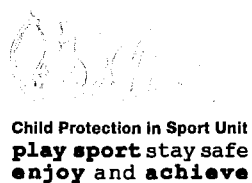


Safeguarding training for
club welfare officers

Time to listen

Training resource



NSPCC

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Section 1: Setting the scene

All individuals and organisations have a moral and legal responsibility to ensure the safeguarding and protecting of children. Whenever volunteers and paid staff provide activities for children they have a duty of care for these children. This duty extends to making sure children are safe in all sporting activities and integral to this is that sport is fun. Various initiatives have been designed to support this mandate including the Standards for Safeguarding and Protecting Children in England which the majority of Sport England-funded national governing bodies are working towards or have achieved.

This training resource is designed to provide you with the tools that will support you and your club to safeguard and protect children. You have a vital role as the club welfare officer in supporting your club to achieve these safeguarding aims.

Crucial to the success of your role is that you and the staff and volunteers in your club or team understand that safeguarding and protecting children is the responsibility of everyone; members, officials, coaches and participants.

The training resource is designed to support the *Time to listen* workshop, which will be run within your sport. It has a number of additional activities and signposts to support your role as club welfare officer. These activities are identified by the following symbols, which run through each section:



This tick suggests an activity or source of information that may help you in your role as the club welfare officer (CWO) within the club.



This flag highlights where your national governing body (NGB) should have a policy or resource that links to this section.



This smiley face suggests an activity or refers to a resource that is child friendly. The activity will include a list of the resources that you ideally need to support its delivery.



This paperclip relates to any actions that you could add to your club action plan.

Acronyms and information for use with this training resource

| | |
|-------------------------------------|---|
| Children and/or young people | Term used to refer to people less than 18 years of age |
| Clubmark | A club-accreditation scheme run by the national governing body under licence from Sport England |
| CoWO | County welfare officer |
| CPSU | Child Protection in Sport Unit |
| CWO | Club welfare officer |
| DBS | Disclosure and Barring Service |
| DO/LADO | Designated officer (also known as Local authority designated officer) |
| LSO | Lead safeguarding officer |
| LSCB | Local safeguarding children board |
| NGB | National governing body of sport |
| NOS | National Occupational Standards |
| NSPCC | National Society for the Prevention of Cruelty to Children |
| Parent | A generic term to represent a person or people with legal parental responsibility |
| RWO | Regional welfare officer |

Activity 1: Characteristics of a club welfare officer

In the workshop you will participate in a group activity to identify the ideal characteristics of a club welfare officer.

These characteristics might include being approachable, friendly, calm, organised, patient, non-judgemental and positive, as well as having a sense of humour.

Your NGB will have a role description and person specification for the club welfare officer, which will have been used by the club committee to reflect the club welfare officer role within your club.

A role description is what someone has to do and the person specification details the skills, knowledge and experience that they will need to bring to the role.

To further explore this role, you may want to consider this with children, young people and adults within your club. Suggested activities to facilitate this are:



As a club or team, or even as someone that has the role of a club welfare officer, have you considered asking the young (and adult) members what they think the qualities of a club welfare officer might be?

Resources required: flipchart paper, pens and reusable adhesive.



Broaden this activity by asking young (and adult) members what they think the following people should “look” like and how they should behave:

- ideal coach
- ideal parent

Resources required: flipchart paper, pens and reusable adhesive.



Further details of roles, skills, knowledge and competencies for safeguarding and protecting children in the sports sector are included in the supporting materials section of this training resource.



Refer also to your NGB's role description and person specification for a club welfare officer.

Role of club welfare officer

Tasks

- Work with others in the club to ensure a positive child centred environment
 - Assist the organisation to fulfil its responsibilities to safeguard children at club level
 - Assist the organisation to implement its safeguarding children plan at club level
 - Act as the first point of contact for staff, volunteers, parents, children and young people where concerns about children's welfare, poor practice or abuse are identified
 - Act as the first point of contact with the lead safeguarding officer
 - Implement the organisation's reporting and recording procedures
 - Maintain contact details for the local children's social care department, the police and local safeguarding children board
 - Promote the organisation's best practice guidance/code of conduct within the club
 - Sit on the club's management committee
 - Ensure adherence to the organisation's safeguarding children training
 - Ensure appropriate confidentiality is maintained
 - Promote anti-discriminatory practice
-

Skills

- Child-focused approach
 - Basic administration and computer skills
 - Basic advice and support provision skills
 - Communication skills, including use of social media
 - Ability to maintain records
 - Ability to provide information about local resources
 - Ability to promote organisation's policy, procedures and resources
-

Knowledge

- Own organisation's role and responsibilities to safeguard the welfare of children and young people – the boundaries of the role of club welfare officer
- Basic knowledge of the roles and responsibilities of statutory agencies (children's social care, the police and the NSPCC) and local safeguarding children boards
- Local arrangements for managing safeguarding children and reporting procedures
- Poor practice and abuse – behaviour that is harmful to children
- Own organisation's policy and procedures relating to safeguarding children and young people
- Core values and principles underpinning practice
- Awareness of equality issues and protecting children from abuse.
- Basic knowledge of core legislation, government guidance and national framework for safeguarding and promoting the welfare of children and young people
- How adults groom children for abuse

Recommended

- Basic knowledge of how abusers target and groom individuals and organisations to abuse children

Section 2: What does a safe club look like?



Part of your role may be explaining to club members why the club is being proactive in promoting safeguarding and protecting children, so it is important that you and your club understand what the following terms mean:

| Terminology | Description | How, by whom or when will this be applied? |
|----------------------------------|--|--|
| Child | A person that has not yet reached their 18 th birthday. | Applied to all those under the age of 18 years. |
| Child-focused approach | Making the child the central consideration for all actions and achieving the best outcome for the child. | Applies to everything that happens within the club and underpins the decisions or actions taken. |
| Child protection | An important element for specific children who are at risk of or suffering significant harm. | Applies to children who may already have support from children's social care or another agency. |
| Code of conduct/ practice | Sets out the template of good behavioural practice. | Applies to all sections of the club, such as codes of conduct for children and young people, coaches, parents, members and guests. |
| Duty of care | The legal and moral responsibility that we all have to keep each other safe. | Applies when providing activities for children, to keep both children and adults safe from harm. |
| Policy | The structures and frameworks that we all must follow in our organisation. | Applying policy will clarify the club/NGB/legislative boundaries. |
| Procedures and systems | The practical steps and actions that will/may be taken. | Apply when concerns or issues arise. |
| Safeguarding | Promoting the welfare of all children. | Applies to all members and visitors to the club at all times. |
| Welfare of a child | The wellbeing of a child, for their benefit and safety. | Underpins everything that involves children and young people. |

What makes a club safer?

A safer club is one that will be building on solid foundations of good practice through all aspects of its activities, such as:

- adopting the safeguarding and protecting young people policy, procedures and codes of conduct/practice of its NGB, including the ways in which these should be implemented and monitored across the club;
- demonstrating ownership by all club members and visitors of the safeguarding ethos;
- working towards or having Clubmark¹ accreditation (or NGB-branded equivalent in England).

As the club welfare officer, it is important for you to encourage a safer club culture. What are the elements of a safer club culture?

-
-
-
-
-

Now check what you have identified with the safer club checklist. What do you have in place? Where are the gaps? What are the priority areas for you to seek club support to focus on?

¹ Clubmark is a club-accreditation scheme run by the NGB under licence from Sport England. Clubmark supports the development of a club environment that addresses the club duty of care and safeguarding minimum operating standards. Similar to the British Standards Kitemark, it provides evidence of a club attaining a standard of quality – visit www.clubmark.org.uk


Safer club checklist

| Does your club have the following? | | Yes | No | Priority |
|------------------------------------|---|-----|----|----------|
| 1. | Constitution stating that the club has adopted the NGB's/organisation's safeguarding policy | | | |
| 2. | Published procedures for what to do if there are concerns about a child's welfare, either inside or outside the sport | | | |
| 3. | Named and trained club welfare officer | | | |
| 4. | A named person who deputises for the welfare officer in their absence | | | |
| 5. | A formal place for the club welfare officer on the management committee | | | |
| 6. | Information for children, young people, parents and carers on safeguarding and child protection policies, and where to go for help when they have a concern | | | |
| 7. | Whistle-blowing policy | | | |
| 8. | Clear guidance on confidentiality and information sharing | | | |
| 9. | Written code of conduct when working with children and young people | | | |
| 10. | Equality and diversity policy | | | |
| 11. | Training plan for staff and volunteers who have contact with children and young people | | | |
| 12. | Health and safety policy and procedures | | | |
| 13. | Well-publicised anti-bullying policy | | | |
| 14. | Ways of making sure that the safeguards that are put in place are working, such as through a club review process | | | |
| 15. | Rigorous recruitment process for staff and volunteers | | | |
| 16. | Culture that puts children's interests first | | | |
| 17. | Club accreditation – Clubmark or equivalent | | | |

Action planning

Fill this plan out as you go through the workshop. Think about what you need to take back to your club and remember to consider timescales, resources and what support you need to complete these actions.

An example is provided below. A blank action plan can be found in the supporting resources at the back of this resource.

| Action | How? | By whom? | When? | Costs/ resources? |
|--|--|---|---|---|
|  Writing a safeguarding policy | Endorsement by committee Circulation to all in club | Club welfare officer, who should add this to the agenda of the committee meeting and promote it to the club | Meeting date Dates of various activities, such as club barbeque, quiz night, mini tournament etc | Photocopying of policy, printing of posters, prize on quiz night etc. Approx cost: £30 |
| | | | | |

Reflecting on what actions are needed in your club may seem a daunting task, but remember that safeguarding is not just about the club welfare officer. It is important that no more than one-third of the actions in your plan are identified as being completed by the club welfare officer, as otherwise it will not be feasible for the plan to be completed.



Any suggestions that need to be implemented should be added to your ongoing action plan.

Section 3: Listening to children and young people

The workshop will give you the opportunity to consider how you communicate with and listen to children and young people. Children and young people are at the heart of the development of your club. It is therefore important to engage children, young people and their parents in future developments and planning.

In 1990 the UK signed the United Nations Convention on the Rights of the Child and, a year later, committed to being legally bound by it. The Convention sets out the rights of every child in the world to survive, grow, participate and fulfil their potential. It sets standards for education, health care, social services and penal laws, and establishes the right of children to have a say in decisions that affect them. The Rights of Children and Young Persons (Wales) Measure 2011 made Wales the first, and so far only, country in the UK to make the UNCRC part of its domestic law.

Young members contribute to the club and their involvement should be respected and valued.



Ask the young members what role they think that they should play in the club?

You may need to divide them into age groups and provide some direction as to how they might get involved. For example:

- setting up a junior club committee (with a small budget)
- electing a young representative on the senior club committee or someone to represent their views and opinions
- buddying or mentoring scheme to support new members into the club
- creating their own code of conduct or identifying any concerns or issues they may have or their opinion on current club issues.

Resources required: one facilitator per group (preferably an older junior member), flipchart paper, pens and reusable adhesive.

Remember

It is important for this activity to have “real” value. At the beginning of the exercise, clarify expectations and the limitations of their input. However, all realistic suggestions should be

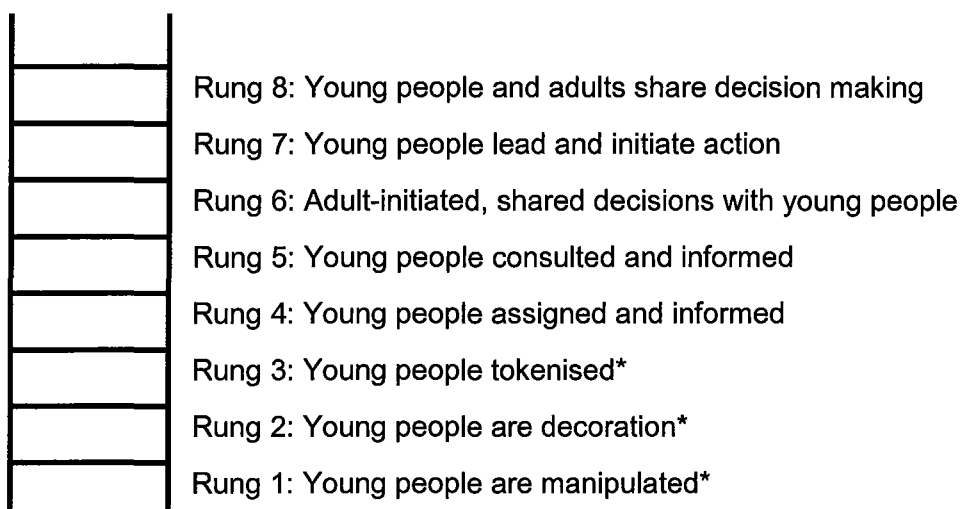
carefully considered by the club and, where practical, should be implemented. Providing feedback to the young members involved for their suggestions is essential to the cycle of this activity. Setting up and implementing two-way communication between the young members and the club welfare officer, and encouraging feelings of empowerment and ownership, may result in many years of loyalty to the club.

Ladder of participation²

About the ladder

Sociologist Roger Hart wrote a book for UNICEF in 1997 called *Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*. This was groundbreaking and put the work of young people and adult allies around the world in the context of a global movement for participation, offering needed guidance and criticism of many efforts. The "Ladder of children's participation", also called the "Ladder of youth participation", is one of many significant tools from the book.

Roger Hart's Ladder of young people's participation



*Note: Hart explains that the last three rungs are *non-participation*.

Adapted from Hart, Roger, "Children's Participation: From tokenism to citizenship", *Innocenti Essays No. 4*, UNICEF International Child Development Centre, Florence, 1992, page 8.

² For further information, see www.freechild.org/ladder.htm

Levels of participation

1) Manipulation. This happens where adults use young people to support causes and pretend that the causes are inspired by young people. This rung of the ladder reflects adultism.

2) Decoration. This happens when young people are used to help or “bolster” a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by young people. This rung of the ladder reflects adultism.

3) Tokenism. This is when young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate. This rung of the ladder reflects adultism.

4) Assigned but informed. This is where young people are assigned a specific role and informed about how and why they are being involved. This rung of the ladder can be embodied by community youth boards.

5) Consulted and informed. This happens when young people give advice on projects or programmes designed and run by adults. The young people are informed about how their input will be used and the outcomes of the decisions made by adults. This rung of the ladder can be embodied by youth advisory councils.

6) Adult-initiated, shared decisions with young people. Occurs when projects or programmes are initiated by adults but the decision making is shared with the young people. This rung of the ladder can be embodied by participatory action research.

7) Young people-initiated and directed. This step is when young people initiate and direct a project or programme. Adults are involved only in a supportive role. This rung of the ladder can be embodied by youth-led activism.

8) Young people-initiated, shared decisions with adults. This happens when projects or programmes are initiated by young people and decision making is shared between young people and adults. These projects empower young people while at the same time enabling them to access and learn from the life experience and expertise of adults. This rung of the ladder can be embodied by youth/adult partnerships.



Develop an anti-bullying policy with young members.

Involve the young members in identifying the content of the anti-bullying policy and write it in the words that they use. It may be appropriate to do this activity with different age groups/squads within the club.

Some suggested delivery guidance:

1. Establish what the young people understand by the term “bullying”.
2. Identify possible reasons why people may be bullies.
3. Determine how the issues and concerns should be reported, and the actions that can be taken to stop this behaviour.

Resources required: facilitators for each group; nominated spokesperson for each group (preferably not the facilitator), flipchart paper, pens and reusable adhesive.



Contact your NGB (or CSP) for sport specific resources



For more resources to support anti-bullying work, see
<https://thecpsu.org.uk/resource-library/>



Set up a session with younger members to highlight what good practice actually is and how your club expects everyone to model it.

Resources required: flipchart paper, pens and reusable adhesive.

Building a partnership with parents, guardians, carers and support workers

Working with parents is essential to many sports clubs. It is important that parents are fully informed of the expectations of them and what they can expect from the club from the outset. Parents should be encouraged and supported to be involved in the club where possible and fully informed of safeguarding policy and procedures.



How many roles in your club are held by the parent of a current or former young member?

| List all the roles or give examples of the types of role within your club | List those roles fulfilled by parents of a current or former young member |
|---|---|
| | |

Club volunteers are an asset to be respected and treasured. From a safeguarding perspective, building a working partnership with the parents of young members is an investment of time, energy and good practice for future recruitment and selection as potential volunteers.



With the club committee, adopt or create role descriptions (check your NGB's website for examples) for all positions/roles available in the club, such as committee members, assistant coaches and parent helpers. On the bottom of the role description, add an enthusiastic quote from someone already fulfilling the role.

Use a club member with an artistic flair to create a visual display on a notice-board identifying the roles within the club.

Remember

The display needs to be regularly changed or people will no longer notice the board or the information.



Put together a welcome pack for new junior members of the club. Involve some of the other junior members by asking what information they think would be useful for a new member.



Top tips for young members and parents

1. The young members and parents need to be aware of the club commitment to safeguarding through the policy and procedures.
2. Both groups need to know what to do if they have a concern or issue.
3. They need to be able to recognise their club welfare officer, so promote yourself with a picture on the notice-board. Remember to put it at the right height for young members!



Remember to add any actions to your ongoing action plan.

Section 4: Working together to safeguard children

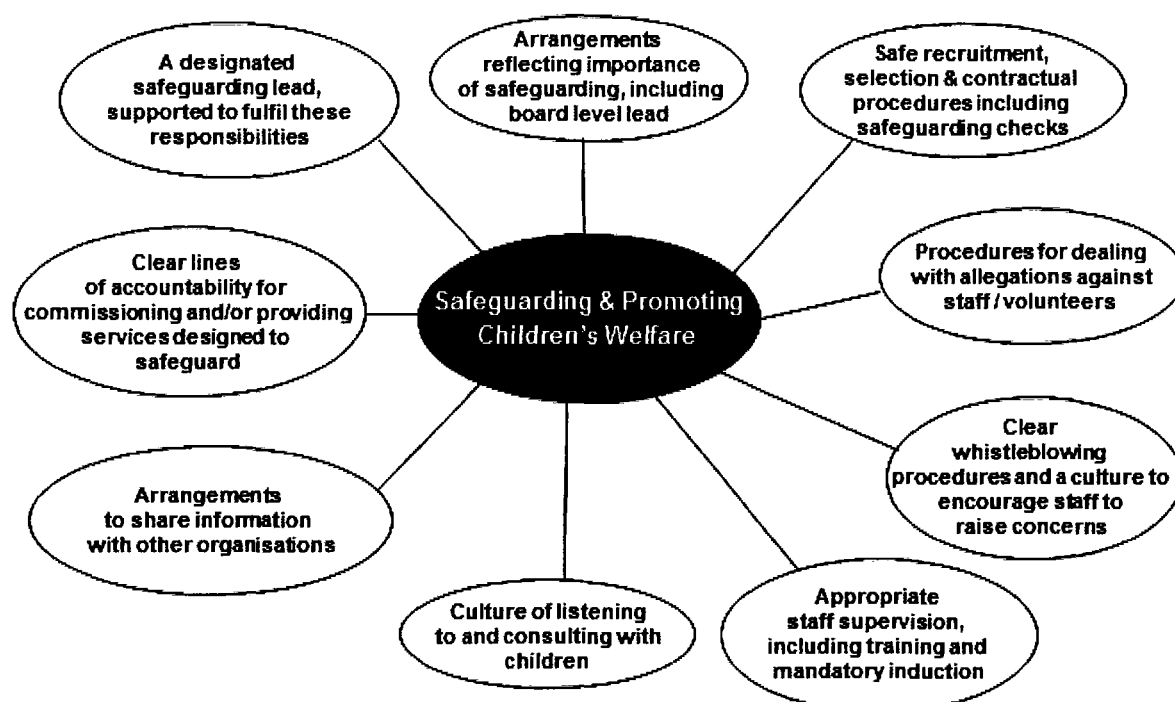
Legislation is the legal framework that supports your role as the club welfare officer.

Your NGB has written its safeguarding policies and procedures to ensure it complies with legislation. Legislation and government guidance is designed to safeguard and protect children and young people with the underpinning ethos coming from the Children Act 1989, which states that “the welfare of the child is paramount”.

There are a number of pieces of legislation that have relevance to safeguarding and protecting children in clubs. These mean that you have a statutory responsibility. You are **not** expected to be an expert in this field or have a detailed knowledge; but you are expected to be an advocate of good practice within the club.

In England, Working Together to Safeguard Children (2015) provides guidance for all organisations which provide services/activities for children. This guidance is based upon legislation including the Children Acts 1989 and 2004. The key responsibilities upon these organisations are outlined in the diagram below. Each aspect can be related to your club and you will be encouraged in the training to identify how your club meets these.

Organisations should have in place arrangements reflecting the importance of safeguarding and promoting the welfare of children:



Working Together to Safeguard Children (2015)
Section 2.4

Adapted by CPSU from *Working together to safeguard children* (HM Government 2015)
 © Crown copyright 2015

All clubs have a key role in supporting and implementing the key outcomes/aims of this strategy.



How does your club implement the outcomes/aims for children and young people?

| English clubs | |
|------------------------------|--|
| Be healthy | |
| Stay safe | |
| Enjoy and achieve | |
| Make a positive contribution | |
| Achieve economic wellbeing | |

| Welsh clubs | |
|---|--|
| Have a flying start | |
| Have a comprehensive range of education and learning opportunities | |
| Enjoy the best possible health and be free from abuse, victimisation and exploitation | |
| Have access to play, leisure, sporting and cultural activities | |
| Are listened to, treated with respect, and have their race and cultural identity recognised | |
| Have a safe home and community which supports physical and emotional wellbeing | |
| Are not disadvantaged by poverty | |

| Northern Irish clubs | |
|----------------------------------|--|
| Be healthy | |
| Enjoying, learning and achieving | |

| | |
|---|--|
| Living in safety and with stability | |
| Experiencing economic and environmental wellbeing | |
| Contributing positively to community and society | |
| Living in a society which respects their rights | |

| Scottish clubs | |
|------------------------------|--|
| Be safe | |
| Be nurtured | |
| Be healthy | |
| Be active | |
| Be respected and responsible | |
| Be achieving | |
| Be included | |

In Wales, the Welsh Assembly Government developed *Children and Young People: Rights to Action* (WAG 2004), which identified seven aims. These are to ensure that all children and young people:

- **have a flying start in life**
- **have a comprehensive range of education and learning opportunities**
- **enjoy the best possible health and are free from abuse, victimisation and exploitation**
- **have access to play, leisure, sporting and cultural activities**
- **are listened to, treated with respect, and have their race and cultural identity recognised**
- **have a safe home and community which supports physical and emotional wellbeing**
- **are not disadvantaged by poverty.**

The Rights of Children and Young Persons (Wales) Measure 2011 made Wales the first country in the UK to incorporate the United Nations Convention on the Rights of the Child (UNCRC) into its domestic law. This means that all Welsh policy and legislation has to take into account children's rights.

(Welsh Government, 2011)

Introduction to recruitment and selection of volunteers

Safe recruitment and selection of volunteers includes a number of areas:

- A clear description of the role
- A transparent process of advertising the role
- The involvement of more than one person in screening applications
- Checking of identification documents/ National Insurance number
- Meeting applicants before making final recruitment decisions
- Checking prior experience working with children and their attitudes and commitment to child welfare through this meeting and following up references
- Criminal records checks (e.g. DBS in England and Wales) if eligible
- Verification of any qualifications required

Recent legislation (England and Wales) has focused on DBS checks:

Safeguarding Vulnerable Groups Act 2006

The Safeguarding Vulnerable Groups Act 2006, was written as a direct result of *The Bichard Inquiry Report* into the murders of Holly Wells and Jessica Chapman. The report recommended the formation of a register for people who wished to work with children or vulnerable adults.

Under the Safeguarding Vulnerable Groups Act 2006 it became an offence for an employer to knowingly employ someone in a regulated position if they are barred from doing so. It also became an offence for an individual who has been barred to apply for a regulated position (one which involves spending regular time working with children).

Protection of Freedoms Act 2012

The Protection of Freedoms Act 2012 reduced the scope of "regulated activity" by focusing on whether the work is unsupervised (in which case it counts as "regulated activity") or supervised (in which case, organisations can request an enhanced criminal records check, but this will not include a check of the barred list). The revised definition of regulated activity came into force on 10 September 2012 and was issued in conjunction with guidance on the

level of supervision required to take work out of the scope of regulated activity. The Protection of Freedoms Act 2012 created a single, new, non-departmental public body called the Disclosure and Barring Service (DBS).

Disclosure and Barring Service

The Disclosure and Barring Service has introduced a number of key changes to its services.

- **Applicant-only disclosures** – organisations need to have systems in place to ensure that they have sight of DBS disclosures, which are now only sent directly to applicants. This will enable them to make decisions based on information on these disclosures. These processes are generally developed and managed at a national level but you may be involved in part of this.
- **The DBS Online Update Service** - Individuals applying for a DBS disclosure will be able to subscribe to this service. This will mean that with the individual's consent, multiple employers (assuming that the roles are of the same type and level) will be able to undertake an online check to establish whether the status of the DBS disclosure provided by the applicant has changed. Subscription needs to be undertaken within 2 weeks of the DBS disclosure's date of issue and updated annually. For volunteers there will be no cost. For paid roles a charge of £13 per annum will be made to the applicant. This will also be managed nationally with your organisation deciding whether they would like to use this service and communicating procedures to clubs. You may be involved in assisting with this communication.



Check your NGB for specific DBS guidance for how this is being implemented.



Further information is also available on the following websites:

www.thecpsu.org.uk

<https://www.gov.uk/disclosure-barring-service-check/overview>

Key legislation

As already identified, you are not expected to have an in-depth knowledge of the legislation, but it will be helpful to be aware of some key legislation and what it means to you in your role of club welfare officer and for your club.

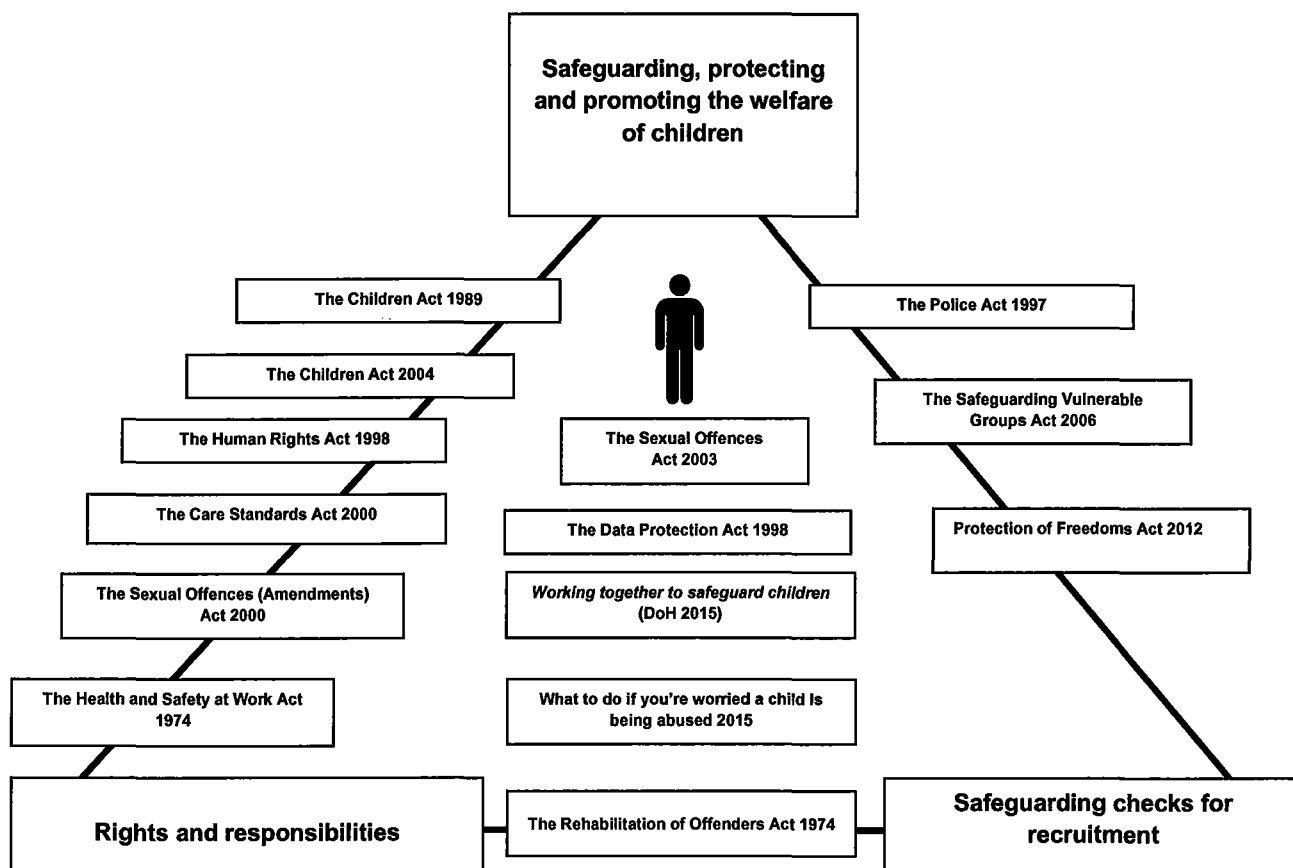
| Key legislation | Brief description of legislation and key messages for club and/or club welfare officer |
|--|--|
| The United Nations Convention on the Rights of the Child (UNCRC) | The United Nations Convention on the rights of the Child (UNCRC) is an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights. It was ratified by the UK in 1991 and came into force in January 1992. When a country ratifies the treaty, it agrees to do everything it can to implement it. For further information, go to www.unicef.org.uk/UNICEFs-Work/UN-Convention/ where you can also download a leaflet outlining how the articles listed in the UNCRC are relevant to the five key outcomes for children in the Every Child Matters strategy. |
| The Children Act 1989 | This is the primary legislation with regards to the protection of children and the promotion of their welfare. Its underlying principle is that "the welfare of the child should be the paramount consideration" in any decisions made regarding the safety and welfare of a child. Statutory powers for the police, children's social care and the NSPCC are outlined within this act. Whenever a club welfare officer or other designated person within a club is making a decision about concerns regarding a child, the best interests of the child must be the priority. If you have any concerns about a child or taking action in the interests of protecting a child, this is the legislation that supports you. It should give you complete confidence to act, even if you are concerned that this might conflict with another individual's rights. Be sure to record your actions and that you did what you felt necessary based upon the belief that it was in the interests of protecting a child. |

| | |
|---|--|
| The Children Act 2004 | This act does not replace the Children Act 1989 but builds upon it. In particular, it identifies the concept of safeguarding children. This is broader than child protection and requires those working with children to consider the wider needs of the children with whom they are working. This act also strengthens the level of responsibility that non-statutory agencies have in promoting children's welfare when working with them. This means that sports clubs must have effective safeguarding policies and procedures in order to meet their responsibilities as laid out in this legislation. Club accreditation and the resources and guidance developed by your NGB to achieve the standards for safeguarding children in sport will help your club to take the necessary steps to meet these requirements. |
| Safeguarding Vulnerable Groups Act 2006 | This legislation was based on the findings of the Bichard enquiry following the murders of Holly Wells and Jessica Chapman. It introduced a single vetting and barring list for working with children and vulnerable adults. It defined sport as a "regulated" activity. The Protection of Freedoms Act 2012 made a number of changes to the system in England, Wales and Northern Ireland. |
| Police Act 1997 | This act set up the Criminal Records Bureau in England and Wales, which is now an integral tool used for robust recruitment processes. This was updated to the Disclosure & Barring Service under the 2012 Protection of Freedoms Act. |
| Sexual Offences (Amendments) Act 2000 | This act introduced the offence of "abuse of trust" so that, where an adult is deemed to be in a "position of trust" in relation to a young person, it is an offence for that adult to have a sexual relationship with the young person if they are less than 18 years of age. Although sports trainers/coaches and officials are not specified within this act, it is good practice to adhere to this principle and such relationships should be considered highly inappropriate. Most sports would take disciplinary action against anybody in a position |

| | |
|---|--|
| | of trust if concerns of this kind were raised. |
| Sexual Offences Act 2003 | This act brought many sexual offences up to date and introduced new offences of voyeurism, online and offline grooming, and making and possessing child abuse images. Clubs should consider what steps they need to take to make sure that websites are safe for children to use, They should also consider that an abuser may use the club to gain access to a child, even if the club is not the actual physical location of the abuse. |
| Protection of Freedoms Act 2012 | The Protection of Freedoms Act 2012 reduced the scope of "regulated activity" by focusing on whether the work is unsupervised (in which case it counts as "regulated activity") or supervised (in which case, organisations can request an enhanced criminal records check, but this will not include a check of the barred list). The revised definition of regulated activity came into force on 10 September 2012 and was issued in conjunction with guidance on the level of supervision required to take work out of the scope of regulated activity. |
| Social Services and Well-being (Wales) Act 2014 | <p>When the Social Services and Well-being (Wales) Act 2014 comes into force in April 2016 it will provide Wales with its own framework for social services.</p> <p>The guiding principles of the Act include:</p> <ul style="list-style-type: none"> • giving individuals a stronger voice and more control over the care and support they receive; • encouraging a renewed focus on prevention and early intervention. |

A summary of the key legislation and guidance across the home countries is available in the supporting materials section of this training resource and for up to date information see www.thecpsu.org.uk.

The following diagram also shows the key legislation and guidance. Whenever you are anxious or unsure about taking action, imagine yourself sitting in the middle of this strong framework that supports you and gives you confidence to take appropriate action in the interests of protecting and promoting the welfare of children.



Section 5: What are the roles and responsibilities of statutory agencies, sports and leisure organisations?

There are number of organisations that have a statutory role to play in the safeguarding and protecting of children which are identified in the table below.

Activity 3: The role and responsibility of specific organisations



Try to match the organisations in column A to the role and responsibility in column B:

| A. Organisation | B. Role and responsibility (These have been mixed up!) |
|--|--|
| 1. Local safeguarding children board | 1. The only UK children's charity with statutory powers to take action to safeguard children at risk of abuse. |
| 2. The police | 2. Supporting organisations where concerns have arisen in relation to the behaviour towards children of someone in a position of trust. |
| 3. Children's social care | 3. Uphold the law, prevent crime and disorder, and protect citizens. |
| 4. NSPCC | 4. Duty to provide services to children "in need", duty to make enquiries where a child is likely to be or is suffering from significant harm |
| 5. Designated Officer (also known as Local Authority Designated Officer or LADO) | 5. Statutory responsibilities under the Children Act 2004; develop practice and guidance; provide the mechanisms for organisations to work together. |

There follows a summary of the roles and responsibilities of each organisation:

Children's social care (formerly known as social services in England) will work in partnership with the police to investigate allegations of child abuse. Under the Children Act 1989, they have a duty to provide services to children who are deemed to be "in need" and to investigate concerns about a child "suffering" or being "at risk of suffering" significant

harm. Children's social care will assess the child's situation using the assessment framework, which is a tool to consider a child's needs in a comprehensive way. Information you provide will contribute to the overall picture of the child and will help to inform the assessment. Children's social care can be a source of support and advice for you and for children and their families. If you have a concern, it is absolutely fine to just ring and ask for guidance and support.

The police have units within each force dedicated to taking primary responsibility for investigating child abuse cases. In England, they are often called child abuse investigation teams (CAITs) or units (CAIUs), but their title can vary across both England and the other home countries. They are concerned with whether or not a crime has been committed within a family context or by someone in a position of trust, either against or by a child. Information you have received about a child's welfare may be needed in a multi-agency discussion (often called a strategy meeting) to determine the appropriate action needed to safeguard the child concerned. This is either through bringing those with relevant roles, responsibilities and/or information together in a meeting, or through contact with individuals or organisations by telephone and written means to collect information required to inform decision making. Should information you have given be used in this way, you should request feedback from the agency to whom you referred about what action has subsequently been taken.

The NSPCC has a dedicated team called the Child Protection in Sport Unit, which helps sports organisations to develop and implement safeguarding policies, procedures and child-focused practices. The team also supports the development of a range of safeguarding learning opportunities and resources for the sport sector and has developed the *Time to listen* training resources to equip club welfare officers for their role. The NSPCC helpline number 0808 800 5000 is for anyone who has concerns about a child. ChildLine is a service provided by the NSPCC. Children can call ChildLine directly on 0800 1111 should they wish to talk to someone about their concerns. You should display these two helpline numbers clearly in your club – visit www.nspcc.org.uk to download or order posters and other useful materials.

Local Safeguarding Children Boards were developed following the Children Act 2004 to replace Area Child Protection Committees (ACPCs). Their key role is to provide the local interagency procedures for safeguarding and child protection. They provide mechanisms for organisations to work together on a local level. County and club welfare officers should find out what training is available to sport through LSCB arrangements. Some LSCBs have developed "safeguarding through sport" subgroups, which your county/regional officer should link to if you have this level of designated person in your sport. Often your local County Sports

Partnership's lead safeguarding officer will be able to provide information about links with the LSCB. There are LSCBs in England, Wales and Northern Ireland. In Scotland, Local Child Protection Committees provide a forum for interagency working on child protection. Some LSCBs also cover safeguarding adults at risk.

Designated officers (also known as LADOs) are located in England. Their key role is to support organisations where concerns have arisen in relation to the behaviour towards children of a member of staff or volunteer in a position of trust or responsibility. Whether or not a parallel abuse investigation is considered or undertaken, DOs will work with organisations (often to the conclusion of the case) to ensure that internal complaints, and disciplinary and investigative processes are effectively applied. The way in which DOs become involved in cases involving the potential abuse of positions of trust varies.

As the club welfare officer, you should establish who and where DOs are in your area and how referrals are made to them. It is important for you to have the contact numbers of these agencies now, so that you do not need to find them when you are dealing with an issue or concern.



Complete the following contact sheet with numbers that will be of use to you as the club welfare officer and remember to add any actions to your ongoing action plan. Blank copies of the contact sheet and action plan are available from the supporting materials section of this training resource.



Have a session at the beginning of the season with young members to introduce yourself and your role. Check with your NGB as to whether they have any child-friendly resources that give safeguarding information, such as the contact details of ChildLine. Visit www.nspcc.org.uk to download or order posters or other materials.

Resources required: these depend on the activity!

Useful contacts

Date of completion: _____

Date that numbers will be reviewed: _____

It is important to set a review date to check the numbers are still correct.

| Sports contacts | | |
|--|---------|---------------------|
| Name/role | Address | Contact information |
| Club welfare officer | | |
| Deputy when club welfare officer is not available | | |
| County/regional welfare officer | | |
| National lead safeguarding officer Address of NGB | | |

| National contacts | | |
|--------------------------------------|--|---|
| Name | Address | Contact information |
| NSPCC | | 0800 800 5000 www.nspcc.org.uk |
| ChildLine – UK number | | 0800 1111 www.childline.org.uk |
| NSPCC Child Protection in Sport Unit | 3 Gilmour Close Beaumont Leys Leicester, LE4 1EZ | 0116 234 7278 www.thecpsu.org.uk |

| Local contacts | | |
|---|---------|----------------------------------|
| Name | Address | Contact information |
| To refer concerns about a child or young person | | |
| Children's social care | | Remember the out-of-hours number |

| | | |
|--|--|----------------------|
| Police | | In an emergency: 999 |
| Local police child protection unit | | |
| Local Designated Officer (aka LADO) | | |
| For local advice and assistance | | |
| Local Safeguarding Children Board | | |
| Other useful contacts | | |
| | | |
| | | |

Section 6: Applying safeguarding procedures

As the club welfare officer, you have a significant role to play in supporting the implementation of safeguarding practices within your club. However, it is important that you and your club understand that safeguarding is not just the club welfare officer's responsibility: it belongs to everyone in the club and the sport.

As the club welfare officer, you have a responsibility to:

1. Work with your club to create a safer, child centred culture

Give practical examples of what this means to you:

2. Be the first point of contact for anyone in the club with concerns about a child's welfare.

Give practical examples of what this means to you:

3. Record and report child protection concerns/allegations to your LSO (and in an emergency to statutory agencies).

Give practical examples of what this means to you:

Your NGB's lead safeguarding officer (LSO) has overall responsibility for implementing your NGB's safeguarding plan. S/he will deal with your NGB's response to safeguarding concerns and allegations, both inside and outside of the sport, and will be your primary contact for safeguarding and child protection concerns.

You may also have a county or regional safeguarding structure in your organisation and therefore have additional support at this level.

See below for descriptions of the roles, knowledge and skills for county/regional and lead safeguarding officers.

Role of regional/county welfare officer

Tasks

- Working with others to create a positive child centred environment
 - Assist the organisation in fulfilling its responsibilities to safeguard children and young people at local level
 - Assist the organisation in implementing its safeguarding plan at local level
 - Maintain contact details for local statutory agencies
 - Make links with local statutory agencies (police and children's social care) and Local Safeguarding Children Boards
 - Liaise with statutory agencies on individual cases in an urgent situation and/or where this is not done by the national organisation or where it is an operational role at county/regional level
 - Provide advice and support to local clubs regarding concerns about poor practice/abuse
 - Maintain locally held records related to poor practice/child abuse cases where these are not held nationally
 - Ensure confidentiality is maintained
 - Advise their national organisation of local contacts/procedures during child protection investigations
 - Provide support networks for local club welfare officers
 - Provide resources and (where appropriate) relevant training for local clubs, coaches and people working with children in sport
 - Promote anti-discriminatory practice
-

Skills

- Child-focused approach
- Administration skills
- Advice and support provision skills
- Communication skills
- Recording skills
- Ability to take responsibility for providing information about local resources, such as written material
- Ability to promote the organisation's policies, procedures and resources

Recommended

- Ability to provide basic training on safeguarding at club level where supported and suitably trained by the organisation
 - Attention to detail and computer skills
-

Knowledge to be acquired through training

- National framework for safeguarding children
- Roles and responsibilities of statutory agencies and local safeguarding children boards
- Local arrangements for managing safeguarding and reporting procedures
- Poor practice and abuse – behaviour that is harmful to children
- Own organisation's role and responsibilities to safeguard and promote the welfare of children and young people
- Organisation's policy and procedures related to safeguarding children and young people
- Core values and principles underpinning good practice
- Awareness of equality issues and safeguarding
- Core legislation and government guidance.
- How adults groom children for abuse.

Recommended

- Basic knowledge of how abusers target and groom individuals and organisations to abuse children
-

Role of lead safeguarding officer

Tasks

- Working with others within the organisation to create a positive, child centred environment within the sport
 - Play a lead role in developing and establishing the organisation's approach to safeguarding children and young people. Key role within organisation
 - Manage cases of poor practice/abuse reported to the organisation – including records system
 - Manage referrals to children's social care services and the police
 - Central point of contact for internal and external individuals/agencies
 - Represent the organisation at external meetings related to safeguarding
 - Coordinate dissemination of policy, procedures and resources throughout the organisation
 - Provide advice and support to regional/county welfare officers and play a lead role in their recruitment, selection and training
 - Advise on the organisation's training needs and the development of its training strategy; provide training where appropriate
 - Play a lead role in maintaining and reviewing the organisations' implementation plan for safeguarding and protecting children
 - Ensure safeguarding standards are met and maintained
 - Keep own knowledge and skills up to date
-

Skills

- Child-focused approach
- Administration and systems (records) management skills
- Ability to promote and demonstrate anti-discriminatory practice
- Advice and support provision skills at all levels within the organisation
- Communication skills
- Ability to develop and produce national level guidance and resources
- Influencing skills and ability to work with conflict and emotionally distressing matters

Recommended

- Ability to deliver core training through different levels within the organisation
-

Knowledge

- Role and responsibilities of statutory agencies, including local safeguarding children boards
 - Planning processes for safeguarding and child protection enquiries and investigations
 - Behaviour that is harmful to children, thresholds of poor practice and abusive behaviour
 - Own organisation's role and responsibilities.
 - Boundaries of the lead safeguarding officer role
 - Organisation's policy and procedures related to safeguarding and protecting children
 - Core values/principles of work with children
 - Equality issues and safeguarding
 - How abusers target and groom organisations in order to abuse children
 - Best practice in prevention
 - Legislation, government guidance and national framework for safeguarding children
 - How adults groom children for abuse.
-

Reporting procedures

Your NGB will have clear, written reporting procedures to which you should refer when dealing with a concern or allegation about the potential abuse of a child, both inside and outside the sport. Your NGB will also have procedures for complaints about poor practice.

As the club welfare officer, it is essential for you to have read and understood your role in these procedures, so that you can give procedural advice and guidance to anyone contacting you.

The main route for reporting concerns will depend upon your sport's structure, either through your the county/regional welfare officer or to your national lead safeguarding officer within your NGB. However, if you have concerns that the young person is at risk of significant harm you should refer these to the police or children's social care, ensuring that you also inform your LSO. If further information comes to light while you are dealing with an incident at club level, the situation may sometimes become more complex than first anticipated. Early involvement and advice from the LSO will ensure this is dealt with at the appropriate level within your organisation.



Remember

The effectiveness of your club's response to concerns about children depends on the confidence, knowledge and skills of the person to whom the initial concern is reported.

Key actions

Recognise You have a concern, notice a problem or receive a direct disclosure³.

Respond Reassure the individual and tell them what you will need to do.

Record Who, what, where and when – use your reporting form.

Refer Information may need to be shared, such as with the county/regional welfare officer, the LSO, children's social care and/or the police.

³ A disclosure refers to a child or young person directly reporting abuse.

What happens next?

When someone reports a concern or allegation about a colleague or member of staff to you as the club welfare officer, one of their concerns may be what may happen next.

Depending on the concern or allegation, it is possible that one of the following may be triggered:

- an internal disciplinary investigation
- a child protection investigation
- a criminal investigation.

However, following an initial investigation by the NGB, it is possible that the level of concern does not warrant any further action being taken.

You always have the option to talk through your concerns with your LSO, regional or county welfare officer (where these are in place) or a duty social worker from your local children's social care.

While you can feed back general information to the person raising the initial concern, it is essential that you remember:

It is not your responsibility to undertake investigations, but you would be expected to clarify information and report any concerns.

The person to whom you refer the concern or allegation will advise you on your next actions.



The policies of your NGB and club should be available to all club members.

Specific issues

In working through the case scenarios you will have come across a number of specific issues that may arise concerning poor practice and safeguarding concerns.

There is more information for each issue on the CPSU website as follows:

- Bullying (including cyber bullying) - <https://thecpsu.org.uk/bullying>
- Information sharing - <https://thecpsu.org.uk/information+sharing>
- Managing parental behavior - <https://thecpsu.org.uk/help-advice/topics/parental-behaviour/>
- Abuse of Position of trust - <https://thecpsu.org.uk/position+of+trust>
- Safeguarding online - <https://thecpsu.org.uk/help-advice/topics/online-safety/>
- Grooming for abuse - <https://thecpsu.org.uk/grooming>
- Additional vulnerability - <https://thecpsu.org.uk/additional+vulnerability>

Specific issues

In working through the case scenarios you will have encountered a range of specific issues that may arise concerning poor practice in the workplace. There is more information for each issue on the CPST website.

- Bullying (including cyber bullying) - <https://the cpsu.org.uk/online-safety/online-safety-issues/bullying/>
- Information sharing - <https://the cpsu.org.uk/online-safety/online-safety-issues/information-sharing/>
- Managing parental behavior - <https://the cpsu.org.uk/online-safety/online-safety-issues/managing-parental-behaviour/>
- Abuse of Position of trust - <https://the cpsu.org.uk/online-safety/online-safety-issues/abuse-of-position-of-trust/>
- Safeguarding online - <https://the cpsu.org.uk/online-safety/online-safety-issues/safeguarding-online/>
- Grooming for abuse - <https://the cpsu.org.uk/online-safety/online-safety-issues/grooming-for-abuse/>
- Additional vulnerability - <https://the cpsu.org.uk/online-safety/online-safety-issues/additional-vulnerability/>

How do you get support when dealing with concerns?

Club welfare officers are surprised by the emotional impact of responding to and dealing with concerns about children and young people. This is to be expected as we all have a variety of personal and professional experiences to the role. It is vital that you consider yourself if you do have to respond to a concern or an allegation that has been reported to you. Key points to consider:

Feelings – it is really important to recognise that you will have feelings about any concern or allegation that is reported to you. It is important to acknowledge these and recognise that they may compromise your objectivity in responding to the concerns (eg if the allegation is about a friend or child that you care for and you cannot be independent or impartial). Who would you talk to about your feelings? Where could you seek support?

Procedures – these need to be in line with the policies and procedures of your club and NGB. If you are unsure, contact your county or regional welfare officer or the LSO. However you should never manage these alone – who can support you within the club? within the NGB?

Information sharing/confidentiality – someone involved in a concern/allegation has the right to confidentiality, so information sharing should always be kept on a need-to-know basis. The information that is shared should be in line with your NGB's agreed procedures. However, confidentiality cannot be promised to a child making a disclosure. It is always right to share information if you believe it is necessary to protect a child and this reasoning should be recorded. Remember that it is OK to share your feelings about a concern but this should be done within the information sharing procedures of your organisation (eg don't give identifying details to those involved in managing the case)

Communication with the LSO or county/regional safeguarding officer – it is good practice for your NGB to provide support for you as well as for the alleged victim and perpetrator through the process of responding to a concern/allegation. It is also important that you maintain good communication with your NGB and obtain information from them about the progress of case coordination and what they expect from you.

While you hold a professional role in safeguarding and protecting children, this should not be confused with your volunteer role and the boundaries that exist. You may be tempted to start investigating a concern or allegation however you should always consult your NGB policies and follow the appropriate procedures.

Section 7: Summary and evaluation

Now you have read and completed some of the activities in the training resource and attended the workshop, you should be feeling more confident about your role. You have worked through a number of scenarios that are common to clubs and identified sources of information and people who can support you in your role as club welfare officer.

Check your action plan (see the supporting materials section of this training resource for a blank copy) and review the actions that you have identified.

If you have an extensive list of actions:

1. Identify any actions that overlap or complement each other and, if they can be achieved in one action, group them together.
2. Identify any actions that can be completed by the same person or group of people and put these together.
3. Now prioritise these actions so that they do not seem overwhelming as a list. Prioritise realistically some smaller actions that will give you some quick gains, such as identifying a welfare notice-board and adding the club welfare officer's picture. Identify a larger action that will have a wide impact, such as the introduction of a robust recruitment process.
4. Refer back to the activity in activity 2 and review how you prioritised the list of actions.

The actions that you have identified now need to be transferred into a club implementation plan, which should be at the heart of the club development. As stated earlier in section 2, these actions will take time to gain support and be fully implemented. It is important to be patient but not complacent during this period.

As a general rule, the club welfare officer's name should not be identified against more than one-third of the actions. Remember, you do not have to do everything! Break the plan down into bite-size chunks; prioritise and be clear who is going to do what and by when.

| |
|--|
| Remember: safeguarding is everyone's business |
|--|

Supporting materials

Action plan

| Action required | How can this be achieved? | By whom? Person/club role | When? | Costs/resources required |
|-----------------|---------------------------|------------------------------|-------|--------------------------|
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Sport should be fun and everyone should feel safe



If you or someone you know in the club has a concern about something, please contact:

Club name:

Club welfare officer contact information

Name:

Mobile:

Email:

ChildLine:

0800 1111

www.childline.org.uk

NSPCC Helpline:

0808 800 5000

www.nspcc.org.uk



Legislation and guidance across the home countries

| Legislation | UK | England | Wales | Scotland | Northern Ireland |
|---|----|---------|-------|----------|------------------|
| European Convention on Human Rights | ✓ | | | | |
| Criminal Law Act (NI) 1967 | | | | | ✓ |
| Rehabilitation of Offenders Act 1974 | ✓ | | | | |
| Exclusions and Exceptions (Scotland) Amendment Order 2010 | | | | ✓ | |
| Health and Safety at Work Act 1974 | ✓ | | | | |
| Sexual Offences (Scotland) Act 2009 | | | | ✓ | |
| Sex Offenders Community Disclosure Scheme | | | | ✓ | |
| Rehabilitation of offenders (NI) Order 1978 | | | | | ✓ |
| Data Protection Acts 1984 and 1988 | ✓ | | | | |
| UN Convention on the Rights of the Child 1999 | ✓ | | | | |
| Children Act 1989 | | ✓ | ✓ | | |
| Age of Legal Capacity (S) Act 1991 | | | | ✓ | |
| Criminal Procedure (Scotland) Act 1995 | | | | ✓ | |
| Children (Scotland) Act 1995 | | | | ✓ | |
| Children (NI) Order 1995 | | | | | ✓ |
| Police Act 1997 | | ✓ | ✓ | ✓ | ✓ |
| Human Rights Act 1998 | ✓ | | | | |
| Protection of Children Act 1999 | | ✓ | ✓ | | |
| Sexual Offences (Amendment) Act 2000 | ✓ | | | | |
| Criminal Justice and Court Services Act 2000 | | ✓ | ✓ | | |
| Care Standards Act 2000 | | ✓ | ✓ | | |
| Regulation of Care (Scotland) Act 2001 | | ✓ | ✓ | | |
| Criminal Justice and Licensing(Scotland) Act | | | | ✓ | |

| | | | | | |
|--|---|---------|---------|--------------------|--------------------|
| 2010 | | | | | |
| Protection of Children (Scotland) Act 2003 | | | | ✓ | |
| Protection of Children and Vulnerable Adults (NI) Order 2003 | | | | | ✓ |
| Sexual Offences Act 2003 | | ✓ | ✓ | Limited provisions | Limited provisions |
| Children Act 2004 | | ✓(part) | ✓(part) | | |
| Vulnerable Witnesses (Scotland) Act 2004 | | | | ✓ | |
| Protection of Children and Prevention of Sexual Offences (S) Act 2005 | | | | ✓ | |
| Sexual Offences (NI) Order 2008 | | | | | ✓ |
| Criminal Justice (NI) Order 2008 | | | | | ✓ |
| Protection of Freedom Act 2012 | | ✓ | ✓ | ✓ | ✓ |
| <i>Children and Young People (Scotland) Act 2014</i> | | | | ✓ | |
| <i>Protection of Vulnerable Groups (Scotland) Act 2007</i> | | | | ✓ | |
| <i>Commissioner for Children and Young People (Scotland) Act 2003</i> | | | | ✓ | |
| <i>Protecting Children A Code of Practice for Voluntary Organisations in Scotland Working with Children and young People (Volunteer Development Scotland 1995)</i> | | | | ✓ | |
| <i>National Guidance for Child Protection in Scotland 2014 (Scottish Government)</i> | | | | ✓ | |
| <i>Protecting Children – A Shared Responsibility (Scottish Office 1998)</i> | | | | ✓ | |
| <i>Framework for the Assessment of Children in Need and their Families (Department of Health 2000)</i> | ✓ | | | | |
| <i>It's everyone's job to make sure I'm alright (Scottish executive 2002)</i> | | | | ✓ | |
| <i>Co-operating to Safeguard Children (Department of Health, Social Services and Public Safety 2003)</i> | | | | | ✓ |

| | | | | | |
|--|--|---|---|---|---|
| <i>Every Child Matters: Change for Children</i> (HM Government 2004) | | ✓ | | | |
| <i>Protecting Children and Young People: Framework for Standards</i> (Scottish Executive 2004) | | | | ✓ | |
| Children's Charter (Scottish Executive 2004) | | | | ✓ | |
| <i>Children and Young People: Rights to Action</i> (Welsh Assembly Government 2004) | | | ✓ | | |
| <i>Safeguarding Children: Working Together under the Children Act 2004</i> (Welsh Assembly Government 2007) | | | ✓ | | |
| Northern Ireland Regional ACPC Procedures (Department of Health, Social Services and Public Safety 2005) | | | | | ✓ |
| <i>Working Together to Safeguard Children</i> (HM Government 20013) | | ✓ | | | |
| <i>What To Do If You're Worried A Child Is Being Abused</i> (HM Government 2006) | | ✓ | | | |
| <i>Our Children and Young People – Our Pledge</i> (Office of the First Minister and Deputy First Minister 2006–2016) | | | | | ✓ |
| All Wales Child Protection Procedures (2008) | | | ✓ | | |
| <i>UNOCINI Guidance: Understanding the Needs of Children in Northern Ireland</i> (Department of Health, Social Services and Public Safety 2008) | | | | | ✓ |
| <i>Getting it Right for Every Child</i> (The Scottish Government 2008) | | | | ✓ | |
| <i>A guide to Getting it Right for Every Child</i> (The Scottish Government 2008) | | | | ✓ | |
| <i>Our Duty to Care: principles of good practice for the protection of children</i> (Department of Health, Social Services and Public Safety 2007) | | | | | ✓ |

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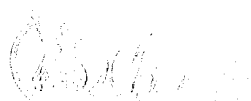
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Materials, including the CD Rom, is designed so that sports organisations can add or substitute information about their specific safeguarding policy and procedures at relevant points. Also, written case scenarios can be amended to reflect the organisation. The rest of the course content relates specifically to the key learning outcomes of the training and should not be amended. The DVD content should not be amended in any way.

We have made every attempt to locate and acknowledge the right holders of material used in this training course, but in some cases have been unable to do so. If you are a legitimate right holder whom we were unable to trace, please call 0116 234 7278 or email cpsu@nspcc.org.uk

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Child Protection in Sport Unit
play sport stay safe
enjoy and achieve

NSPCC 
Cruelty to children must stop. FULL STOP.