

# Safeguarding policy & procedures

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## Our statement

IAPS is committed to protecting the health, safety and well-being of all children at our events. The welfare of the child at our sports events is paramount, as enshrined in the Children Act 1989.

All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse. Safeguarding is everyone's responsibility, particularly when it comes to reporting concerns.

It is everyone's responsibility to report abuse but it is the responsibility of child protection experts to determine whether abuse has taken place. It is not the responsibility of any of the IAPS event staff to decide whether or not child abuse has taken place. There is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities.

## Our policy

This policy is written in line with statutory guidance on Keeping Children Safe in Education (KCSiE). All school staff have a mandatory responsibility to act in accordance with this policy. All schools have a responsibility to ensure that their children are aware of their schools safeguarding procedures and protocols.

This policy should be read alongside IAPS code of practices, media policy and anti-bullying policy. All policies can be found on our website: <https://iaps.uk/sports/safeguarding.html>

### What we will do

IAPS seeks to keep children and young people safe by:

- Valuing, listening to and respecting all children.
- Having a trained designated safeguarding lead (DSL) and a deputy safeguarding lead at IAPS.
- Ensuring all organisers complete the relevant documentation as laid out in the event contract and organisers handbook.
- Asking organisers to read the safeguarding policy and procedures.
- Ensuring all organisers complete a risk assessment of the event, including identifying any roles that will be carried out by officials or volunteers that are deemed regulated activity.
- Ensuring the safeguarding policy and codes of conduct are available to everyone to view online.
- Recruiting IAPS staff safely, ensuring all the necessary checks are made.
- Providing IAPS HQ staff with appropriate training.
- Expecting all staff at events to adhere to the IAPS codes of conduct and the guidance laid out in the KCSiE guidance.

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The logo for the Independent Association of Prep Schools (IAPS) features the word "iaps" in a stylized, lowercase, blue font. The letters are bold and modern, with a white dot above the 'i' and 's'. The background is a solid orange-red color.

- Recording and storing information professionally and securely.
- Following processes to share concerns and relevant information with schools, as required.
- Use procedures to manage any allegations against staff appropriately.
- Creating and maintaining an anti-bullying environment.

## Raising a concern

### How to report a concern

Under KCSiE, each school has a Designated Safeguarding Lead (DSL). Any cause for concern should be raised with the school DSL, in the usual way, in accordance with the school's policy. Where cause for concern is noted on a pupil from another school, you should contact the relevant school and ask to speak to their DSL.

If a crime is alleged, it is appropriate to inform the police directly. Guidance will then be given by the Police with regards to the next course of action. Where concerns are about child abuse, this may lead to a referral to children's services who may involve the police.

If concerns are about an incident occurring at an IAPS event or about a member of the event staff, please also contact the DSL for IAPS on [sport@iaps.uk](mailto:sport@iaps.uk).

All concerns should be recorded in writing. If in doubt about recording requirements, staff should discuss this with the DSL. Please complete the Incident Report Form (Appendix 1) and give it to the DSL.

### What to do if a child or young person reports a concern to you

If a child discloses information to you at an event, you should:

- Stay calm
- Reassure them that they are not to blame
- Avoid making promises of confidentiality or outcome
- Keep questions to a minimum
- Make brief, accurate notes at the earliest opportunity
- Find the designated safeguarding lead and give them as much information as possible.

## IAPS contacts

Emily Connell – Designated Safeguarding Lead

[ec@iaps.uk](mailto:ec@iaps.uk) | 01926 461501 / 07469 853452

Mike Kershaw – Deputy Designated Safeguarding Lead

[mjk@iaps.uk](mailto:mjk@iaps.uk) | 01926 461513

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## Appendix 1 - IAPS Incident report form

### Details of child, school and parents

Name of Child:		
Gender:	Age:	Date of Birth:
Ethnicity:	Language:	Additional needs:
Name of school:	Name/s of parent/s:	
School address:	Child's home address:	

### Your details

Your name:	Your position:	Date and time of incident:
Are you reporting your own concerns or responding to concerns raised by someone else? (delete as appropriate)		

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Reporting own concerns

Responding to concerns raised by someone else

If you are responding to concerns raised by someone else, please provide their name and position within the school:

Please provide details of the incident or concerns you have, including times, dates, description of any injuries, whether information is first hand or the accounts of others, including any other relevant details:

Was there any immediate action taken or action taken before making the record?

What was the child was doing before and during the time the concern was raised?

### The child

The child's account/perspective:

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Please provide details of anyone alleged to have caused the incident or to be the source of any concerns:

Provide details of anyone who has witnessed the incident or who shares the concerns:

Please note: concerns should be discussed with the school/parents unless:  
the view is that a member of staff/parent might be responsible for abusing the child  
someone may be put in danger by the school/parents being informed  
informing the school/parents might interfere with a criminal investigation.

If any of these circumstances apply, consult with the local authority children's social care department to decide whether discussions with the school/parents should take place.

Have you spoken to the child's school/parents/carers? If so, please provide details of what was said. If not, please state the reason for this.

Are you aware of any previous incidents or concerns relating to this child and of any current risk management plan/support plan? If so, please provide details:

Summary of discussion with designated safeguarding lead:

Has the situation been discussed with the named person for child protection?

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Yes/No (delete as appropriate)

If so, please summarise the discussion:

After discussion with the designated safeguarding lead, do you still have child protection concerns?

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## Appendix 2 - Definitions

### Safeguarding

Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.' (Taken from Keeping Children Safe in Education KCSIE (Sept 2021)).

### Children

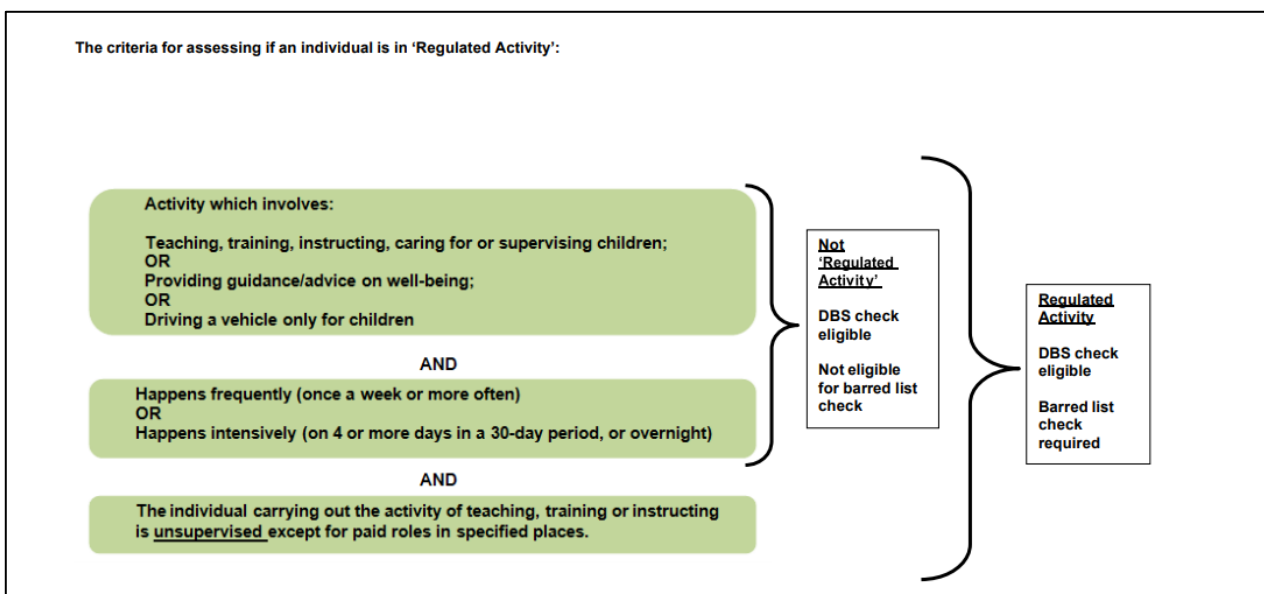
Children are defined in the Children Act 1989 as people under the age of 18 years. For the purposes of this policy the legal definition applies.

### Staff

For the purpose of this document, the term "staff" include all paid IAPS employees, all volunteer event organisers, all volunteers and all officials who attend events throughout the year.

### Regulated activity

The statutory definition of Regulated Activity applies to this policy. In summary, this means teaching, training, instruction, care or supervision of children, carried out by the same person frequently (once a week or more often) or on four or more days in a 30 day period, or overnight AND the individual carrying out the activity of teaching, training or instructing is unsupervised (except for paid roles in specified places). (Image taken from: **Defining supervision and regulated activity – sport and recreation sector guidance (PDF), CPSU January 2017**).



## Appendix 3 - What is abuse?

There are four main types of abuse: physical, sexual, emotional and neglect. An individual may abuse or neglect a child directly or may be responsible for abuse by failing to prevent another person harming that child.

### Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Examples of physical abuse in sport include extreme physical punishments; forcing a child into training and competition that exceeds the capacity of his or her immature and growing body, or limitations of a disability; assaulting a person; or where the child is given drugs to enhance performance or in the case of a child, delay puberty.

### Sexual abuse

Sexual abuse involves forcing a child to take part in sexual activities, which may involve inappropriate touching, penetrative or non-penetrative sexual acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual photographic or online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### Emotional abuse

Emotional abuse is the persistent maltreatment of a child such as to cause severe and persistent adverse effects on their development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing them from participating in normal social interaction. Emotional abuse may involve a child seeing or hearing the ill-treatment of another as well as serious bullying, causing children 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 also occur alone. Examples of emotional abuse in sport include subjecting children to constant criticism, name-calling, and sarcasm or bullying. It could also include their regular exclusion from an activity, non-selection for a team, failing to rotate squad positions or more subtle actions such as staring at or ignoring a child. Putting players under consistent pressure to perform to unrealistically high standards is also a form of emotional abuse.

### Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of their health or development. Neglect may involve a parent failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or

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danger, or to ensure adequate supervision (including the use of inadequate care-givers) or to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Examples of neglect in sport could include: not ensuring children are safe, exposing them to undue cold or heat or unsuitable weather conditions, or exposing them to unnecessary risk of injury.

### **Bullying**

Bullying is often considered to be a fifth type of abuse but when it does occur it usually has elements of one or more of the four categories identified. The bully can be a parent who pushes too hard, a coach or manager with a 'win at all costs' attitude or another intimidating child. It should also be recognised that bullying can take place in the virtual world of social networking sites, emails or text messages. Bullying should not be ignored and the victim should be supported through what can be a traumatic experience. Bullying will not just go away. Bullies can be very cunning and develop strategies to avoid it being seen by anyone but the victim. Bullying takes many forms but ultimately it is the perception of the victim that determines whether or not they are being bullied rather than the intention of the bully. There are opportunities to bully at any event but it is the way that incidences are dealt with which makes the difference between life being tolerable or becoming a misery for the victim.

### **Poor practice**

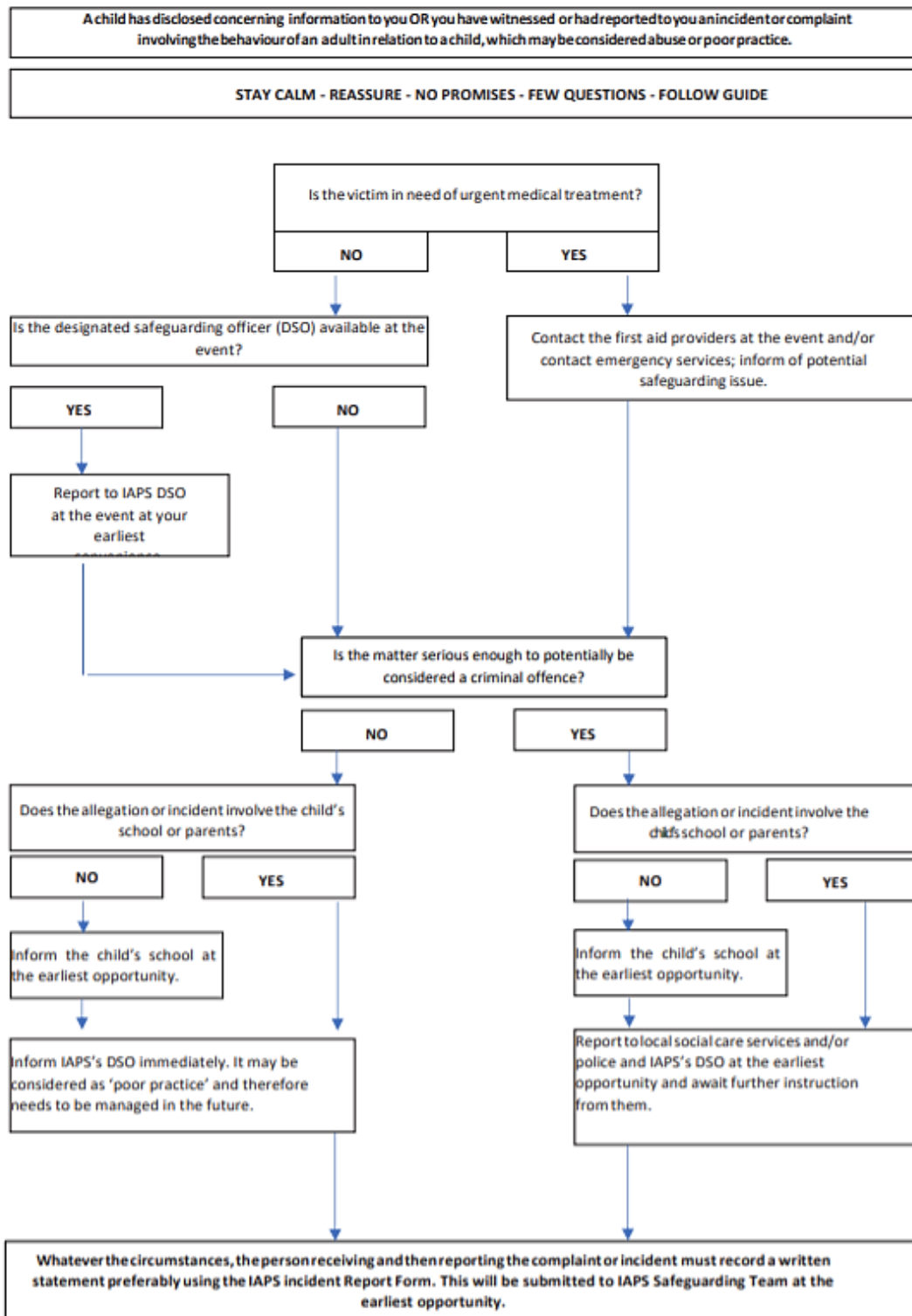
Incidents of poor practice arise when the needs of children are not afforded the necessary priority, compromising their wellbeing. Poor practice can easily turn into abuse if it is not dealt with as soon as concerns are raised or reported. Examples of poor practice may be shouting, excessive training, creation of intra-club 'elite squads', ridicule of players' errors, ignoring health and safety guidelines and failing to adhere to the club's code of conduct.

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## Appendix 4 – Reporting flowchart



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