



Sussex Sailability Safeguarding Policy

Sussex Sailability is committed to safeguarding Adults at Risk taking part in its activities from physical, sexual, psychological, emotional or financial harm or neglect. We recognise that everyone irrespective of age, disability, gender, gender reassignment, race religion or belief, sexual orientation, pregnancy and maternity, marriage or civil partnership or social status, has the right to protection from discrimination and abuse.

For the purposes of this Policy an Adult at Risk is defined by the Care Act 2014 which applies to people 18 or over who are in need of support, regardless of whether they are receiving it and because of these needs are unable to protect themselves against abuse or neglect. A person with a physical disability, whether from birth or acquired through injury, illness or advancing age; or who is blind or visually impaired; or who is deaf or hearing impaired; or who has learning disabilities, or who for some reason may not have the capacity to make independent decisions or assess risk; or who is on the autistic spectrum; or who is experiencing mental illness.

Safeguarding Guidelines for children and young people are covered by Child Protection Guidelines which are different from the Safeguarding Guidelines for Adults at Risk. As defined by the Children Act 1989, for the purposes of this policy anyone under the age of 18 should be considered as a child and regarded as vulnerable.

Sussex Sailability is committed to safeguarding, from physical, sexual or emotional harm, neglect or bullying, children taking part in its activities. We recognise that the safety, welfare and needs of the child are paramount and that all children, irrespective of age, disability, race, religion or belief, sex, sexual or gender identity or social status, have a right to protection from discrimination and abuse.

Sussex Sailability takes all reasonable steps, by providing volunteers with appropriate procedures and training, it offers a safe environment for all participants. Everyone will be treated with dignity and respect.

All members and volunteers of Sussex Sailability should be aware of the policy.

Sussex Sailability Welfare Officer

The Welfare Officer is Nicola Besag
Email: nicola.besag@gmail.com



Good practice

It is the responsibility of all Sailability members and volunteers to behave in a way that helps develop a culture where adults at risk and their carers, and children, parents and others feel able to raise concerns, knowing that they will be taken seriously and will not make the situation worse for themselves or others.

All volunteers and members of Sussex Sailability who are given clear roles and responsibilities should;

- Read the Good Practice Guidelines- common sense guidelines for minimising risk (Appendix A)
- Agree to abide by the Code of Conduct (Appendix B)
- Read the guidelines on recognising abuse (Appendix C and D)

Concerns

Anyone who is concerned about the welfare of an adult or child within Sussex Sailability should inform the Welfare Officer immediately in strict confidence. The Welfare Officer will follow the attached Safeguarding Procedures (Flowcharts 1 and 2).

Any volunteer or member of Sussex Sailability failing to comply with the Safeguarding Policy and any relevant Code of Conduct may be subject to disciplinary action.

All members of Sussex Sailability and volunteers should be aware of this Policy.

Handling concerns, reports or allegations

Adults at risk, children and young people should be able to enjoy sailing and to be treated with respect. If you hear something that makes you worried about the way a participant is being treated:-

Always:

- stay calm – ensure that the adult/child is safe and feels safe
- show and tell the adult/child that you are taking what he/she says seriously
- reassure the person and stress that he/she is not to blame
- be careful about physical contact, it may not be what the adult/child wants
- be honest, explain that you will have to tell someone else to help stop the alleged abuse
- make a record of what the adult/child has said as soon as possible after the event, using their own words
- follow your organisation's safeguarding/child protection procedures.

Never:

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- rush into actions that may be inappropriate
- make promises you cannot keep (eg. you won't tell anyone)
- ask leading questions (see 'Recording and handling information' below)
- take sole responsibility – consult someone else (ideally the designated Welfare Officer or the person in charge or someone you can trust) so that you can begin to protect the adult at risk/child and gain support for yourself.

Always report it. It can never be ignored

Recording and handling information

Encourage them to tell you in their own words what has happened. Convey sympathy and understanding eg 'what you are saying is important' 'It's good that you've told me what's worrying you', 'take as much time as you need' 'I will help you as best I can' 'I can understand why you're upset'

Do not start asking leading questions which may jeopardise any formal investigation. A leading question is where you suggest an answer or provide options that only need a 'yes' or 'no' answer, instead of allowing the person to explain things in their own words.

An example would be asking 'did X hit you?' instead of 'how did you get that bruise?'. Use open questions such as 'what happened next?'. Only ask questions to confirm that you need to refer the matter to someone else.

If the person has difficulty communicating, because of a physical condition or does not have the mental capacity, ask them if they would like someone there to assist or interpret, but do not assume that they want their regular carer present.

Mental capacity and consent

Mental capacity refers to the ability to make a decision at a particular time. The term 'lacks capacity' means that a person is unable to make a particular decision or take a particular action for themselves at a particular point in time – although they may still be able to express an opinion or preference or take a less complex decision.

If the adult does not have capacity and is unable to give consent, a referral may be made and their family or carers informed, provided that they are involved in the individual's life and are not implicated in the allegation.

What to do with the information

1. Write down the facts. that you heard or saw, not what you think or assume. This information may be passed to statutory authorities so it important that this disclosure is recorded and dealt with appropriately
2. As soon as possible pass the information to your Welfare Officer with the consent of the adult at risk/child if possible



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3. If they are not available and what you have heard is serious enough to think that the adult/child is in imminent danger, dial 999 or contact Social Care (see contact details below)

All information must be treated as confidential and only shared with those who need to know.

Local contact details for Child and Adult Social Care

Adult Social Care: 01243 642121, e-mail socialcare@westsussex.gov.uk

West Sussex Safeguarding Children Partnership: Local Authority Designated Officer: 0330 222 6450, email: LADO@westsussex.gov.uk



Appendix A Safeguarding Good Practice

Common sense guidelines for minimising risk with adults at risk and children

This guide only covers the essential points of good practice when working with adults at risk and children. You should also read the organisation's Safeguarding Policy and Procedures which are available for reference at all times.

1. Always communicate clearly, in whatever way best suits the individual, and check their understanding and expectations.
2. Work in full view of others and avoid spending any significant time alone with adults at risk or children
3. Do not, unless it is totally unavoidable, take an Adult at Risk or child in your car alone, however short the journey. Always make sure that an adult at risk has the capacity to decide to accept a lift
4. Never, as part of a Sailability activity, take an Adult at Risk or child to your home. Their parent, carer or someone in charge of Sussex Sailability must know and agree if it's unavoidable
5. Design training programmes that are within the ability of the individual adult or child
6. Giving help with wetsuits and lifejackets or if you need to supply physical assistance or support always do in view of others. If a child is struggling, get them to ask a friend if at all possible. If you do have to help a child, make sure you are in full view of others, preferably another adult
7. Take great care with communications via mobile phone, e-mail or social media that might be misunderstood or shared inappropriately. In general, only send group communications about organisational matters using these methods. If it's essential to send an individual message to a person who has a learning disability or other impairment that might affect their understanding, copy it to their carer.
8. Never engage in rough, physical or sexually provocative games, and never allow or engage in inappropriate touching of any form
9. Never use provocative language, never make sexually suggestive comments even in fun. Never allow children to use inappropriate language unchallenged, or use such language yourself when with children
10. Never do things of a personal nature that an Adult at Risk or child can do for themselves. Clearly in cases where the individual hasn't the capacity to consent, carers should be fully informed. In an emergency try to get their consent but if that is impossible, inform carers making sure that everyone involved acts with sensitivity and discretion.

Mental Capacity

It may sometimes be necessary to do things of a personal nature for children, particularly if they are very young or disabled. Or to help an Adult at Risk who has a physical or learning disability. These tasks should only be carried out with the full understanding and consent of both the Adult at Risk/child where possible, and their parents/carers. In an emergency situation which requires this type of help, if the adult at Risk lacks the capacity to give



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consent carers should be fully informed. In the case of a child, parents/carers should be informed as soon as possible. In such situations it is important to ensure that any adult present is sensitive to the child and undertakes personal care tasks with the utmost discretion.

Abuse

Be aware that adults and children with disabilities or from different ethnic backgrounds, or low esteem or mental health problems can be more vulnerable to abuse and find it more difficult to express their concerns. For example:

- a disabled adult or child who relies on a carer to help them get changed may worry that they won't be able to sail any more if they report the carer
- a deaf adult or child may not be able to express themselves or speak confidentially if they need an interpreter
- an adult or child who has experienced racism may find it difficult to trust an adult from a different ethnic background
- Adults and children with low self-esteem or mental health problems can be more vulnerable to bullying or abuse, as can gay, lesbian, bisexual or transgender young people, or any adult or child who has a characteristic that marks them out in others' eyes as 'different'.

ALWAYS ACT ON AN ALLEGATION MADE BY AN ADULT AT RISK OR CHILD



Appendix B

Code of Conduct

It is the policy of Sussex Sailability that all volunteers, participants and their parents/carers, show respect for and understanding of each other, treat everyone equally within the context of the sport and conduct themselves in a way that reflects the principles of the organisation. The aim is enjoyment for all participants.

Abusive language, swearing, intimidation, aggressive behaviour or lack of respect for others and their property will not be tolerated.

Participants

- Listen to and accept what you are asked to do to improve your performance and keep you safe
- Respect other participants, coaches, instructors, officials and volunteers
- Abide by the rules and play fairly
- Do your best at all times
- Never bully others either in person, by phone, by text or online
- Take care of all property belonging to other participants, the club/organisation or its members

Carers

- Accept that adult participants have a right to take risks and to take decisions about their welfare, unless they lack the capacity to do so as defined by the Mental Health Act 2005
- Support the participant's involvement and help them enjoy their sport
- Help the participant to recognise good performance, not just results
- Never force the participant to take part in sport
- Never punish or belittle the participant for losing or making mistakes
- Encourage and guide the participant to accept responsibility for their own conduct and performance
- Respect and support the instructor/coach
- Accept officials' judgements and recognise good performance by all participants
- Use established procedures where there is a genuine concern or dispute
- Inform the club or event organisers of relevant medical information
- Ensure that the participant wears suitable clothing and has appropriate food and drink
- Provide contact details and be available when required
- Take responsibility for the participant's safety and conduct in and around the clubhouse/event venue

In the case of a person who lacks the capacity to take responsibility for their own welfare, Sussex Sailability may require a carer or designated adult to be on site. It



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must be made clear at what point responsibility transfers from the instructor, volunteer or organiser to that person.

Instructors and Volunteers

- Consider the welfare and safety of participants before the development of performance
- Encourage participants to value their performance and not just results
- Promote fair play and never condone cheating
- Ensure that all activities are appropriate to the age, ability and experience of those taking part
- Build relationships based on mutual trust and respect
- Work in an open environment
- Avoid unnecessary physical contact with young or vulnerable people
- Be an excellent role model and display consistently high standards of behaviour and appearance
- Do not drink alcohol or smoke when working
- Communicate clearly with participants and carers
- Be aware of any relevant medical information
- Follow RYA and club/class guidelines and policies
- Holders of RYA Instructor and Coach qualifications must also comply with the RYA Code of Ethics and Conduct
- Holders of RYA Race Official appointments must also comply with the RYA Race Officials Code of Conduct.

If you are concerned that someone is not following the Code of Conduct, you should inform your organisation's Welfare Officer or the person in charge of the activity.

First aid

First aid, provided by an appropriately trained and qualified person, is part of an organisation's normal duty of care. If the individual lacks the capacity to give consent, and medication or medical treatment may be required in the absence of their carer, obtain prior consent from the carer.

All volunteers and members of Sussex Sailability should follow the Good Practice Handout for Instructors and Volunteers – see Appendix A



Appendix C

What is child abuse?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (including via the internet). They may be abused by an adult or adults, or another child or children.

Physical abuse may involve adults or other children inflicting physical harm:

- hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating
- giving children alcohol or inappropriate drugs
- a parent or carer fabricating the symptoms of, or deliberately inducing, illness in a child
- in sport situations, physical abuse might also occur when the nature and intensity of training exceeds the capacity of the child's immature and growing body.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve:

- conveying to a child that they are worthless, unloved or inadequate
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- imposing expectations which are beyond the child's age or developmental capability
- overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction
- allowing a child to see or hear the ill-treatment of another person
- serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger
- the exploitation or corruption of children
- emotional abuse in sport might also include situations where parents or coaches subject children to constant criticism, bullying or pressure to perform at a level that the child cannot realistically be expected to achieve.

Some level of emotional abuse is involved in all types of maltreatment of a child.

Sexual abuse. Sexual abuse involves an individual (male or female, or another child) forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, to gratify their own sexual needs. The activities may involve:

- physical contact (eg. kissing, touching, masturbation, rape or oral sex)
- involving children in looking at, or in the production of, sexual images
- encouraging children to behave in sexually inappropriate ways or watch sexual activities
- grooming a child in preparation for abuse (including via the internet)
- sport situations which involve physical contact (eg. supporting or guiding children) could potentially create situations where sexual abuse may go unnoticed. Abusive situations may also occur if adults misuse their power and position of trust over young people.



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Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision
- ensure access to appropriate medical care or treatment
- respond to a child's basic emotional needs
- neglect in a sport situation might occur if an instructor or coach fails to ensure that children are safe, or exposes them to undue cold or risk of injury.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs and wants (eg. attention, money or material possessions, alcohol or drugs), and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation can also occur online without involving physical contact.

Extremism goes beyond terrorism and includes people who target the vulnerable - including the young - by seeking to: sow division between communities on the basis of race, faith or denomination; justify discrimination eg. towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

Bullying (not included in 'Working Together' but probably more common in a sport situation than some of the other forms of abuse described above)
Bullying (including online bullying, for example via text or social media) may be seen as deliberately hurtful behaviour, usually repeated or sustained over a period of time, where it is difficult for those being bullied to defend themselves. The bully is often another young person. Although anyone can be the target of bullying, victims are typically shy, sensitive and perhaps anxious or insecure. Sometimes they are singled out for physical reasons – being overweight or physically small, being gay or lesbian, having a disability or belonging to a different race, faith or culture.

Bullying can include:

- physical pushing, kicking, hitting, pinching etc
- name calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule, humiliation or the continual ignoring of individuals
- posting of derogatory or abusive comments, videos or images on social network sites
- racial taunts, graffiti, gestures, sectarianism
- sexual comments, suggestions or behaviour
- unwanted physical contact.

The acronym STOP – Several Times On Purpose - can help you to identify bullying behaviour.

Recognising Abuse





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It is not always easy, even for the most experienced carers, to spot when a child has been abused. However, some of the more typical symptoms which should trigger your suspicions would include:

- unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries
- sexually explicit language or actions
- a sudden change in behaviour (eg. becoming very quiet, withdrawn or displaying sudden outbursts of temper)
- the child describes what appears to be an abusive act involving him/her
- a change observed over a long period of time (eg. the child losing weight or becoming increasingly dirty or unkempt)
- a general distrust and avoidance of adults, especially those with whom a close relationship would be expected
- an unexpected reaction to normal physical contact
- difficulty in making friends or abnormal restrictions on socialising with others.

It is important to note that a child could be displaying some or all of these signs, or behaving in a way which is worrying, without this necessarily meaning that the child is being abused. Similarly, there may not be any signs, but you may just feel that something is wrong. If you have noticed a change in the child's behaviour, first talk to the parents or carers. It may be that something has happened, such as a bereavement, which has caused the child to be unhappy.

If you are concerned

If there are concerns about sexual abuse or violence in the home, talking to the parents or carers might put the child at greater risk. If you cannot talk to the parents/carers, consult your organisation's designated Welfare/Safeguarding Officer or the person in charge. It is this person's responsibility to make the decision to contact Children's Social Care Services or the Police. It is NOT their responsibility to decide if abuse is taking place, BUT it is their responsibility to act on your concerns.



Appendix D

What is abuse?

Based on the statutory guidance supporting the implementation of the Care Act 2014

Abuse is a violation of an individual's human and civil rights by another person or persons.

Adults at risk may be abused by a wide range of people including family members, professional staff, care workers, volunteers, other service users, neighbours, friends, and individuals who deliberately exploit vulnerable people. Abuse may occur when an adult at risk lives alone or with a relative, within nursing, residential or day care settings, hospitals and other places assumed to be safe, or in public places.

The following is not intended to be an exhaustive list of types of abuse or exploitation but an illustrative guide as to the sort of behaviour which could give rise to a safeguarding concern:

Physical abuse - including assault, hitting, slapping, pushing, misuse of medication, restraint, or inappropriate physical sanctions.

Domestic violence – including psychological, physical, sexual, financial, emotional abuse; so called 'honour' based violence. This won't happen at a club/centre, but there could be concerns about a participant's home situation.

Sexual abuse - including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjections to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.

Psychological abuse - including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or unreasonable and unjustified withdrawal from services or supportive networks. In a club context this might include excluding a member from social activities.

Financial or material abuse - including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits. People with learning disabilities or dementia are particularly vulnerable to this type of abuse. An example might be encouraging someone to book and pay for training courses that are inappropriate for their level of ability, or to purchase sailing clothing or equipment they don't need.



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Discriminatory abuse - including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.

Neglect and acts of omission - including ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating; or in a watersports context, failing to ensure that the person is adequately protected from the cold or sun or properly hydrated while on the water.

Self-neglect – this covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding. Self-neglect might indicate that the person is not receiving adequate support or care, or could be an indication of a mental health issue such as depression.

Organisational abuse – including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one-off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

Modern slavery – encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

Not included in the Care Act 2014 but also relevant:

Bullying (including 'cyber bullying' by text, e-mail, social media etc) - may be seen as deliberately hurtful behaviour, usually repeated or sustained over a period of time, where it is difficult for those being bullied to defend themselves. The bully may be another vulnerable person. Although anyone can be the target of bullying, victims are typically shy, sensitive and perhaps anxious or insecure. Sometimes they are singled out for physical reasons – being overweight, physically small, having a disability - or for belonging to a different race, faith or culture.

Mate Crime – a 'mate crime' as defined by the Safety Net Project is 'when vulnerable people are befriended by members of the community who go on to exploit and take advantage of them. It may not be an illegal act but still has a negative effect on the individual'. Mate Crime is carried out by someone the adult knows. There have been a number of serious cases relating to people with a learning disability who were seriously harmed by people who purported to be their friends.

Radicalisation - the aim of radicalisation is to inspire new recruits, embed extreme views and persuade vulnerable individuals to the legitimacy of a cause. This may be direct through a relationship, or through social media.

Recognising abuse

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Patterns of abuse vary and include:

- Serial abusing in which the perpetrator seeks out and ‘grooms’ individuals. Sexual abuse sometimes falls into this pattern as do some forms of financial abuse
- Long-term abuse in the context of an ongoing family relationship such as domestic violence between spouses or generations or persistent psychological abuse; or
- Opportunistic abuse such as theft occurring because money or valuable items have been left lying around.

Signs and indicators that may suggest someone is being abused or neglected include:

- Unexplained bruises or injuries – or lack of medical attention when an injury has occurred
- Someone losing or gaining weight, or an unkempt appearance
- A change in behaviour or confidence
- Self-harming
- A person’s belongings or money go missing
- The person is not attending, or no longer enjoying, their sessions
- A person has a fear of a particular group or individual
- A disclosure – someone tells you or another person that they are being abused.

If you are concerned

If there are concerns about abuse taking place in the person’s home, talking to their carers might put them at greater risk. If you cannot talk to the carers, consult your organisation’s designated Welfare Officer or the person in charge. It is this person’s responsibility to make the decision to contact Adult Social Care Services. It is NOT their responsibility to decide if abuse is taking place, BUT it is their responsibility to act on your concerns.

Social care professionals involved in taking decisions about adults at risk must take all of the circumstances into account and act in the individual’s best interests. You are not expected to be able to take such decisions.

The following six principles inform the way in which professionals and other staff in care and support services and other public services work with adults:

- **Empowerment** – People being supported and encouraged to make their own decisions and informed consent
- **Prevention** – It is better to take action before harm occurs
- **Proportionality** – The least intrusive response appropriate to the risk presented
- **Protection** – Support and representation for those in greatest need



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- **Partnership** – Local solutions through services working with their communities.

Communities have a part to play in preventing, detecting and reporting neglect and abuse

- **Accountability** – Accountability and transparency in delivering safeguarding.

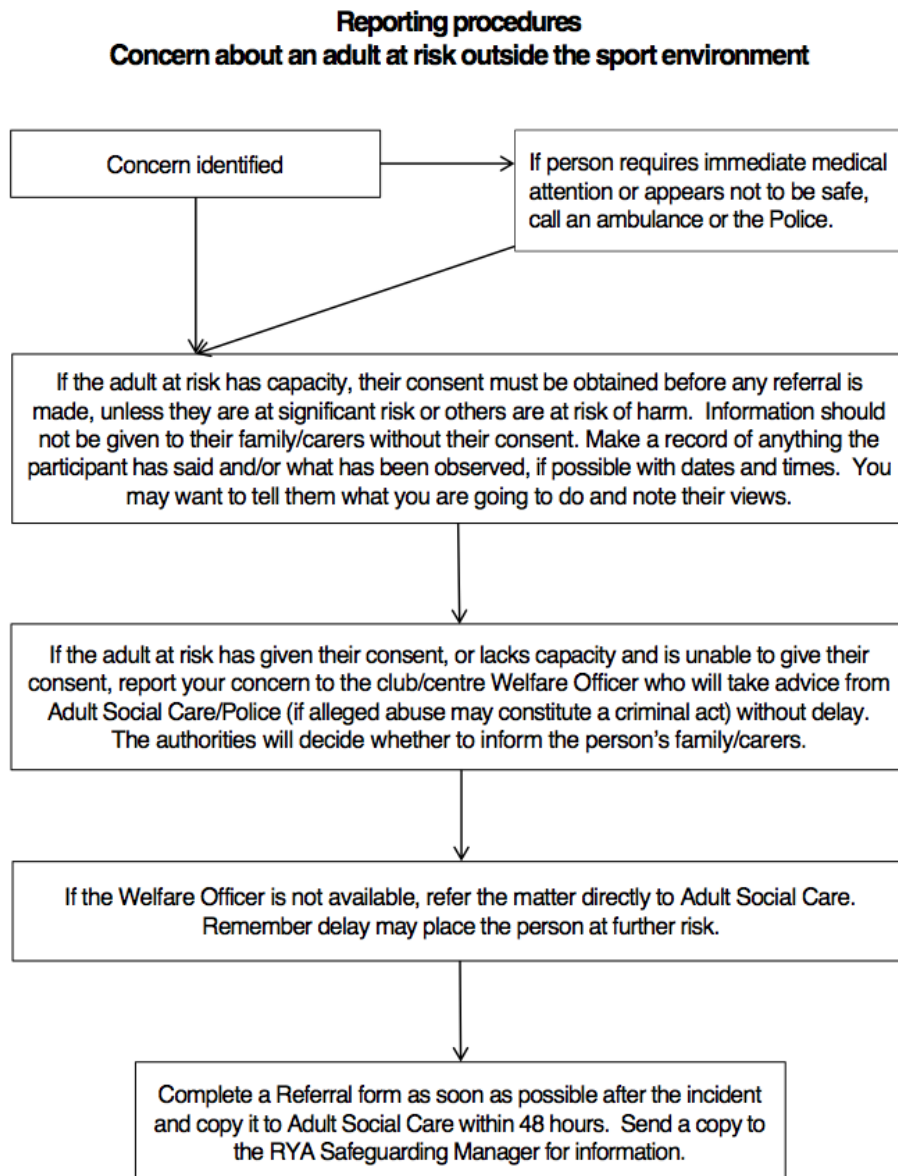
Some instances of abuse will constitute a criminal offence, for example assault, sexual assault and rape, fraud or other forms of financial exploitation and certain forms of discrimination. This type of abuse should be reported to the Police.



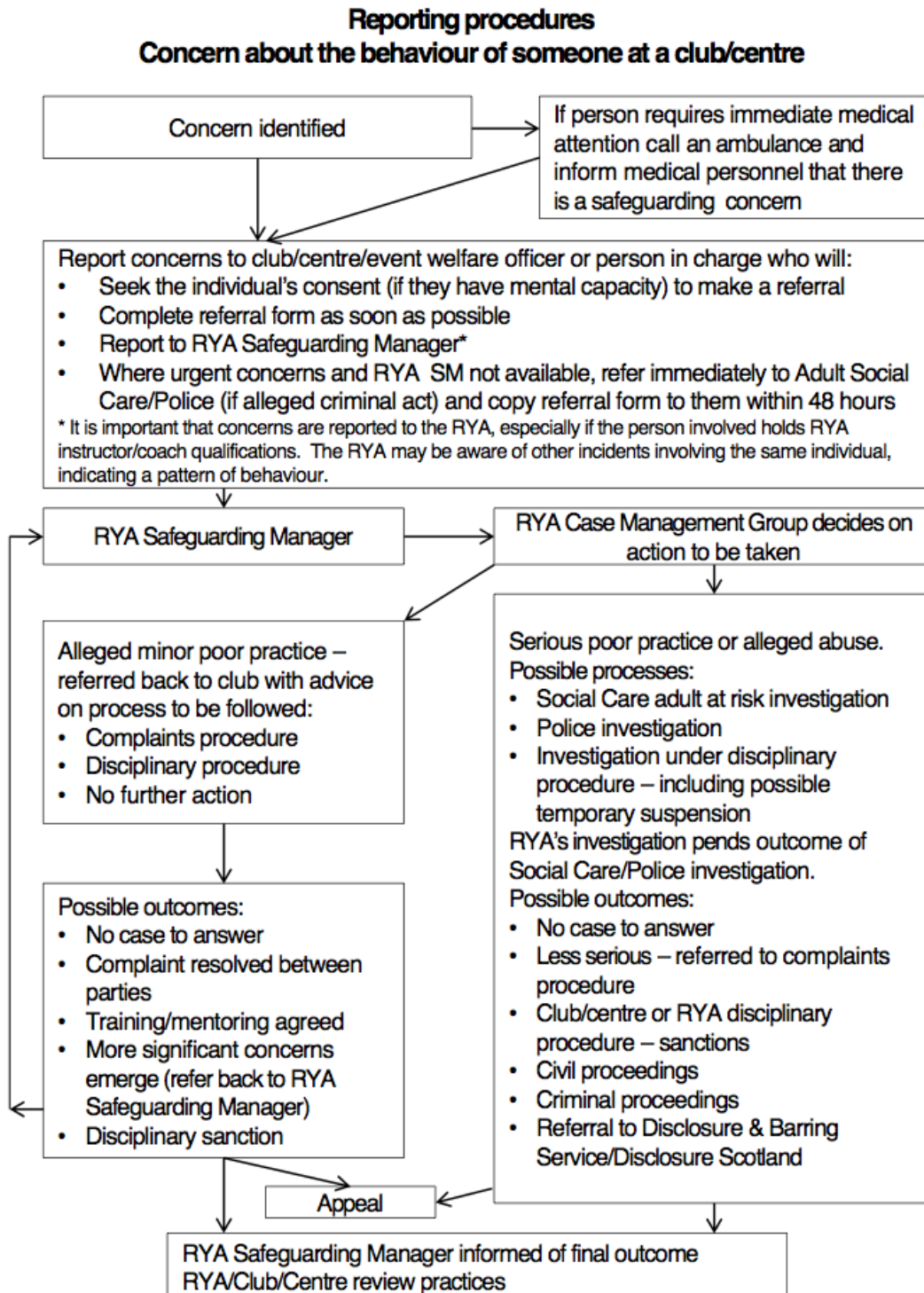
Appendix E Reporting Procedures

If you are uncertain what to do at any stage, contact the RYA's Safeguarding and Equality Manager on 023 8060 4104. If the person is at immediate risk, call 999.

Flowchart 1



Behaviour reporting procedure - Flowchart 2



Appendix F Sussex Sailability Safeguarding referral form

Date and time of incident	
Name and position of person about whom report, complaint or allegation is made	
Name and age (if known) of adult at risk involved	
Name and position of person about whom report, complaint or allegation is made	
Nature of incident, complaint or allegation (continue on separate page if necessary)	
Action taken (continue on separate page if necessary)	
If Adult Social Care or Police contacted, name, position and telephone number of person handling case	
Name, organisation and position of person completing form	
Contact telephone number and e- mail address	
Signature of person completing form	
Date and time form completed	