

Full Safeguarding Policy - Independent Schools Gymnastics Association



Part 1 - Policy

BACKGROUND

- 1.1 Safeguarding is everyone's responsibility and it is important that organisations work together to protect people who need help and support.
- 1.2 At ISGA we are committed to safeguarding and protecting all our members from abuse; particularly children whose safety and wellbeing is central in everything we do. Child Protection is part of safeguarding and promoting welfare but is specifically the work done to protect specific children who are suffering or are likely to suffer, significant harm.
- 1.3 The Children Act 1989 enshrines in law the key principle that the welfare of children is paramount. Article 19 of the United Nations Convention on the Rights of the Child provides the right for all children to be safe from violence.
- 1.4 The Care Act 2014 provides a statutory framework to safeguarding adults with care and support needs that may be at risk of abuse or neglect. Adults who lack mental capacity will automatically be deemed vulnerable but some adults with capacity may nonetheless be unable to take care of themselves, or unable to protect themselves from significant harm or exploitation.
- 1.5 The framework for safeguarding children in England¹ is set out in the statutory guidance *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children HM Government*. The guidance applies explicitly to sports organisations and to anyone working within these organisations, whether paid or a volunteer and states in Chapter 2 (page 72 paragraph 63);

"There are many sports clubs and organisations including voluntary and private sector providers who deliver a wide range of sporting activities to children. Some of these will be community amateur sports clubs, some will be charities. All should have the arrangements described in this chapter in place and should collaborate to work effectively with the safeguarding partners as required by any local safeguarding arrangements. Paid and volunteer staff need to be aware of their responsibilities for safeguarding and promoting the welfare of children, how they should respond to child protection concerns and how to make a referral to local authority children's care or the police if necessary."
- 1.6 Working Together highlights that both UK Sport and Sport England make it a condition of funding that national sports governing bodies implement standards for safeguarding children in sport, developed in partnership with the NSPCC Child Protection in Sport Unit (CPSU).
- 1.7 Individuals may be targeted for harassment and abuse because of their sex, race, religion or belief, gender identity, sexual orientation, age, disability, appearance and athletic ability or for some other reason that makes them different from their peers. The risk of abuse is greater for those who are disabled or lesbian, gay, bi-sexual or transgender (LGBT).
- 1.8 Abuse can also take place within a family or in an institutional or other community setting but can also take place in a virtual setting e.g. chatrooms or involve some other type of electronic communication and is usually carried out by someone who is known to the individual being abused. While harassment and abuse is often perpetrated by an individual in a position of trust or power (perceived or actual), young people may also be subjected to abuse including bullying, hazing and exploitation at the hands of their peers.

- 1.9 It is recognised that people who have regular contact with young people and others at risk are well-placed to notice signs of abuse. This is particularly important where a child or adult is unable or finds it difficult to recognise and/or share concerns and is reliant on adults to be alert to the possibility that they may be experiencing abuse.
- 1.13 Effective information sharing is a vital part of safeguarding. While data protection law should not be seen as a barrier to sharing information where it is necessary to protect a child or adult at risk from harm, due regard must be given to ensuring personal information is shared in accordance the UK General Data Protection Regulation (GDPR) and the Data Protection Act 2018.
- 1.14 All sports organisations have an important leadership role in embedding a no tolerance approach towards all forms of abuse and taking steps to prevent other forms of harm which include:
- Poor or unsafe practice;
 - Discrimination, harassment and victimization; Bullying or hazing; and
 - Extremism.

2 PURPOSE

- 2.1 The overall aim of the policy is to ensure that everyone can take part in gymnastics without fear of harassment and abuse. To achieve this aim, everyone must understand their role and responsibility for preventing and responding to harassment and abuse concerns, including where the abuse may be occurring outside the gymnastics environment. The policy interprets for the gymnastics community any relevant legislation and statutory guidance for safeguarding children and adults at risk to ensure, as a minimum, that we all comply with all applicable legal responsibilities. The key objectives of the policy are to:
- 2.2 Ensure everyone in gymnastics understands that any form of non-accidental violence is unacceptable and should not be tolerated.
- 2.3 Ensure everyone knows what to do if they are concerned about someone's welfare and promote a culture where everyone feels able to raise concerns without fear of recrimination.
- 2.4 Ensure an appropriate and co-ordinated response to any incidents of abuse within or connected to participation in gymnastics in the UK in line with any relevant statutory framework.
- 2.5 Ensure that everyone in gymnastics understands their responsibility to report concerns relating to the welfare of a child or adult at risk that relate to an individual or environment outside gymnastics.
- 2.6 Implement effective measures that minimise the likelihood of incidents of harassment and abuse.

3 SCOPE

- 3.1 This policy and associated standards and guidelines are mandatory for all members of the Independent Schools Gymnastics Association.
- 3.2 The policy applies to incidents of harassment and abuse that arise from participation in: ISGA regulated activities.
- 3.3 The responsibility to report also applies to any concerns that a child or adult at risk may be experiencing abuse outside gymnastics.

4 POLICY STATEMENTS

4.1 We believe that everyone has the right to participate in gymnastics in an environment free from non-accidental violence regardless of sex, gender reassignment, sexual orientation, age, marriage and civil partnership, parental or marital status, pregnancy and maternity, disability, religion or belief, colour, race including nationality or ethnicity and socio/economic background.

5.3 Safeguarding

5.3.1 Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

5.3.1.1 Protecting children from maltreatment.

5.3.1.2 Preventing impairment of children's health or development.

5.3.1.3 Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

5.3.1.4 Taking action to enable all children to have the best outcomes.

5.3.2 Safeguarding adults at risk involves:

Protecting their rights to live in safety and to be free from abuse and neglect; People and organisations working together to prevent the risk of abuse or neglect, and to stop these from happening.

5.4 Abuse

5.4.1 Any non-accidental act or failure to act that causes harm. The categories of abuse that apply to children are as follows:

5.4.1.1 Physical abuse.

5.4.1.2 Emotional abuse.

5.4.1.3 Sexual abuse including sexual exploitation.

5.4.1.4 Neglect.

5.4.1.5 Extremism.

5.4.2 The Care and Support Statutory Guidance identifies the following types of abuse and neglect that are applicable to adults at risk:

5.4.2.1 Physical.

5.4.2.2 Domestic violence when the victim is an adult at risk.

5.4.2.3 Sexual abuse;

5.4.2.4 Psychological including emotional abuse.

5.4.2.5 Financial or material abuse.

5.4.2.6 Modern slavery.

5.4.2.7 Discriminatory abuse.

5.4.2.8 Organisational abuse.

5.4.2.9 Neglect and acts of omission.

5.4.2.10 Self-neglect including hoarding.

5.5 Bullying

Intentional behaviour usually repeated over time that hurts another individual or group.

5.6 Hazing

Hazing behaviours are known to occur in many different types of social groups, including sports teams as a way of initiating a new person when they join the group or want to be socially accepted by their peers.

5.7 Poor Practice

Poor practice is behaviour of an individual in a position of responsibility which falls below the required standard as set out in the Standards of Conduct. Poor practice may not be immediately dangerous or intentionally harmful to a child but is likely to set a poor example. Specific examples of poor practice are set out in Appendix 3.

5.8 Position of trust

A position of trust exists where an adult, by virtue of their role, is in a position of power or influence over another person. Although an adult engaging in any sexual activity with a young person under the age of sixteen would be committing a criminal offence, in some circumstances, engaging in sexual activity within a relationship of trust with a young person between the age of 16-18 years is also a criminal offence.

As of 28th June 2022, the law states that those in a position of trust in sports organisations, such as a coach, cannot legally have a sexual relationship with young people under the age of 18 who they have power or influence over e.g. Gymnast/Helper/Volunteer.

5.9 Extremism

Extremism goes beyond terrorism and includes people who target the vulnerable, including the young, by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

6 ROLES & RESPONSIBILITIES

Overall

6.1 ISGA

ISGA accepts our responsibility to implement robust arrangements and procedures to safeguard and protect our participants and will:

- 6.2.1 Provide effective leadership to promote and implement the policy and minimise incidents of harassment and abuse.
- 6.2.2 Develop a skilled and competent safeguarding workforce.
- 6.2.3 Develop and implement standards of conduct that establish appropriate behaviours and boundaries for individuals in positions of trust and athletes.
- 6.2.4 Develop and implement appropriate training to recognise, identify and respond to signs of harassment and abuse.
- 6.2.5 Ensure children and their parents, adults at risk and other athletes are consulted and, where appropriate, fully involved in decisions that affect them.
- 6.2.6 Implement appropriate practices for sharing information, where it is necessary to protect a child or adult at risk with relevant statutory agencies and other stakeholders, including relevant gymnastics organisations.
- 6.2.7 Ensure any suspicions and allegations involving abuse of a child or adult at risk are reported in line with the applicable statutory guidance and where it relates to an ISGA member,
- 6.2.8 Provide appropriate support to the individual(s) involved in incidents or concerns, and, including the person who reported the concern.

- 6.2.9 Ensure that confidential, detailed and accurate records of all concerns are maintained and securely stored.
- 6.2.10 Ensure robust safeguarding arrangements are in place for all ISGA activities.
- 6.2.11 Develop and implement safe recruitment procedures to prevent unsuitable individuals from being appointed to positions of trust and responsibility.
- 6.2.12 Support schools to have appropriate systems and processes in place to make sure children and adults at risk are protected from harassment and abuse.

6.3 Affiliated Schools

Each affiliated school is accountable for having in place arrangements that reflect the importance of safeguarding and promoting the welfare of children and others who may be at risk and is responsible for:

- 6.3.1 Ensuring a senior individual takes leadership responsibility for the organisation's safeguarding arrangements.
- 6.3.2 Designate an individual with responsibility for safeguarding (Welfare Officer) whose role is to promote safeguarding and provide a safe environment for children and adults at risk and to respond to any concerns of harassment and abuse that are brought to their attention.
- 6.3.3 Promoting the safeguarding and welfare of all participants, in particular those who are children and adults at risk.
- 6.3.4 Ensuring that young people and adults at risk are listened to and are involved in decision making.
- 6.3.5 Undertake regular risk assessments and put in place appropriate safeguarding arrangements to minimise any risks.
- 6.3.7 Ensuring staff and volunteers receive appropriate supervision and safeguarding training and are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and adults at risk.
- 6.3.8 Ensure any suspicions and allegations of abuse to children and adults at risk involving a member of ISGA are reported to the ISGA Safeguarding and Welfare Officers
- 6.3.9 Take action to address any poor practice and behaviours such as bullying and harassment that occur within their own organisation.
- 6.3.10 Ensure everyone knows what to do if they are concerned about someone's welfare and promote a culture where everyone is encouraged to raise concerns without fear of negative repercussions.
- 6.3.11 Ensure where appropriate that children and adults at risk are aware of behaviour that is not acceptable and how they can help to keep themselves safe.

6.4 Everyone

- 6.4.1 It is essential that everyone involved in gymnastics is fully aware of the early signs of abuse and understands the appropriate steps to report these concerns.
- 6.4.2 All members must comply with the ISGA policy and applicable standards of conduct and specifically not engage in, allow, condone, or ignore incidents of harassment and abuse and be supportive of other participants who report concerns.

6.5 Monitoring & Review

The policy will be annually monitored and a full policy review will take place every three years. A policy review may also be conducted in response to any of the following occurrences:

- 6.5.1 Changes in legislation or guidance.
- 6.5.2 Changes in governance of the sport.
- 6.5.3 Changes in the nature or size of ISGA
- 6.5.4 A procedural review taking place following a significant case.

Part 2 Procedures for Reporting

1 OVERVIEW

This document sets out the steps that should be followed where there is concern that a child, adult at risk or athlete who is taking part in gymnastics activity may be at risk of or is experiencing abuse or neglect.

1.1 Concerns may arise following:

- 1.1.1 A disclosure from a child or adult.
- 1.1.2 Direct or reported observations of possible abuse, neglect, suspicious behaviour or poor practice, including those of colleagues.
- 1.1.3 Significant changes in an individual's behaviour, appearance, attitude or relationship with others.
- 1.1.4 Reports from external agencies or individuals.

1.2 Safeguarding allegations fall into two categories:

- 1.2.1 Gymnastics related i.e. allegations about a member or someone who is in a position of trust in the sport.
- 1.2.2 External to the sport i.e. allegations that involve someone who is not connected to the sport, e.g. a concern that someone is being abused or neglected by a family member who is not involved in gymnastics.

Concern may relate to a current situation or to non-recent events and may be about allegations or disclosures of abuse or poor practice by an individual. These would be most likely a matter that would be dealt with by an individual School and not by ISGA

2 SAFEGUARDING RESPONSIBILITIES

- 2.1 All coaches and volunteers in gymnastics need to be aware of their safeguarding responsibilities and ensure that children and adults in their care are kept safe and must report concerns. Schools staff will obviously do this through their own school if the issue relates to one of their gymnasts.
- 2.2 It is important to remember that some children and adults are unable to recognise or share concerns and are more reliant on adults with whom they are in contact to be alert to the possibility that they may be experiencing harm in some area of their lives.
- 2.3 ISGA has two designated Safeguarding and Welfare Officers that are responsible for responding to safeguarding concerns and are available to provide advice.

Part 2 Procedures for Reporting

1 OVERVIEW

This document sets out the steps that should be followed where there is concern that a child, adult at risk or athlete who is taking part in gymnastics activity may be at risk of or is experiencing abuse or neglect.

1.1 Concerns may arise following:

- 1.1.1 A disclosure from a child or adult.
- 1.1.2 Direct or reported observations of possible abuse, neglect, suspicious behaviour or poor practice, including those of colleagues.
- 1.1.3 Significant changes in an individual's behaviour, appearance, attitude or relationship with others.

1.2 Safeguarding allegations fall into two categories:

- 1.2.1 Gymnastics related i.e. allegations about a member or someone who is in a position of trust in the sport.

- 1.2.2 External to the sport i.e. allegations that involve someone who is not connected to the sport, e.g. a concern that someone is being abused or neglected by a family member who is not involved in gymnastics.

Concern may relate to a current situation or to non-recent events and may be about allegations or disclosures of abuse or poor practice by an individual.

3 RECOGNITION OF SIGNS AND INDICATORS OF ABUSE

- 3.1 Everyone must be alert to the signs and triggers of abuse and neglect. Sometimes an individual may disclose a specific concern but in many cases the indicators may be less obvious and only become apparent over time.
- 3.2 It is essential that everyone accepts the responsibility to report any information that may indicate that an individual is being abused or neglected or is abusing. Where a safeguarding concern is disclosed to a member of staff or volunteer as part of their role in an organisation, the responsibility for that information rests with the organisation and not the individual.
- 3.3 The individual who is made aware of a safeguarding concern should share their concerns with their Welfare Officer. Welfare Officers must maintain records of any concerns reported to them and review this information if further relevant concerns are reported.
- 3.7 It is vital to maintain confidentiality and ensure information is only disclosed within the organisation to those individuals who have specific safeguarding responsibilities.

4 POOR PRACTICE

- 4.1 It is essential that everyone challenges poor practice within gymnastics, even where there is a belief that the motives of an individual are well meaning. Failure to challenge poor practice can lead to an environment where abuse is more likely to remain unnoticed and accepted.
- 4.2 Poor practice includes actions that would be considered unacceptable as part of routine/regular practice e.g. being alone with a child or adult at risk but that may be appropriate in unforeseeable or emergency circumstances.
- 4.3 Where an event arises where a coach or other person in a position of responsibility, having assessed the options, concludes that it is in the best interest of a child, or adult at risk, the individual involved must provide a written report of the incident to the relevant Welfare Officer without unreasonable delay. Where appropriate, a parent or carer should also be informed. This is particularly important if a situation arises where an individual was hurt or distressed, may have misunderstood or misinterpreted something that was said or done.

5 RESPONDING TO A DISCLOSURE

- 5.1 If an individual discloses a concern, it is important that they are provided with appropriate support and guidance but in a way that does not jeopardise any potential investigations.
- 5.2 Where a member of staff or volunteer receives information about a safeguarding concern, they should explain to the individual to whom it relates that they have a responsibility to share the concern with the appropriate Welfare Officer, whether that be within ISGA or more likely the Safeguarding Officer of their school.

13 RETENTION OF RECORDS

Any information relating to safeguarding concerns must be stored securely. Any safeguarding concerns that have been reported to a club or affiliated organisation should be retained as is deemed necessary to safeguard that individual. In the case of records they should normally be retained until the child reaches the age of twenty-five.

PROCEDURES - SECTION 1: Reporting concerns about a child or children

- 1.1 Anyone who has concerns about a child's welfare should report the concerns to the relevant welfare officer Of ISGA or the School of the gymnast in question.
- 1.2 Anyone who makes a referral should always follow up their concerns if they are not satisfied with the response.

PROCEDURES SECTION 2: Reporting concerns about adults at risk

- 2.1 Local Authorities are required under the Care Act 2014 to make enquiries or ensure that enquiries take place, if they reasonably suspect an adult who would meet the criteria of being at risk, has been abused or neglected or is at risk of being abused or neglected.
- 2.2 Anyone who has concerns about an adult at risk can make a referral to the relevant Local Authority Adult's Social Care, on where the adult lives or report their concerns to the relevant welfare officer.
- 2.3 A key difference between safeguarding adults and safeguarding children is that all adults, including those at risk have a right to independence, choice and self determination and should be able to decide whether any information about them is shared.
- 2.4 Where a concern is reported to a Welfare Officer, prior to making a referral to the Local Authority or the Police, consideration should be given to whether the adult at risk is able to understand the concerns and has the mental capacity to consent to these concerns being shared.
- 2.5 Prior to making a referral to Adult Social Care, it is important to consider carefully whether the adult at risk has the mental capacity to understand the nature of the concerns and make an informed decision.
- 2.6 If the adult at risk has capacity but does not give their consent for the concern to be reported to Adult Social Care, although their wishes must always be considered, there are circumstances where information can be shared without consent.
- 2.7 Where there is a serious safeguarding concern, there are only a limited number of circumstances where it would be acceptable **not** to share information with relevant organisation with safeguarding responsibilities including where:
 - 2.7.1 Nobody else is at risk or the risk is not significant enough to warrant sharing information without consent.
 - 2.7.2 No serious crime has been or may be committed.
 - 2.7.3 The concerns do not relate to someone that has no care and support needs.
 - 2.7.4 The concerns do not relate to a person in a position of trust.
 - 2.7.5 No coercion or duress is suspected.
 - 2.7.6 No other legal authority has requested the information.
- 2.8 Where it is determined that information should be shared, the adult at risk should be informed of this decision and be told with whom the information will be shared unless it would increase the risks of harm. The adult's decision to withhold consent to share information must be recorded, along with other information relating to the decision to share information.
- 2.9 When the adult at risk has the capacity to make the decision, it should be up to them to decide what information is disclosed to their parents, carers, partner or other family members. No information should be provided without the consent of the adult at risk.

Appendix 1 –

Categories of Abuse Defined in Working Together to Safeguard Children

Physical abuse

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

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 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

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.

Child Sexual exploitation is 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.

Neglect

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. provide adequate food, clothing and shelter.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2 –

Categories of abuse and neglect as defined by the Care and Support Statutory Guidance

Physical abuse

Assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanction.

Domestic violence

Psychological, physical, sexual, financial, emotional abuse; so called 'honour' based abuse.

Sexual abuse

Rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.

Psychological/emotional abuse

Emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.

Discriminatory abuse including hate crime

Forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.

Appendix 3 –

Poor Practice

Poor Practice is behaviour or actions that may fall short of abuse and neglect but is still unacceptable. Poor practice can be split into different types. These include: -

Practices that may be on the fringe of abuse and/or if repeated, could amount to abuse. Most of the examples are linked to emotional abuse.

Examples include:

- Name-calling including sarcasm and racism.
- Excessive monitoring of weight.
- Constant criticism.
- Exerting excessive pressure.
- Forcing a child to do something against their will.
- Use of inappropriate language.
- Harassment.
- Being ostracised or ignored.

Emotional abuse

Within Gymnastics examples of emotional abuse may include: -

Continually belittling a participant's efforts.

Placing extreme pressure on a participant to perform.

Examples include:

Inadequate safeguarding arrangements.

Providing inadequate supervision and/or care.

Failure to respond appropriately to concerns.

Excluding parents from observing or asking questions about training.

Inappropriate use of photographic equipment or materials, including live streaming with external access viewing.

Neglect

Neglect in a sports situation might occur if a teacher or coach fails to ensure participants are safe or exposes them to unduly cold temperatures at their training venue or not taking action to stop young people from doing things that put them at risk of injury.

Breaches of recognised best practice in coaching include:

- Providing coaching, or running a session, without another responsible adult present.
- Exceeding level of competence and/or qualification.
- Employing practices that are inappropriate for the stage of psychological and physical development of the individual.
- Excessive training or competition.
- Inappropriate/excessive supporting or stretching.

Practices that are known to be significant risk factors in cases of abuse include:

- Engaging in rough, physical or sexually provocative games.
- Sharing a room with a child or adult at risk.
- Allowing or engaging in any form of inappropriate touching.
- Making sexually suggestive remarks.
- Reducing a participant to tears as a form of control.
- Allowing participants to use inappropriate language unchallenged.
- Allowing allegations made by a participant to go unchallenged, unrecorded or not acted upon.
- Carrying out personal care for a child or adult at risk that they can do unaided.
- Departing from the premises without first supervising the safe dispersal of children or adults at risk.
- Abusing a privileged position of power or trust.
- Resorting to bullying tactics, or verbal abuse.
- Causing a participant to lose self-esteem by embarrassing, humiliating or undermining the individual.
- Having children or adults at risk as 'friends' or 'followers' on social networking sites such as Facebook, Twitter and Instagram.
- Engaging with children or adults at risk on 'one to one' personal electronic communications.
- Sending inappropriate text messages or social media messages to children or adults at risk.

The above is not exhaustive.

Appendix 4 - Responding to a Disclosure

From a Child

If a child indicates that he/she is being abused, or information is received which gives rise to concern that a child may be being abused, the person receiving the information should:

- Stay calm and ensure that the child is safe and feels safe.
- Listen carefully to what is said and actively listening.
- Explain that it is likely the information will have to be shared with others – do not promise to keep secrets.
- Allow the child to continue at his/her own pace.
- Keep questions to a minimum to ensure a clear and accurate understanding of what has been said.
- Reassure the child that they have done the right thing in disclosing the information.
- Show and tell the child that what he/she says is being taken seriously and recognise any difficulties inherent in interpreting what the child says.
- Tell the child what will be done next and with whom the information will be shared.

- Record in writing what was said using the child's own words as soon as possible. The following information should be recorded:
 - Place, date time of disclosure.
 - Place, dates and times of incidents.
 - Any names mentioned.
 - To whom the information was given.
 - Information that is fact, (hearsay or opinion should be noted as such, but nevertheless passed to the relevant statutory agency).
- Ensure the record is signed and dated and provided to the relevant statutory ISGA Welfare Officer.
-

If the child indicates that he/she does not wish others to be informed about the allegation, carefully and tactfully explain the reasons why it may be in the interests of everybody if the matter is referred to the appropriate person.

Similar discussions should also be held regarding informing the child's parent(s) or guardian, or most likely the coach or responsible member of staff from the school as long as they are not the subject of the disclosure.

Actions to Avoid:

- Dismissing the concern.
- Ridiculing or being judgemental of the information being disclosed. - Panicking.
- Allowing shock or distaste to show.
- Probing for more information than is offered (this could be construed as leading a child).
- Making promises that cannot be kept, such as agreeing not to tell someone else.
- Speculating or make assumptions.
- Approaching the person who is the subject of an allegation or suspicion, (this may put a child or young person at further risk and/or jeopardise a criminal investigation).
- Conducting a personal investigation of the case.
- Making negative comments about the accused person.

Irrespective of whether the person receiving the information personally believes what has been said, they must always report the disclosure.

From an Adult at Risk

Additional considerations when responding to a disclosure from an adult at risk may include:

- Establishing what they want to do.
- Establishing whether they want the matter reporting. - Establishing who they want to be informed or not.

These appendix are guidance for anyone involved in the safeguarding of children in their care whilst attending an event run by the Independent Schools Gymnastics Association.