



ACTIVE HUMBER

Safeguarding Children and Young People Policy and Procedures

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Created	May 2018 Reviewed September 2024
Approval required by board?	Yes
Reviewed by	Sarah Tague, November 2024
Date of next review	November 2025



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1. Introduction

Active Humber recognises and accepts our responsibilities to safeguard the welfare of all children, young people and adults involved in our work in accordance to Working Together 2018 and the Care Act 2014.

This document specifically sets out Active Humber's safeguarding children and young people's policy and procedures that apply to employees and volunteers of Active Humber.

Active Humber are an independent charity and are the Active Partnership (AP) that covers the four areas of the Humber being East Riding of Yorkshire, Kingston upon Hull, North East Lincolnshire and North Lincolnshire and is one of 43 AP's that cover the whole of England. Active Humber are largely an infrastructure organisation with the remit of working with partners to reduce inactivity levels, however there are at times programmes that we directly deliver.

A key role for Active Humber is to influence and support the sector to achieve its aims and provide advice, guidance and signposting, this is inclusive of our safeguarding responsibilities. The wider partnership consists of many traditional partners and providers of physical activity but also recognises and works collaboratively with the wider partners involved in promoting and delivering better health across the whole system.

Underpinning all the work of the partnership is a fundamental awareness of and concern for, the need for everyone regardless of age, background or level of ability to feel able to engage in sport and physical activity. Some will be young, fit and talented, but most will not. We need a physical activity and sport sector that welcomes everyone – meets their needs, treats them as individuals and values them as customers.

Active Humber will encourage and support partner organisations, including clubs, NGBs, suppliers, and sponsors to adopt and demonstrate their commitment to both safeguarding and equality as set out in our policy and procedures. Where Active Humber fund a project we will ensure the organisation has in place their own robust policies and procedures for safeguarding children, young people and adults.

A glossary of terminology and acronyms used throughout this policy can be found in [appendix 5](#).

2. Commitment

Active Humber acknowledges the duty of care to safeguard and promote the welfare of children and young people and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice.

Through all our work Active Humber are committed to safeguarding and will ensure all of our operations are delivered to a high standard. Active Humber aims to create a culture of safeguarding, equality and protection. These policy and procedures specifically cover the work of Active Humber and through our work we will:

- promote and prioritise the safety and wellbeing of children and young people
- ensure everyone understands their roles and responsibilities in respect of safeguarding and is provided with appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people
- ensure appropriate action is taken in the event of incidents/concerns of abuse and support provided to the individual's who raise or disclose the concern
- ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored
- prevent the employment/deployment of unsuitable individuals
- ensure robust safeguarding arrangements and procedures are in operation

The policy recognises that the welfare and interests of children and young people are paramount in all circumstances. It aims to ensure that regardless of age, ability or disability, gender reassignment, race, religion or belief, sex or sexual orientation, socio-economic background, all children:

- have a positive and enjoyable experience of physical activity and sport in a safe and child centred environment
- are protected from abuse whilst participating in physical activity and sport

Active Humber acknowledges that some children, including disabled children and young people or those from ethnic minority communities, can be particularly vulnerable to abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare.

Active Humber will support and encourage partner organisations to maintain robust safeguarding policies and procedures and sign post to relevant guidance to enable them to deliver on their commitment.

3. Legislation

The practices and procedures within this policy are based on the principles contained within the UK legislation and Government Guidance and have been developed to complement and enable collaborative working with the Local Multi-Agency Safeguarding Partnerships (Formerly Local Safeguarding Children Board's) policies and procedures, and take the following into consideration:

- Working Together to Safeguard Children (2018)
- Children Act 1989 and 2004
- Education Act 2002
- The Protection of Freedoms Act 2012
- The Equality Act 2010
- The Children and Young Persons Act 2008
- Children and Families Act 2014
- Safeguarding Vulnerable Groups Act 2006
- The Data Protection Act 1998
- General Data Protection Regulation 2018
- Disclosure and Barring Service 2013
- Multi-Agency Safeguarding Partnerships - Policies and Procedures (links in [appendix 3](#))

4. Definitions of Harm

The definitions in this section are an illustrative guide as to the sort of behaviour or issue which could give rise to a safeguarding concern. This is not intended to be an exhaustive list.

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Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.

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 cyberbullying), 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.

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.

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.

Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Radicalisation

The aim of radicalisation is to attract people to their reasoning, inspire new recruits and embed their extreme views and persuade vulnerable individuals of the legitimacy of their cause. This may be direct through a relationship, or through social media.

Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken.

Cyber Bullying

Cyber bullying occurs when someone repeatedly makes fun of another person online or repeatedly picks on another person through emails or text messages, or uses online forums with the intention of harming, damaging, humiliating or isolating another person. It can be used to carry out many different types of bullying (such as racist bullying, homophobic bullying, or bullying related to special educational needs and disabilities) but instead of the perpetrator carrying out the bullying face-to-face, they use technology as a means to do it.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be

exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

This is not an exhaustive list and it must be recognised that it is not the role of staff / volunteers to make an assessment of whether children or young people have suffered harm. Staff / volunteers / child protection coordinator do have a duty to report any concerns about harm in accordance with Active Humber's Policy and Procedures.

5. Signs and indicators of abuse and neglect

Abuse can take place in any context and by all manner of perpetrator. Abuse may be inflicted by anyone in the organisation who comes into contact with another. There are many signs and indicators that may suggest someone is being abused or neglected, these include but are not limited to:

- Unexplained bruises or injuries – or lack of medical attention when an injury is present
- Person has belongings or money going missing
- Person's attendance is limited
- Someone losing or gaining weight / an unkempt appearance
- A change in the behaviour or confidence of a person
- They may self-harm
- They may have a fear of a particular group or individual
- They may tell you / another person they are being abused – i.e. a disclosure



6. What to do if you have a concern or someone raises concerns with you

You may become aware that abuse or poor practice is taking place, suspect abuse or poor practice may be occurring or be told about something that may be abuse or poor practice and you must report this to the Active Humber Lead Safeguarding Officer, or, if the Lead Safeguarding Officer is implicated then report it to the Active Humber CEO.

**IF YOU ARE CONCERNED SOMEONE IS IN IMMEDIATE DANGER,
CONTACT THE POLICE IMMEDIATELY BY CALLING 999.**

If you have a concern or someone raises a concern to you, please follow the Safeguarding Flowchart in section 8.

If you are asked to share information about the concern, speak to the Active Humber Lead Safeguarding officer first before following the [‘Information Sharing – flowchart’ in appendix 6.](#)

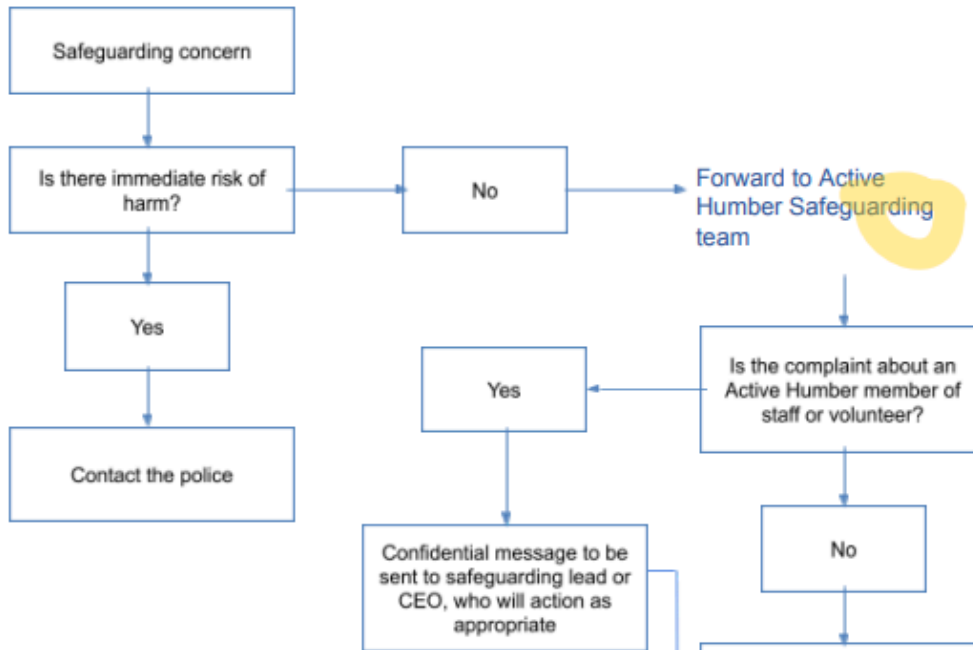
7. How to record a disclosure

When recording a concern or disclosure please use the form in [appendix 1](#) and ensure it is submitted to the Active Humber Lead Safeguarding Officer.

When recording the concern or disclosure, keep the following points in mind:

- Do not panic – react calmly
- Be honest, do not make promises that you will not be able to keep
- Inform the person that you will need to inform others as required, to deal with the concern
- Describe the circumstances in which the disclosure came about, including time and location
- Take care to distinguish between fact, observation, allegation and opinion It is important that the information you have is accurate
- Where possible, record the exact words used and your observations of behaviour
 - Do not probe for more information and keep questions to a minimum required for you to clarify any facts or words you do not understand
- Be mindful of the need to be confidential at all times, this information must only be shared with your Lead Safeguarding Officer and others on a need to know basis
- If the matter is urgent and relates to the immediate safety of an adult at risk, then contact the police immediately calling 999
- Sign and date the record

8. Safeguarding Children and Young People Flowchart



KEY POINTS TO FOLLOW

- All calls must be treated with the strictest of confidence
- Do not panic, react calmly to the incident
- From the outset, do not promise that the information will be kept secret, explain the need that to deal with the concern other people may need to know the details
- Ensure all phone calls, actions and information is recorded in detail and clearly on the relevant forms
- Ensure all paperwork is stored with the lead officer in a secure location

KEY CONTACT DETAILS

East Riding:
East Riding Safeguarding Children’s Partnership: 01482 395500

Hull:
Hull Children’s Board: 01482 448879

North East Lincolnshire:
North East Lincolnshire Children’s Board: 01472 326292

North Lincolnshire:
North Lincolnshire Children’s Multi-Agency Resilience & Safeguarding Board: 01724 296500

Police: 999
Non-Emergency: 101

RECORDING

Throughout the process, make sure everything is recorded on the Active Humber reporting template and submitted to the Lead Welfare Officer.

[Appendix 1 – Incident Report Form](#)

9. Roles and Responsibilities of those within Active Humber

To ensure Active Humber has the required capacity to carry out our safeguarding responsibilities the following roles are in place:

- A Lead Safeguarding Officer, who is appropriately trained and has appropriate experience to manage the safeguarding responsibilities for Active Humber. This role will produce and disseminate appropriate guidance and resources to support this policy and procedures. A complete role description can be found in [appendix 4](#).
- At least one Deputy Safeguarding Officer, who is appropriately trained and has relevant experience to support the Lead Safeguarding Officer in their role and to be the nominated officer if the Lead Safeguarding Officer is unavailable.
- A clear line of accountability within Active Humber for work on promoting the welfare of adults.
- A 'safeguarding champion' at Board level will be appointed. This person will be a member of the Governance and Standards Committee as a subgroup of the Company Board and have the required knowledge, skills and expertise to fulfil this role.
- An internal safeguarding steering group will meet regularly, consisting of operational staff at different levels and roles, to review and manage the safeguarding responsibilities of Active Humber. This will be chaired by the Lead Safeguarding Officer.
- Disciplinary procedures for dealing with allegations of poor practice against members of staff and volunteers. A disciplinary panel will be formed as required for a given incident, if appropriate and should a threshold be met.
- Arrangements in place to work effectively with other organisations to safeguard and promote the welfare of adults, including arrangements for sharing information.
- Appropriate whistle blowing procedures and an open and inclusive culture that enables safeguarding, equality and diversity issues are addressed.

10. Good Practice, Poor Practice and Abuse

It can be difficult to distinguish poor practice from abuse, whether intentional or accidental.

It is not the responsibility of any individual involved in Active Humber to make judgements regarding whether or not abuse is taking place, however, all Active Humber personnel have the responsibility to recognise and identify poor practice and potential abuse, and act on this if they have concerns.

Good practice

Active Humber expects that its employees:

- Are fully aware of the policies and procedures in place at Active Humber
- Have a basic awareness of safeguarding and protecting children

Everyone should:

- Aim to make the experience of working with Active Humber professional and effective
- Promote fairness and equality
- Follow all Active Humber policies and procedures
- Treat everyone equally and preserve their dignity; this includes giving everyone similar attention, time and respect

Those working directly with children and young people should:

- Respect the developmental stage of each person
- Ensure that the activity is appropriate to the physical, social and emotional stage of the development of the person
- Build relationships based on mutual trust and respect
- Always be publicly open when working with children and young people
- Avoid unnecessary physical contact with people. Physical contact (touching) can be appropriate so long as:
 - It is neither intrusive nor disturbing
 - The person's permission has been openly given
 - It is delivered in an open environment
 - It is needed to demonstrate during a session
- Maintain a safe and appropriate relationship
- Be an excellent role model by maintaining appropriate standards of behaviour
- Ensure parental / carer consent is given where appropriate
- Be aware of medical conditions, disabilities, existing injuries and medicines being taken and keep written records of any injury or accident that occurs, together with details of treatments provided
- Arrange that someone with current knowledge of emergency first aid is available at all times

Poor practice

The following are regarded as examples of poor practice and should be avoided (this list is not exhaustive):

- Unnecessarily spending excessive amounts of time alone with an individual child
- Engaging in rough, physical or sexually provocative games, including horseplay
- Allowing or engaging in inappropriate touching of any form
- Using language that might be regarded as inappropriate for children and young people and which may be hurtful or disrespectful

- Making sexually suggestive comments, even in jest
- Reducing a child to tears as a form of control
- Not taking allegations or concerns of a child seriously and allowing them to go un-investigated, unrecorded, or not acted upon
- Taking a child alone in a car on journeys, however short
- Inviting or taking a child to your home where they will be alone with you
- Sharing a room with a child

Note: *At times it may be acceptable to do some of the above. In these cases, to protect both children and young people and yourself, seek written consent from the parents / carer, where appropriate, and ensure that the Lead Safeguarding Officer of Active Humber is aware of the situation and gives their approval.*

If, during your care, a child or young person suffers any injury, seems distressed in any manner, or misunderstands/misinterprets something you have done, report these incidents as soon as possible to another adult in the organisation and make a brief written note of it.



11. Relevant Policies and Procedures

This 'Active Humber Safeguarding Children and Young People Policy and Procedures' should be read in conjunction with other Active Humber policies and procedures, in particular:

- Whistle Blowing Policy
- Social Media Policy
- Complaints Procedure
- Disciplinary Procedures
- Active Humber Adult Safeguarding Policy
- Safeguarding Officers Role and Responsibilities
- Safeguarding Children and Young People Policy and Procedures
- Safer Recruitment Policy (In development)

For copies of any of the above policies and procedures please request these from the Safeguarding Lead Officer.



Appendix 1 – Incident Report Form

Active Humber Officer: Position: Date and Time:

Name of Contact:

Contact Details:

Nature of Concern:

.....

. Remember

- Record as much **detail** as possible including dates and times of telephone calls / conversations / meetings / incidents
- Record **facts** whenever possible; when recording opinion / inference / 2nd hand information, this should be made clear.
- Record any agreed **actions** to be taken by the different parties involved (Police, Social Services, you) – who and what is to be done? Timescales for action? Seek (and record) agreement for other parties to provide feedback or update you whenever possible.
- Any information you record **may need to be disclosed** to the individuals concerned and / or individuals and organisations deemed necessary by the welfare officer to deal with the concern
- **Sign your records**, as it is possible for several people to be recording their actions on the same case

Detailed record of incident or concern (Note all relevant facts and information)	Actions (Names or organisations)

Signature: Date:



Detailed record of incident or concern (Note all relevant facts and information)	Actions (Names or organisations)

Signature: Date:





Appendix 2 – Legislation and Government Initiatives

Working Together to Safeguard Children 2018

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

A guide to inter-agency working to safeguard and promote the welfare of children

Children Act 1989

<https://www.legislation.gov.uk/ukpga/1989/41/contents>

This provides the legislative framework for child protection in England. Key principles established by the Act include; the paramount nature of the child's welfare; and the expectations and requirements around duties of care to children.

Children Act 2004

<https://www.legislation.gov.uk/ukpga/2004/31/contents>

This Act encourages partnerships between agencies and creates more accountability by: placing a duty on local authorities to appoint children's services members who are ultimately accountable for the delivery of services; and placing a duty on local authorities and their partners to co-operate in safeguarding and promoting the wellbeing of children and young people.

Education Act 2002

<https://www.legislation.gov.uk/ukpga/2002/32/contents>

Included a provision requiring school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of children.

Protection of Freedoms Act 2012

<http://www.legislation.gov.uk/ukpga/2012/9/contents/enacted>

Merged the Independent Safeguarding Authority with the Criminal Records Bureau (CRB) to form a single, new, non-departmental public body called the Disclosure and Barring Service (DBS).

Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

The Equality Act strengthens the law in important ways to help tackle discrimination and inequality.

Children and Young Persons Act 2008

<https://www.legislation.gov.uk/ukpga/2008/23/contents>

Legislated for the recommendations in the Care Matters white paper (DfES, 2007) to provide high quality care and services for children in care.

Children and Families Act 2014

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

An Act to make provision about children, families, and people with special educational needs or disabilities; to make provision about the right to request flexible working; and for connected purposes.

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

Introduced the new Vetting and Barring Scheme and the role of the Independent Safeguarding Authority. The Act places a statutory duty on all those working with vulnerable groups to register and undergo an advanced vetting process with criminal sanctions for non-compliance. www.opsi.gov.uk

Data Protection Act 1998

<https://www.legislation.gov.uk/ukpga/1998/29/contents>

An Act to make new provision for the regulation of the processing of information relating to individuals, including the obtaining, holding, use or disclosure of such information.

General Data Protection Regulation 2018

<https://gdpr-info.eu/>

This Regulation is on the protection of natural people with regard to the processing of personal data and on the free movement of such data, and repeals Directive 95/46/EC (General Data Protection Regulation)

Disclosure & Barring Service 2013

<https://www.gov.uk/government/organisations/disclosure-and-barring-service/about> Criminal record checks: guidance for employers - How employers or organisations can request criminal records checks on potential employees from the Disclosure and Barring Service (DBS). www.gov.uk/dbs-update-service

The Care Act 2014 – statutory guidance

<http://www.legislation.gov.uk/ukpga/2014/23/introduction/enacted>

The Care Act introduces new responsibilities for local authorities. It also has major implications for adult care and support providers, people who use services, carers and advocates. It replaces No Secrets and puts adult safeguarding on a statutory footing.

Appendix 3 – Useful Contacts and Guidance

Local Multi-Agency Safeguarding Partnerships:

(Formerly Local Safeguarding Children Board's)

Name: East Riding Safeguarding Children Partnership

Email: childrens.socialcare@eastriding.gcsx.gov.uk

Telephone: 01482 395500

Local Procedures: <http://www.erscb.org.uk/#report>

Name: Hull Safeguarding Children Board

Email: hscb@hullcc.gov.uk

Telephone: 01482 379090

Local Procedures:

http://www.hullcc.gov.uk/portal/page-_pageid=296.653227&_dad=portal&_schema=PORTAL

Name: Safer North East Lincolnshire

Email: EnquiriesNELSCB@nelincs.gcsx.gov.uk

Telephone: 01472 326570

Local Procedures:

<http://www.safernel.co.uk/local-safeguarding-childrens-board/policies-and-procedures/>

Name: North Lincolnshire Children's Multi-Agency Resilience & Safeguarding Board

Email: mars@northlincs.gov.uk

Telephone: 01724 297240

Local Procedures: www.northlincsmars.co.uk

Child Protection in Sport Unit (CPSU):

Website: www.thecpsu.org.uk

Email: cpsu@nspcc.org.uk

Appendix 4 – Roles and Responsibilities

Safeguarding Officer Role Description

Purpose: to act as the lead officer within Active Humber in relation to Safeguarding casework, and to take a key role in the development and implementation of Safeguarding policies and procedures for both children and adults.

Key Tasks:

- To receive and collate concerns which are reported to Active Humber, and to act as necessary
- To seek advice and guidance regarding the handling of safeguarding concerns as necessary, acting as advised by safeguarding boards or Police
- Together with the Deputy Safeguarding Officer(s), to liaise with individuals and their families who raise Safeguarding concerns, and where appropriate with individuals who are the subject of those concerns, to ensure effective and timely communication
- To record efficiently and securely retain all information relating to safeguarding concerns and cases
- To act, together with the Deputy Safeguarding Officer(s), as the point of contact for partner and external organisations in relation to safeguarding matters
- Where competent to do so, provide support on guidance to external organisations relating to safeguarding. Alternatively, to seek advice from specialised partners such as safeguarding boards, the NSPCC's Child Protection in Sport Unit (CPSU) and the Ann Craft Trust
- To lead the internal safeguarding group to manage the safeguarding work and handling concerns for Active Humber
- To keep up to date with and promote safeguarding policy, procedure and regulations
- To have a sound understanding of Active Humber's recruitment policy and procedures including DBS checks where required
- To promote Safeguarding best practice training workshops within the county and clubs
- To ensure appropriate training is sought and undertaken by all relevant officers and to maintain up to date qualified officers are in the relevant positions
 - To lead on the review of the safeguarding policies and procedures for Active Humber

Appendix 5 – Glossary of Terminology and Acronyms

AP – Active Partnership

CPSU – Child Protection in Sport Unit

CRB – Criminal Records Bureau

DBS – Disclosure and Barring Service

GDPR – General Data Protection Regulations

GSC – Governance and Standards Committee (Active
Humber)

LSCB – Local Safeguarding Children Board

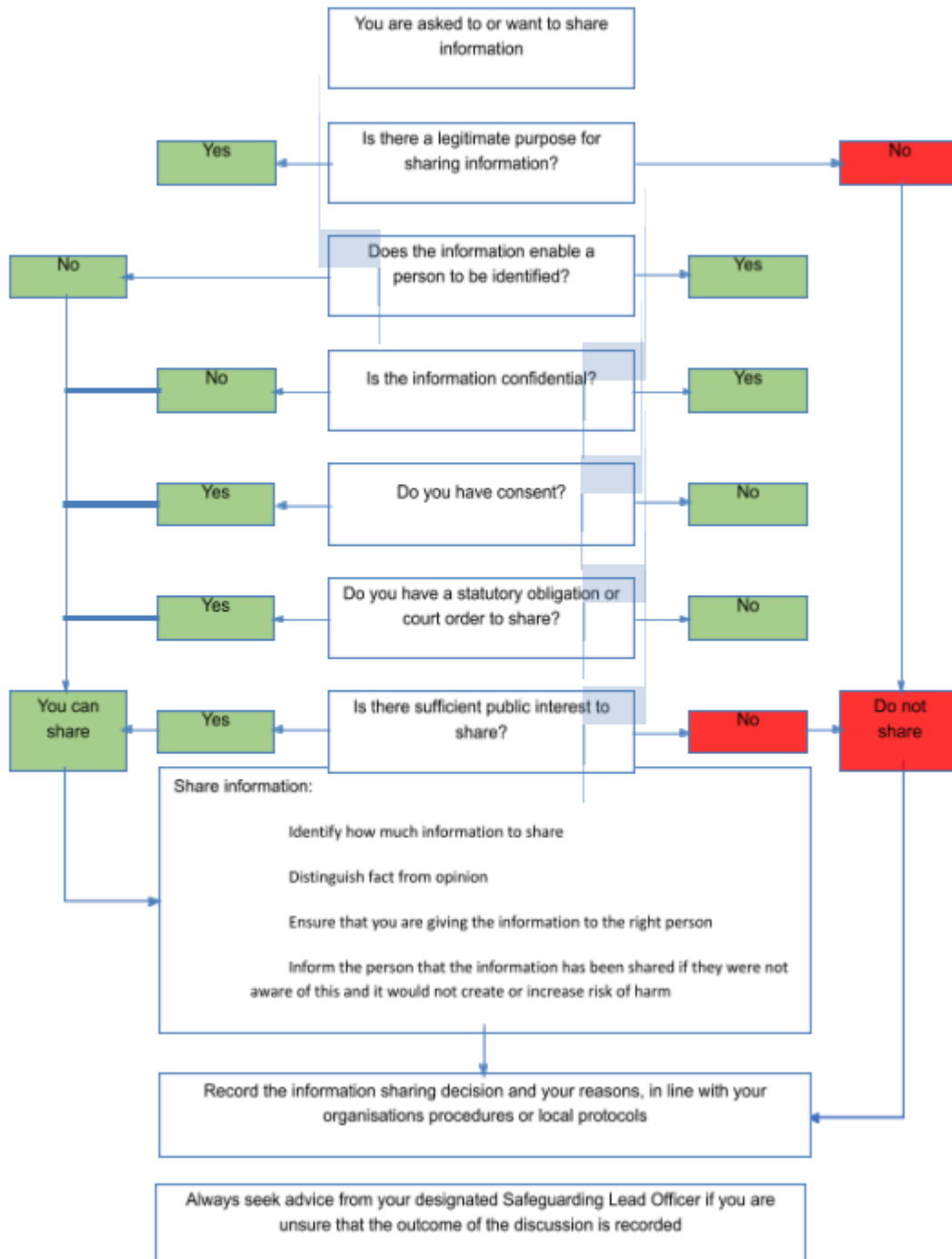
LSO – Lead Safeguarding Officer

NSPCC – National Society for the Prevention of Cruelty to Children

PoT – Position of Trust



Appendix 6 – Flowchart for Information Sharing



Appendix 7 – Active Humber Governance Structure

