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The MultiSports Group. Child Protection & Safeguarding Policy

Document Status

Document Name: The MultiSports Group. Child Protection & Safeguarding
Document Status: Final
Document Owner: Company Director

Date Produced	Version
31 st August 2020	V2.5



Policy Oversight

1. Introduction

- 1.1 This policy has been developed in accordance with the principles established by *The Children Acts* (1989 and 2004) and *The Education Act* (2002), and having regard to the guidance set out in *the Education, England The Education (Independent School Standards) Regulation* (2014), *National Minimum Standards* (March, 2015); *Working Together to Safeguard Children* (March, 2015); *Framework for the Assessment of Children in Need and their Families* (2000); *What to Do if You Are Worried a Child is Being Abused* (March, 2015); *Child Sexual Exploitation: Definition and guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (February, 2017). *Keeping Children Safe in Education* (September, 2016); *Children Missing Education* (September 2016); *The Education (Child Information) (England) Regulations* (2005); *The Prevent Duty Guidance: for England and Wales* (July, 2015) (*Prevent*); and section 26 of *The Counter-Terrorism and Security Act* 2015 (*The Prevent Duty*), (September, 2015).
- 1.2 The policy is applicable to The MultiSports Group (MSG) as a company and to each of the associated MultiSports Schools. In this document the term *MSG* is used to encompass the whole organisation and each of the schools. Information relevant solely to specific campuses within the organisation is contained in appendices at the end of this policy document.



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- 1.3 MSG recognises that all adults, staff (including temporary staff)¹, volunteers and directors, have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern.
- 1.4 MSG believes that the education setting should provide a caring, safe and stimulating environment that promotes the social, physical and moral development of the individual child. In its approach to child protection and safeguarding, and in its discharge of its duties and responsibilities, MSG commits to acting in the best interests of the child.
- 1.5 The aims of this policy are:
 - 1.5.1 To support the child's development in ways that will foster security, confidence and independence.
 - 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
 - 1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (see Appendices 5, 6 and 7).
 - 1.5.4 To provide a systematic means of monitoring children known or thought to be in need or at risk of harm, and to ensure MSG contributes to assessments of need and support packages for those children.
 - 1.5.5 To emphasize the need for good levels of communication between all members of staff.
 - 1.5.6 To maintain a structured procedure within MSG which will be followed by all members of the school community in cases of suspected abuse.
 - 1.5.7 To develop and promote effective working relationships with other agencies that are responsible for the social care of children and families.
 - 1.5.8 To ensure that all staff working within MSG who have access to children and who undertake regulated activity have been checked for suitability, including verification of their identity and

¹ See Terminology section of this document



qualifications, and other checks including, but not limited to, DBS check and Sterling Backcheck³, and that a central record is kept for audit.

Terminology used in this Policy

Child includes everyone under the age of 18.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or at risk of suffering significant harm.

Parent includes birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Safeguarding refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care, taking action to enable all children to have the best outcomes and promoting the welfare of children.

Staff refers to all those working for or on behalf of the schools, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Types of Abuse and Neglect

MSG recognises that there are multiple types of abuse and neglect. MSG draws its understanding of the terminology used to describe these from *Keeping Children Safe in Education* (September, 2016).

2. Safe School, Safe Staff

- 2.1 MSG takes seriously its responsibility under section 175 of *The Education Act 2002* to safeguard and promote the welfare of children, and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 2.2 MSG recognises that the schools play a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

2.3 The MSG community will therefore:

2.3.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

2.3.2 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

2.4 MSG commits to ensure that:

2.4.1 All members understand and fulfill their responsibilities, namely to:

- Recognize MSG's duty to safeguard and protect all children in the schools, including children in need and children at risk of harm.
- Ensure that there is a Safeguarding and Child Protection policy that is reviewed annually, and more frequently if required, and that is published internally and externally.
- Ensure that MSG operates safer recruitment procedures.
- Ensure that MSG has procedures for dealing with allegations of abuse against staff.
- Ensure that Designated Safeguarding Lead (DSL) responsibilities are in place.
- Ensure that DSLs undertake inter-agency training and DSL training updates at least every 2 years.
- Ensure that all other staff have safeguarding training at least every 3 years.
- Ensure that all staff read Part 1 of *Keeping Children Safe in Education* (September 2016), Annex A of the same document, and *The Prevent Duty*.
- Ensure that any weaknesses in Safeguarding or Child Protection are remedied as soon as possible.

2.4.2 The DSLs (senior members of staff within the schools) are listed in Appendices 1-4. All DSLs have undertaken the compulsory training delivered through an approved external training provider,



and will undertake other training as required, at least every 2 years.

- 2.4.3 The DSLs who are involved in recruitment will complete Safer Recruitment training (currently on-line via Safety Cloud) to be renewed at least every 3 years.
- 2.4.4 All members of staff and volunteers are provided with induction training that includes: the MSG Safeguarding and Child Protection Policy and Required Reading of *Keeping Children Safe in Education* (September 2016) and *The Prevent Duty*.
- 2.4.5 All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding and child protection procedures through publication of the MSG Safeguarding and Child Protection Policy on the website.
- 2.4.6 MSG policies seek to ensure the suitability of adults working with children on school sites at any time.
- 2.4.7 Community users organising activities for children are aware of the school's safeguarding and child protection guidelines and procedures.
- 2.4.8 Safeguarding and child protection concerns or allegations against adults working in the school are referred to the appropriate statutory and regulatory bodies. Any member of staff found not suitable to work with children will be notified as required for consideration for barring, following resignation, dismissal, or when MSG ceases to use their services.
- 2.4.9 Appropriate checks are made that no prohibition from management of independent schools order exists for candidates to management positions.
- 2.4.10 Procedures are in place to be followed if a child harms another child or if a member of staff is accused of abuse or suspected of abuse.



- 2.4.11 Where it is suspected that a crime has been committed, the school will notify the police.
- 2.5 MSG acknowledges its responsibilities under *The Childcare (Disqualification) Regulations 2009* under *The Childcare Act 2006*, which set out the circumstances in which an individual will be disqualified for the purposes of section 75 of the Act. MSG is mindful that under section 76(2) of the 2006 Act, a person who is disqualified under the 2009 Regulations may not provide relevant childcare provision or be directly concerned in the management of such provision. MSG further acknowledges that under section 76(3) schools are prohibited from employing a disqualified person in connection with relevant childcare provision in the settings set out at paragraph 6 of *The Disqualification under the Childcare Act 2006 Statutory guidance for local authorities, maintained schools, academies and free schools* (February 2015). MSG has discharged its responsibilities to ensure staff who are covered by this amended guidance are aware of their status under the Act and are assisted to take appropriate steps. MSG recognizes that the duty to monitor potential disqualification by association is an ongoing duty, and commits to regular review of staff compliance with the statutory guidance.
- 2.6 MSG acknowledges its responsibilities under *The Counter Terrorism and Security Act 2015* to have “due regard to the need to prevent people from being drawn into terrorism”.
- 2.7 MSG’s procedures will be regularly reviewed and updated.
- 2.8 The name of the designated members of staff for child protection, the DSLs and Deputy DSLs, will be clearly advertised in the school, with a statement explaining the school’s role in referring and monitoring cases of suspected abuse.

3 Roles and Responsibilities

- 3.1 MSG recognises that safeguarding and child protection are every community member’s responsibility. MSG ensures that all staff are alert to the signs of abuse and know to whom they should report any concerns or suspicions. The DSL and deputies are available for this purpose. However, staff members with concerns about safeguarding and child protection may also speak directly to children’s social care services.



- 3.2 The Principal at each campus is responsible for the implementation of this policy and other associated policies at their campus. This responsibility includes:
- Allocating sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputies to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other meetings.
 - Ensuring that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures.
 - Ensuring that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
 - Liaising with the appropriate Local Authorities where an allegation is made against a member of staff.
 - Ensuring that anyone who has harmed a child or who may pose a risk to a child is referred to the appropriate authorities, (for example the Disclosure and Barring Service).

- 3.3 Designated safeguarding leads (DSLs) have the ultimate lead responsibility for child protection. This lead responsibility is not delegated. Deputy DSLs, trained to the same standard as DSLs, support the DSL in his/her role, and form part of the dedicated safeguarding team at all MSG campuses.

- 3.3.1 MSG follows the guidance provided in Annex B of *Keeping Children Safe in Education* (September 2016), with regard to the description of the role and duties associated with DSLs and their deputies. These duties are summarised under the following four general headings:

3.3.1a Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.



3.3.1b Work with others

The designated safeguarding lead is expected to:

- liaise with the head of school or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

3.3.1c Training

The designated safeguarding lead (and deputies) undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers; 87
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;



- obtain access to resources and attend any relevant or refresher training courses; and 87 Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

3.3.1d Raise Awareness

The designated safeguarding lead should:

- ensure the schools' child protection policies are known, understood and used appropriately;
- ensure the schools' child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

3.3.2 In accordance with the recommendations and requirements described in Annex B of *Keeping Children Safe in Education* (September 2016), during term time and during school hours, the DSL or a deputy will always be available for staff at MSG to discuss any safeguarding concerns.

3.4 In addition to the duties described in Annex B of *Keeping Children Safe in Education* (September 2016), DSLs at MSG are required to:



- 3.4.1 Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
 - 3.4.2 Be alert to those children within the school who are at risk of: domestic violence; female genital mutilation; being missing from education; child trafficking; radicalisation; and bullying (which includes race/hate or homophobic behaviour).
 - 3.4.3 Have a working knowledge of how the local authority conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
 - 3.4.4 Be alert to the specific needs of children in need, those with special educational needs, and young carers.
 - 3.4.5 Be able to keep detailed, accurate, secure written records of concerns and referrals.
 - 3.4.6 Obtain access to resources and attend any relevant or refresher training courses.
 - 3.4.7 In any protection measures taken, encourage a staff culture of listening to children, to take account of their wishes and feelings
 - 3.4.8 Link with the Local Safeguarding Children Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- 3.5 DSLs' responsibilities include:
- 3.5.1 Making prompt contact with the responsible authorities to refer a child where there are concerns that a child may be in need of help or at risk (including possible abuse).
 - 3.5.2 Remaining aware of, and updated about changes to, local threshold criteria above which referrals must be made to the appropriate authorities.
 - 3.5.3 Making all referrals in writing following a telephone call to the appropriate agencies.
 - 3.5.4 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
 - 3.5.5 Ensuring that all such records are kept confidentially and securely and are separate from student records, and that they are copied on to the child's next school or college as soon as possible but separately from the main file.
 - 3.5.6 Ensuring that where such records are stored electronically they are protected with a different password from the child's other



files and accessible only by the DSLs and Principals.

- 3.5.7 Liaising with other agencies and professionals.
- 3.5.8 Liaising with the principal to inform him or her of issues, especially new or ongoing child protection investigation enquiries and police investigations.
- 3.5.9 Acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- 3.5.10 Ensuring that Deputy DSLs receive relevant training and have relevant status.

4 Supporting Children

- 4.4 MSG recognises that a child who is abused or who witnesses violence may feel helpless and humiliated, may blame themselves, and may find it difficult to develop and maintain a sense of self-worth.
- 4.5 MSG recognises that the school setting may be the only stability in the lives of children who have been abused or who are in need or at risk of harm.
- 4.6 MSG recognises that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.7 DSLs and their deputies are cognizant of the need for uniform approaches to dealing with children in need or who have been abused, and with children who are suspected of being in need or having been abused. MSG will support all children by:
 - 4.7.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
 - 4.7.2 Promoting a caring, safe and positive environment within the school.
 - 4.7.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 4.7.4 Notifying the appropriate social care providers as soon as there is a significant concern.



5 Monitoring of Children

- 5.1 MSG will provide systematic means of monitoring children known or thought to be at risk of harm, and will ensure the school contributes to the assessment of need and to the support packages for those children. The school is committed to inter-agency working, which includes providing a coordinated offer of early help when the additional needs of children are identified.
- 5.2 MSG recognises the need for good communication between all members of staff and between the school and other agencies.

6 Confidentiality

- 6.1 MSG recognises that all matters relating to Child Protection are confidential.
- 6.2 The Head of School or DSL will disclose any information about a child to other members of staff on a need-to-know basis only.
- 6.3 All staff must be aware that they have a professional responsibility to listen to children who are disclosing information associated with child protection and safeguarding matters, and to share information with other agencies in order to safeguard children. Specifically, the person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification, and should recognise the importance of not making assumptions.
- 6.4 If a child discloses information to a staff member, the staff member should ensure that they do not promise to keep the disclosure confidential, and the child should be advised that the concern will be shared on a 'need to know' basis only. Actions to be taken include: making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the DSL.
- 6.5 All staff must be aware that they cannot promise confidentiality to a child that might compromise the child's safety or wellbeing.
- 6.6 MSG undertakes to share our intention to refer a child to the appropriate authority with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, MSG will consult with the appropriate safeguarding authorities.



7 Supporting Staff

- 7.1 MSG recognises that staff who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- 7.2 MSG will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

8 Safeguarding students against the actions of other students

8.1 MSG recognises that students will on occasion behave in a way that causes concern to other students, or act in ways that cause harm to other students. In most instances, the behaviour of students towards each other will be covered by MSG's behaviour policy or anti-bullying policy. However, some behaviour or allegations may be of such a serious nature that they may raise safeguarding concerns. MSG recognises that children are capable of abusing their peers. Such abuse is regarded as unacceptable at MSG and will not be passed off as "banter" or "part of growing up". Some examples of forms of peer on peer abuse are outlined below. This outline is not intended to represent an exhaustive list, and future behaviour trends may inform the list's expansion or modification.

- Grooming (where an individual seeks to gain the trust of a child in order to carry out harmful behaviour).
- Sexting (the act of sending explicit photographs or messages).
- Verbal insults intended to intimidate others or make them feel worthless, and comments of a sexually explicit nature intended to insult or subjugate others.
- Distribution of sexually harmful or violent literature.
- Bullying, as defined in the MSG anti-bullying policy.
- Radicalisation (the process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and/or rejects the freedom of speech of others).
- Coercion or intimidation.
- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18. Child sexual exploitation is defined as a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the



sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

- Harmful Sexual Behaviour – children and young people presenting with sexual behaviours that are outside of developmentally ‘normative’ parameters and harmful to themselves and others.
- Serious Youth Violence – any offence of serious violence or weapon-enabled crime where the victim is aged 1-19 (‘Youth Violence’ is defined in the same way, but also includes assault with injury offence).
- Initiation ceremonies or ritual misconduct.

8.2 MSG recognises its responsibilities with regard to the thresholds of concern associated with these behaviours, and others like them, including a recognition of the legal thresholds, and will address allegations of any such concerns with the appropriate agencies.

8.3 MSG declares that abuse by one or more students against another student is not tolerated, especially by those in positions of trust, including senior students.

8.4 MSG notes that research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, MSG will also educate students in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school, and what services they can contact for further advice.

8.5 Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using MSG’s child protection procedures as set out in this policy. Where a concern concerning peer on peer abuse has been disclosed to the DSL(s), advice and guidance will be sought from the appropriate authorities. These may include safeguarding services or, in the case that a crime has been committed or there is a risk of a crime being committed, the police.

8.6 Working with external agencies the school will respond to the unacceptable behavior. If a student’s behavior negatively impacts upon the safety and welfare of other people, safeguards will be put in place to promote the wellbeing of the students affected and the victim and perpetrator will be provided with support.

9 Allegations against Staff

- 9.1 An allegation is any information that indicates that a member of staff/volunteer may have:
- Behaved in a way that has, or may have harmed a child.



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- Possibly committed a criminal offence against or related to a child.
 - Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children
- 9.2 This applies to any child with whom the member of staff/volunteer has contact in their personal, professional or community life.
- 9.3 To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the Government document, *Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings* and part four of *Keeping Children Safe in Education (September 2016)*.
- 9.4 The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification. It is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only. Actions to be taken include: making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head of School.
- 9.5 If staff members have concerns about another staff member, including the DSL, then this should be referred to the Head of School. Where there are concerns about the Head of School, they should be referred to MSG Head Office and concerns about MSG Leisure Group Ltd dealt with according to section 4 of the complaints policy.
- 9.6
- 9.7 If an allegation is made that meets any of the three criteria set out in 9.1, contact will always be made with the appropriate authority without delay. If it is decided that the allegation meets the threshold for safeguarding, the case will be progressed in accordance with the advice and counsel of the appropriate local safeguarding team.
- 9.8 If, at the completion of the allegations management process, an individual is dismissed (or would have been dismissed had the individual not left first) because of the risk of harm posed by that individual to children, MSG will make a referral to the Disclosure and Barring Service and/or to the National College of Teaching and Leadership in line with its legal duties.



- 9.9 All staff should be aware of MSG's behaviour management procedures described in the Employee Handbook and the divisional handbooks at the individual school campuses and reviewed annually during induction and pre-planning.
- 9.10 Guidance about conduct and safe practice, including safe use of mobile devices by staff and volunteers, will be given at induction.
- 9.11 MSG recognises that a student may make an allegation against a member of staff.
- 9.12 MSG will follow local procedures for managing allegations against staff. Under no circumstances will MSG send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the local authorities.
- 9.13 MSG recognises that suspension of the member of staff against whom an allegation has been made, deserves and requires careful consideration. The Head of School will seek the advice of the Local Authorities and MSG HR Department staff in making this decision. In the event of an allegation against the Head of School, the decision to suspend will be made by the Chairman of the MSG Board.

10 Whistleblowing

- 10.1 MSG recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 10.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. Staff are referred to MSG' separate whistleblowing policy.

11 Physical Intervention

- 11.1 MSG acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. MSG is guided in its practices on physical restraint by the document *Use of reasonable force, advice for head teachers, staff and governing bodies* (July 2015).



- 11.2 Such events should be recorded and signed by a witness. These records will be retained in the log of incidents of physical restraint kept in the Head of School's office.
- 11.3 MSG recognises that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 11.4 MSG recognises that touch is appropriate in the context of working with children, and all staff have been given guidance to ensure they are clear about the professional boundaries associated with this recognition.

12 Anti-Bullying

- 12.1 The MSG policy on anti-bullying is set out in a separate document and acknowledges that bullying behaviour may be considered to contravene safeguarding and child protection procedures as well as anti-bullying procedures. MSG recognises that bullying may take numerous forms including, but not restricted to, cyber, racist, homophobic and gender-related bullying. The individual schools within the MSG organisation maintain records of known bullying incidents.

MSG staff are aware that children with Special Educational Needs or Disability (SEND) and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

13 Health & Safety

- 13.1 The MSG Health & Safety Policy is set out in a separate policy document.

14 Types and Signs and Definitions of Abuse and Neglect

- 14.1 MSG commits to remaining informed about and proactive in safeguarding against types of abuse and neglect. To this end all staff are provided with safeguarding training during their induction which includes an introduction to abuse and neglect concerns, information about safeguarding practices at MSG (including contact details for the DSL and the referral process), and copies of *Keeping Children Safe in Education (September 2016)* and *The Prevent Duty*.
- 14.2 MSG' understanding of types of abuse and neglect is informed by the definitions and guidance contained in Part One of *Keeping Children*



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Safe in Education (September 2016) and the outlines and descriptions provided in *What to do if you're worried a child is being abused: advice for practitioners (March 2015)*. Specifically, MSG recognises the definitions of physical, sexual and emotional abuse and neglect laid down in *Keeping Children Safe in Education (September, 2016)* listed below.

MSG understands abuse as a form 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 others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical abuse is defined as a form of abuse which 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 is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a 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 (including cyberbullying), 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, although it may occur alone.

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 non-contact 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.

Neglect is defined as 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 involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Further types of abuse and neglect are listed in Appendix 5 of this policy together with advice from the UK's National Society for the Prevention of Cruelty to children on how to recognise signs of abuse and advice on assessment of need.

15 Early Childhood

- 15.1 The Child Protection and Safeguarding Policy also applies to the Early Childhood divisions of all MSG schools. Each campus will designate a practitioner to take lead responsibility for safeguarding children within the Early Childhood setting and liaising with the appropriate MSG and external personnel.
- 15.2 MSG will inform the appropriate government inspection authorities of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises as soon as practicable and within 14 days at the latest.

16 Mobile Phones and Photography

- 16.1 MSG recognises the ubiquity of mobile phones and similar mobile devices and acknowledges such devices have a place in education settings, especially where landline access is difficult and during outdoor learning activities and external visits. MSG acknowledges that such devices can sometimes be the most convenient or the only means of contact available in settings and can be helpful in ensuring children are kept safe.
- 16.2 MSG recognises that such devices may be misused, and requires staff and community members to abide by the following safeguards:



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- Use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse (for example taking personal calls during child supervision time).
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.
- Ensure all mobile phone use is open to scrutiny.
- Ensure staff pay regard to parental requests to exclude their children from class photographs on webpages and other forums that may be used to promote school activities.
- Ensure visitors to the school obtain permission from admissions staff, administration or the classroom teacher before taking photographs.
- Ensure the use of mobile phones on outings is included in risk assessments.
- Ensure mobile phone content (for example personal telephone numbers) is kept secure.
- Abide by the terms of the MSG Acceptable Use Policy.

16.3 MSG recognises that those in charge of children will sometimes need to use cameras and video in their daily practice. MSG acknowledges that although the vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons, some people abuse children through taking or using images. MSG commits to the following safeguards with regard to photography, video and all image capturing technology:

- The school will obtain parents' and carers' consent for photographs to be taken or published (for example, on the school website or in newspapers or publications).
- The school will never combine a child's full name with his or her image.
- The school will ensure that children in photographs, video and images are appropriately dressed.
- The school will ensure that photographs, video and images of children are not transmitted by e-mail.
- The school will ensure that where official photographs are taken for school publicity purposes, the school's own equipment is used.
- The school will ensure that all cameras used for official photographs of the children for publicity and similar purposes are open to scrutiny.
- In EYFS settings (grades Pre-K and below) personal portable electronic equipment should not be seen or used unless there are exceptional circumstances approved by the divisional principal. Further information on the use of cameras, mobile phones and video equipment in EYFS settings is provided in the divisional handbook.



17 Monitoring and Evaluation of the Policy

17.1 MSG commits to ensuring that an effective Child Protection and Safeguarding Policy is in place and is reviewed annually, together with the staff behaviour policy (code of conduct). MSG commits to providing these policies to all staff - including temporary staff and volunteers on induction and to ensuring that staff are kept up to date with changes. All staff are obligated to seek support and advice from either the DSL or appointed deputies if they have concern about the welfare of a child.

17.2 The monitoring and evaluation of the MSG Child Protection and Safeguarding Policy and of MSG' child protection and safeguarding procedures will be guided by practices including but not limited to:

- MSG visits to the school
- Scrutiny of MSG partners minutes
- Scrutiny of school Leadership Team agenda and minutes
- School Leadership Team discussions with children and staff
- Scrutiny of attendance data
- Scrutiny of risk assessments
- Logs of major incidents for school Leadership Team and MSG to monitor
- Review of parental concerns and parent questionnaires

18 Other Information and Procedures supporting this policy

This policy also links to our policies on:

*Health &
Safety
Complaints*

These policies are available on our website.

This policy refers to our procedures on:

*Behaviour
Whistleblowing
Anti-bullying
Risk Assessment
Recruitment*

These policies are available on request for parents and statutory bodies.



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Designated Safeguarding Leads and Deputies

Appendix 1 – Details for MSG

- **MSG Leisure Group Ltd**

DSL: Helen Sunday (Director)

Tel: 0844 3350450 E-mail: enquiries@multisports.co.uk

DDSL: Daniel Eggleton (Senior Staff)

Tel: 07825 336338 E-mail: daniel33@btinternet.com

Appendix 2 – Details for MultiSports Schools

- **MultiSports Amersham & Chorleywood**

DSL: Daniel Eggleton (Senior Staff)

Tel: 07825 336338 E-mail: daniel33@btinternet.com

- **MultiSports Guildford**

DSL: Ingrid Dillon (Principal)

Tel: 0844 800 9096 E-mail: guildford@multisports.co.uk

- **MultiSports Sutton & Cheam + MultiSports Weald**

DSL: Lisa Richards (Senior Staff)

Tel: 01293 774051 E-mail: Sutton@multisports.co.uk

- **MultiSports Woking**

DSL: Helen Sunday

Tel: 07704 675554 E-mail: woking@multisports.co.uk

DDSL: Mike Scott

Tel: 07854 092957

[NSPCC Hotline](#)

[0808 800 5000](#)



Appendix 5 recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

These terms are defined in section 14.2 of this policy. MSG recognises and follows the definitions laid down in *Keeping Children Safe in Education (September, 2016.)*

Terms Associated with Safeguarding and Child Protection:

MSG is guided in its policy and procedures by a common understanding of terms associated with safeguarding and child protection which are informed by *Keeping Children Safe in Education (September, 2016)* and other official publications. In addition, MSG acknowledges its duty to ensure staff are aware of the specific safeguarding issues listed in Part One of *Keeping Children Safe in Education (September 2016)*, in particular those related to physical, emotional and sexual abuse and to neglect. MSG commits to ensuring that, where such risks may be more likely, staff are guided on how to understand and act accordingly where there is concern about:

bullying including cyberbullying
children missing education
child missing from home or care
child sexual exploitation (CSE)
domestic violence
drugs
fabricated or induced illness
faith abuse
female genital mutilation (FGM)
forced marriage
gangs and youth violence
gender-based violence/violence against women and girls (VAWG)
hate
mental health
missing children and adults
private fostering preventing
radicalization relationship
abuse
sexting
trafficking



Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour

Risk Indicators

The factors described in this section are frequently found in cases of child abuse.

Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm.
- Justifies the need for careful assessment and discussion with designated/named/lead person, manager (or in the absence of all those individuals, an experienced colleague).
- May require consultation with and/or referral to Children's Services.

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s.
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses.
- Have unrealistic expectations of the child.
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment).



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- Be absent or misusing substances.
- Persistently refuse to allow access on home visits.
- Be involved in domestic abuse.

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation that is inconsistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The parents/carers are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments.
- Reluctance to give information or mention previous injuries.

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby.
- Bruising in or around the mouth, particularly in small babies, which may indicate force-feeding.
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
- Variation in colour possibly indicating injuries caused at different times.
- The outline of an object used, e.g. belt marks, handprints or a hairbrush.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face.
- Grasp marks on small children.
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.



Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious, e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
- Linear burns from hot metal rods or electrical fire elements.
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns/scalds that did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type.
- There are associated old fractures.
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.



- There is an unexplained fracture in the first year of life.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others.

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation



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- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes, e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.



Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence.
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the Surrey multi-agency protocol *Working with Sexually Active Young People* available at www.surreycc.gov.uk/safeguarding, by choosing Safeguarding Children – Protocols and Guidance for Professionals. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.



Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs, e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods.

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs, which can assist professionals in identifying children, or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators



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- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Appendix 6

Forced Marriage (FM)

FM is an entirely separate issue from arranged marriage. It is a human rights abuse and, in the UK, falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups.

Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly or through a third party. In the UK always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. Under the FGM mandatory reporting duty teachers and health and social care professionals in England and Wales are required to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non- medical



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reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman/rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean/hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier.

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesian and Pakistani communities)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a child has undergone FGM:



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- Prolonged absence from school and other activities
 - Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
 - Bladder or menstrual problems
 - Finding it difficult to sit still and looking uncomfortable
 - Complaining about pain between the legs
 - Mentioning something somebody did to them that they are not allowed to talk about
 - Secretive behaviour, including isolating themselves from the group
 - Reluctance to take part in physical activity
-
- Repeated urinal tract infection
 - Disclosure.

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that any suspicion be reported immediately to the DSL.

Appendix 7

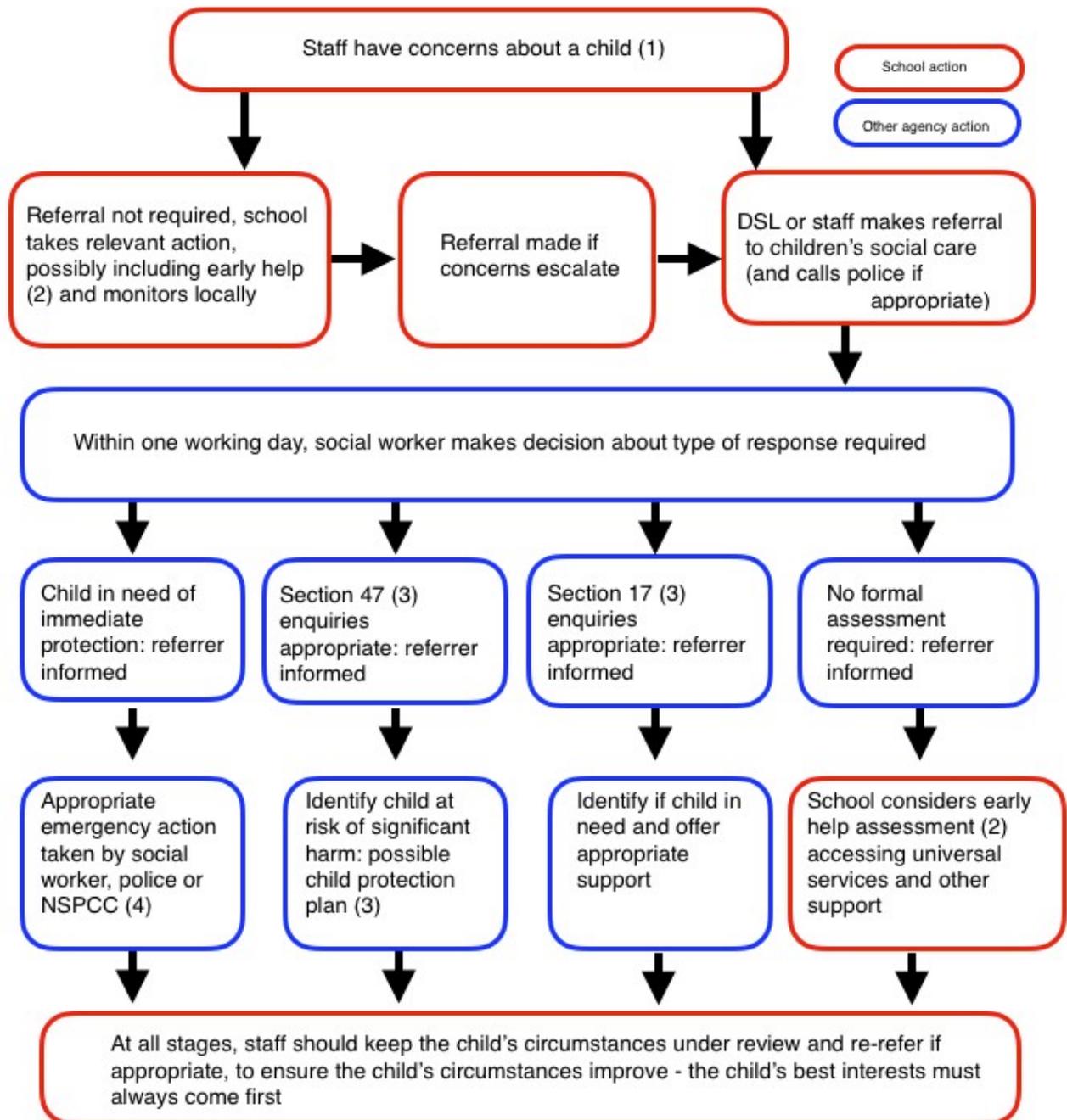
Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.



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MSG is guided by the Childcare Act 1989 in regard to its cooperation with local authorities in the UK and elsewhere for the provision of safeguarding and welfare support and services for children in need. This can include an assessment of children in need guided by section 17 or section 47 of the Children Act. Full details are provided in Chapter one of *Working Together to Safeguard Children* (March 2015).

19. Recruiting Team Members

When recruiting team members, the main elements of the recruitment process are:

1. Ensuring that the job specification includes specific reference to suitability to work with children.
2. Obtaining and scrutinising applicant information, and checking and satisfactorily resolving any discrepancies or anomalies in CVs.
3. Obtaining independent professional and character references that answer specific questions to help assess an applicant's suitability to work with children and following up any concerns.
4. A face-to-face interview that explores the candidate's suitability to work with children as well as his or her suitability for the post.
5. Verifying the successful applicant's identity.
6. Verifying the successful applicant's academic or vocational qualifications.
7. Checking his or her previous employment history and experience and discussing most recent employment.
8. Verifying the successful applicant has the health and physical capacity for the job.
9. Obtaining the mandatory Enhanced Disclosure via the Disclosure and Barring Service (DBS) or Protecting Vulnerable Groups (PVG in Scotland) and Update Service registration as set out in the Operations Manual.

Please note: It is important not to rely solely on the DBS or PVG checks. It is an essential safeguard, but it will only pick up those abusers who have been convicted, or have come to the attention of the police, or who have been listed as unsuitable to work with children. Many individuals who are unsuited to working with children will have a clear DBS or PVG check.

20. A Safe Environment

In looking to create a safe environment we have drawn on the work of experts to create a safe zone for our students and their Coaches. As we operate from secondary school premises with large grounds and without the luxury of security gates with entry keypads, we cannot control who comes onto the school premises. It is therefore important that:

- Parents are not allowed on site, other than from drop off and pick up in order that an unknown wanderer is easily noticeable.
- These people (wanderers) should always be approached and asked to give a reason for their presence and asked to leave if it is not by invitation of the school Principal or authorised personnel from the host school.
- Should a person be found on the premises who ought not be there, the principal and caretaker must be called.
- If the person is violent or aggressive, the police should be called as laid out in section 3.6 of The Health and Safety policy.

Due to the size of the school sites, MultiSports is only responsible for students once they have been handed over by the parent or carer to a coach who can register them in the building using the register plus electronic system. Therefore:

- Parents need to be made aware of this and understand the importance of not dropping the

students off in the car park and allowing them to walk to the buildings on their own.

- Similarly, children are not allowed to walk down to the car park to meet parents after the sessions have ended but must wait in the building for the parent to collect.
- Students are reminded of this every week on dismissal and the dismissal process is overseen by the coaches and Principal.
- All this information is given to parents in the 'Welcome to MultiSports email'
- A parent who is allowing their child to arrive at or depart from school independently must give a letter of authority to the school Principal prior to the first time this happens.
- If this has not happened, the Principal must keep the child on the premises until the parent has been contacted and verbal authority been obtained.
- All coaches must remain on the premises, with the children, until every child has been collected.
- Should a pick-up be late, the Principal will contact the parents and a minimum of two coaches must remain with the child until the parent arrives.

Coaches should give clear instructions to students as to toilets and rules around their use.

- It is not realistic to escort children to the toilet on all occasions, and if the toilets are within the safe zone then there is no need to do this.
- If the toilets are elsewhere then team members should make a judgment about escorting a student and call the Principal for assistance.
- Be aware that potential abuse can come from outside as well as from older, more capable students.

Creating and maintaining a safe environment is vital in keeping students safe. Potential risks, and plans of how to minimise these risks have been considered. For example, contractors working on site must be DBS checked if they have access to your building/rooms whilst you are using them.

Whilst our priority is keeping our students safe, we must also recognise coaches or team members can also be subject to intimidation and bullying, and we must be aware of any concerns.

21. Standards Of Professional Behaviour And Boundaries

Everyone working with MultiSports needs to demonstrate safe behaviour in order to protect the students in our care and also to protect ourselves from allegations of misconduct.

If an allegation or concern is raised about an individual, they will be suspended whilst an investigation take place. During this time, a designated support person will be provided by RWA Child Protection Services.

Follow these good practice standards to create a positive culture and climate.

Good Practice

Always work in an open environment.

- Avoid private or unobserved meetings with students and never allow yourself to be left alone with a student.



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- There may be rare occasions in schools when a confidential interview or a one-to-one meeting is necessary and, in such circumstances, the interview should be conducted in a room with an open door or one with visual access.
- If this is not possible, the coach or Principal should ensure there is another adult nearby.

Touching a student must be appropriate to their MultiSports training. It is unrealistic and inappropriate for MultiSports to prohibit physical contact between coaches and students. Touch can be necessary as a means of directing movement when assisting in coaching a skill and also for providing comfort and reassurance.

- Where physical contact is necessary the coach should explain the reason. However, coaches must bear in mind that even innocent actions can be misconstrued.
- It is important to be sensitive to a student's reaction to physical contact and to act appropriately.
- No student should ever be touched on a part of his/her body or in a way that is indecent. The areas covered by bra and pants should never be touched, except in case of emergency.
- If there is a reason why you have had to touch a child in these areas then you should record what you have done and inform the Principal, who will report and discuss this RWA Child Protection Adviser Paul Roffey.
- Touch must always be related to the needs of the student.

Treat all students equally and with respect and dignity. MultiSports will take positive action to eliminate discrimination against any person or group of people.

- Ensure that students are protected from discrimination on any grounds, including ability, and challenge discriminating comments and behaviour.
- Activities should be designed to include all students and to promote positive attitudes towards diversity.

Never enter into an intimate relationship with a student or share a room with students during residential events. **Maintain a safe environment** and act in a responsible manner with regard to the care of students.

Conduct yourself in a manner that sets a good example to students. Be an excellent role model – this includes not drinking alcohol in the company of/whilst responsible for students.

Give enthusiastic and constructive feedback rather than negative criticism.

Secure parental consent in writing if the need arises to administer emergency first aid and/or other medical treatment. First aid given should be recorded in writing and reported to the Principal who should then inform the parent or carer.

Keep a written record of any injury that occurs, along with the details of any treatment given.

Request parental consent in advance if you are required to transport students in your car, or if a student expects to leave MultiSports without a parent, i.e. to catch a bus.

Always refer any child safeguarding concerns to the Principal or Child Protection Adviser Paul Roffey. Question any unknown adult who enters the premises and/or who attempts to engage with the students.

Bad Practice

The following practices should never be sanctioned: These sorts of behaviours give rise to serious concerns about an individual worker, are deemed as gross misconduct, and should be reported. It is not an option to 'turn a blind eye'. Concerns must be reported immediately.

- Never use physical force against a student, unless it constitutes reasonable restraint to protect him/her or another person or to protect property. The incident should be recorded in writing, with a witness statement (where possible), immediately afterwards.
- Do not engage in rough, physical or sexually provocative games, including horseplay.
- Never use physical punishment.
- Do not engage in any form of inappropriate touching.
- Never tolerate a student's inappropriate use of language and/or behaviour. This should always be challenged.
- Do not make sexually suggestive comments to a student, even in a light-hearted manner.
- Avoid using sarcasm and bad language and never reduce a pupil to tears as a form of control.
- Never allow allegations made by a student to go unrecorded or to not be acted upon.
- Do not do things of a personal nature for students who can do it for themselves (e.g. apply sunscreen).
- Do not allow students access to your personal Facebook account or any other social networking sites.
- Do not access their sites.
- Never exchange personal mobile phone numbers or other contact details with students, with the exception of the Course trainer and Principal in relation to students registered on the Sports Leaders courses. In these situations, an email address is required for each student on the course due to the distance learning and LER record keeping. Parents are made aware of this and can give permission for the student to use their personal email or a family email address can be used.
- Do not invite or allow students to stay with you at your home or arrange meetings with them away from the school.

22. Code Of Conduct For Students

Good behaviour and personal discipline are a central theme for students at MultiSports. We expect the highest standards of behaviour from one another.

- Courtesy, good manners and consideration for others, together with self-discipline, are encouraged at all times, and are important if we are to make MultiSports a true, caring community.
- We place great emphasis on praising students for their achievements, politeness and kindness to others.



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- All students are encouraged to make a full contribution to MultiSports and to support the positive endeavours of all its members.
- Rules are essential for the benefit of all and we try to keep these as simple as possible, but we do expect them to be respected.

Students are expected to:

Contribute to the learning environment by:

- Working to the best of their ability in sessions
- Making it as easy as possible for everyone to learn and for the coaches to teach
- Behaving in a responsible manner and listening and responding to instructions by coaches
- Keeping mobile phones switched off during the school day.

Show respect for others by:

- Being courteous co-operative and friendly to each other
- Being polite, courteous and honest with staff and visitors
- Trying to understand other people's point of view

Act in a responsible manner by:

- Taking pride in your appearance and having respect for other people and their possessions.
- Doing nothing to endanger a healthy, safe and secure environment
- Ensuring forbidden items are not brought to school
- Refraining from fighting and name-calling and any form of bullying (including cyberbullying and use of email, text and video/sound recordings to facilitate bullying)
- Reporting any instances of bullying immediately to staff
The Principal will bring any serious breach of discipline or any disruptive behaviour to the attention of the parents concerned, and an appropriate course of action will be decided upon.

Contact if concerned: **RWA**: Child Protection Services **Paul Roffey 01908 225540** Email: **paul.roffey@rwauk.co.uk**



COVID-19 ADDENDUM TO CHILD PROTECTION POLICY

1. Limit class capacities

We have limited our camp capacities at our workshops and schools. Local teams will implement the latest social distancing requirements at all times.

2. Group Bubbles of up to 15 children

We are operating the Group Bubble system which will include a maximum of 15 children and 2 Group Leaders whilst maintaining our ratios of 1:8 (3-7yrs old) and 1:12 (over 8's). Our Group Bubbles will remain consistent each day and will avoid mixing with other groups.

3. Programme Adjustments

We have suspended and replaced some of the team sports and given thought to all sessions to ensure that we can reduce contact and shared equipment as much as possible within bubbles. Only one Bubble per activity area will be allowed at any one time. Our timetable has been adjusted so that groups will no longer mix for a collective warm down game and in order that groups can be kept separate at all times. Cleaning products such as sanitizing wipes, anti-bacterial spray and paper towels are on hand for each coach at every session and the timetable allows for wiping down of equipment at the end of each session. Weather permitting, we will be spending most of time in the outdoor environment and making use of our host schools' grounds.

4. Onsite Signage

Floor signs and tape systems will be used where queuing is necessary, especially in the Temperature Check and Sign in/out areas to ensure families are able to socially distance. We will have abundant signage explaining our adapted processes as well as reminding all those on campus to keep the highest levels of hygiene and adhere social distancing requirements.

5. Personal Protective Equipment

Our teams will be issued with Personal Protective Equipment to enable them to carry out their roles safely this term. When you arrive at camp our teams in the Sign In/Out areas will all be wearing full face clear visor masks to allow for that friendly interaction that you come to expect from the MultiSports Team. Throughout the day all of our teams have a Personal Protective Choice to wear company issued face masks. For more intimate care including first aid our teams have access to disposable aprons, masks and gloves.

6. Hygiene & Enhanced Cleaning Measures

Every student and team member will use the available hand sanitiser at registration, throughout the sessions and before departure. Students will be reminded to wash their hands thoroughly between each activity. Soap will be readily available in hand washing areas. Hand sanitiser will be accessible at each sign-in desk for every child to use when they enter and leave campus. In addition, numerous hand sanitiser stations will be accessible at locations throughout each school site and our team will also be issued with personal hand sanitiser.

Surfaces, toilets and high touch areas (e.g. door push plates, door handles) will be cleaned with disinfectant every hour - led by the Principal and persons specifically employed for this purpose. Extra time at the end of each activity will allow for all children and employees to wash their hands or use hand sanitiser as well as wiping down equipment/resources that have been used and storing them correctly for the next group to use.

7. COVID Secure Camps

It is the responsibility of everyone to ensure that they do not attend classes if they have and/or are displaying any symptoms of COVID-19. Equally, no one should attend if they have come into



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contact with anyone who has tested positive for or shown symptoms of COVID-19 in the 14 days prior to attending. All parents will be sent a waiver release form pertaining to COVID to complete, sign and return. We have an isolation procedure for anyone who develops symptoms whilst they are on site. We will call parents immediately to come and collect their child. Whilst a child is waiting for collection they will be kept under adult supervision and 2 meters apart in the isolation room. Upon collection you will be advised to take them straight home and not to the GP, pharmacy, urgent care or hospital. In emergency call 999 otherwise the advice is to arrange a test and this can be done by contacting NHS 119. If you get a negative result but your child is still showing symptoms, they must remain home. If they are not showing symptoms, then you may return with proof of a negative result. If a positive result, you must notify the principal of your MultiSports School. Please note, if a bubble has to self-isolate for 14 days due to a confirmed case, MultiSports Schools will not be able to provide any refund.

We will continually work to keep our procedures up to date following the latest government guidance, which can be found here: <https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public>.

We are all responsible for following the official advice, so we recommend that you check the latest guidance via this link and ensure you adhere to all of the relevant guidance. If you have any questions about our procedures, please contact your MultiSports School Principal directly or The MultiSports group head office who can be reached on 0844 3350450 or e-mail: enquiries@multiSports.co.uk

8. Contactless sign in and sign out

We will be operating a contactless free Sign In/Out procedure. Our coaches will sign children in using an electronic register. As usual, we will need to know who is collecting and, if this is not a parent, a letter of consent is required which must include the full name, relationship and contact details of the person collecting. Our socially distanced Sign In/Out areas will be strictly managed to ensure they don't become too busy but please note it may take slightly longer to sign in than normal. Parents / carers are NOT permitted to enter any buildings.

All bookings must be made online or via the phone in advance.
Onsite bookings will not be accepted.