



## 7 CHILD PROTECTION POLICY

### 7.1 INTRODUCTION

KMAA recognises the need to make provision for children and young people, and acknowledges its moral and legal responsibility to ensure that:

- The welfare of the child is paramount.
- All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity, have the right to protection from abuse.
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- All instructors and students within KMAA have a responsibility to report concerns to the appropriate person.

### 7.2 POLICY STATEMENT

KMAA has a duty of care to safeguard all children involved in Kyushindo from harm. All children have a right to protection, and the needs of disabled children and others who may be particularly vulnerable must be taken into account.

KMAA will ensure the safety and protection of all children involved in Kyushindo through adherence to the Child Protection guidelines adopted by KMAA.

### 7.3 POLICY AIMS

The aim of the KMAA Child Protection Policy is to promote good practice:

- Providing children and young people with appropriate safety and protection whilst in the care of KMAA
- Allow all instructors and students to make informed and confident responses to specific child protection issues.
- Ensure that all incidents and allegations of abuse will be taken seriously and responded to swiftly and appropriately
- Provide suitably awareness, instruction and training seminars to instructors to assist them in fulfilling their role

### 7.4 DEFINITIONS

The following definitions will assist in the understanding of the policy.

**Carer:** A carer is someone who has the responsibility for providing or arranging care for someone else who, because of long term illness or disability or age, is not able to care for him or herself.

**Children:** A child is anyone who has not yet reached their 18th birthday. The term 'children' therefore means 'children and young people' throughout.

**Child protection:** The particular activity undertaken to protect specific children who are suffering or are at risk of suffering significant harm as a result of abuse or neglect.



**Disabled:** The Disability Discrimination Act (1995) defines a person as having a disability 'if he has a physical or mental impairment which has substantial and long-term adverse effect on his ability to carry out normal day to day activities'.

**Local Safeguarding Children Boards (LSCB):** Local Safeguarding Children Boards (LSCB) are strategic bodies with responsibilities under the Children Act 2004 to help ensure effective safeguarding of children across key agencies involved with children.

**In loco parentis:** In loco parentis (from Latin meaning 'in place of a parent') refers to a person who has been given explicit permission to assume parental responsibility for a child by his or her parents or legal guardian.

**Regulated activity:** For the purposes of identifying roles or individuals qualifying for CRB (or prospectively VBS) checks, regulated activity is defined as: involving contact with children or vulnerable adults and is of a specified nature (e.g. teaching, training, care, supervision, advice, medical treatment or in certain circumstances transport) on a frequent, intensive and/or overnight basis; or involving contact with children or vulnerable adults in a specified place (e.g. schools, care homes etc), frequently or intensively.

**Need to know:** In the context of sharing confidential information, disclosing details only to those people who have to be informed in the interests of a child or children. The factors that need to be considered when determining whether to disclose information include: the reason for sharing the information; the level of detail that needs to be disclosed; with whom the information will be shared; and whether disclosing the information is a proportionate response to the need to protect a child from harm.

**Parent:** The parent refers to the person who holds parental responsibility or the person given the responsibility for the day-to-day care of the child on behalf of the parent or an official body.

**Safeguarding:** Safeguarding refers to a range of proactive measures taken to keep children safe and promote their wellbeing, including child protection.

**Social Services:** Throughout the procedures the generic term social services is used to represent the relevant local authority social services functions with regard to children.

## 7.5 LEGISLATION AND GOVERNMENT GUIDANCE

The following are the key pieces of legislation and government guidance that are most relevant to the policy and procedures:

- Children Act 1989
- Human Rights Act 1998
- Data Protection Act 1998
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Safeguarding Children: Working Together under the Children Act 2004
- All Wales Child Protection Procedures 2008



## 7.6 PROMOTING GOOD PRACTICE

Child abuse, particularly sexual abuse, can arouse strong emotions in those facing such a situation. It is important to understand these feelings and not allow them to interfere with your judgement about the appropriate action to take.

Abuse can occur within many situations including the home, school and the sporting environment. Some individuals will actively seek employment or voluntary work with young people in order to harm them. An instructor or student will have regular contact with young people and be an important link in identifying cases where they need protection. All suspicious cases of poor practice should be reported following the guidelines in this document.

When a child enters the club having been subjected to child abuse outside the sporting environment, Kyushindo can play a crucial role in improving the child's self-esteem. In such instances the club must work with the appropriate agencies to ensure the child receives the required support.

## 7.7 GOOD PRACTICE GUIDELINES

All instructors and students should be encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations. The following are common sense examples of how to create a positive culture and climate.

### 7.7.1 Good practice means:

- Always working in an open environment avoiding private or unobserved situations and encouraging open communication.
- Treating all young people/disabled adults equally with respect and dignity.
- Always putting the welfare of each young person first.
- Maintaining a safe and appropriate distance with students (e.g. it is not appropriate for instructors or students to have an intimate relationship with a child or to share a room with them).
- Building balanced relationships based on mutual trust and empowering children to share in decision making.
- Making Kyushindo fun, enjoyable and promoting fair play.
- Ensuring that if any form of manual/physical support is required, it should be provided openly and according to guidelines provided by this Policy. If it is difficult to maintain hand positions when the child is constantly moving, young people should always be consulted and their agreement gained. Some parents are becoming increasingly sensitive about manual support and their views should always be carefully considered.
- Keeping up to date with technical skills, qualifications and insurance.
- Involving parents/carers wherever possible. For example, encouraging them to take responsibility for their children in the changing rooms. If groups have to be supervised in the changing rooms, always ensure parents/carers, instructors or adult students work in pairs.
- Ensuring that if mixed students are taken away for the day or night, they should always be accompanied by a male and female member. However, remember that same gender abuse can also occur.
- Ensuring that at seminars, gradings or residential events, adults should not enter children's rooms or invite children into their rooms.



- Being an excellent role model – this includes not smoking or drinking alcohol in the company of young people.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Recognising the developmental needs and capacity of young people and disabled adults – avoiding excessive training or competition and not pushing them against their will.
- Securing parental consent in writing to act in loco parentis, if the need arises to administer emergency first aid and/or other medical treatment.
- Keeping a written record of any injury that occurs, along with the details of any treatment given.
- Requesting written parental consent if club officials are required to transport young people in their cars.

## 7.8 PRACTICES TO BE AVOIDED

The following should be **avoided** except in emergencies. If a case arises where these situations are unavoidable (e.g. the child sustains an injury and needs to go to hospital, or a parent fails to arrive to pick a child up at the end of a session), it should be with the full knowledge and consent of someone in charge in the club or the child's parents.

### Otherwise, **avoid**:

- Spending excessive amounts of time alone with children away from others.
- Taking or dropping off a child to an event.

### 7.8.1 Practices **never** to be sanctioned

The following should never be sanctioned. You should **never**:

- Engage in rough physical or sexually provocative games, including horseplay.
- Share a room with a child.
- Allow or engage in any form of inappropriate touching.
- Allow children to use inappropriate language unchallenged.
- Make sexually suggestive comments to a child, even in fun.
- Reduce a child to tears as a form of control.
- Allow allegations made by a child to go unchallenged, unrecorded or not acted upon.
- Do things of a personal nature for children or disabled adults that they can do for themselves.
- Invite or allow children to stay with you at your home unsupervised.

**NB** It may sometimes be necessary for instructors or adult students to do things of a personal nature for children, particularly if they are young or are disabled. These tasks should only be carried out with the full understanding and consent of parents and the student involved. There is a need to be responsive to a person's reactions. If a person is fully dependent on you, talk with him/her about what you are doing and give choices where possible. This is particularly so if you are involved in any dressing or undressing of outer clothing, or where there is physical contact, lifting or assisting a child to carry out particular activities. Avoid taking on the responsibility for tasks for which you are not appropriately trained.

Some children, particularly children with learning disabilities or serious physical disabilities may not be toilet trained or require significant assistance to use these



facilities. In some situations, this may lead to increased vulnerability both for the child and the person providing the care, particularly as some children with learning disabilities can find it difficult to set and maintain physical boundaries. Therefore, where a child requires this type of care, a parent/carer or someone trained in the provision of intimate care must be on hand to address these needs.

## 7.9 INCIDENTS THAT MUST BE REPORTED/RECORDED

If any of the following occur you should report this immediately to another colleague and record the incident. You should also ensure the parents of the child are informed:

- if you accidentally hurt a student
- If he/she seems distressed in any manner
- if a student appears to be sexually aroused by your actions
- if a student misunderstands or misinterprets something you have done.
- If you accidentally touch a student in a way that could be misinterpreted.

## 7.10 SUPERVISION

It is essential that appropriate ratios for supervision are adopted and everyone is clear of their supervisory responsibilities. Ratios of adults to children should be determined by considering age, the nature of the activity and where it is taking place. For club training, Kyushindo requires a minimum ratio of **one adult to 15 children**. For events away from the regular club training venue there should be a higher ratio of adults to children. This ratio should be increased for children under the age of eight. **On all occasions, there must always be a minimum of two responsible adults present.** This ensures there is supervision in the event of an accident or incident that requires one of the adults to leave the group to accompany a child.

## 7.11 CHANGING FACILITIES

The use of changing facilities can be difficult to regulate where training venues are open to the public and may be mixed gender. All clubs should develop a policy that fits with the specific circumstances in which they operate. The following principles should be adopted:

- Where a club is fully responsible for changing facilities, adults should not be permitted to get changed in these facilities at the same time as children;
- Parents should only be in the changing room to assist their child if the age group using the facilities are under-8 years old. Additional arrangements may be required if there are young people with disabilities in the group;
- There must be separate changing facilities or changing times for males and female;
- No-one should enter changing rooms whilst these are being used by members of the opposite sex;
- The use of photographic devices, including mobile phone cameras must not be permitted in changing facilities;
- Codes of conduct should cover behaviour whilst using changing facilities;
- Children should be aware that incidents in the changing facilities should be reported without delay.
- Clubs that are unable to provide safe changing room facilities must ensure participants arrive wearing their training clothes



## 7.12 LATE COLLECTION OF A CHILD

Late collection of children by parents/carers can be challenging to manage. One way of addressing this issue is to stress the need for parent/carers to ensure they arrive on time at the end of a session. However, it is appreciated that there are some circumstances beyond the control of the parent/carer that may make it impossible to collect their child on time. Whilst it is not the responsibility of coaches and officials to transport children home on behalf of parents/carers who have been delayed, clubs should adopt the following measures to ensure children are safeguarded:

- Ask parents to provide an emergency contact name and number.
- Provide parents/carers with a contact number for the club and an instruction to call if there is any likelihood of late collection.
- Attempt to contact the child's parent/carer or, if necessary, the emergency contact.
- Ensure that two adults remain with the child at the facility until the parents/carer arrives.
- If appropriate, remind parents/carers of the policy relating to late collection.
- The child should not be sent home with another person without permission from a parent/carer.
- If no-one collects the child and no contact can be made, after half an hour (or the premises are closing), the Instructor must contact the local Social Services Department (see 'Useful Telephone Numbers' below).

## 7.13 USE OF PHOTOGRAPHIC FILMING EQUIPMENT

There is no intention to stop people photographing their children, club mates, or photography and video being used as an educational tool but this is in the context of appropriate safeguards being in place.

Unfortunately there is evidence that some people have used sporting events as an opportunity to take inappropriate photographs or film footage of young and disabled sportspeople in vulnerable positions. All clubs should be vigilant and any concerns should be reported to the appropriate person/instructor.

There is no intention to prevent club instructors using video equipment as a legitimate coaching aid. However, students and their parents/carers should be made aware that this is part of the coaching programme and such films should be stored safely.

No child or young person should be subjected to any photography unless written permission has been obtained.

A pro-forma shall be issued to parents/carers detailing their permission/non permission of photography. Photography must not include any child or young person whose parent has refused, or not provided, permission for any reason.

## 7.14 TRANSPORTING CHILDREN

Although it is always best safeguarding practice to avoid transporting a child alone, **Kyushindo** recognises that there are some circumstances where it is unavoidable if



a child is to participate in the required training. If all alternatives have been exhausted and a coach or official has to transport a child there are a number of safety measures that should be put in place to minimise the risk:

- Ensure anyone providing transport to children on behalf of **Kyushindo** has been asked to complete an enhanced CRB check and provide evidences of appropriate insurance;
- Ensure the **KMAA** Child Protection Officer has been made aware of the transport arrangements and is given the opportunity to talk to the child/children in advance to check they are comfortable with the plans. The Child Protection Officer should ensure that the children understand their rights and feel able to discuss any concerns or incidents;
- Try to avoid having one child alone with the driver, either by having another adult present or by ensuring children are transported in groups with central pick-up and drop-off points. If the later recommendation is not possible, and the transport arrangements are in place on a routine basis, try to alternate which child is dropped off last;
- Provide parents with full details of any planned breaks in the journey and departure and arrival times;
- Sit children in the back of the car;
- Always use seat belts and booster seats, if required. Requirements should be confirmed prior to the trip. For further guidance, please visit <http://think.direct.gov.uk/>
- Ensure the driver has a point of contact and mobile phone should they break down.

It is accepted that circumstances may arise in event of an emergency, e.g. a child sustains an injury and needs to go to hospital, where an unaccompanied adult may need to transport an unaccompanied child. In such situations, the Child Protection Officer or another senior Officer and, where possible, the child's parents should be informed.

## 7.15 RECRUITMENT AND TRAINING OF INSTRUCTORS

**KMAA** recognises that anyone may have the potential to abuse children in some way and that all reasonable steps are taken to ensure unsuitable people are prevented from working with children.

## 7.16 INTERVIEW AND INDUCTION

All instructors will be required to undergo an interview carried out by a senior instructor (3rd Dan or above). Senior instructors will be interviewed by the Area Coach or Vice-President. All instructors should receive formal or informal induction, during which:

- The assessment form will be completed and signed by the applicant and the senior instructor.
- Their qualifications and checks should be substantiated.
- The job requirements and responsibilities should be clarified.
- They should sign up to **KMAA's** Code of Ethics and Conduct.
- Child protection procedures are explained and checks are made to ensure relevant child protection and health and safety training has been completed.



## 7.17 TRAINING

In addition to assessment, the safeguarding process includes annual training after recruitment to help instructors to:

- Analyse their own practice against established good practice, and to ensure their practice is likely to protect them from false allegations.
- Recognise their responsibilities and report any concerns about suspected poor practice or possible abuse.
- Respond to concerns expressed by a child or young person.
- Work safely and effectively with children.

KMAA requires:

- Instructors to undertake a recognised good practice and child protection awareness training, to ensure their practice is exemplary and to facilitate the development of a positive culture towards good practice and child protection.
- Instructors are required to complete '*An Introduction to Safety in Clubs*' training course.
- Relevant students to complete recognised awareness training on child protection.
- Relevant students to receive advisory information outlining good practice and informing them about what to do if they have concerns about the behaviour of an adult towards a young person.
- All instructors and relevant students to undergo national first aid training.
- Attendance of update training when necessary.

## 7.18 RESPONDING TO ALLEGATIONS OR SUSPICIONS

It is not the responsibility of anyone partaking in **Kyushindo**, to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns through contact with the appropriate authorities.

**KMAA** will assure all students that it will fully support and protect anyone who in good faith reports his/her concern that a colleague is, or may be, abusing a child.

Where there is a complaint against another Member there may be three types of investigation:

- a criminal investigation
- a child protection investigation
- A disciplinary or misconduct investigation.

The results of the police and child protection investigation may well influence the disciplinary investigation, but not necessarily.

## 7.19 ACTION

### 7.19.1 Concerns about poor practice

- If, following consideration, the allegation is clearly about poor practice, the Area Coach or a Senior Instructor will deal with it as a misconduct issue.
- If the allegation is about poor practice by the Area Coach or a Senior Instructor, or if the matter has been handled inadequately and concerns



remain, it should be reported to the next most appropriate Senior Instructor or Vice-President who will decide how to deal with the allegation and whether or not to initiate disciplinary proceedings.

#### 7.19.2 Concerns about suspected abuse:

- Any suspicion that a child has been abused by either an instructor or student should be reported immediately to the Child Protection Officer, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- The Child Protection Officer will refer the allegation to the social services department which may involve the police, or go directly to the police if out-of-hours.
- The parents or carers of the child will be contacted as soon as possible following advice from the social services department.
- If the Child Protection Officer is the subject of the suspicion/allegation, the report must be made to the Vice President or next most appropriate Senior Instructor who will refer the allegation to social services.
- No person should be informed about the allegations without permission from the Child Protection Officer, social services or the police.

#### 7.19.3 Confidentiality

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only.

This includes the following people:

- any Officer of KMAA
- any Instructor including Area Coaches and Senior Instructors
- the Child Protection Officer
- the parents of the person who is alleged to have been abused where appropriate.
- the person making the allegation
- social services/police
- The alleged abuser (and parents if the alleged abuser is a child).

Seek social services advice on who should approach the alleged abuser.

Information should be stored in a secure place with limited access to designated people, in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

#### 7.19.4 Internal enquiries and suspension

- The **KMAA** Child Protection Officer will make an immediate decision to temporarily suspend the individual accused pending further police and social services inquiries.
- Irrespective of the findings of the social services or police inquiries the **KMAA** Appeals Committee will assess all individual cases to decide whether an instructor or student can be reinstated and how this can be sensitively handled. This may be a difficult decision, particularly where there is insufficient evidence to uphold any action by the police. In such cases, the **KMAA** Appeals Committee must reach a decision based upon the available



information, which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

#### **7.19.5 Support to deal with the aftermath of abuse**

- Consideration should be given to the kind of support that children, parents and students may need. Use of helplines, support groups and open meetings will maintain an open culture and help the healing process. The British Association for Counselling Directory is available from The British Association for Counselling, 1 Regent Place, Rugby CV21 2PJ, Tel: 01788 550899, Fax: 01788 562189, Email: [bac@bacp.co.uk](mailto:bac@bacp.co.uk), Internet: [www.bacp.co.uk](http://www.bacp.co.uk)
- Consideration should be given to what kind of support may be appropriate for the alleged perpetrator.

#### **7.19.6 Allegations of previous abuse**

Allegations of abuse may be made some time after the event (e.g. by an adult who was abused as a child by an instructor or other student who is still currently working with children).

Where such an allegation is made, the club should follow the procedures as detailed above and report the matter to the social services or the police. This is because other children, either within or outside Kyushindo, may be at risk from this person. Anyone who has a previous criminal conviction for offences related to abuse is automatically excluded from working with children. This is reinforced by the details of the Protection of Children Act 1999.

#### **7.19.7 Action if bullying is suspected**

If bullying is suspected, the same procedure should be followed as set out in 'Responding to suspicions or allegations' above.

#### **7.19.8 Action to help the victim and prevent bullying**

- Take all signs of bullying very seriously.
- Encourage all children to speak and share their concerns (It is believed that up to 12 children per year commit suicide as a result of bullying, so if anyone talks about or threatens suicide, seek professional help immediately). Help the victim to speak out and tell the person in charge or someone in authority.
- Investigate all allegations and take action to ensure the victim is safe. Speak with the victim and the bully(ies) separately.
- Reassure the victim that you can be trusted and will help them, although you cannot promise to tell no one else.
- Keep records of what is said (what happened, by whom, when).
- Report any concerns to the Senior Instructor, Child Protection Officer or the school (wherever the bullying is occurring).

#### **7.19.9 Action towards the bully(ies)**

- Talk with the bully(ies), explain the situation, and try to get the bully(ies) to understand the consequences of their behaviour. Seek an apology to the victim(s).
- Inform the bully(ies)'s parents.
- Provide support for the victim's instructor.



- Impose sanctions as necessary.
- Encourage and support the bully(ies) to change behaviour.
- Hold meetings with the families to report on progress.
- Inform all organisation members of action taken.
- Keep a written record of action taken.

#### **7.19.10 Concerns outside the immediate Kyushindo environment (e.g. a parent or carer):**

- Report your concerns to the Child Protection Officer, who should contact social services or the police as soon as possible.
- See section below for the information social services or the police will need.
- If the Child Protection Officer is not available, the person being told of or discovering the abuse should contact social services or the police immediately.
- Social services and the Child Protection Officer will decide how to involve the parents/carers.
- The Child Protection Officer should also report the incident to the **KMA** governing body. The governing body should ascertain whether or not the person/(s) involved in the incident play a role in Error! Reference source not found., and act accordingly.
- Maintain confidentiality on a need to know basis only.
- See below regarding information needed for social services.

#### **7.19.11 Information for social services or the police about suspected abuse**

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

- The child's name, age and date of birth of the child.
- The child's home address and telephone number.
- Whether or not the person making the report is expressing their own concerns or those of someone else.
- The nature of the allegation. Include dates, times, any special factors and other relevant information.
- Make a clear distinction between what is fact, opinion or hearsay.
- A description of any visible bruising or other injuries. Also any indirect signs, such as behavioural changes.
- Details of witnesses to the incidents.
- The child's account, if it can be given, of what has happened and how any bruising or other injuries occurred.
- Have the parents been contacted?
- If so, what has been said?
- Has anyone else been consulted? If so, record details.
- If the child was not the person who reported the incident, has the child been spoken to? If so, what was said?
- Has anyone been alleged to be the abuser? Record details.
- Where possible referral to the police or social services should be confirmed in writing within 24 hours and the name of the contact who took the referral should be recorded.



If you are worried about sharing concerns about abuse with a senior colleague, you can contact social services, the police, the NSPCC or ChildLine, see 'Useful Telephone Numbers' below.

## 7.20 CHILD ABUSE

### 7.20.1 Defining Child Abuse

Child abuse is when an adult harms a child or young person. There are four main types of abuse:

- **Physical abuse:** This includes being hit, kicked, shaken or punched, or given harmful drugs or alcohol.
- **Emotional abuse:** This includes being called names, being threatened or shouted at or made to feel small.
- **Sexual abuse:** This includes being touched in a way you don't like by an adult or young person, being forced to have sex, or being made to look at sexual pictures or videos.
- **Neglect:** This is when a child is not looked after properly, including having no place to stay, not enough food to eat, or clothes to keep warm. It also includes medical care and medication.

### 7.20.2 Bullying

Bullying is also a form of abuse. Bullying includes hitting or threatening a child with violence, taking their belongings, calling them names or insulting them, making them do things they won't want to do, and deliberately humiliating or ignoring them.

### 7.20.3 Common Signs of Abuse

- The child appears distrustful of a particular adult, or a parent or a coach with whom you would expect there to be a close relationship.
- He or she has unexplained injuries such as bruising, bites or burns - particularly if these are on a part of the body where you would not expect them.
- If he or she has an injury which is not explained satisfactorily or properly treated.
- Deterioration in his or her physical appearance or a rapid weight gain or loss.
- Pains, itching, bruising, or bleeding in or near the genital area.
- A change in the child's general behaviour. For example, they may become unusually quiet and withdrawn, or unexpectedly aggressive. Such changes can be sudden or gradual.
- If he or she refuses to remove clothing for normal activities or wants to keep covered up in warm weather.
- If he or she shows inappropriate sexual awareness or behaviour for their age.
- Some disabled children may not be able to communicate verbally about abuse that they may be experiencing or have witnessed. It is therefore important to observe these children for signs other than 'telling'.

The above signs should be seen as a possible indication of abuse and not as a confirmation.



Visible signs such as bruising or other injuries cannot be taken as proof of abuse. In some cases a child can be more accident prone.

Always act responsibility on any concerns.

## 7.21 RESPONDING TO THE CHILD

- Do not panic – react calmly so as not to frighten the child
- Acknowledge that what the child is doing is doing is difficult, but that they are right to confide in you.
- Reassure the child that they are not to blame.
- Make sure that, from the outset, you can understand what the child is saying.
- Be honest straight away and tell the child you cannot make promises that you will not be able to keep.
- Do not promise that you keep the conversation secret. Explain that you will need to involve other people and that you will need to write things down.
- Listen to and believe the child; take them seriously.
- Do not allow your shock or distaste to show.
- Keep any questions to a minimum, but do clarify any facts or words that you do not understand – do not speculate or make assumptions.
- Avoid closed questions (i.e. questions which invite yes or no answers).
- Do not probe for more information than is offered.
- Encourage the child, to use its own words.
- Do not make negative comments about the alleged abuser.
- End the disclosure and ensure that the child is either being collected or is capable of going home alone.
- Do not approach the alleged abuser.

## 7.22 TIMING AND LOCATION

It is understandable that the child may want to see you alone, away from others. The child may therefore approach you at the end of a session when everyone is going home, or may arrive deliberately early at a time when they think you will not be busy. However, a disclosure is not just a quick chat; it will take time and usually has further consequences. Bear in mind that you may also need to attend to other students / children, check equipment or set up an activity – you cannot simply leave a session unattended. Therefore, try to arrange to speak to the child at an appropriate time.

Location is very important. Although it is important to respect the child's need for privacy, you also need to protect yourself against potential allegations. Do not listen to the child's disclosure in a completely private place – try to ensure that other instructors or senior students are present or at least nearby.

All records should:

- Be written as soon as possible, signed and dated.
- Clearly distinguish between fact, observation, allegation and opinion
- Note the name, date, the event, a record of what was said, and any action taken in cases of suspected abuse
- Be held separately from main records
- Be exempt from open access



## 7.23 USEFUL TELEPHONE NUMBERS

**Oxfordshire Social Services:**

0845 050 7666 (out-of-hours emergencies: 0800 833408)

**Berkshire Social Services:**

0118 9373641 (out-of-hours emergencies: 01344 786543)

**NSPCC Child Protection Helpline:**

0808 800 5000

**Childline:**

0800 1111

**British Association for Counselling:**

01788 550899