



Policies & Procedure

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Missing Child Procedure

At the *Outdoors Project* clubs a child's safety is maintained as the highest priority at all times both on and off the premises. Every attempt is made, through carrying out stringent procedures on arrival and collection from the club, to ensure the security of the child is maintained at all times. In the unlikely event of a child going missing the lost child procedure is as follows.

There are four possible situations, which you as an employee have to be vigilant on.

Possible situations:

- a. On arrival at the school, signing the children in. Check office for attendances that day against your register. This will flag any absent children on that day.
- b. Children who go missing during the session that have already been sign into the OP Register.
- c. Children not being signed-out properly. If a child leaves the session and is not signed out.
- d. Children signing in on wrong name.

Procedures

You must check with the school office upon arrival if any children are off sick, on holiday or absent for any other reason. This can save much time and concern later.

Remember don't panic; make clear and timely decisions. Don't make your concerns public knowledge, you don't need to concern or worry the other children.

As soon as it has been noticed that a child is missing the Leader will be notified along with other instructors who will endeavor to find out where the child was last seen.

Firstly, ask the children, if you don't get a clear answer or are not confident that their answer is accurate then carry out a further investigation.

The Leader will carry out a thorough search of the premises whilst the other members of staff are reassuring the children and playing a game.

If the child is found but unwilling to return to the setting, a member of staff will stay with the child until the Parents or Carers are contacted.

If the child is still unaccounted for, the Leader will then speak with the school office and inform them that a child has gone missing and ask for help with the search. (Think of a likely hiding place, children will often return to where they feel safe: toilets, classroom or playgrounds)

If the child isn't found the parent or careers will be contacted and alerted to the situation. Approximately 30 minutes after first being alerted to the situation, with their agreement, the Police will be called, and the child will be reported as missing.

The search will continue until advised by the police to stop.

If the parents or careers can't be contacted, the school's coordinator will contact the

Emergency numbers supplied by parents on the school's files.

If they can't be contacted the police will be called straight away and the child will be reported as missing

Procedure - second phase (once the police have been called)

The OP director will come to the After-School Club and together with the school's coordinator will speak to the parents or carers.

The OP director will carry out a full investigation into the incident and the school's coordinator and OP Director will write a full report into the incident detailing:

- The date and time of the report
- Which Instructor/ children were at the club/ group or outing and if relevant the name of the designated Instructor responsible for the lost child
- A full report will be submitted from all staff present at the club to the Director.
- When the child was last seen at the club/ outing
- What has taken place at the club before and since the child went missing
- The time estimated that the child went missing. The coordinator will also conduct a full risk assessment and report to staff the findings and any additional changes, which are to be made. If, the situation warrants a police investigation all instructors must fully co-operate.
- The insurance company will also be informed of the incident.

Failure to Collect a Child Procedure

The following procedure is to be followed in the event of a parent / carer failing to collect a child at the allocated time.

Parents are asked to provide at least two contact numbers for every parent/ carer, which will be called in sequence if the child has not been collected within fifteen minutes of the end of a session, unless a call has been received from a parent/ carer, explaining why they have been delayed.

The child will be comforted if distressed and reassured that his/her parent is en route to collect him/her.

2 members of staff must remain with the child at all times, providing activities to help the child stay relaxed.

If in half an hour, contact with the parent / carer has not been established then the office team must be contacted, and they will contact the police to explore reasons why they may have failed to make contact and take advice from them for further action.

Behaviour Management

The procedures below are guidelines which each instructor needs to incorporate when working with children. These procedures should be upheld across all of your sessions to ensure we as a team are consistent with our expectations at clubs and the way we manage behaviour. This will also mean if you are ever absent that your replacement instructor can use the same control measures. Establish a clear routine during term using these measures so that children understand what is expected of them and what they need to be doing at certain points of the session. This will help children settle quicker when it's time to gain the groups attention so you can spend more time participating in activities.

Base Camp: A base camp should be identified as an area that the children congregate at the start and finish of each session. This should be the same each week and will usually be set out by HQ as it is recorded. For example, a seated undercover area or an area set out by yourself with tarps and cones. This can also be used to reconvene, stop a session that is getting unruly or distract the mass group should an injury occur. Count, 3 2 1 Basecamp then all return to the basecamp area. You should practice this regularly during the first few sessions so the children are clear on what's expected. Time them, make a game of it!

Clapping: Using tuneful claps to get the attention of all students whom must all freeze, return the claps and listen. This is very often used in schools so children should be aware of this procedure. If they are not aware then explain the system to them and then practice it. If it does not get their attention or required silence the first time continue until successful.

Hand in the Air: Another common method used to gain the groups attention. The leader and assistant hold their hand in the air and wait in silence. Children will mimic this and put their hand up in silence. As more children do this the group will start to follow and settle down, the leader can ask those still talking to pay attention. Make a challenge of this by timing how quickly children can do this. For example, say "I want you all to make loads of noise and then when I put my hand in the air I'm going to time you to see how quickly you can be quiet. I bet you can't make it to 2 seconds!" and play a couple of times. Making mundane things into something fun can make all the difference.

Time outs:

We as a rule want all students to be involved at all times, however if a student is regularly disrupting a session, misbehaving, being rude or acting dangerously a minute time out can be used. This time out should take place away from the main group ideally at basecamp but still in eyeshot of all instructors.

This must only be for a minute at which time the leader must sit down next to the child and speak with them about why they have been placed in time out and guide them on how to alter their behaviour for the rest of the session so it does not happen again. The key is mutual understanding, making them aware of the behaviour you did not like and giving them the opportunity to explain why it might have happened. Present them with alternatives to what is more acceptable to avoid getting in trouble in the future and follow up on anything that might help stop the challenging behaviour. Set out a fair amount of warnings if the child cannot make better choices for the session then you will have to take it further. Remember to praise when the child does show improvement!

Three Strikes:

These are for gross misconduct and **MUST** be reported to the parent after each session by the leader. Violence, swearing, lashing out, regular rudeness or self-control issues can all warrant strikes.

These should be recorded on the registration form, and evaluation log as well as being reported to your line manager. After three strikes the child will be banned from returning to the club by the OP office staff. However strikes should always be explained to parents and the students when they are issued with the hope that their behaviour can improve. The child should also be given the opportunity to redeem themselves in future sessions.

Dealing with Challenging Behaviour Tips for Afterschool Club Environment:

- Instructors must use these measures responsibly and remain calm when dealing with challenging behaviour. Avoid showing strong emotions and always be clear with your instructions and expectations. Always refrain from physically touching or moving children by hand.
- **All behaviour is usually communication** in one form or the other and there are a lot of factors that can come into play when a child displays challenging behaviour. They could be trying to tell you something but do not have the right communication skills.
- Children have a lot of expectations to juggle during the day in a complex school environment. It could be the fact they are tired, have not eaten properly and therefore lack energy / concentration, they may have had an issue with a friend earlier in the day that they are not prepared to discuss or they simply may not have understood what is required of them and therefore look like they are not listening. Take this into account when dealing with challenging behaviour and choosing which method to take to address it.
- An afterschool club is a young person's free time they are choosing to spend with you! It's a nice release after a long day of school to come and have some fun with friends in the outdoors environment. There does still have to be structure though so bear in mind children may not always understand this, it's up to you to make it clear to them but also understand this isn't the classroom environment. Children are going to naturally want to blow off steam, feel free and use their "outdoors voice!". Each child has unique circumstances so try not to spend too much time trying to get all children to be 100% attentive, sometimes it's just not going to happen and it's okay to accept that.

Strategies to consider:

- If you feel a child is not listening and is acting up, then it may be that they have not understood what is expected of them or the how they do the task. Instead of putting their behaviour down as disruptive try to engage them or break the task down into simpler steps using simpler language. Each child develops at a different rate so it may be that you have explained something too complexly and it needs simplifying. See Below for a list of possible reasons why children may struggle with their behaviour, understanding this may help you!

- Expectations and consequences – Always outline what you expect a child to be doing. If they continue to misbehave then set consequences and stick to them. For example “if you continue to talk over me then you will have to sit out for the first round”. If they continue then follow through and then explain to them during the consequence why this is happening and how to stop it from happening in the future. Be firm but fair - Don’t ban them from Nerf for the session just because they took their goggles off once...etc. Set realistic consequences for the behaviour they are displaying.
- Guide behaviour instead of “telling off” – Children may not always understand completely why they are in trouble or the consequences of their actions. So make sure it is clear for them along with clear ways how they can alter their behaviour to make it better. Our job is to role model and show children how to become more conscious individuals so instead of shouting at them to “stop what they’re doing” take the time to explain why what they are doing is not acceptable and give them the opportunity to alter it.
- Praise good behaviour where you can!! Children like positive feedback so make sure to tell them when what they are doing is correct and meets your expectations. Especially if a child was misbehaving before, has listened to you and improved then it is important to tell them and keep encouraging them.
- Give the group the opportunity to ask questions after you have explained an activity. If there is something they haven’t understood then you can repeat it or give extra help to the child during the activity if they look to be struggling.
- Low self esteem, anxiety and issues at home can have a big impact on behaviour. It’s important to reassure children and be a positive role model for them so they can learn to project positive feelings around adults. Praising for small victories and achievements can go a long way to building confidence.
- Your use of language can make a big difference. Rather than focusing on a certain behaviour try and identify the emotion behind it. “I can see that you are upset or I can see that you are angry. I can help or I understand”. Scripted language that you employ regularly as well without emotion behind it can help such as “it’s my turn to talk now, I am here to keep you safe, I have noticed you are having difficulty with your friend today etc”.

Engaging children in the session

- Most children will turn up ready to join in and have fun! However, you may have children who have had a difficult day, their attention might be gone or have special educational needs which can make it make challenging for them to join in on certain activities, especially group / team games. The important thing is to try and find ways to involve them and be encouraging as oppose to just leaving them out which will then create a reoccurring issue. When children involve themselves positively they will start to enjoy it, make friends, build confidence, be more inclined next time and if something was bothering them then soon forget it! Remember to praise them if they do join in! “I noticed you were nervous at first but you played really well there well done”.

- Giving children responsibility to help can be really rewarding and encouraging for them. For example, asking a child who may have done this activity before to help explain what to do or set out equipment for you instead of making them listen to the instructions all over again and wonder why they are distracting others. Especially if a child is reluctant to join perhaps finding an easy role for them will help.
- Those who achieve an activity easily such as fire lighting could help use their knowledge to instruct others without taking over. Show them how to teach and recognise their ability!
- Older age groups can respond well to given tasks and recognition of their age and abilities. For example, year 6 can take on instructions and are more dexterous than a year 3 so simplify the instructions for year 6's to get them started and year 3's you can go more in depth with your demonstration. This might stop interruptions from the older group and you can spend more time helping the younger group so they achieve more.
- Sometimes you will find children may not want to join in despite your best efforts. That is completely okay. Just explain that it's okay to have some time or just to watch. Set out boundaries so they stay where you can see them and ask them not to distract the group. Just check in regularly to see if they've changed their mind and would like to join in.

Rewards

- We have a reward stamp card and a patch system! Every ten points earns a member a new patch to collect. Children earn one per session as a reward point for multiple reasons such as joining in, good listening, playing or just turning up smiling etc. Points mean a lot to kids! Reward points at the end of each session and give praise! If a child has been particularly challenging or not engaged at all then you can have the conversation about points with them on an individual basis. Explain they are a reward point and why you give them out. Withholding points from children isn't the route we want to take, you can ask to see an improvement for next time and use it to praise good efforts but do not use it as a punishment as it will just cause upset and the child may reject the point system entirely. You are better off creating a system where you recognise good behaviour and challenging them to show you an improvement. If they do a certain thing e.g. "first to sit down when asked" for a length of time set by you e.g. "3 weeks in a row" then you could give them an extra point. Make it realistic, achievable and follow through with what you say if they meet your expectations.
- The Outdoors Project Ambassador Award – A termly award that recognises children who have put extra effort in, turned over a new leaf or just generally been displaying positive behaviour weekly.
- Always praise good behaviour and recognise effort!! A lot of children will see you as a positive role model and you may even be a hero to some! Telling young people when they have done well and showing genuine praise can really go a long way. No one really likes being told off all the time, it's not good for confidence and sometimes bad behaviour is down to lack of confidence. So build on what is good and if a child feels they are being recognised by you in a positive way they will be far more inclined to be look for praise regularly and less likely to act out.
- Recognising positive behaviour and inviting children to help you or giving them extra

responsibility for a session. Following on from praise and encouragement. If a child is demonstrating good behaviour or you recognise they are able and willing to carry out a task responsibly, then reward this. Approach this in a positive way that shows others why you have chosen them for example “I can see that Jess has been listening really well so she can come and collect her whittling equipment first” or “Ben as my Outdoors Ambassador this term would you like to help me give out the nerf equipment today?”.

Final Notes:

- If challenging behaviour continues the OP office is always on hand to help give advice if you need it.
- Remember that there is going to be challenging behaviour with children, it is natural and will present itself at some point. It is your job as an instructor to approach and prevent it. There’s no perfect solution for all behaviour, where one strategy works on some children it will not work on others.
- You do need to distinguish between what is simply difficult behaviour and what needs reporting. For example I would not inform my line manager and the parent that their child was talkative during a session, as that is just normal! I would inform them if their child acted violently towards another and if it’s happening regularly. We can then decide if a course of action will need to be taken.
- Speaking to parents or carers at the end of a session if a child has been particularly disruptive can help resolve the issue but always present the parent with what has happened, how you have dealt with it and your expectations for the future. Avoid using language such as “they’ve been badly behaved” as that is not constructive. It may be that there are certain needs or issues with their home life that we are not aware of that they may reveal certain strategies to help in the future.
- Assistants you should mirror what the leader is doing to gain the groups attention to maximize effect. Please have the confidence to recognise and challenge behaviour that you know is not acceptable.

Special Educational Needs Policy

The Outdoors Project may decline to offer a place if there are concerns over a child’s behaviour and social integration, or a need that the club is unable to support. The club is a mainstream provider and is not a specially designated institution as defined in the SEND Code of Practice.

Settling In Policy

We want children to feel safe, stimulated and happy at The Outdoors Project and feel secure and comfortable with staff.

We also want parents to have confidence in their children’s wellbeing within the clubs.

We aim to make the club a welcome place where children settle quickly and easily.

Consideration will be given to the individual needs and circumstances of children and their families.

All Outdoors Project staff receive periodical training on how to ensure all children are made to feel welcome and comfortable in the clubs.

The instructors work closely with the children on their first sessions to ensure all of the above.

Child Protection Policy

1.1 Introduction

Everyone who participates in The Outdoors Project is entitled to do so in an enjoyable and safe environment. The Outdoors Project have a moral and legal obligation to ensure that, when given responsibility for young people, instructors and volunteers provide them with the highest possible standard of care.

The Outdoors Project is committed to devising and implementing policies so that everyone involved in our activities accepts their responsibilities to safeguard children from harm or abuse. This means to follow procedures to protect children and report any concerns about their welfare to appropriate authorities.

The aim of the policy is to promote good practice, providing children and young people with appropriate safety/protection whilst in the care of the Outdoors Project and to allow staff and volunteers to make informed and confident responses to specific child protection issues.

A child/young person is defined as a person under the age of 18 (Children's Act 1989)

1.2. Policy Statement

The Outdoors Project is committed to the following:

- the welfare of the child is paramount
- all children, whatever their age, culture, ability, gender, language, racial origin, religious belief, and/or sexual identity should be able to participate in outdoor pursuits in a fun and safe environment
- taking all reasonable steps to protect children from harm, discrimination, and degrading treatment and to respect their rights, wishes and feelings
- all suspicions and allegations of poor practice or abuse will be taken seriously and responded to swiftly and appropriately
- all The Outdoors Project employees who work with children will be recruited with regard to their suitability for that responsibility, and will be provided with guidance and/or training in good practice and child protection procedures
- working in partnership with schools, parents and children is essential for the protection of children

1.3. Monitor and review the policy and procedures

The implementation of procedures should be regularly monitored and reviewed. The staff will regularly report progress, challenges, difficulties, achievements gaps and areas where changes are required to The Outdoors Project management. Mr Joel Evans

The policy should be reviewed every 3 years or whenever there is a major change in the organisation or in relevant legislation.

2. Promoting Good Practice

2.1. Introduction

To provide children with the best possible experience and opportunities in outdoor pursuits everyone must operate within an accepted ethical framework such as The Coaches Code of Conduct.

It is not always easy to distinguish poor practice from abuse. It is therefore NOT the responsibility of employees or participants in outdoor pursuits to make judgements about whether or not abuse is taking place. It is however their responsibility to identify poor practice and possible abuse and act if they have concerns about the welfare of the child, as explained in section 4.

This section will help you identify what is meant by good practice and poor practice.

2.2. Good Practice

All personnel involved at any level with The Outdoors Project should adhere to the following principles and action:

- always work in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets)
- make the experience of outdoor pursuits fun and enjoyable: promote fairness, confront and deal with bullying
- treat all young people equally and with respect and dignity
- always put the welfare of the young person first
- maintain a safe and appropriate distance with young people – arm's length where practical. (e.g. it is not appropriate for staff or volunteers to have an intimate relationship with a child)
- Avoid unnecessary physical contact with young people. Where any form of manual/physical support is required it should be provided openly and with the consent of the young person. Physical contact can be appropriate so long as it is neither intrusive nor disturbing and the young person's consent has been given
- Involve parents/carers wherever possible, e.g. where young people need to be supervised in changing rooms, encourage parents to take responsibility for their own child. If groups have to be supervised in changing rooms always ensure instructors work in pairs
- request written parental consent if club officials are required to transport young people in their cars
- be an excellent role model, this includes not smoking or drinking alcohol in the company of young people
- always give enthusiastic and constructive feedback rather than negative criticism
- recognising the developmental needs and capacity of the young person and do not risk sacrificing welfare in a desire for club or personal achievements. This means avoiding excessive training or competition and not pushing them against their will

- secure written parental consent for the club to act in loco parents, to give permission for the administration of emergency first aid or other medical treatment if the need arises
- keep a written record of any injury that occurs, along with details of any treatment given

2.3. Poor Practice

The following are regarded as poor practice and should be avoided by all Outdoors Project personnel:

- unnecessarily spending excessive amounts of time alone with young people away from others
- taking young people alone in a car on journeys, however short
- taking young people to your home where they will be alone with you
- engaging in rough, physical, or sexually provocative games, including horseplay
- allow or engage in inappropriate touching of any form
- allowing young people to use inappropriate language unchallenged
- making sexually suggestive comments to a young person, even in fun
- reducing a young person to tears as a form of control
- allow allegations made by a young person to go unchallenged, unrecorded, or not acted upon
- do things of a personal nature that the young person can do for themselves

When a case arises where it is impractical/impossible to avoid certain situation e.g. transporting a young person in your car, the tasks should only be carried out with the full understanding and consent of the parent/carer and the young person involved.

If during your care, you accidentally hurt a young person, the young person seems distressed in any manner, appears to be sexually aroused by your actions and/or if the young person misunderstands or misinterprets something you have done, report any such incidents as soon as possible to another colleague, the school and make a written note of it. Parents should also be informed of the incident.

2.4. Accidents and Incident Report Form

The Outdoors Project Incident Report Form (Appendix I) should be filled out, countersigned and copies presented to a parent or carer and company manager, in the event of any accident or incident during an Outdoors Project event. It may also be necessary to inform the relevant school.

2.5 Risk Assessment Form

Prevention is key. The Outdoors Project has a Risk Assessment template (Appendix II) for all risk assessments, which must be completed before new events or clubs take place.

3 Defining Child Abuse

3.1 Introduction

Child abuse is any form of physical, emotional, or sexual mistreatment or lack of care that leads to injury or harm, it commonly occurs within a relationship of trust or responsibility and is an abuse of power or a breach of trust. Abuse can happen to a young person regardless of their age, gender, race, or ability.

There are four main types of abuse: **physical abuse, sexual abuse, emotional abuse, and neglect**. The abuser may be a family member, someone the young person encounters in residential care or in the community, including sports and leisure activities. Any individual may abuse or neglect a young person directly or may be responsible for abuse because they fail to prevent another person harming the young person.

Abuse in all of its forms can affect a young person at any age. The effects can be so damaging that if not treated may follow the individual into adulthood

Young people with disabilities may be at increased risk of abuse through various factors such as stereotyping, prejudice, discrimination, isolation, and a powerlessness to protect themselves or adequately communicate that abuse had occurred.

3.2 Types of Abuse

- **Physical Abuse:** where adults physically hurt, or injure a young person e.g. hitting, shaking, throwing, poisoning, burning, biting, scalding, suffocating, drowning. Giving young people alcohol or inappropriate drugs would also constitute child abuse.

This category of abuse can also include when a parent/carer reports non-existent symptoms or illness deliberately causes ill health in a young person they are looking after. This is called Munchausen's syndrome by proxy.

In a sports situation, physical abuse may occur when the nature and intensity of training disregard the capacity of the child's immature and growing body

- **Emotional Abuse:** the persistent emotional ill treatment of a young person, likely to cause severe and lasting adverse effects on the child's emotional development. It may involve telling a young person they are useless, worthless, unloved, inadequate or valued in terms of only meeting the needs of another person. It may feature expectations of young people that are not appropriate to their age or development. It may cause a young person to be frightened or in danger by being constantly shouted at, threatened, or taunted which may make the young person frightened or withdrawn.

Ill treatment of children, whatever form it takes, will always feature a degree of emotional abuse.

Emotional abuse in sport may occur when the young person is constantly criticised, given negative feedback, expected to perform at levels that are above their capability. Other forms of emotional abuse could take the form of name calling and bullying.

3.2.1. Anti-bullying policy and procedure

Bullying may come from another young person or an adult. Bullying is defined as deliberate hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. There are three main types of bullying.

physical (e.g. hitting, kicking, slapping), verbal (e.g. racist or homophobic remarks, name calling, graffiti, threats, abusive text messages),

emotional e.g. tormenting, ridiculing, humiliating, ignoring, isolating from the group (often the most likely at clubs)

sexual (e.g. unwanted physical contact or abusive comments)

- In clubs bullying may or could arise when a parent or leader pushes the young person too hard to succeed, or a rival or staff member uses bullying behaviour.
- Not sharing or fight and ousting people out of groups, being mean during game play.
- Name calling, or racial or sexist comments.

Bullying will not be tolerated at The Outdoors Project in any shape or form. And any reports or incidents of bullying will be full investigated and acted upon.

Please remember that flagging concerns is better than ignoring and being transparent could save hurt, emotional torment and distress for those involved.

Top tips for Leaders tackling bullying :

Who are the “bullies”? Bullies are often smart, popular, well-liked, and have good social skills. They may look like leaders but bullies lack empathy for others.

The “victims” may show some vulnerability that makes them easy targets, lack self-confidence, be in different age group or peer group, have SEN needs or have a difficult time fitting in or making friends.

Always role model the behaviour that you ask them to follow e.g. praise and use positive language, don't make fun of children who may lack confidence. Let children know that bullying is unacceptable and won't be tolerated.

Bullying usually occurs when staff are not around observing.

When a staff member observes bullying of any kind, they must intervene by stepping in and separating the children involved.

Support the victim, and report any bullying behaviour to your leader. Keep an eye on the situation throughout the session.

Speak with the child involved in the bullying. Show them their actions are not acceptable and describe how they have made the other child feel. Give them a fair warning that if it persists then adults will be informed (parents, teachers, leaders etc) and there will be a consequence.

Teach your group to be a “caring” community and let you know when they see someone left out, teased, or upset by someone else.

Make your session's a place where everyone feels safe & valued.

We must show care and sensitivity to all involved!

To report an incident here are the steps to take:

1. In the case of some less serious - Speak with both children involved, ensure both parties are ok and matter is settled, reassuring all involved that it is important that all feel safe and secure during their time at the club. It's important to clear the air and move on if possible but only if all parties are happy with this outcome.
2. Remember to tell all involved that if you have any concerns or worries that they can always come to you for help or a chat.

3. Always monitor the situation, check in regularly and pass any concerns onto your team, and leaders so they can keep an eye on things also.

If the issue or incident was concerning or of a bigger nature then the site leader will follow procedure below and fill in a Serious complaints or incident form.

Things like:

- Fights where two children have used physical hitting, pushing actual physical harm
- Swearing, abusing language can be sexual or race related
- Threatening or aggressive behaviour disrupting session and spoiling for other's enjoyment.

Remember if you're not sure ask a leader for help...

4. Leader will with your help, fill in incident report, ask parent to sign. Hand to leader for return to HQ.
5. Speak with Site leader and add any additional concerns to report. Site/ session/ child
6. Site lead will ensure report is filed with HQ and decide if parent needs to be informed of further outcomes.
7. If serious incident has occurred the Site lead & DSL will fill in Serious complaints and incident form with written statements from all leaders present at the time of the incident.
8. HQ will also be informed at end of session and a discussion will take place as best way to proceed.
9. School and all sets of parents will be informed and should student or staff member be shown to be bullying that member will be removed from clubs until further notice.
10. Review of situation will be held within 3 days of incident date to consider their future participation by both designated safe guarding leaders (Connor & Joel)

Serious Incident & Complaints procedure template

Type of Incident/Complaint: Complaint	
Physical harm, disagreements & Bullying <input type="checkbox"/>	Parent & staffing complaint <input type="checkbox"/>
Safety & Child protection concerns <input type="checkbox"/>	Activity issue <input type="checkbox"/>

Initial Receipt of Complaint:

Date of receipt:	Ref Number:		
How was complaint received:	Letter <input type="checkbox"/>	Feedback form <input type="checkbox"/>	Phone <input type="checkbox"/>
Email x	In Person <input type="checkbox"/>	School <input type="checkbox"/>	Other <input type="checkbox"/>

Action taken on the day/ by management:

Outcome of the complaint/incident:

Further action to be taken:

Signed:

Date :

- **Neglect** occurs when an adult fails to meet the young person's basic physical and/or psychological needs, to an extent that is likely to result in serious impairment of the child's health or development. For example, failing to provide adequate food, shelter and clothing, failing to protect from physical harm or danger, or failing to ensure access to appropriate medical care or treatment.

Refusal to give love, affection and attention can also be a form of neglect.

Neglect in sport could occur when a coach does not keep the young person safe or exposing them to undue cold/heat or unnecessary risk of injury.

- **Sexual Abuse** occurs when adults (male and female) use children to meet their own sexual needs. This could include full sexual intercourse, masturbation, oral sex, anal intercourse, and fondling. Showing young people pornography or talking to them in a sexually explicit manner are also forms of sexual abuse.

In outdoor pursuits, activities, which might involve physical contact with young people, could potentially create situations where sexual abuse may go unnoticed. Also, the power of the coach over young athletes, if misused, may lead to abusive situations developing.

3.3 Indicators of Abuse

Even for those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may occur or has already taken place. Most people are not experts in

such recognition, but indications that a child is being abused may include one or more of the following:

- 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
- an injury for which an explanation seems inconsistent
- the young person describes what appears to be an abusive act involving them
- another young person or adult expresses concern about the welfare of a young person
- unexplained changes in a young person's behaviour e.g. becoming very upset, quiet, withdrawn, or displaying sudden outbursts of temper
- inappropriate sexual awareness
- engaging in sexually explicit behaviour
- distrust of adults, particularly those whom a close relationship would normally be expected
- difficulty in making friends
- being prevented from socialising with others
- displaying variations in eating patterns including overeating or loss of appetite
- losing weight for no apparent reason
- becoming increasingly dirty or unkempt

Signs of bullying include:

- behavioural changes such as reduced concentration and/or becoming withdrawn, clingy, depressed, tearful, emotionally up and down, reluctance to go training or competitions
- an unexplained drop off in performance
- physical signs such as stomach aches, headaches, difficulty in sleeping, bed wetting, scratching and bruising, damaged clothes, bingeing e.g. on food, alcohol, or cigarettes
- a shortage of money or frequent loss of possessions

It must be recognised that the above list is not exhaustive, but also that the presence of one or more of the indications is not proof that abuse is taking place. It is **NOT** the responsibility of those working in or for The Outdoors Project to decide that child abuse is occurring. It **IS** their responsibility to act on any concerns.

3.4 Use of Photographic/Filming Equipment

There is evidence that some people have used sporting events as an opportunity to take inappropriate photographs or film footage of young people. All staff members, volunteers and parents alike should be vigilant, and any concerns should be reported to Joel Evans or The Outdoors Project office.

The Outdoors Project staff often take photos during clubs, or other activities, for promotional use (e.g. social media and printed promotional materials). If you do not consent to your child being photographed & featured in these promotional materials, please indicate that by selecting 'No' in the photo consent box on your child's details in your online account.

If 3rd parties are involved in taking photographs (i.e. professional photographers) all participants & parents/carers must be made aware in writing (i.e. emailed) and through signage at the event.

4 Responding to Suspicions and Allegations

4.1 Introduction

It is not the responsibility of anyone working for The Outdoors Project in a paid or unpaid capacity 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 so that they can then make inquiries and take necessary action to protect the young person. This applies **BOTH** to allegations/ suspicions of abuse occurring within The Outdoors Project and to allegations/ suspicions that abuse is taking place elsewhere.

4.2 Receiving Evidence of Possible Abuse

We may become aware of possible abuse in various ways. We may see it happening, we may suspect it happening because of signs such as those listed in section 3 of this document, it may be reported to us by someone else or directly by the young person affected.

In the last of these cases, it is particularly important to respond appropriately. If a young person says or indicates that they are being abused, you should:

- **stay calm** so as not to frighten the young person
- **reassure** the child that they are not to blame and that it was right to tell
- **listen** to the child, showing that you are taking them seriously
- **keep questions to a minimum** so that there is a clear and accurate understanding of what has been said. The law is very strict and child abuse cases have been dismissed where it is felt that the child has been led or words and ideas have been suggested during questioning. Only ask questions to clarify
- **Inform** the child that you have to inform other people about what they have told you. Tell the child this is to help stop the abuse continuing.
- **Safety of the child** is paramount. If the child needs urgent medical attention call an ambulance, inform the doctors of the concern, and ensure they are made aware that this is a child protection issue
- **record** all information
- **report** the incident to the school and The Outdoors Project office

In all cases if you are not sure what to do you can gain help from Front Door For Families Tel No: 01273 290400 or if a child is at immediate risk call the Police on 999.

4.3 Recording Information

To ensure that information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern. In recording you should confine yourself to the facts and distinguish what is your personal knowledge and what others have told you. Do not include your own opinions.

Information should include the following:

- the child's name, age, and date of birth
- the child's home address and telephone number
- whether or not the person making the report is expressing their concern or someone else's
- the nature of the allegation, including dates, times, and any other relevant information
- a description of any visible bruising or injury, location, size etc. 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/injuries occurred
- have the parents been contacted? If so, what has been said?
- has anyone else been consulted? If so, record details
- has anyone been alleged to be the abuser? Record details

4.4 Reporting the Concern

All suspicions and allegations **MUST** be reported appropriately. It is recognised that strong emotions can be aroused particularly in cases where sexual abuse is suspected or where there is misplaced loyalty to a colleague. It is important to understand these feelings but not allow them to interfere with your judgement about any action to take.

The Outdoors Project expects its members and staff to discuss any concerns they may have about the welfare of a child immediately with the Line Manager and Leader at the time of session and subsequently to check that appropriate action has been taken.

If a member of staff at The Outdoors Project is not available you should take responsibility and seek advice from the school, Front Door For Families (01273 290400), the duty officer at your local social services department or the police. Telephone numbers for all can be found at the bottom of this section.

Where there is a complaint against an employee or volunteer, there may be three types of investigation.

- **Criminal** in which case the police are immediately involved
- **Child protection** in which case the Front Door For Families (and possibly) the police will be involved
- **Disciplinary or misconduct** in which case The Outdoors Project and Joel Evans will be involved

As mentioned previously in this document The Outdoors Projects are not child protection experts and it is not their responsibility to determine whether or not abuse has taken place. All suspicions and allegations must be shared with professional agencies that are responsible for child protection.

Social services have a legal responsibility under The Children Act 1989 to investigate all child protection referrals by talking to the child and family (where appropriate), gathering information from other people who know the child and making inquiries jointly with the police.

NB: If there is any doubt, you must report the incident: it may be just one of a series of other incidences which together cause concern

Any suspicion that a child has been abused by an employee or a volunteer should be reported to The Outdoors Project office who will take appropriate steps to ensure the safety of the child in question and any other child who may be at risk. This will include the following:

- The Outdoors Project will refer the matter to the schools and/or social services department
- the parent/carer of the child will be contacted as soon as possible following advice from the social services department

Allegations of abuse are sometimes made sometime after the event. Where such allegation is made, you should follow the same procedures and have the matter reported to social services. This is because other children in the sport or outside it may be at risk from the alleged abuser. Anyone who has a previous conviction for offences related to abuse against children is automatically excluded from working with children and The Outdoors Project.

4.5 Concerns outside the immediate Sporting Environment (e.g. a parent or carer)

- Report your concerns to Joel Evans or The Outdoors Project office and where relevant the child's school
- Social Services, the school, and The Outdoors Project Manager (Joel Evans) will decide how to inform the parents/carers
- Maintain confidentiality on a need to know basis

4.6 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:

- The parents of the child
- The child's school
- The person making the allegation
- Social Services/police
- The Outdoors Project Management Team
- The alleged abuser (and parents if the alleged abuser is a child)

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

All information should be stored in a secure place with limited access to designated people, in line with data protection laws.

4.7 Internal Inquiries and Suspension

- The Outdoors Project will make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social services inquiries
- Irrespective of the findings of the social services or police inquiries the Outdoors Project Disciplinary Committee will assess all individual cases to decide whether a member of staff or volunteer can be reinstated and how this can be sensitively handled. This may be a difficult decision; especially where there is insufficient evidence to uphold any action by the police. In such cases The Outdoors Project Disciplinary Committee must reach a decision based upon the available information which could suggest that on the 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.

5 Recruiting Personnel with Children

5.1 Introduction

It is important that all reasonable steps are taken to prevent unsuitable people from working with children. This applies equally to paid staff and volunteers, both full and part time. To ensure unsuitable people are prevented from working with children the following steps should be taken when recruiting.

5.2 Controlling Access to Children

- Applicants must consent to completing a full CRB/DBS check and permission should be obtained from the applicant to seek information from the Criminal Records Bureau.

- Two confidential references, including one regarding previous work with children should be obtained, where relevant. These references MUST be taken up and confirmed through telephone contact.
- Evidence of identity (passport or driving licence with photo) must be provided

5.3 Interview and Induction

All employees and volunteers will be required to undertake an interview carried out to acceptable protocol and recommendations. All employees and volunteers should receive formal or informal induction during which:

- Their qualifications should be substantiated
- The job requirements and responsibilities should be clarified
- They should sign up to the organisation's Code of Ethics and Conduct
- Child Protection Procedures are explained, and training needs identified e.g. basic child protection awareness

5.4 Training

In addition to pre-selection checks, the safeguarding process includes training after recruitment to help staff and volunteers to:

- Analyse their own practice against what is deemed 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 and/or abuse
- Respond to concerns expressed by a child
- Work safely and effectively with children

The Outdoors Project requires:

- All staff and volunteers who have access to children to undergo a CRB/DBS check
- All employees, volunteers, coaches, welfare officers and team managers to undertake relevant child protection training or undertake a form of home study, to ensure their practice is exemplary and to facilitate the development of positive culture towards good practice and child protection
- All staff and volunteers to receive advisory information outlining good/bad practice and informing them what to do if they have concerns about the behaviour of an adult towards a young person

All Lead Instructors should have an up to date first aid qualification

Safeguarding Contact Details

Front Door For Families:

01273290400

Local Safeguarding Children's Board:

01273 481544 / lscbcontact@eastsussex.gov.uk

Designated Safeguarding Lead:

Joel Evans / 07921808392 / joel@theoutdoorsproject.co.uk

Deputy Designated Safeguarding Lead:

Phill Howell / 07557 044649 / phill.howell@theoutdoorsproject.co.uk

Disqualification under the Childcare Act 2006

Disqualification criteria (direct extract from Para 2/3 - page 5/6 of DfE guidance)

The criteria for disqualification under the 2006 Childcare Act and 2009 Regulations include those set out in the list below:

- a) inclusion on the Disclosure and Barring Service (DBS) Children's Barred List;
- b) being found to have committed certain violent and sexual criminal offences against children and adults which are referred to in regulation 4 and Schedules 2 and 3 of the 2009 Regulations (note that regulation 4 also refers to offences that are listed in other pieces of legislation);
- c) certain orders made in relation to the care of children which are referred to in regulation 4 and listed at Schedule 1 of the 2009 Regulations;
- d) refusal or cancellation of registration relating to childcare, or children's homes, or being prohibited from private fostering, as specified in Schedule 1 of the 2009 Regulations;
- e) living in the same household where another person who is disqualified lives or is employed (disqualification 'by association') as specified in regulation 9 of the 2009 Regulations; *
- f) being found to have committed an offence overseas which would constitute an offence regarding disqualification under the 2009 Regulations if it had been done in any part of the United Kingdom.

Relevant Offences (direct extract from Para 4/5 – page 6)

Under the legislation a person is disqualified if they are 'found to have committed' an offence which is included in the 2009 Regulations (a 'relevant offence') this includes (a) being convicted of a relevant offence or (b) on or after 6 April 2007, being given a caution, reprimand or warning for a relevant offence.

A list of the relevant offences and orders referred to above, that lead to the disqualification of an individual (including 'by association') under the 2009 Regulations is set out in the tables (A & B) included within the DfE statutory guidance (pages 13 – 45).

Summary of Offences from Table A

- Any offence involving death or bodily injury to a child.
- False Imprisonment
- Manslaughter
- Murder
- Trafficking people for exploitation
- Offences under the Care Standards Act 2000
- Offence of abduction of child by parent, etc.
- Offences relating to private fostering
- Offences relating to voluntary homes and children's homes
- Indecent conduct towards young child
- Kidnapping
- Shooting or attempting to shoot, or wounding with intent to do grievous bodily harm.
- Assault occasioning actual bodily harm
- Indecent photographs of children
- Abuse of position of trust
- Offences under the Sexual Offences Act 1956/67 & 2003.

Summary of Orders from Table B

- An order under section 31(1)(a) of the Children Act 1989 (care order).
- Any order that would have been deemed to be a care order by virtue of paragraph 15 of Schedule 14 to the Children Act 1989 (transitional provisions for children in compulsory care).
- A supervision order which imposes a residence requirement under paragraph 5 of Schedule 6 to the Powers of Criminal Courts (Sentencing) Act 2000
- A fit person order, a parental rights order
- Cancellation of registration in respect of management of a children's home.
- Prohibition under fostering, child-minding or nursery service provision.

I HEREBY DECLARE THAT TO THE BEST OF MY KNOWLEDGE I MEET THE CRITERIA LISTED ABOVE AND THERE IS NOTHING THAT WOULD DISQUALIFY ME FROM WORKING WITH CHILDREN.

Complaints Procedure

At The Outdoors Project, we do our utmost to ensure that children attending are well cared for and happy. In the event of any parent/carer being unhappy about any aspect of the care their child is receiving, or if they have any reason for concern, they should in the first instance raise the matter verbally with the Lead Instructors.

In the unlikely event that their concern remains unresolved and they wish to pursue the matter further, they should contact the Lewes District office team.

Attached at annex A is an example of The Outdoors Project Serious Incident - Complaint Report form. This form in the first instance will be completed by the Lead Instructor and will be communicated with management in Head Office. Once completed this form will be

reviewed by Management who will provide an account of the findings and of any action taken as a result within 28 days of having received the complaint.

If they feel that their complaint still remains unresolved, they can put their concerns in writing or email to the company owner who will be happy to discuss their grievance.

All written complaints relating to the welfare requirements will be investigated, stating any action taken, the outcome of any investigation and a summary will be provided on request to any parent of a child for whom attends afterschool club, the school and Ofsted.

The parent who made the complaint will be provided with an account of the findings and of any action taken as a result within 28 days of having received the complaint.

Records will be retained for a period of at least 3 years from the date on which the record was made.

If there are still any concerns with any aspect of the care we offer the children at The Outdoors Project, parents can contact OFSTED: **0300 123 1231**

Privacy Policy

In this privacy policy references to "we", "us" and "our" are to:

The Outdoors Project Ltd (company no. 08582148) whose registered office is at Broadway Court. 339-345 Brighton Road, Lancing, West Sussex, BN15 8JT

References to "our Website" or "the Website" are to: www.theoutdoorsproject.co.uk

What information we collect and how we collect it

The information we collect via the Website may include:

1. Any personal details you knowingly provide us with through forms and our email, such as name, address, telephone number etc.
2. Your preferences and use of email updates, recorded by emails we send you (if you select to receive email updates on products and offers).
3. Your IP Address, this is a string of numbers unique to your computer that is recorded by our web server when you request any page or component on the Website. This information is used to monitor your usage of the Website.
4. Data recorded by the Website which allows us to recognise you and your preferred settings, this saves you from re-entering information on return visits to the site. Such data is recorded locally on your computer through the use of cookies. Most browsers can be programmed to reject, or warn you before downloading cookies, information regarding this may be found in your browser's 'help' facility.

What we do with your information

Any personal information we collect from this website will be used in accordance with the General Data Protection Regulations 2018.

The details we collect will be used:

1. To process your request, to provide after sales service (we may pass your details to another organisation to supply/deliver products or services you have purchased and/or to provide after-sales service);

2. In certain cases, we may use your email address to send you information on our other products and services. In such a case you will be offered the option to opt in/out before completing your purchase. We may need to pass the information we collect to other companies for administrative purposes. We may use third parties to carry out certain activities, such as processing and sorting data, monitoring how customers use the Website and issuing our e-mails for us. Third parties will not be allowed to use your personal information for their own purposes.

Your Rights

You have the right to request a copy of any information that we currently hold about you. In order to receive such information please send your contact details including address and payment of £10 to cover administration expenses to the address listed above.

Other Websites

This privacy policy only covers this website. Any other websites which may be linked to by our website are subject to their own policy, which may differ from ours.

Communicating with parents/guardians

Communications can take a variety of forms: verbal (through meetings or by telephone), written (through letters, notes in planners, or email) or through The Outdoors Project website. Our aim is to utilise all means of communication effectively.

At the Outdoors Project we believe that it is important to work in partnership with parents/guardians and that clear communication between the company and parents is important to help children benefit as much as possible from their time in the clubs.

We welcome discussion with parents/guardians on all aspects of their child's behaviour, their personal and social development and care and welfare. This policy describes how staff will communicate with parents about these issues and how we would like parents to communicate with us.

We will communicate with parents/guardians in a variety of ways - these are described below. This forms the basis of our policy for Communication with Parents. However, we are aware that the way that we communicate with parents/guardians needs to be personalised to meet their individual needs.

Contacting the Outdoors Project by Telephone

The office is open from 9.00am – 5.00pm, Monday – Friday. The telephone number is (01273) 933781.

Website

The Outdoors Project website contains information on the after-school clubs, newsletters, holiday clubs and other important and useful information.

www.theoutdoorsproject.co.uk

Annex A - Serious Incident & Complaints procedure

Type of Incident/Complaint:	
Physical harm, disagreements & Bullying <input type="checkbox"/>	Parent & staffing complaint <input type="checkbox"/>
Safety & Child protection concerns <input type="checkbox"/>	Activity issue <input type="checkbox"/>

Initial Receipt of Complaint:

Date of receipt:	Ref Number:		
How was complaint received:	Letter <input type="checkbox"/>	Feedback form <input type="checkbox"/>	Phone <input type="checkbox"/>
Email <input type="checkbox"/>	In Person <input type="checkbox"/>	School <input type="checkbox"/>	Other <input type="checkbox"/>

Who took the complaint?

Name:	Signature:
Role:	Work Location:

Complainant Details:

Name:	Child:
Relation to participant:	Gender:
Address:	Age:
DOB:	
School:	
Tel No:	Year group/class:

Email:

Details of other involved:

Name:	Child:
Relation to participant:	Gender:
Address:	Age:
DOB:	
School:	
Tel No:	Year group/class:
Email:	

Summary of complaint (What happened, when and where):

Action taken on the day/ by management:

Outcome of the complaint/incident:

Further action to be taken:

Signed:

Date :