

## Glossary

The glossary provides the meanings of words and phrases that are used in the Recognising and Responding to Abuse policy document. In recent year's there have been many changes in the terminology used in the field of safeguarding. The following information should also help to clarify how the current terminology and titles relate to past policy documents and training material. In addition, a brief outline has been provided on the key pieces of legislation and guidance that relate to safeguarding.

### **Abuse**

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

**Physical abuse** A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

In Gymnastics, an example of physical abuse could include: -

- Provision of performance enhancing drugs;
- Setting a training regime that exceeds the capacity of the child's immature and growing body;
- Inflicting pain on a child that is beyond an acceptable level of discomfort involved in physical preparation and training;
- Forcing a child into a highly restricted and unhealthy diet that could lead to extreme weight loss.

### **Emotional abuse**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Within Gymnastics examples of emotional abuse may include: -

- Continually belittling a child's efforts;
- Placing extreme pressure on a child to perform.

**Sexual abuse** Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

A significant number of sexual abuse cases have been identified within Gymnastics. Coaches and other club officials are in a privileged position where they are able to form trusting relationships with gymnasts. Many cases of sexual abuse result from an abuse of that trust by the adult.

**Neglect** The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); **or**
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect in a sports situation might occur if a teacher or coach fails to ensure children are safe or exposes them to unduly cold temperatures at their training venue or not taking action to stop young people from doing things that put them at risk of injury.

**Bullying** Bullying is behaviour, usually repeated over time, that intentionally hurts another individual or group; physically or emotionally. There is often a power imbalance that makes it hard for the victim/s to prevent or deal with the perpetrator's actions. The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children and young people, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm).

Further information is available in BG Safe Environment policy.

### ***BG Safeguarding & Compliance Team***

Are BG employed members of staff, who provide the first point of contact for complaints. The team considers what appropriate action and type of investigation is required to determine whether the matter can be dealt with appropriately at club, regional level or by BG or whether formal disciplinary action is required in accordance with BG Complaints and Disciplinary policy.

### ***Carer***

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

### ***Case Management Team (CMT)***

The Case Management Team (CMT) are a cross-departmental group of employees of BG designated by the CEO as having responsibility for determining the jurisdiction and approach to complaints in accordance with the Complaints & Disciplinary procedures.

Lead Officers are members of the CMT, designated as having responsibility for a specific Complaint and are responsible for the management and conduct of the investigation, the compilation of a report and presentation of the case. Lead Officers may delegate part or parts of their duties.

### ***Child***

A child is anyone who has not yet reached his/her 18th birthday.

Throughout this document the term 'Children' means 'children and young people' and covers all persons under the age of 18.

### ***Child in Need***

Under Section 17 [10] of the Children Act 1989, a child is a Child in Need if:

- he/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority;
- his/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; **or**
- he/she is a disabled child.

### ***Child Protection***

Child protection is a part of safeguarding and promoting welfare and refers to the activity that is undertaken to protect specific children who are suffering, or are at risk of suffering, significant harm as a result of abuse or neglect.

### ***Child Protection in Sport Unit (CPSU)***

The CPSU is part of the NSPCC and is responsible for safeguarding young people within sport. The CPSU covers England, Northern Ireland and Wales. **Children First** is the equivalent organisation in Scotland.

### ***Children's Social Care Services***

This is the name for the Statutory Authority previously known as Social Services. However, many counties do not name their teams in this way. A common alternative name for the teams that perform the same function is ,Children, Schools and Families.

### ***Confidential Information***

This is information that is not normally in the public domain or readily available from another source and should be subject to a duty of confidence. A duty of confidence arises when one person provides information to another in circumstances where it is reasonable to expect that the information will be held in confidence.

### ***Consent***

This is where agreement is freely given for an action. ***Informed consent*** is where the person giving the consent fully understands what is involved and its likely consequences. Consent can be ***explicit*** or ***implicit***. Explicit consent can be expressed either orally or in writing, although written consent is preferable since it reduces the scope for subsequent dispute. Implicit consent is where consent is implied e.g. participation in a major public event where the participant or their parent is aware that there will be TV cameras, would imply consent to be filmed.

### ***Designated Officer for Local Authority previously known as Local Authority Designated Officer (LADO)***

If a concern relates to an adult who is working (including volunteering) or used to work within gymnastics, then the Designated Officer that covers the area where the alleged adult lives needs to be informed. The Designated Officer normally works within Children's Services and should be alerted to all cases in which it is alleged that a person who works with children has:

- Behaved in a way that has harmed, or may have harmed, a child;
- Possibly committed a criminal offence against children, or related to a child; ***or***
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with them.

The Designated Officer helps co-ordinate information sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible. If you need to contact your Designated Officer, please consult your Local Safeguarding Children Board (LSBC) or Local Authority website for contact details.

### ***Duty of Care***

The legal obligation to safeguard others from harm while they are in your care, using your services or exposed to your activities.

### ***Disclosure and Barring Service (DBS) and Access NI (Northern Ireland)***

The Disclosure and Barring Service (DBS) and Access NI helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA). DBS and Access NI are responsible for: -

- processing requests for criminal records checks;
- deciding whether it is appropriate for a person to be placed on or removed from a barred list;
- placing or removing people from the DBS children's barred list and adults' barred list for England, Wales and Northern Ireland.

The Service is accessed through Registered Bodies or an Umbrella Body. BG acts as an umbrella body for registered organisations in England and Wales. Access NI provides a function similar for employers and voluntary organisations' in Northern Ireland. The Central Registered Body in Scotland (CRBS) provides free Disclosures for volunteers in the voluntary sector.

### ***Disability***

The Equality Act (2010) states that a person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### ***Gymnastics***

The term gymnastics is used as a generic term and includes all British Gymnastics recognised disciplines (acrobatics, aerobics, general (gymnastics for all), team gym, disability gymnastics, preschool, men's artistic, rhythmic, trampolining & DMT, tumbling and women's artistic.) and gymnastics activities (freestyle no longer an activity).

### ***Grooming***

This is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation.

### ***Hazing***

This is bullying behaviour that happens when someone joins something exclusive, such as a sports team, club or school organisation. Someone is hazed as part of an initiation process when they join an exclusive organisation. Hazing behaviour can include making the person being hazed, do something embarrassing, something dangerous or even can include physical violence in some cases

### ***Learning Disability***

The Children Act 2004 defines learning disability as: 'a state of arrested or incomplete development of mind which induces significant impairment of intelligence and social functioning'. A learning disability is a lifelong disability that is often present from birth.

### ***Local Safeguarding Children Boards (LSCB)***

Local Safeguarding Children Boards (LSCB) are strategic bodies which have responsibilities under the Children Act 2004 to help ensure that children are safeguarded properly by the key agencies' involved with children working effectively together. They put the former area child protection committees (ACPC) on a statutory footing.

The Local Safeguarding Boards can assist clubs through:

- Offering recognised child safeguarding courses for clubs at low or no cost;
- Producing the local inter agency guidance and child protection procedures;
- Provide local resources to clubs through 'Local Safeguarding through Sport' subgroups. These groups may also be active in providing child safeguarding conferences for local sporting organisations.

The core membership of a LSCB is set out in the Children Act 2004, and includes local authorities, health bodies, the police and others. The objective of LSCB is to coordinate and ensure the effectiveness of their member agencies in safeguarding and promoting the welfare of children. Every county council has a LSCB. LSCB managers are listed on the 'Every Child Matters' website.

### ***Loco Parentis***

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

### ***'Need to Know'***

In the context of sharing confidential information, disclosing details only to those people who have to be informed. The factors that need to be considered when determining whether to disclose information are, the reason for the sharing information, the level of detail that needs to be disclosed, to whom the information should be shared, and whether disclosing the information is a proportionate response to the need to protect a child from harm.

### ***Parent***

The parent refers to the person who holds parental responsibility or the person given the responsibility for the day to day care of the child (e.g. child-minder, foster carer) by either a parent or an official body.

### ***Parental Responsibility***

The Children Act 1989 defines parental responsibility as all the rights, duties, powers, responsibilities and authority which, by law, a parent of a child has in relation to the child and his property.

### ***Police Child Abuse Investigation Team/Unit***

The role of the Police Child Abuse Investigation Team/Unit (Police bodies vary on use of Team or Unit) is to investigate alleged crimes against children by family members, by other children and by those in a position of trust over them, for example, sports coaches and teachers.

### ***Proportionality***

Proportionality is a key factor in deciding whether or not to share confidential information without consent. The principle of proportionality implies that the means should not exceed the ends. In other words, the information you wish, or have been asked, to share, a balanced response to the need to safeguard a person, or to prevent or detect a serious crime.

### ***Safeguarding and Promoting the Welfare of Children***

The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.

### ***Significant Harm***

The Children Act 1989 introduced the concept of 'significant harm' as the threshold that justifies compulsory intervention in family life in the best interests of a child. Section 47 of the Act places a duty on the local authority to make enquiries when it has 'reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm'. Sometimes, significant harm can be indicated by a single traumatic event (for example, a violent assault, suffocation, shaking or poisoning). However, significant harm is more commonly attributed to an accumulation of significant events that damage a child's physical or psychological development. Harm is defined in section 31 of the Act as 'ill-treatment or the impairment of health and development'.

### ***Special Educational Needs***

The Government's Department for Education and Skills defines children with Special Educational Needs as having 'learning difficulties or disabilities which make it harder for them to learn or access education than most other children of the same age.' A child with special needs may need extra or different help at school or home because of physical difficulties, problems with thinking and understanding, emotional and behavioural issues or a combination of these.

### ***Young People***

A term used to describe anyone who is under the age of eighteen. 'Children and young people' is often used, as many teenagers under the age of eighteen would prefer not to be referred to as a child.

## **Legislation**

### ***Children Act 1989***

The Act provides a definition of a child and enshrines in law that the welfare of the child is the paramount consideration. The Act aims to ensure that the welfare and developmental needs of children are met. It sets out when enquiries should be made where there is cause to suspect a child is in need of protection and introduced the philosophy that children are generally best looked after within their family. In addition, the Act outlines when assessments should be made to ensure 'children in need' have access to appropriate services.

### ***Children (Scotland) Act 1995***

The Act provides the legislative framework for Scotland's child protection system. It is centred on the needs of children and their families, defines both parental responsibilities and rights in relation to children, sets out the duties and powers available to public authorities to support children and their families and to intervene if there are concerns about a child's welfare.

### ***Children Act 2004***

The Act provided the legal framework for the reform of children's services in England and Wales, following the recommendations set out in Every Child Matters; Change for Children Strategy. This included the appointment of a Children's Commissioner, the introduction of Local Safeguarding Children Boards and the creation of databases holding information on all children and young people to professionals in working together and sharing information to safeguard children. Part 3 of the Act applies specifically to Wales.

### ***Children (Northern Ireland) Order 1995***

This legislation came into force in 1996 and is similar in impact and principle to the UK Children Act 1989, on which it is based.

### ***Criminal Justice and Court Services Act 2000***

Schedule four of the Criminal Justice and Court Services Act 2000 lists the offences that would automatically bar the offender from working with children. These include various kinds of violence and sexual offences.

### ***Data Protection Act 1998***

The Data Protection Act relates to personal data in a manual or computerised form that is easily accessible. The Act sets out the requirements for the processing of this information, which includes obtaining, recording, storing and disclosing.

### ***Equality Act 2010***

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone. <https://www.gov.uk/guidance/equality-act-2010-guidance>



### ***Police Act 1997***

Part V of the Police Act set out the measures required for employers to obtain information about a prospective employee or volunteer's criminal record.

### ***Protection of Children (Scotland) Act 2003***

The Act sets out measures to prevent unsuitable adults from working with children.

### ***Protection of Freedoms Act 2012 (UK-wide)***

The Act led to the scrapping of the Vetting and Barring Scheme and the creation of a new Disclosure and Barring Service (DBS) to oversee a scaled-back barring regime which focuses on roles working closely with vulnerable groups.

### ***Protection of Vulnerable Groups (Scotland) Act 2007***

This Act relates to a new Scottish Vetting and Barring Scheme that builds on some of the existing provisions contained in the Protection of Children (Scotland) Act 2003. The Act provides for two lists to be established: one for those who are unsuitable to work with children and young people younger than 18 and another for those unsuitable to work with 'protected adults'. Anyone who wants to work with children will be required to register with the scheme. Unless an individual is automatically barred due to a relevant offence against a child, barring decisions will be taken by a new central barring unit.

### ***Rehabilitation of Offender Act 1974***

The Rehabilitation of Offenders Act 1974 enables some criminal convictions to become 'spent'. It helps people with minor convictions, where after a defined period will no longer have to disclose these convictions. Positions working with children are one of a number of exemptions to the Act and people with 'spent' convictions would be expected to disclose this information.

\*The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at <https://www.gov.uk/government/news/disclosure-and-barring-service-filtering>.

### ***Safeguarding Vulnerable Groups Act 2006***

The Safeguarding Vulnerable Groups Act 2006 was passed as a result of the Bichard Inquiry arising from the Soham murders in 2002. The Act provides the framework to set up the Independent Safeguarding Authority and the Vetting and Barring Scheme. The main purpose is to prevent unsuitable people from working with children and vulnerable adults.

### ***Safeguarding Vulnerable Groups (Northern Ireland) Order 2007***

As only part of the provisions in the ***Safeguarding Vulnerable Groups Act 2006*** extend to Northern Ireland, the Safeguarding Vulnerable Groups (Northern Ireland) Order 2007 replicates the remaining parts of the scheme in order to provide a seamless vetting and barring scheme.

### ***UN Convention on the Rights of the Child***

The UN Convention sets out the rights of all children and was adopted into international law in 1989. For further details see [www.unicef.org](http://www.unicef.org)

## **Government Guidance**

### ***Caring for the Young and Vulnerable;*** Home Office (1999)

This document provides guidance for organizations working with children or vulnerable adults on good practice to protect against sexual activity within a relationship of trust.

### ***Co-operating to Safeguard Children 2003 (NI)***

### ***National Guidance for Child Protection in Scotland Scottish Office, 2010***

The main national reference for child protection, it provides a national framework for understanding and agreeing processes for working together to safeguard and promote children's welfare. The guidance sets out expectations for strategic planning of services and highlights key responsibilities for services and organisations'.

### ***What to do if you are worried a child is being abused HM Government 2015***

This document outlines the processes to be followed when there are concerns about a child's welfare, including their safety, and provides clear expectations for everyone working with or coming into contact with children and their parents/carers.

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>

### ***Working Together to Safeguard Children; HM Government 2015: A guide to inter-agency working to safeguard and promote the welfare of children.***

This document is the key reference for safeguarding in England and replaces the 1999 guidance. It provides guidance on how agencies should work together to protect children, covers the roles and responsibilities of all professionals who come into contact with children through their work and describes the child protection process.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

### ***Safeguarding Children – Working Together under the Children Act 2004;*** Welsh Assembly Government, 2007.

Welsh Assembly Government issued guidance intended to provide assistance for specified bodies to review existing policies, procedures and practices. For current guidance on safeguarding, legislation and resources in Wales: <http://new.wales.gov.uk/topics/childrenyoungpeople/?lang=en>

### ***All Wales Child Protection Procedures 2008***

The All Wales Child Protection Procedures are an essential part of the wider agenda of safeguarding children and promoting their welfare. The common standards they provide guide and inform child protection practice in each of the 22 Local Safeguarding Children Boards across Wales. They outline the framework for determining how individual child protection referrals, actions and plans are made and carried out. They are based on the principle that the protection of children from harm is the responsibility of all individuals and agencies working with children and families, and with adults who may pose a risk to children. Partnership working and communication between agencies is identified as key in order to identify vulnerable children and to help keep them safe from harm and abuse.

<http://www.awcpp.org.uk/areasofwork/safeguardingchildren/awcpprg/index.html>

All relevant Acts and Home Office guidance documents can be obtained from [www.dfes.gov.uk](http://www.dfes.gov.uk)

## **Concerns and advice contacts**

**BG Lead Officer**

**0345 1297129 extension 2633**

The BG Lead Officer must be informed of *all* abuse concerns.

**BG Safeguarding & Compliance Team**

**0345 1297129 extensions 2609/2346**

The BG Safeguarding & Compliance Team must be informed of all abuse concerns.

**BG Home Countries**

**BG website – regions**

The Home Countries Liaison Officer should be informed of any concern that occurred within the relevant home country.

**BG Regional Welfare Officer**

**BG website – regions**

The RWO should be informed of any concern that occurs at Regional level. The RWO should also be a source of advice and support for their network of Club Welfare Officers (CWO).

**Club Welfare Officer**

**Club membership pack, notice board, website**

The CWO should usually be the first point of contact for any concerns that relate to a member of his or her club.

# **Regional Welfare Officers Terms of Reference**

## **Title: Regional Welfare Officer**

The RWO will have the lead responsibility for responding to concerns linked to Regional activities, as well as supporting British Gymnastics to respond to Safeguarding concerns. In addition, the RWO will play a key role in supporting the development of club welfare officers and help clubs to comply with their statutory responsibilities and best practice around safeguarding and compliance.

### **Essential requirements:**

- Have relevant experience e.g. as a Welfare Officer within BG or another sport.
- Knowledge of BG safeguarding and other relevant policies and legal framework.
- Have an understanding of the gymnastics environment.
- Experience in conducting interviews, investigations, audits and/or mediations.
- Completed Regional Time to Listen training or equivalent.
- Capable to deliver training in various formats.

### **Desirable**

- Tutor for BG Child Protection in Sport Time to Listen Club Level Module.
- Tutor for BG recognised safeguarding training such as through the Local Safeguarding Children's Board (LSCB) or UK Coaching.

### **CPD requirements**

- Attendance at annual National BG Conference and other learning and development events.

### **Core Skills**

- Child-centred approach.
- Supportive and able to motivate and influence others.
- Good planning, organisation skills and excellent attention to detail.
- Effective communication, feedback and interpersonal skills e.g. mediation and conflict resolution skills.
- Professionalism at all times and maintain confidentiality.
- Effective report writing.

### **Safeguarding Arrangements**

- Promote BG's Safeguarding Policy, Procedures and Guidance and support the Region to meet the statutory responsibility to safeguard and promote the welfare of children.
- Sit on the Regional Management Committee to advise on all safeguarding matters.
- Assist the Regions and technical committees to make appropriate safeguarding arrangements at all Regional events, ensuring all events staff and volunteers understand their safeguarding responsibilities, codes of conduct for staff and volunteers, young people and parents.
- Maintain local contact details for Children's Social Care Services, the Police and LSCB.

### **Case Management**

- Ensure that all repeated poor practice/abuse concerns are reported without delay to the BG Case Management Team, using the BG referral form.
- Support clubs to make emergency referrals to Children's Social Services/LADO and/or the Police in accordance with BG reporting procedures and to subsequently report such matters to BG.
- Maintain a record of all club-level cases that come to your attention and prepare a six-monthly report detailing the types of poor practice and issues arising in the Region, identifying any common issues and analysing what improvements or measures are required.

- Under the direction of the BG Case Management Team (CMT), make enquiries associated with lower risk concerns within the Region and prepare reports.
- Complete club visits and audits in consultation with the BG CMT.

### **Learning and development**

- Act as a role model for Club and County Welfare Officers.
- Work towards ensuring everyone understands BG reporting thresholds.
- Get to know Club Welfare Officers and organise regular networking and learning and development events to support them to be more effective in their roles.
- Share best practice to help them to put in place effective safeguarding arrangements in their clubs.
- Offer advice and support to Club Welfare Officers in relation to addressing one-off and low level safeguarding issues within their club e.g. developing codes of conduct, safeguarding requirements for trips and events.
- Deliver Time to Listen courses following training, or attend the courses to show a presence and support.

### **Confidentiality**

Regional Welfare Officers will require access to personal information some of which may be of a highly confidential nature. This could include the contact details of other welfare officers in the Region. It is vital that confidentiality is maintained and information is only shared with a third party if there is a genuine 'need to know' basis.

All personal data remains the responsibility of British Gymnastics. This also includes, but is not limited to, any information of, or relating to Club Welfare Officers and case information.

Any accidental disclosure, loss, misuse, copying or transmitting of any material, data or information, must be reported to British Gymnastics without delay.