

Forward:

This policy applies to all and snowsports instructors and snowsports coaches who are licensed by BASI or applying to be trained and licensed by BASI.

Many thanks to BASI's Child Protection Consultation Group – Marion Neil, Marjory Stewart, Claire Collins and Susan McLaren for putting together such a comprehensive child protection policy.

The policy and procedures have been developed to reflect the fact that snowsports instructors and coaches will primarily be working abroad and the procedures have been developed to reflect that and offer maximum support to the instructor and coach.

They include some information about the legal situation in some of the countries where BASI snowsports instructors and coaches will work.

Over the last 10 years, sport has recognised that it is not immune to child protection issues. Sports coaches and instructors often establish a unique position and special relationships with the children and young people they work with. This is one of the main strengths of the coaching/instructing. However, it is also one of the potential weaknesses. Instructors and coaches are in a powerful position to misuse the trust and respect that they have established with children and young people.

BASI recognises that it has a responsibility to:

- Safeguard and promote the interests and well-being of children with whom they are working
- Take all reasonable practical steps to protect them from harm, discrimination or degrading treatment
- Respect their rights, wishes and feelings
- Child protection procedures can:
 - Offer safeguards to the children with whom we work, and to our members of staff and volunteers
 - Help to maintain professionalism and the standards of practice which are associated with being a member of BASI.

This policy will be regularly reviewed.

I can assure that this document reflects the experiences of BASI snowsport instructors and coaches, it is a practical document and has already been used and shows that the procedures work.

BASI wishes to ensure that all participants especially children enjoy snowsports and this document goes part way to assure that people receiving instructing and coaching from BASI members have a great time. Thank you all for your support and commitment to this policy.

Andrew Lockerbie, Chairperson of Board

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Section 1

Introduction

BASI CHILD PROTECTION POLICY

BASI is a world renowned organisation. Snowsports instructors and snowsports coaches who hold the BASI qualifications are recognised as professionals who provide high quality instruction to children, young people and adults, and as such have a responsibility to ensure their safety and wellbeing.

BASI is fully committed to safeguarding the welfare of all children in its care. It recognises the responsibility to promote safe practice and to protect children from harm, abuse and exploitation.

BASI snowsports instructors and snowsports coaches and BASI will work together to embrace difference and diversity and respect the rights of children and young people.

This policy and practice guidelines re-enforce BASI's commitment to safeguarding children. BASI recognises that BASI snowsports instructors and snowsports coaches are in a unique position in that they are usually not employed directly by BASI. Many BASI snowsports instructors and snowsports coaches work abroad for snowsport schools, or run their own snowsport schools or work in the UK for indoor ski facilities.

If you are running your own snowsports school at home or abroad, BASI expects you to adopt the policy, procedure and good practice outlined in this document as your own. You may use this framework and personalise it for your own circumstances.

This document provides you with everything you need to ensure BASI's commitment to safeguarding and protecting children is fulfilled.

These guidelines are based on the following principles:

- The welfare of children is the primary concern.
- All children, whatever their age, culture, disability, gender, language, racial origin, socio-economic status, religious belief and/or sexual identity have the right to protection from all forms of harm and abuse.
- Child protection is everyone's responsibility.
- Children have the right to express views on all matters which affect them, should they wish to do so.
- Organisations shall work in partnership together with children, their families and their carers to promote the welfare, health and development of children

BASI will:

- Promote the health and welfare of children by providing opportunities for them to take part in snowsports safely.
- Respect and promote the rights, wishes and feelings of children.
- Promote and implement appropriate procedures to safeguard the well being of children and protect them from abuse.
- Recruit, train, and support BASI snowsport instructors to adopt best practice to safeguard and protect children from abuse and to reduce risk to themselves.
- Require BASI snowsport instructors and snowsport schools run by BASI instructors to adopt and abide by this Child Protection Policy and these procedures.
- Support and advise BASI snowsport instructors to promote child protection good practice in their own workplace
- Respond to any allegations of misconduct or abuse of children in line with this Policy and these procedures as well as implementing, where appropriate, the relevant disciplinary and appeals procedures.
- Observe, where appropriate, national and local guidelines on child protection
- Regularly monitor and evaluate the implementation of this Policy and these procedures.

Review

This Policy and these Procedures will be regularly reviewed:

- In accordance with changes in legislation and guidance on the protection of children or following any changes within BASI.
- Following any issues or concerns raised about the protection of children within BASI.
- In all other circumstances, at least every three years.

Section 2 What are we protecting children against?

The following examples are ways in which children may be abused or harmed, either within or out with sport, including snowsports.

CHILD ABUSE

BASI is based in Scotland. The definitions given here are taken from Scottish guidance and legislation. Similar definitions exist in the other home countries and in countries abroad. If you are working abroad, it would be good practice to familiarise yourself with national information on child protection in the country you are working in.

In Scotland child abuse is defined as follows:

*'Children may be in need of protection where their basic needs are not being met, in a manner appropriate to their age and stage of development, and they will be at risk through avoidable acts of commission or omission on the part of their parent(s), sibling(s) or other relative(s), or a carer (i.e. the person while not a parent who has actual custody of the child).'*¹

This definition includes placing children at risk through something a person has done to them or something a person is failing to do for them. For those working in the field of child care and protection the definition gets broken down further into categories of abuse, namely:

- | | |
|------------------------------------------------|------------------------|
| (i) Emotional Abuse | (iii) Physical Neglect |
| (ii) Physical Injury | (iv) Sexual Abuse |
| (v) Non-organic Failure to Thrive ² | |

These categories are not mutually exclusive, for example, a child experiencing physical abuse is undoubtedly experiencing emotional abuse as well. The following definitions of the different types of child abuse are taken from *Protecting Children- A Shared Responsibility, Guidance on Inter-agency co-operation* (Scottish Office, 1998).

¹ Protecting Children- A Shared Responsibility. A Guidance on Interagency Co-operation (The Scottish Office, 1998)

² Children who significantly fail to reach normal growth and developmental milestones where physical and genetic reasons have been medically eliminated and a diagnosis of non-organic failure to thrive has been established.

Identifying Child Abuse

Although the physical and behavioural signs listed may be symptomatic of abuse, they may not always be an indicator and, conversely, children experiencing abuse may not demonstrate any of these signs.

Child abuse is often difficult to recognise. It is not the responsibility of anyone involved in snowsports to decide whether or not a child has been abused. This is the role of trained professionals. However, we **all** have a duty to act on any concerns about abuse.

Children and Young People with a Learning or Physical Disability

Research³ tells us that children and young people who have a learning or physical disability are more vulnerable to abuse. This is because:

- they are often dependent on a number of people for care and handling, some of which can be of an intimate nature.
- they may be unable to understand the inappropriateness of the actions or communicate to others that something is wrong.
- signs of abuse can be misinterpreted as a symptom of the disability.
- like other children they are fearful of the consequences of disclosing abuse.
- attitudes and assumptions that children with disabilities are not abused.
- they may be unable to resist abuse due to physical impairment.
- of negative attitudes towards children with disabilities.
- possible failures to recognise the impact of abuse on children with disabilities.

Particular care should be taken by all snowsports instructors and snowsports coaches when working with children affected by disability.

³

“It doesn’t happen to disabled children” Child protection and Disabled Children, NSPCC (2003)

(i) EMOTIONAL ABUSE

“failure to provide for a child’s basic emotional needs resulting in a severe effect on the behaviour and development of the child”

This could include making a child feel worthless or unloved, inadequate or not valued; inappropriate expectations being imposed on children for their age or stage of development; the corruption or exploitation of a child, or causing them frequently to feel frightened or in danger; persistent exposure to domestic abuse; failing to provide a child with love, care and affection.

Examples of Emotional Abuse in Sport, including snowsports

- Persistent failure to show any respect to a child e.g. continually ignoring a child.
- Constantly humiliating a child by telling them they are useless.
- Continually being aggressive towards a child making them feel frightened.
- Acting in a way which is detrimental to the child’s self-esteem.

Signs which ***may*** raise concerns about emotional abuse include:

- | | |
|--------------------------------------------------------------|--------------------------------------------------------------------|
| <input type="checkbox"/> low self-esteem | <input type="checkbox"/> significant decline in concentration |
| <input type="checkbox"/> running away | <input type="checkbox"/> indiscriminate friendliness and neediness |
| <input type="checkbox"/> extremes of passivity or aggression | <input type="checkbox"/> self-harm or mutilation |

Examples of Emotional Abuse in Snowsports

- Where a BASI instructor ignores a particular child in class
- Where a BASI instructor makes fun of a child’s difficulties in eg picking themselves up after a fall
- Where a BASI instructor fails to help a child who is struggling in a class
- Shouting at a child in an abusive manner*

* Generally shouting is not recommended, but may be required to attract a child’s attention regarding imminent danger

(ii) PHYSICAL INJURY

“actual or attempted physical injury to a child, including the administration of toxic substances, where there is knowledge or reasonable suspicion, that the injury was inflicted or knowingly not prevented”.

This could include deliberately hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise harming a child. Physical injury may also occur where someone knowingly fails to take action to protect a child from physical harm.

Most children sustain accidental cuts and bruises throughout childhood. These are likely to occur in parts of the body like elbows, shins and knees. An important indicator of physical abuse is where the bruises or injuries are unexplained or the explanation does not fit the injury or the injury appears on parts of the body where accidental injuries are unlikely e.g. on the cheeks or thighs. The age of the child must also be considered. It is possible that some injuries may have occurred for other reasons e.g. skin disorders, rare bone diseases.

Physical injury may also be caused when a parent feigns the symptoms of or deliberately causes ill health to a child whom they are looking after. This is known as *Fabricated Fictitious or Induced Illness*. A parent may do this because they need or enjoy the attention they receive through having a sick child.

Examples of Physical Abuse in Sport, including snowsports

Bodily harm that may be caused by:

- over training or dangerous training of athletes.
- over playing an athlete.
- failure to do a risk assessment of physical limits or pre-existing medical conditions.
- administering, condoning or failure to intervene in drug use.

Signs which ***may*** raise concerns about physical abuse include:

- refusal to discuss injuries
- improbable excuses given to explain injuries
- running away
- excessive physical punishment
- avoiding activities due to injuries or possibility of injuries being discovered
- aggression towards others
- fear of parents being approached for an explanation
- untreated injuries
- unexplained injuries, particularly if recurrent

Examples of Physical Abuse in Snowsports

- Hitting a child with a ski pole
- Not allowing appropriate breaks for food and a drink
- Shaking a child who has failed to follow instruction

(iii) PHYSICAL NEGLECT

“This occurs where a child’s essential needs are not met and this is likely to cause impairment to physical health and development. Such needs include food, clothing, cleanliness, shelter and warmth. A lack of appropriate care, including deprivation of access to health care, may result in persistent or severe exposure, through negligence, to circumstances which endanger the child”

As well as being the result of a deliberate act, neglect can also be caused through the omission or the failure to act or protect e.g. the failure to obtain medical attention for a child.

Examples of Physical Neglect in Sport, including snowsports

- exposing a child to extreme weather conditions e.g. heat and cold.
- failing to seek medical attention for injuries.
- exposing a child to risk of injury through the use of ill fitting or unsafe equipment.
- exposing a child to a hazardous environment without a proper risk assessment of the activity.
- failing to provide adequate nutrition and water.

Signs which ***may*** raise concerns about physical neglect include:

- constant hunger
- constant tiredness
- untreated medical problems
- poor peer relationships
- poor personal hygiene and/or poor state of clothing
- frequent lateness or unexplained non-attendance (particularly at school)
- low self-esteem
- stealing

In Snowsports, physical neglect may include:

- Failure to assess the weather conditions
- Allowing a child to ski/snowboard without the proper equipment – jacket/trousers/goggles/sunglasses/skis and poles suitable to their height and weight
- Allowing a child to continue skiing when you know they are injured or otherwise distressed eg through cold, wet etc
- Failure to seek the appropriate medical attention, following an injury

(iv) SEXUAL ABUSE

“Any child may be deemed to have been sexually abused when any person(s), by design or neglect, exploits the child, directly or indirectly, in any activity intended to lead to the sexual arousal or other forms of gratification of that person or other person(s) including organised networks. This definition holds whether or not there has been genital contact and whether or not the child is said to have initiated or consented to, the behaviour”.

This includes forcing or enticing a child to take part in sexual activities whether or not they are aware of or consent to what is happening. Sexual abuse may involve physical contact, and non-contact acts such as forcing children to look at or be involved in the production of pornographic material, to watch sexual activities or encouraging them to behave in sexually inappropriate ways. Some of the aforementioned activities can occur through the internet.

Boys and girls are sexually abused by males and females, including persons to whom they are and are not related and by other young people. This includes people from all walks of life.

Some children may never be able to tell someone they have been sexually abused. Changes in a child's behaviour may be a sign something has happened. In some cases there may be no physical or behavioural signs to suggest that a child has been sexually abused.

Examples of Sexual Abuse in Sport, including snowsports

- exposure to sexually explicit inappropriate language or jokes.
- showing a child pornographic material or using a child to produce such material.
- inappropriate touching.
- sexual intercourse and/or sexual activity with a child under 16*

* Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005 and in England, Wales and Northern Ireland, Sexual Offences Act 2003. This act states: "It is an offence for a person aged 18 or over to involve a child under that age in sexual activity where he or she is in a specified position of trust in relation to that child. This includes those who care for, advise, supervise or train children and young people."

The principle of this section of the Sexual Offences Act 2003/in Scotland Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005, will be applied by BASI, thus if you engage in an intimate or inappropriate relationship with a young person, it is a breach of the BASI Code on abuse of trust, and as such will result in disciplinary action and/or criminal charges.

For snowsports instructors and snowsports coaches, this means that you may not have an intimate relationship with a person under the age of 18 yrs who is/or has been a member of your snowsports class.

The following signs **may** raise concerns about sexual abuse.

- lack of trust in adults or over familiarity with adults, fear of a particular adult
- reluctance or refusal to participate in physical activity or to change clothes for games
- pregnancy
- unusual interest in the genitals of adults, children or animals
- discomfort/difficulty in walking or sitting
- "Grooming" including over the internet*
- social isolation – being withdrawn or introverted, poor peer relationship
- sexualised behaviour, eg knowledge, language, presentation, sexual promiscuity, beyond the child's age
- anxiety, depression, self-harm/mutilation, suicide attempts
- fear of medical examinations

Examples of Sexual Abuse in snowsports

- Innuendos – either from the instructor/or allowing members of the class to make such comments
- Inappropriate touching, particularly when assisting someone to get up after a fall/or on the chair lift/gondola/or when helping a small child use a button tow
- Flirting with children and young people in the class
- Arranging to meet a child or young person after class with a view to developing a relationship with them
- Having a sexual relationship with a child or young person

However there are other general behaviours and signs which may indicate a child in need of help:

- Low self esteem
- Eating disorders
- Psychosomatic factors e.g. recurrent abdominal or headache pain
- Drug, alcohol, solvent abuse
- Running away
- Developmental regression/acting younger than their age

If any of these behaviours cause you concern, you have a duty of care to report those concerns to an appropriate adult (See Section 5).

Remember that an isolated incident to you might help complete a larger picture of concerns. Snowsports instructors and snowsports coaches should be aware that research indicates that where concerns have been passed on early, children and young people have received help in time to make a difference.

The next section includes information on bullying, racism and harassment. You should be aware that these may be every bit as damaging as the defined categories of abuse, and fall within them.

BULLYING

Bullying may be seen as particularly hurtful behaviour, usually repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms including children being bullied by adults, their peers and in some cases by members of their families. Bullying can be difficult to identify because it often happens away from others and those who are bullied often do not tell anyone.

Bullying is a significant issue for children and has been the main reason for calls to ChildLine for the last eight consecutive years. Both the bully and the victim, where the bully is a child, should be considered as vulnerable children, in need of support.

Examples of Bullying in Sport, including snowsports

- physical e.g. theft, hitting, kicking (in some cases, this might constitute an assault).
- verbal (including teasing) e.g. racist or sectarian remarks, spreading rumours, threats or name-calling, ridicule or humiliation.
- emotional e.g. isolating a child from the activities or social acceptance of the peer group.
- harassment e.g. using abusive or insulting behaviour in a manner intended to cause alarm or distress.

Signs which ***may*** raise concerns about bullying include:

- hesitation or reluctance to come to attend training or activity
- often last one picked for a team or group activity for no apparent reason, or being picked on when they think your back is turned
- reluctance to go to certain places or work with a certain individual
- clothing or personal possessions go missing or get damaged
- bruising or other injuries
- 'losing' pocket money repeatedly
- becoming nervous and withdrawn
- suddenly prone to lashing out at people, either physically or verbally, when normally quiet

Examples of bullying in snowsports may include:

- Pressure from an instructor or peer pressure to tackle a run or area which the child does not feel comfortable or where they are genuinely frightened because of the steepness of the mountain
- Peers hiding a child's equipment – maintaining it is "lost" to get the child into trouble – eg goggles, ski poles, gloves
- Peers making nasty comments all the time and/or ostracising the child (see above)
- Forcing a child to continue when they are clearly in discomfort eg because they are cold or wet

RACISM and DISCRIMINATORY BEHAVIOUR

Children from British minority ethnic communities (and their parents/carers) may have experienced harassment, racial discrimination, and institutional racism. Although not formally recognised as a form of child abuse, racism can be emotionally harmful to children. Some racist acts also involve acts of physical violence towards individuals or groups.

However, racism is more than about the colour of your skin, culture or your religious beliefs. It is about being different. A racist act or homophobic incident is legally defined as:

“Any incident which is perceived by the victim or any other person, to be racist or homophobic.”⁴

So whilst the victim or person it is aimed at might not be offended, you must be aware that other people can be affected and that this can hold legal implications and in many circumstances it is a criminal offence.

Incidents can include mocking someone because of their accent, joining in or encouraging or not challenging inappropriate jokes. Verbal abuse, threatening behaviour, damage to property, written material or any sounds/images which are threatening, abusive or insulting are also included.

All organisations working with children, including those where British minority ethnic communities are numerically small, should address institutional racism.

HARASSMENT

An essential characteristic of harassment is that it is unwanted by the recipient. It is for individuals to determine what behaviour is acceptable to him or her and what they regard as offensive.

Children may experience harassment or negative discrimination because of their race or ethnic origin, socio-economic status, culture, age, disability, gender, sexuality or religious beliefs. This can have a detrimental effect on a child.

⁴

The Stephen Lawrence Inquiry - Macpherson Report 1999.

Section 3

Roles and Responsibilities

Why protecting children is important

There are many reasons why BASI needs to address, plan and implement the protection of children and young people. It:

- Will ensure BASI and its snowsport instructors and snowsports coaches fulfil their legal and moral obligations for the care and protection of children.
- Sends a positive message to both children and parents/carers about the value placed on children and their participation in snowsports.
- Sends a positive message to BASI snowsport instructors and snowsports coaches that BASI will support and guide them when they work with children and will put safeguards in place to minimise risk to all.
- Sets the standards and expectations for everyone working in snowsports and provides a benchmark against which practice can be measured and challenged.
- Builds a legacy for the future of snowsports.
- Gives BASI snowsport instructors and snowsports coaches a clear and structured framework within which to operate, thereby building confidence and professionalism. By doing this BASI snowsport instructors and snowsports coaches should feel supported and valued by BASI
- Reduces the risk of successful legal action against BASI by ensuring that all legal duties have been fulfilled and that all reasonable steps have been taken to safeguard and promote the health, welfare and development of children.

These recommendations are based on legislation, national guidance and messages from inquiries and recognised good practice.

ROLES AND RESPONSIBILITIES IN CHILD PROTECTION

BASI will:

- Ensure there are policies, procedures, systems, structures, resources and personnel in place to promote the welfare and protection of children taking part in snowsports
- Work jointly with other agencies through joint planning, training and monitoring of their arrangements for the protection of children.
- Ensure there are quality assurance mechanisms in place to monitor, review and evaluate arrangements for the protection of children.

BASI instructors have a duty of care towards those they are instructing, even when employed by, or working with other organisations.

In many instances they may run their own snowsports schools. It is important in their role as employers that they take account of the following best practice guidance for their snowsports school, no matter where they are operating:

- Implement and promote BASI Child Protection Policy and Procedures.
- Adopt the policy, procedure and good practice outlined in this document as your own.
- Promote communication with parents/carers to ensure that they are aware of your school's Child Protection Policy and/or BASI Child Protection Policy
- Encourage good practice and support of procedures to protect children.
- Keep abreast of developments and understand the latest information on data protection, confidentiality and other legal issues that impact on the protection of children.
- Communicate with BASI Lead Child Protection Officer/Child Protection Team
- Within the context of your snowsports school, make sure that all BASI whom you employ, know what to do and inform you of any concerns.
- Maintain confidential records of reported cases, action taken, liaise with the statutory agencies and ensure they have access to all necessary information.
- Report cases, concerns and action taken to BASI Lead Child Protection Officer/Child Protection Team.

- Attend training on the protection of children and organise appropriate training for BASI.
- Become familiar with local child protection procedures in the country in which you are operating
- Monitor and review the Child Protection Policy and procedures for your company.
- Ensure there are mechanisms in place for quality assurance.

ROLES AND RESPONSIBILITIES OF A SNOWSPORT INSTRUCTOR OR SNOWSPORT COACH

- Adhere to the Snowsports Instructor's/Coaches Code of Conduct (See page 21 and Appendix 2.)
- Encourage good practice and support of procedures to protect children.
- Be familiar with of your employer's Child Protection policy and procedures, your responsibilities within these and who you would inform if you had concerns
- In the event of an organisation you work for not having a Child Protection policy and procedures follow the guidance in the BASI CP Policy and Procedures
- Know who the BASI Lead Child Protection Officer/Child Protection Team are and keep a note their contact details
- Attend child protection training, as required by BASI

Section 4 Procedures for implementing the policy

BASI snowsport instructors and BASI snowsport coaches will be recruited following safer recruitment procedures.

BASI's safer recruitment guidelines are contained in Appendix 1.

These are summarised below:

When applying to become a BASI member

All applicants will be required to:

- Complete an application form
- Complete a self disclosure form
- Provide the names and contact details for 2 referees

All positions relating to working with children ie snowsports instructors and snowsports coaches will be subject to a satisfactory Enhanced Disclosure check.

Assessment for suitability as a snowsports instructors and snowsports coaches may be incorporated into the BASI snowsport instructor's course.

Ongoing safer recruitment will require snowsport instructors and coaches to have a satisfactory Enhanced Disclosure check every 3 years. In addition 5% of snowsports instructors and coaches will be selected at random for an annual Enhanced Disclosure check.

CODE OF CONDUCT FOR THE PROTECTION OF CHILDREN IN SNOWSPORTS

Why this is important?

A Code of Conduct has a number of important functions. It:

- sets out what behaviour is acceptable and unacceptable
- defines standards of practice expected from those to whom it applies
- forms the basis for challenging and improving practice
- helps to safeguard BASI snowsports instructors and BASI snowsports coaches by encouraging them to adhere to agreed standards of practice
- sets out for children and parents the standards of practice which they and BASI should expect from those who work with children

BASI supports and requires **all** members to observe the following standards of practice, including verbal and non-verbal actions when involved in activities with children.

All concerns about breach of this Code of Conduct will be taken seriously and responded to in line with BASI Complaints Policy, Disciplinary Procedure and/or Procedure for Responding to Concerns about Child Abuse.

Further information on Positions of Trust can be found in Appendix 2, Code of Conduct and Positions of Trust, Working with Young People aged 16 – 21.

CODE OF CONDUCT**GOOD PRACTICE**

- Make snowsports fun, enjoyable and promote fair play.
- Treat all children equally, with respect, dignity and fairness.
- Involve parents wherever possible, provide feedback after a lesson if it is practical to do so
- Any physical contact should be appropriate and necessary, within recommended guidelines, and with the child's consent and approval
- Build balanced relationships based on mutual trust that empower and include children and young people in the decision-making process.
- Always work in an open environment. Avoid private or unobserved situations.
- Put the welfare of each child first, before winning or achieving performance goals.
- Be an excellent role model. This includes:
 - Not drinking alcohol in the company of children, whilst working as an instructor
 - Not smoking whilst in the company of children, in all environments
 - Not using or dealing in illegal substances
- Give enthusiastic and constructive feedback rather than negative criticism.
- Recognise the developmental needs and capacity of children and avoid excessive training and competition, pushing them against their will and putting undue pressure on them.

Additional best practice guidelines are contained in Appendix 3.

CODE OF CONDUCT**PRACTICE TO BE AVOIDED**

In the context of your role as a BASI snowsports instructor or BASI snowsports coach the following practice should be avoided:

- Having 'favourites' – this could lead to resentment and jealousy by other children and could be misinterpreted by others.
- Spending excessive amounts of time alone with children away from others.
- Entering children's bedrooms on trips away from home, unless in an emergency situation or in the interest of health and safety. If it is necessary to enter rooms, alert the occupants by knocking and announcing your intention to enter. The door should remain open, if appropriate.
- Doing things of a personal nature for children that they can do for themselves.

CODE OF CONDUCT**PRACTICE NEVER TO BE SANCTIONED**

In the context of your role as a BASI snowsports instructor or BASI snowsports coach, the following practices will never be sanctioned:

- Allowing allegations made by a child to go unchallenged, unrecorded or not acted upon.
- Engaging in sexually provocative games, including horseplay.
- Engaging in physical contact except as permitted within the rules of competition.
- Forming intimate emotional, physical or sexual relationships with children.
- Allowing or engaging in touching a child in a sexually suggestive manner.
- Allowing children to swear or use sexualised language unchallenged.
- Making sexually suggestive comments to a child, even in fun.
- Reducing a child to tears as a form of control.
- Inviting or allowing children to stay with you at your home.
- Coaches sharing a room alone with a child for sleeping accommodation.

Snowsports instructors/coaches and residential situations

In some coaching situations, residential facilities offer dormitory sleeping arrangements where coaches may be required to share with children. In such circumstances organisers must ensure that at least two adults who have been recruited and selected using the recommended procedure are present, preferably one male and one female, and that such arrangements have been discussed and agreed with children and parents in advance.

In some circumstances older children may be required to share rooms with senior team mates (i.e. over 18s). If this is necessary, it should be discussed and agreed in advance with the young person and the parents (where appropriate and practicable). The young people involved should also be aware of whom they should speak to if they have any worries or concerns during this time.

“SAFE in CARE” GUIDELINES

Why this is important

These guidelines have been introduced to provide practical guidance for those working directly with children on practices to keep the child safe and to promote a safe operating environment for BASI snowsports instructors and BASI snowsports coaches. These guidelines compliment and should be read in conjunction with the Code of Conduct for the Protection of Children in Snowsports. Breach of these guidelines may be dealt with under BASI Complaints Policy, Disciplinary Procedure and/or Section 5 - Responding to Concerns (page 25).

BASI snowsports instructors and snowsports coaches have a *duty of care* towards all children involved in activities. Good practice would dictate that children under the age of 16 years should not be placed in positions of responsibility in relation to other children. Common sense should be applied when considering the circumstances of older children and all children should have the opportunity to express their views on matters which affect them, should they wish to do so.

Snowsports take place in many different structures, locations, environments and formats. It is impossible to provide specific guidance on many of the issues covered. The following guidelines are therefore based on generally recognised good practice and common sense. Ultimately, most practical situations will require a judgment to be made about what is practicable and reasonable in the circumstances.

Additional best practice guidance is given in Appendix 4 - “Safe in Care” Guidelines.

Section 5

Responding to Concerns

Why it is important to respond to concerns

It takes considerable courage for a child or adult to disclose abuse. Disclosures need to be handled very carefully and sensitively to avoid causing further distress to the child.

All concerns must be responded to in a way that ensures that a child receives appropriate help and support and to ensure that appropriate action is taken against those who pose a risk to children and to protect not only the child involved but all other children.

Robust procedures for responding to concerns will:

- help to avoid those receiving information from engaging in judgements.
- reassure those who report concerns that an appropriate course of action will ensue.
- support those charged with managing concerns by providing them with a step-by-step process to follow.
- safeguard the rights of those against whom complaints or allegations have been made.

It is not the job of anyone in BASI or any BASI snowsports instructor or BASI coach to decide whether or not a child has been abused.

It is however EVERYONE'S responsibility to report concerns

Confidentiality

The following is taken from Sharing Information About Children at Risk: A Guide to Good Practice (Scottish Executive, 2003).

“Information provided should remain confidential unless permission has been given to share the information by the individual concerned **OR** the safety of that person or another person may be at risk.

If there is a reasonable concern that a child may be at risk of significant harm, this will ALWAYS override a professional or organisational requirement to keep information confidential.

The general public has some awareness of child protection issues and may be aware of the kind of situations which may lead to BASI members having to report concerns. It is good practice to inform parents and children about the kind of situations which may lead to them having to share information with other agencies eg Social Work Services, Child Protection Unit or Police.

Defamation

Concerned adults are sometimes reluctant to report concerns about abuse for fear that the person suspected will sue them for defamation if the allegation turns out to be unfounded.

To be defamatory a statement must first of all be untrue. Even if subsequently shown to be untrue, the statement will be protected by 'qualified privilege' if it is made to the appropriate authority "in response to a duty, whether legal, moral or social or in the protection of an interest" (Norrie K, Defamation and Related Actions in Scots Law, 1995). Unjustified repetition of the allegations to other persons will not be protected by privilege.

The qualification on privilege refers to statements made by malice. If a statement, even to the appropriate authority, can be shown to be motivated by malice, then an action of defamation could be successful.

(Taken from Guidelines for Child Protection Prepared for the Independent Schools in Scotland, Kathleen Marshall, Second Edition, January 1997)

DEALING WITH A CHILD PROTECTION SITUATION

5.1 Being alert to signs and symptoms:

Children and young people rarely tell if they are being abused. However, there may be signs which make you concerned and may be an indication of a child being abused or neglected.

The child or young person may:

- have unexplained bruising or bruising in an unusual place
- appear afraid, quiet or withdrawn
- appear afraid to go home
- be left unattended or unsupervised
- have too much responsibility for their age
- be acting out in a sexually inappropriate way
- be misusing drugs or alcohol

The adult may be:

- acting in a violent or sexual manner towards a child
- misusing drink or drugs whilst caring for a child
- verbally abusive towards the child

**If you notice any of these signs and/or are worried,
please take action to protect the child**

5.2 Responding to children who may have been abused:

If you are working for a snowdome or snowsports school or local authority, follow their Child Protection Guidelines.

If they do not have any, you should follow the guidelines below.

There may be a time when a child approaches you as a trusted adult to discuss a worry. It is vital that you know how to react to this in a sensitive and appropriate manner. It is also important that you take immediate action, ***even if that action is that you seek further advice about what to do next.***

***CHOOSING RIGHT!
CHOOSE THE RIGHT ACTION FOR THE WELFARE OF THE CHILD***

Do's

- Calm down**, ensure the child is and feels safe – no matter how difficult it is to listen to the child – think how hard it must be to say it. Some things are very difficult to talk about. You've been chosen because the child feels able to talk to you.
- Honest** – you will have to tell others to help stop abuse! Tell the child that you cannot keep it a secret, and reassure them that you will tell them who it is you will pass the information onto, in order to get appropriate help.
- Offer support** - reassure the child - s/he is not to blame, that s/he was right to tell you what happened and that you feel privileged that they chose to confide in you. Do not interrogate or question other than to clarify your understanding. **If the matter is to be investigated further this will be done by trained professionals.** No matter how well you know the child, spare them having to repeat themselves over and over. Apart from anything else, the child may begin to think that you don't believe them.

- **Off the record** - maintain confidentiality – only tell to protect – this is a confidential matter between you and the child. The only person you should be discussing it with, in the first instance, is the Lead Child Protection Officer (in the sno dome, snowsports school, BASI or Local Authority.) It is important that you discuss with the child who you will share their information with and that this is to ensure that they get the appropriate help and support.
- **Serious** - show the child you are taking them seriously – listen to the child – **REALLY LISTEN** – take what they say seriously, tell them that they have done the right thing by telling you.
- **Involve parents (only)** where appropriate – if the child is alleging that it was one of their parents/carers who abused them, you should **not** involve the parents – this will be done by the trained professionals.
- **Note** what the child said as soon as possible – make an accurate and detailed written record of what a child has seen, heard or tells you s/he knows.
- **Guidelines** are there to be followed (e.g. BASI, LA) – if we have concerns we must act – but remember ***no member of BASI shall investigate allegations of abuse or decide whether or not a child has been abused – report to the appropriate person, and let the trained professionals act to protect the child***

Don'ts

- **Rush** into actions that may be inappropriate – don't make promises you can't keep, approach parents/carers before you have thought your actions through, interview or talk to other children who you think might help – remember the trained professionals are there to follow correct procedure – consult and report to them
- **Ignore** your responsibility – you must act if concerned - it may be the final piece of the jigsaw that is needed to protect a child – or we may prevent further children from being hurt.

- **Guarantee** outcomes or make promises you cannot keep – you can't keep the information secret and you must let the child know this – you can't guarantee that the perpetrator of the abuse will be brought to justice, but you can reassure the child that you can, together get help from professionals who know how to deal with situations of child abuse
- **Horror** – the child needs reassurance not your disgust. If you show anger, disgust, disbelief, then the child may stop talking for fear of upsetting you further or feel that your negative feelings are directed towards them.
- **Take sole responsibility** – consult, refer, hand on – follow child protection guidelines and choose the right action for the welfare of the child

Do remember

**On average in the UK 150 children are killed each year.
Of these 10-15 will have been killed by people
they don't know or by strangers.**

The rest are killed by parents/carers.

5.3 What should I do if I have a concern?

BASI has appointed Sean Langmuir as Lead Child Protection Officer. He is responsible for making decisions about where to take child protection concerns. He will liaise and consult with the BASI Child Protection Team. **In the first instance, you should take your concerns to Sean Langmuir, Training Manager and BASI Lead Child Protection Officer.**

If the BASI Lead Child Protection Officer or a member of the Child Protection Team is not available, and the situation is clearly urgent, eg the child is too frightened to go home, or you have serious doubts about the child's safety, then the information should be passed to the Social Work Service or Police without delay. You should not be afraid to contact them for advice and guidance.

- (i) Where BASI snowsports instructors and coaches are working with another adult who has overall responsibility for the children eg a group leader or school teacher, your concerns should in the first instance be shared with them (unless they are the subject of the concern.)
- (ii) Following that discussion, or in any other circumstances, you **MUST** pass on your concerns:
 - To your line manager/identified person in your organisation (eg snowsports school) with responsibility for Child Protection

OR

- To Sean Langmuir, BASI Lead Child Protection Officer or BASI Child Protection Team
- In either event, a copy of your concerns **MUST** be forwarded to Sean Langmuir, BASI Lead Child Protection Officer.

Contact details for BASI Child Protection Team

BASI tel number: office hours – **01479 861405**

In the first instance ask to speak to the Lead Child Protection Officer for BASI, Sean Langmuir, who will pass your concerns onto a member of the BASI Child Protection Team Committee.

e-mail BASI: office hours – sean@basi.org.uk

If you require more urgent advice – 24 hr contact details:

Contact person for BASI Child Protection Team

Marion Neil, tel number: **01738636995/07766697633**

e-mail for BASI Child Protection Team – 24 hrs – marionsneil@hotmail.co.uk

Forward a written copy of concerns via e-mail or mail to:

**Sean Langmuir, Lead Child Protection Officer,
BASI, Glenmore, Aviemore, PH22 1QU**

- (iii) It may be that this child is in need of support rather than immediate action being required and this will be taken forward by appropriate professionals.

Remember that you may be playing an important part in improving a child's quality of life by taking action.

- (iv) You can also contact Sean Langmuir or a member of the Child Protection Team for advice and guidance.
- (v) If your concern is about the possibility of abuse occurring abroad, the following guidance applies:

Any assessment of risk has to be based on the best interests of the child or young person. Consideration has to be given to removing the child or young person from access by the alleged perpetrator. **The country where the alleged offence has been committed will determine the legal procedures to be followed.** No guarantee of confidentiality can be given to the child, young person or their family.⁵

- (vi) Concerns about the behaviour of a BASI member must be reported to Sean Langmuir, BASI Lead Child Protection Officer, without delay. If necessary, he will seek advice from Social Work Services and/or the Police immediately and take any appropriate action to protect the child(ren).
- (vii) If the concerns are about the BASI Lead Child Protection Officer, or any member of the BASI Child Protection Team, the matter should be reported to the Chief Executive, Peter Kuwall. In the event that all these people are implicated in the concern, the matter should be referred directly to Social Work Services and/or the Police.

REMEMBER – you may not be the only one to have concerns. All referrals are discussed thoroughly by professionals prior to any action being taken. Your concerns will be genuine and will be treated as such by them.

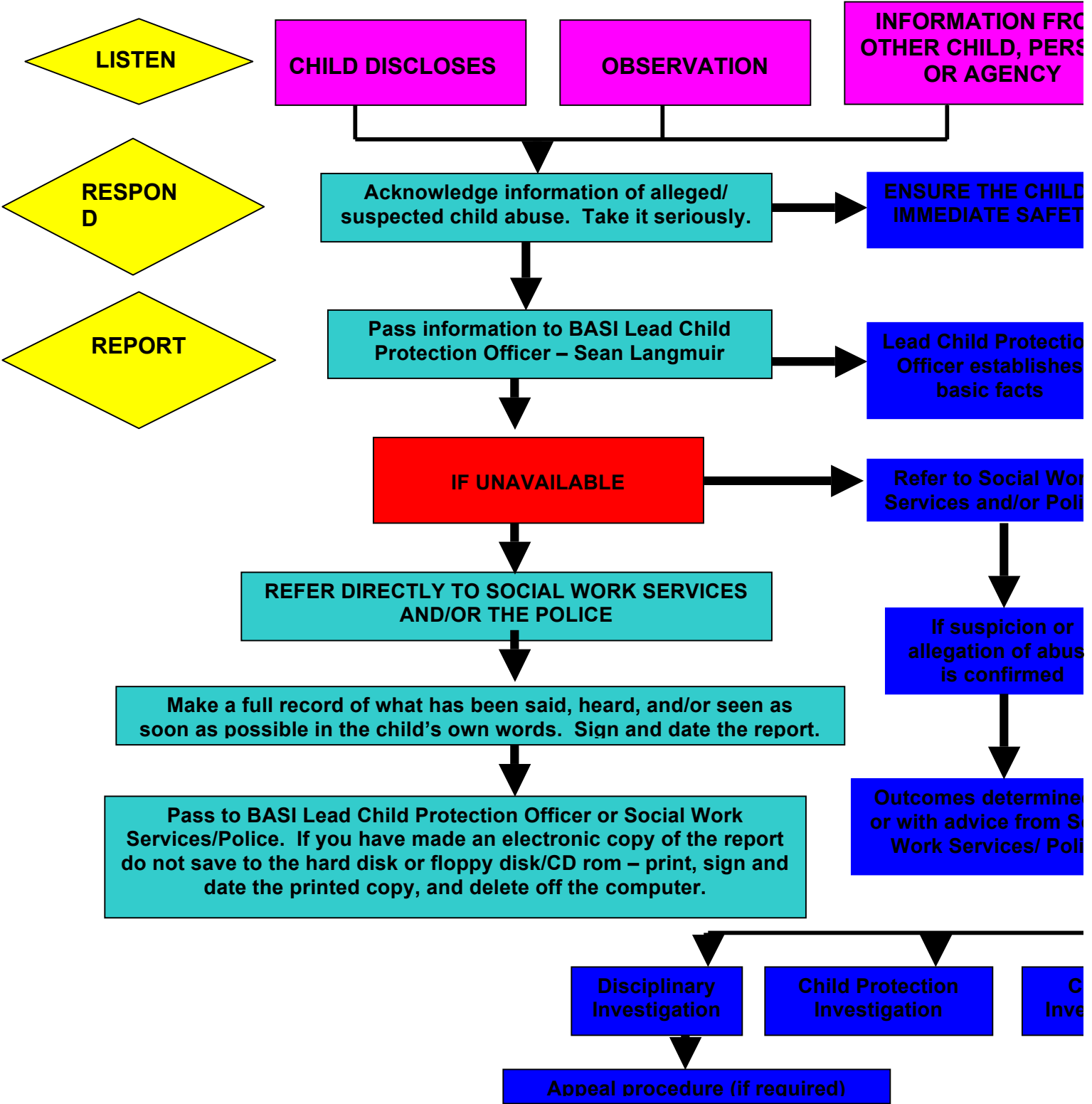
⁵ The Protection of Young People in the Context of International Visits, Guidelines for Organisers, Technical and Vocational Initiative in Scotland, January 1997.

5.4 Notetaking

When noting concerns, this guidance should be followed:

- Notes should be made carefully, contemporaneously, accurately and factually. Note any relevant dates and times.
- Describe signs of physical injury in detail and sketch them.
- Record any relevant comment by the child or by any adult who might be the abuser. Preferably quote the words actually used, and do so within 24 hours of the comment being made.
- Opinion should be limited to the manner of the person giving information and any other information relevant to their state of mind. Opinion should reflect professional judgement.
- Note down the reasoning behind any action or decision taken.
- Avoid including personal opinion. If noted it should be justifiable and evidenced.

RESPONDING TO SUSPICIONS OF ALLEGATIONS OF CHILD ABUSE



Section 6 Procedure for responding to concerns raised about BASI staff, members or volunteers

Concerns about the Conduct of BASI staff, or a member of BASI

The previous section applies where there have been concerns about anyone's behaviour. If the concerns have been raised about a person who is a member of BASI, the following also applies. This section of the procedures should be read in conjunction with BASI Complaints and Disciplinary Procedures.

This section will be applied independently of any investigation being carried out by other agencies eg police/social work services. It may be that BASI deems it necessary to take further action, even where other investigations have been inconclusive.

These procedures aim to ensure that all concerns about the conduct of a member of BASI are dealt with in a timely, appropriate and proportionate manner.

No member of BASI in receipt of information that causes concern about the conduct of a member of BASI towards children shall keep that information to himself or herself, or attempt to deal with the matter on their own.

In the event of an investigation into the conduct of a member of BASI all actions will be informed by the principles of natural justice:

- The BASI member will be made aware that a complaint has been made, but it may not always be possible to make them aware of the nature of that complaint.
- BASI will endeavour to address any complaints timeously. However it may not be possible for BASI to conduct an investigation into the conduct of a member until such time as external investigations are completed.
- Where the concern is about possible risk to a child, BASI will take advice from the police/authorities as to what can be said to the BASI member.
- The BASI member will be given an opportunity to put forward their case.

- BASI will act in good faith, ensure the matter is dealt with impartially and as quickly as possible in the circumstances.

In all cases where there are concerns about the conduct of a member of BASI towards children, the welfare of the child will be the paramount consideration.

At any point in the management of concerns about the conduct of a member of BASI, advice may be sought from the police or social work services, either in the UK or abroad

6.1 Recording

Concerns must be recorded using the BASI Child Protection and Poor Practice Referral Form – (see Appendix 6) as soon as possible. Reporting the concerns to the BASI Lead Child Protection Officer should not be delayed by gathering information to complete the form or until a written record has been made.

All subsequent actions taken and reasons for decisions shall be contemporaneously recorded on the Significant Incident Form, signed and dated by the BASI Child Protection Officer or the person appointed to manage the response to the concerns (eg a member of the BASI Child Protection Team.) Where Disciplinary Procedures are invoked, a written record will be made of all actions and reasons for decision. Guidance on the storage, sharing and retention of such records is contained in the relevant procedure.

6.2 Establishing the Basic Facts

Once the concerns have been reported, the BASI Lead Child Protection Officer will:

- Establish the basic facts
- Conduct an initial assessment of the facts in order to determine the appropriate course of action.
- Consult external agencies such as the police and social work services/police or appropriate authorities where the alleged offence occurs abroad, for advice at any time. This is important because they may hold other important information which, when considered alongside the current concerns builds a significant picture of concern.

6.3 Conducting the Initial Assessment

The BASI Lead Child Protection Officer will conduct the initial assessment, in consultation with a member(s) of the BASI Child Protection Team.

The purpose of the initial assessment is to clarify the nature and context of the concerns. It should determine whether there is reasonable cause to suspect or believe that a child has been abused/ harmed or is at risk of abuse or harm. Every situation is unique so guidance cannot be prescriptive.

- The initial assessment may form part of the BASI disciplinary investigation.
- Advice will firstly be obtained from the police/social work services (either in the UK or abroad) about informing the BASI member involved about the concerns. If the advice is to inform the BASI member, they will be told that information has been received which may suggest an allegation of abuse. No details will be given unless advised by the police, as the matter will be *sub judice*. All actions will ensure the best evidence is preserved for any criminal proceedings while at the same time safeguarding the rights of the BASI member.
- BASI will take all reasonable steps to support a member of BASI against whom an allegation of abuse has been made.
- There may be other people that the BASI Lead Child Protection Officer may need to speak to in order to establish the facts eg any other adult who may have witnessed the event or have made similar observations, or raised similar concerns
- Under no circumstances will BASI interview a child or young person – **this is the job of specially trained professionals**

Possible outcomes of initial assessment:

- (i) No further action (facts do not substantiate complaint).
- (ii) Situation is dealt with under procedures to manage poor practice; and/or,
- (iii) Disciplinary investigation (by BASI).

6.4 Initial assessment supports concerns about poor practice and/or misconduct

Where the BASI Lead Child Protection Officer initial assessment suggests that the BASI member's conduct towards a child may have caused harm to that child this will be reported immediately to the police and/or social work services.

The welfare of children will be the paramount concern.

The BASI Lead Child Protection Officer will deal with the situation in line with BASI Disciplinary Procedures.

Pending the outcome of any investigation conducted under BASI Disciplinary Procedures, precautionary full or partial suspension will be considered in all cases where there is significant concern about the conduct of a member of BASI towards children (*see section 6.5*).

Where the circumstances meet the referral criteria set out in the Protection of Children (Scotland) Act 2003 section 4.11, BASI has a duty to make a referral to Scottish Ministers (*see section 6.8*).

The BASI Lead Child Protection Officer will make a written record of the name and designation of the social worker/the police officer to whom the concerns were passed together with the time and date of the call, in case any follow up is required.

Referrals to the police/social work services will be confirmed in writing by BASI Lead Child Protection Officer within 24 hours. A copy of the Significant Incident Form should be provided to the police/ social work services on request.

6.5 Precautionary Suspension

Precautionary suspension may occur as part of the initial assessment and should not be seen as pre-judging the final outcome.

The BASI member involved *may* be suspended whilst an investigation is carried out. This is not automatic. BASI members should note that each case will be considered carefully, taking into account all the known facts, associated risks, before making an informed decision to suspend whilst an investigation is carried out. A precautionary suspension may occur as part of the initial assessment and should not be seen as pre-judging the final outcome.

Suspension will be carried out by the BASI Disciplinary Panel, in accordance with BASI Disciplinary Procedures. At the suspension interview the member of BASI will be informed of the reason for suspension (taking cognisance of advice from external agencies) and given the opportunity to make a statement should they wish to do so.

Notification of the suspension and the reasons will be conveyed in writing to the BASI member in accordance with BASI Disciplinary Procedures.

6.6 Disciplinary Investigation

Following advice from the police, it may be that a BASI Disciplinary Investigation can take place alongside a criminal investigation. However on occasions, it will not be possible for the BASI Disciplinary investigation to commence until the criminal investigation has been completed.

6.7 Historical Allegations of Abuse

Allegations of abuse may be made some time after the event e.g. an adult who was abused as a child by someone who is still currently working with children. These procedures will be followed in the event of an allegation of historical abuse.

6.8 Protection of Children (Scotland) Act 2003

BASI has legal responsibilities under the Protection of Children (Scotland) Act 2003:

- BASI will carry out disclosure checks on all child care positions. Child care can include anyone who is caring for, training, supervising or being in sole charge of children.
- BASI is not allowed to appoint any person who is on the disqualified from working with children list and must remove any person from a child care position who goes onto that list.
- BASI must also refer people to the disqualified from working with children list when the grounds of referral have been met.
- Grounds of referral to the disqualified from working with children list is when an individual has harmed a child, or placed a child at risk of harm and they have been dismissed or moved away from children as a consequence. (moved away includes; resigned, suspended, retired, made redundant, completion of contract)
- Harm is not restricted to just physical or sexual harm, it includes all other behaviours covered under the earlier sections of the BASI document.

6.9 Media

All media enquiries relating to the conduct of a member of BASI will be referred to BASI Chief Executive and/or BASI Lead Child Protection Officer.

Section 7 Concerns about the Conduct of Volunteers

Currently BASI does not have any volunteers. However, should volunteers work for BASI in the future, the procedures outlined in Sections 5 & 6 apply to the management of concerns about the conduct of volunteers.

REMEMBER!

If you need advice or information contact Sean Langmuir, BASI Child Protection Officer, or any member of the BASI Child Protection Team.

***It is not your responsibility to decide if an incident is child abuse,
but it is your responsibility to act if you have concerns!***

GLOSSARY

Adversity	Difficulty or misfortune (<i>Source: Oxford Dictionary</i>).
Agencies	Organisations in the statutory or voluntary sector where staff, paid or unpaid, work with or have access to children and/or families. This includes, but is not exclusive to, social work, health, education and the police.
Child	For the purposes of these guidelines, the words “child” and “children” will be used to refer to all those under the age of 18 years.
Child Abuse	See page 6 for the definition generally recognised in the UK.
Child care position	One of the definitions in Schedule 2 of the Protection of Children (Scotland) Act 2003 that applies to many voluntary sector roles is “ <i>a position whose normal duties include caring for, training, supervising or being in sole charge of children</i> ”.
Child Protection Committee	The key local bodies for developing and implementing child protection strategies across and between agencies.
Child Protection Officer	A paid or voluntary position whose remit generally involves co-ordinating the implementation of Child Protection Policy and procedures within the organisation.
Concern	A suspicion or belief that a child might be in need of help or protection. For the purpose of these guidelines can also include a suspicion or belief that the conduct of an adult or another child is actually or potentially harmful towards another child.
Consent	Permission or agreement.
CRBS	Central Registered Body in Scotland registers voluntary organisations and processes their requests for Enhanced Disclosures to Disclosure Scotland. Also provides training and advice. See www.crbs.org.uk
Disclosure	In this context, the act of a child (or adult) making information about abusive or harmful experiences known to others. In many cases the child will have been keeping the information secret.

Disclosure Certificate A document which details conviction and/or other relevant information held by the police and government departments.

Disability A person has a disability if he or she has a physical or mental impairment, which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities. *(Source: Disability Rights Commission Scottish Code of Practice).*

Disclosure Scotland The organisation with responsibility for issuing Disclosure Certificates.
See www.disclosurescotland.org.uk

Disqualified from Working with Children List (DWCL) Created by the Protection of Children (Scotland) Act, this is a list of persons who are considered to be unsuitable to work with children because they have harmed a child or considered to have placed a child at risk of harm and have had their positions terminated, or could have had their positions terminated because of this had they not resigned or left the organisation. Individuals who are fully listed will be disqualified from working with children and young people under the age of 18 years. Scottish Ministers maintain the List. The only way to determine if an individual is named on the List is through a Disclosure Scotland check for a child care position.

(DWCL cont/)

Exempted Position Exempted positions are detailed in the Exclusions and Exceptions (Scotland) Order 2003. Individuals appointed to an exempted position can legally be asked to disclose both spent and unspent conviction information. Child care positions are exempted positions.

Fully Listed (relates to DWCL)	In terms of the Protection of Children (Scotland) Act 2003, a person will be 'fully listed' when Scottish Ministers place their name on the Disqualified from Working with Children List and it is considered that they are unsuitable to work with children. Those who have been fully listed by Scottish Ministers will commit a criminal offence if they apply to or work with children.
Grooming	The term given to the process of forming a relationship with a child and significant people in the child's life with the ultimate aim of exploiting the relationships by sexually abusing the child.
Harassment	The act of causing worry or torment to another person.
Harm	Includes but it not restricted to physical harm. Actions or behaviours by others which have a detrimental effect on a child's physical and emotional health and well being. This means that " <i>harm</i> " would not only cover the deliberate infliction of physical or emotional harm but also where harm resulted, or might have resulted, from a degree of carelessness or neglect which amounted to misconduct.
Institutional racism	<i>"The collective failure by an organisation to provide appropriate and professional service to people on account of their race, culture and/or religion", MacPherson Inquiry Report on Stephen Lawrence.</i>
Inter- agency	Where more than one agency is working together.
Neglect	Failing to provide for, or to secure for a child the basic needs of food, warmth, clothing, emotional security, physical safety and well being. Also includes exposing a child to risk where it could have been avoided.
Misconduct	Unacceptable or improper behaviour (<i>Source: Oxford Dictionary</i>).

Parents	Those who have parental rights and responsibilities in relation to the child. For the purpose of these guidelines it also covers carers, guardians, co-habitees and others who have the primary responsibility for the care of the child.
Partnership	In this context where more than one person, agency, professional or community are working together towards shared and agreed aims and share responsibility for decisions and actions.
POCSA	Protection of Children (Scotland) Act 2003 see www.hmsso.org.uk This act applies to all organisations who appoint workers and/or volunteers in to child care positions.
Policy	A course or principle of action adopted or proposed by an organisation.
Poor Practice	In this context can be described, as but is not confined to: <ul style="list-style-type: none"> <input type="checkbox"/> Behaviour or practices which are contrary to the behaviours or practices set out in the Code of Conduct. <input type="checkbox"/> Behaviour which is not in keeping with professional standards or leadership as defined by the sport. <input type="checkbox"/> Practices which, if not challenged, result in risks to the safety, development and welfare of children or a group of children. <input type="checkbox"/> Behaviour which fails to meet the required standard of performance or conduct where the shortfall is of a minor nature.
Prevention	To stop something from happening/arising.
Professionals	In this context, staff who work directly or indirectly with children and/or families. Can include, but is not exclusive to, police officers, doctors, nursery staff, teachers, social workers, therapists, dentists, youth leaders, leisure and recreational workers, housing staff and staff who work in criminal justice, mental health or drug/alcohol services and the voluntary sector.

<p>Provisionally Listed (relates to DWCL)</p>	<p>Where an individual who is the subject of a referral to Scottish Ministers in terms of the Protection of Children (Scotland) Act 2003 is temporarily named on the Disqualified from Working with Children List, pending a full inquiry in to and consideration of the circumstances of the referral by Scottish Ministers.</p>
	<p>Provisional listing does not disqualify the individual from working with children and young people in a child care position for the period of time they are provisionally listed. Disclosure Certificates for child care positions will show that the person is provisionally on the List. Both the person who is the subject of the referral and any organisation known to be “employing” that person in a child care position (either as a paid or volunteer worker) will be notified of the provisional listing and the outcome of the decision process. Provisional listing will not normally last longer than 6 months (though there are some circumstances where this time period can be extended).</p>
<p>Racism</p>	<p>Conduct, words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin. It can be subtle or overt, intentional or unwitting and occur at different levels: individual, cultural or institutional (<i>Source: Scottish Executive</i>).</p>
<p>Resilience</p>	<p>Ability to cope with adverse circumstances.</p>
<p>Rights</p>	<p>Entitlements enshrined in treaties, legislation or regulation.</p>
<p>Risk</p>	<p>Exposure to harm or hazards.</p>
<p>Risk Assessment</p>	<p>The process of identifying hazards and who might be affected by them and determining what action needs to be taken to reduce and manage the hazard.</p>
<p>SGB</p>	<p>Scottish Governing Body of sport.</p>
<p>Safeguarded</p>	<p>Measures taken to protect or prevent something (<i>Source: Oxford Dictionary</i>).</p>
<p>Sectarianism</p>	<p>A form of religious bigotry which manifests itself in the form of prejudice, discrimination or harassment of an individual or a group of people on the grounds of their religious beliefs (<i>Source: Scottish Executive</i>).</p>

Statutory Responsibilities	A responsibility enshrined in treaty legislation and/or regulation.
Sub Judice	Under judicial consideration and therefore prohibited from public discussion elsewhere.
UNCRC	United Nations Convention on the Rights of the Child (1989). The UK is a signatory to this international document which states the rights of all children under the age of 18. see www.unicef.org/crc/
Welfare	The health, happiness and fortunes of a person or group. Action or procedure designed to promote the basic physical and material well- being of people in need.
Volunteers	Someone offering services in an unpaid capacity for an organisation. For more information on volunteering see www.vds.org.uk
Vulnerable	Exposed to being attacked or harmed (Source: Oxford Dictionary).