Company or associated companies whatsoever.

Personal Standards

The **TSA** team must consistently display high personal standards and project a favourable image of their sport and of **TSA** to swimmers, guardians, team members and the general public.

Personal appearance is crucial. Staff must wear appropriate **TSA** uniform at all times. All staff also have an obligation to project an image of health, cleanliness and functional efficiency. Staff should not drink alcohol prior to teaching.

Safety

Teachers have a responsibility to ensure the safety of the swimmers with whom they work as far as possible within the limits of their control.

- All reasonable steps should be taken to establish a safe working environment.

- The activity being undertaken should be suitable for the age, experience and ability of the swimmers.
- Swimmers should have been systematically prepared for the activity being undertaken and made aware of their personal responsibilities in terms of safety.

Issues of competence

- Teachers should regularly seek ways of increasing their professional development and self-awareness.
- Teachers should welcome evaluation of their work by a colleague and be able to account to performers, employers, Governing Bodies for their actions.

Best Practice

- **TSA's** procedures stem from the principle that the individual's welfare is the first consideration and that all people regardless of age gender, ethnicity, sexual identity, or any disability they might have, have the right to be protected. **TSA** will support anyone who in good faith reports and concerns that a child or vulnerable adult is either at risk or being abused. Abuse can be physical, sexual, emotional or by neglect, and can be from an action or inaction.
- Staff are taught good practice for working with children, following guidelines that include minimising physical contact, although physical support or manual communication is occasionally necessary in swimming teaching. Where it is necessary to support a child with a physical disability the parent or carer's views are sought.

Unacceptable practice by staff

- Allow or engage in any form of inappropriate touching.
- Make sexually suggestive remarks to a child or young people.
- Reduce a child to tears as a form of control.
- Allow children to use inappropriate language unchallenged.
- Allow allegations made by a child to go unchallenged, unrecorded or not acted upon.
- Leave the pool venue before all swimmers have been collected or are continuing to be supervised by appropriate club officers.
- Abuse your position of power or trust with children or adults.
- Resort to bullying tactics or verbal abuse.
- Cause a swimmer to lose self-esteem by embarrassing, humiliating or undermining the individual.
- Spend excessive amounts of time with one swimmer to the detriment of the group.
- Do things of a personal nature for young people that they can do for themselves.

Teacher Expectations

Based on great practice in swimming teaching, the following are the expectations and standards that **TSA** has set out for the teachers to follow:

- Set out all the equipment needed, check all registers and lesson plans are in place, and most importantly, be there to welcome the children as they arrive for their lesson.
- Take responsibility for completing your own register via the online **TSA** hub CRM system access by a tablet. Print all necessary registers prior to their lessons starting.
- Keep sessions to time and have a lesson plan in place to include actions and games linked to that weeks theme.

- Provide a great customer experience for children and parents
- Actively show the children and parents that you are enthusiastic at every lesson and deliver all teaching activities and teaching points with confidence and accuracy.
- Resolve any parent enquires as soon as possible, noting the conversations on the **TSA** hub.
- Ensure all progress records are kept up to date within 24 hours
- Work as one team to support and learn from each other, and to deliver great lessons – every week.
- Wear **TSA** uniform and remember you are a really important role model for children, and for the **TSA** programme.

9. Missing Child Prevention

It's very unlikely a child will go missing from swimming lessons as teachers are in close proximity to them throughout their entire lesson, preventative measures should always be in place to ensure the missing child procedure is never necessary however we have it in place as an emergency.

- Always be aware of each and every child in your lesson.
- Ensure registers are taken and up to date
- Never allow a child to go to the toilet alone
- Once a child has been put into your care do not allow a child to leave unless it is directly into the care of their guardian or someone a guardian has nominated to collect them.
- Ensure parents are aware children must be handed directly to you and that you are unable to release them from your care unless it is directly to them

9.1 Missing Child Procedure

In the unlikely event a child does go missing from your care, the following actions should be taken:

- Ensure the other children in the group are taken care of appropriately whilst a search for the child is conducted
- Locate and inform the child's parents or nominate an appropriate person to do this
- Alert the **TSA** Manager or Cluster Coordinator
- Organise all responsible available adults by areas to be searched
- Search the area in which the child has gone missing, include changing rooms, toilets, showers, public and private areas and the venues grounds
- Request that all those searching report back to a nominated adult at a specific point
- Make a note of the circumstances in which the child has gone missing, where he/she was last seen
- Prepare a detailed description of the child and their clothing/swimwear including, age, sex, height, hair colour, eye colour
- If the search is unsuccessful, report the concern to the police. This must happen no later than 30 minutes after the child's disappearance is noted even if the search is not complete
- Follow police guidance if further action is recommended and maintain close contact with the police
- Ensure you inform everybody involved if the child is located

APPENDIX I - Safeguarding Incident/Concern Report Form

Date reported: _____

Your Details

	Person reporting the incident	Person recording the incident
Name		
Job Role		
Knowledge of and relationship to alleged victim		
Contact Address		
Telephone Number (s)		
E-mail		

Contact Details of the alleged victim

Full Name	
Date of Birth	
Contact Address	
Telephone Number (s)	

Incident Details

Location of incident (if relevant)	
Date and time of incident	

**Detailed Information of incident or concern
(in alleged victims/adults own words if possible)**

Details of any Observations made by you or to you (e.g. description of visible bruising, other injuries, emotional state). If injuries are present please record size, location and colour, please note – make a clear distinction between what is fact and hearsay.

Action taken so far

Alleged / Suspected Abuser's Details (if known)

Name	
Relationship to alleged victim	
Address	
Telephone Number (s)	
Email address	

External Agencies Contacted

Agency	Contact Name	Contact Number	Date	Time
Police				
Social Services				

Local Safeguarding Board (children/adult)				
Swim England Safeguarding Officer				
NSPCC				
Other (name)				

Advise Received including reference number	
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I acknowledge that the details described are accurate and will remain strictly confidential between 'appropriate reporting channels' and myself.

Signed: _____ Date: _____

Please submit this form immediately by email using the subject name: SAFEGUARDING

Lead Safeguarding Officer

Name: Holly Laing

Mobile: 07921467783

E-Mail: holly@thesportinghouse.co.uk

Deputy Safeguarding Officer

Name: Kelly Gaffney

Mobile: 07974668128

E-Mail: kelly.gaffney@thesportinghouse.co.uk