

Safe Guarding Research Policies

**Keeping
children safe
is everyone's
responsibility**



Sexual bullying - anti-bullying guidance for teachers and other professionals



- Photos, or videos to someone else
- happens on a continuum - from consensual to abusive
- illegal distribution of images (sending or receiving sexual images of anyone under 18 years is against the law).
- children are less likely to tell someone if a sexting incident has caused distress
- vital that staff create an environment where pupils feel safe
- Harmful sexual behaviour between children can happen in any environment
- children may find it particularly difficult to report sexual bullying because of feelings of embarrassment and shame or fear of repercussions
- feel confident

SEXUAL BULLYING: DEVELOPING EFFECTIVE ANTI-BULLYING PRACTICE A guide for school staff and other professionals, n.d.)

Meeting the needs of all young people



- Changing Area Supervision: There is a focus on the supervision and security of changing areas to ensure the safety and comfort of children (p. 46)
- Black and Minority Ethnic (BME) groups
- In some cultures - BME backgrounds may be non-swimmers when participating in school swimming lessons for the first time.
- For many faith groups, modesty is the key issue in swimming
- The ASA's recommendations on meeting the needs of all young people
- Families should be consulted regarding how they wish their child to participate in school swimming lessons.
- Guidance may be sought from the local council or interfaith groups.
- Schools, local authorities and pool managers should work together to remove unnecessary barriers to learning by making *the following considerations*:
- Adopt flexible clothing codes.

(School Swimming Guide A guide for everyone involved in School Swimming at Key Stage 1 & 2, n.d.)

- Improving awareness and encourage participation in sport.
- Sporting activities - Swimming, H&S, cycling and football
- Increase participation in sport
- Increase in social interaction
- Increase fitness
- Increase of self-esteem, confidence, and Reduce anxiety
- Reduce obesity
- Change in Health Behaviour
- Reduction of CV diseases
- Reduction of depression
- Net reduction to NHS costs



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Part one: Safeguarding information for all staff

- A child centred and coordinated approach to safeguarding
- Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.
- School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

Department for Education (2023). Keeping children safe in education 2023 Statutory guidance for schools and colleges Part one: Information for all school and college staff 1 September 2023
2. [online] Available at:
https://assets.publishing.service.gov.uk/media/64f0a84da78c5f000dc6f3b4/Keeping_children_safe_in_education_2023_-_part_one.pdf.

What school and college staff should look out for



- Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help

Department for Education (2023). Keeping children safe in education 2023 Statutory guidance for schools and colleges Part one: Information for all school and college staff 1 September 2023 2. [online] Available at: https://assets.publishing.service.gov.uk/media/64f0a84da78c5f000dc6f3b4/Keeping_children_safe_in_education_2023_-_part_one.pdf.

Abuse and neglect

- Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content
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[www.keepingchildrensafeineducation.co.uk](https://www.keepingchildrensafeineducation.co.uk/annex_a.html). (n.d.). *Annex A: Safeguarding information for school and college staff*. [online] Available at: https://www.keepingchildrensafeineducation.co.uk/annex_a.html.

Indicators of abuse and neglect

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.
- Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Sexual abuse:



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- Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening

Child-on-child abuse

- It is essential that all staff understand the importance of challenging inappropriate behaviours between children
- sexual harassment¹⁰ such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos ¹¹ (also known as sexting or youth produced sexual imagery)

Child Sexual Exploitation (CSE)



- CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration or non-penetrative act. It may include non-contact activities, such as involving children in the production of sexual images, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.
- CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

Children suffering or likely to suffer significant harm:

- Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse and neglect.

Why is all of this important?



- It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and local child safeguarding practice reviews have repeatedly shown the dangers of failing to take effective action¹⁶
- prevent issues escalating and to promote children's welfare

Safeguarding policies and procedures



- Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- a **behaviour policy**²⁶, which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Schools and colleges should work with local authority children's social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help

Opportunities to teach safeguarding



- modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment:
- body confidence and self-esteem
- the concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support
- procedures to minimise the risk of child-on-child abuse
- Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment:

Children requiring mental health support



- Public Health England ⁴⁵ has produced a range of resources to support secondary schools to promote positive health, wellbeing and resilience among children including its guidance Promoting children and young people's emotional health and wellbeing
- The department has published advice and guidance on Preventing and Tackling Bullying (which may also be useful for colleges). The Promoting and supporting mental health and wellbeing in schools and colleges



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- **Part five: Child-on-child sexual violence and sexual harassment**

What schools and colleges should be aware of



- Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a range and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. Schools and colleges should be aware of the importance of:
- making clear that there is a **zero-tolerance** approach to sexual violence and sexual harassment,

Sexual harassment

- When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school or college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
- Whilst not intended to be an exhaustive list, sexual harassment can include:
 - sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
 - this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim.
 - displaying pictures, photos or drawings of a sexual nature



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- consensual and non-consensual sharing of nude and semi-nude images and/or videos¹⁴⁰. Taking and sharing nude photographs of those aged under 18 is a criminal offence. [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) provides detailed advice for schools and colleges
 - sharing of unwanted explicit content
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation; coercion and threats, and
 - Coercing others into sharing images of themselves or performing acts they're not comfortable with online.
- ***It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.***

Preventing abuse



- Effective safeguarding practice is demonstrated when schools and colleges are clear, in advance, about what local processes are in place and what support can be accessed when sexual violence or sexual harassment has occurred. It is important to prepare for this in advance.

Safeguarding other children



- A whole school or college approach to safeguarding, a culture that makes clear that there is a **zero-tolerance** approach to sexual violence and sexual harassment and that both are never acceptable, and it will not be tolerated, and a strong preventative education programme will help create an environment in which all children at the school or college are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.

Annex A: Safeguarding information for school and college staff



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- Safeguarding and promoting the welfare of children is **everyone's** responsibility.
- **Everyone** who comes into contact with children has an important role to play.

What school and college staff need to know



- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- taking action to enable all children to have the best outcomes.

- Provision of services for children in need, their families and others
- The Children Act 1989 places a duty on local authorities to safeguard and promote the welfare of children in their area who are in need.
- **Section 17(1)** states that it shall be the general duty of every local authority:
- to safeguard and promote the welfare of children within their area who are in need; and
- so far as is consistent with that duty, to promote the upbringing of such children by their families
- by providing a range and level of services appropriate to those children's needs

The role of school and college staff



Health and Safety
Executive

- School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating
- All staff have a responsibility to provide a safe environment in which children can learn.
- All staff should be prepared to identify children who may benefit from early help ⁴.
- **Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.**



Health and Safety
Executive

- School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

What the law requires



- Every pool operator is responsible for the health and safety of employees, pool users and other people on the premises. The HSW Act, the Management of Health and Safety at Work Regulations and others place general obligations on pool operators.



Health and Safety
Executive

- The measures required to ensure pool users' safety must be determined by your *site-specific risk assessment*. Your risk assessment must include not only the *physical hazards but those hazards relating to swimmers and swimming-related activities*. When you assess the need for supervision you should consider:
 - local circumstances;
 - the pool structure and equipment;
 - the way the pool is used and the characteristics of those who may use it.
- Pool operators *should have an appreciation of the main hazards and risks to users*. The following issues have been factors in past deaths or serious injuries:

Duty spells and structuring of duties



- *Extra checks may be required if the changing area is particularly busy or there is a large number of unsupervised children, though this duty should be undertaken by other staff if lifeguard resources cannot accommodate this.*

Safeguarding coaching/ teaching sessions



Health and Safety
Executive

- *The number of pupils in a swimming lesson class should be determined by your risk assessment,*



Child Protection in Sport Unit

NSPCC

- All sports organisations should have processes in place to ensure that they provide a safe and welcoming environment for children and young people attending a club or activity.
- Safeguarding self-assessments - this assessment is completed internally within your organisation and can help you identify what safeguards your organisation has in place, what could be improved and what might be missing

Putting safeguards in place



- It's important that each organisation has one or more people with specific responsibility for safeguarding. This person will:
 - support those:
 - working in clubs
 - put safeguards in place

Supervision, support and training



- *There are currently no formal qualifications specifically for safeguarding and protecting children in sport.*

Building positive attitudes



- If children and young people have experiences that feel fun, positive and give them a sense of confidence, they're more likely to want to be active in the future.
- That's why building positive attitudes to sport and activity is one of the five big issues being tackled in our uniting the Movement strategy.
- originating in sport, and here it means everyone should be able to feel the benefits of an active life.
- Some are using sport and physical activity as a tool to improve lives and strengthen communities, or because they know how important it is to tackle inactivity. All know they're providing a direct benefit in bringing people together to improve their physical and mental wellbeing.
- With more support, resources and trust, they can do even more to improve their area and the lives of people in their community.

Our ambition

We want more communities to enjoy the benefits of what sport and physical activity can do, both for individuals and the place where they live and work.

Those benefits will come from a more bottom-up approach to our work and investment. Working with – not doing things to – communities, and helping those affected to play a role in what happens in their neighbourhood and how it gets done.

Active communities can be such a powerful tool in building great places to live, and we want these benefits to be better understood – more local and national leaders seeing the value of sport and physical activity and investing more in it would have a profound effect.

We'll build on the successes we've seen in the places we've worked most intensively in. Through sport and physical activity, we'll seek to connect other policy agendas in the places we work, with the driving force being what's right for that place and its residents.

We'll pay equal attention to how we work and the true power of collaboration, with lasting change the result.

| Our ambition

We want every child and young person to experience the enjoyment and benefits that being active can bring. Their needs, expectations and safety should come first in the design and delivery of activity.

What we'll focus on



Enjoyment

- All children, irrespective of their abilities, should enjoy being active.
- What's enjoyable and positive varies for different children and young people, so our aim must be for all to get an experience which meets their rapidly changing needs.
- Putting an even stronger spotlight on safeguarding, so children and young people feel and are safe when being active, and parents are confident it's a safe choice with the welfare of their children paramount
- Putting children and young people first, involving them and their families in decisions and designing relevant opportunities
- Improving physical literacy, so children and young people have a great experience which builds their understanding and knowledge of how to be active, their confidence and competence, but above all their enjoyment

Positive attitudes and opportunity

Definition



Physical literacy is our **relationship with movement and physical activity** throughout life.

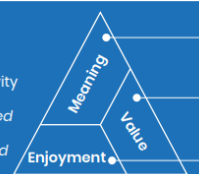
Physical Literacy is personal, and the nature of a person's relationship with movement is complex. As such there can be no one measure of physical literacy, however we capture a variety of data on positive attitudes and opportunities to be active, as set out in this chapter, that combine to create a good indicator of feelings towards sport and physical activity.

Note: The [physical literacy consensus statement for England](#) was published in September 2023 and, in the coming months, we'll be looking further into how our data can support the understanding of various elements of this.

A personal relationship
Having a positive and meaningful association with movement and physical activity



It's personal and influenced by our own strengths, needs, circumstances, and past experiences.



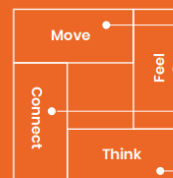
The number of positive attitudes a child or young person has is a good indicator of *meaning*

Understanding that exercise and sports is good for them is a good indicator of *value*

Enjoying taking part in exercise and sports is a clear indicator of *enjoyment*

Movement and physical activity

How we move (physical), connect (social), think (cognitive) and feel (affective) during movement and physical activity plays a crucial role.



Perceived competence (finding sport easy) is a good indicator for *move*

Enjoyment and confidence are good indicators for *feel*

We hope to use data around exercising socially for fun with friends to get an indicator for *connect* in the future

Knowledge and understanding are good indicators for *think*

Throughout life

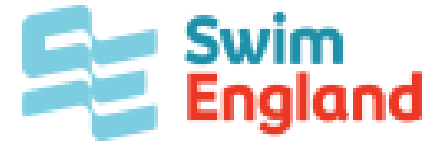
Influenced across the lifecourse by individual, social and environmental factors.



Opportunity (perceived) as well as understanding inequalities across positive attitudes are good indicators for *communities*

Opportunity (physical) is a good indicator for *spaces and places*

Primary school swimming and the national curriculum



Swimming and water safety in schools

- This emphasizes the importance of water safety and the need for children to learn swimming and perform self-rescue in water-based situations.
- How can we enhance safety or privacy in these learning environments?
- Can we create a benefit related to increased comfort and safety during swimming lessons, potentially making it easier for children to learn these important skills?

Want to know more?

- If you are serious about safeguarding, please complete the form to book a presentation and demonstration in person.