



Scottish Charity
No:SC006452

SCOTTISH SCHOOLS' FOOTBALL ASSOCIATION - CHILDRENS' WELLBEING POLICY

SCOTTISH SCHOOLS' F.A. MISSION STATEMENT

The purpose of the Association is to work with schools to support and promote pupils' wellbeing through the medium of Association football and related experiences, and to engage in relevant charitable enterprises.

SECTION 3: CONTEXT, RESPONSIBILITIES, PRINCIPLES AND POLICY REVIEW

Setting This Document In Context

This document is subject to the policies and procedures of the Scottish Schools' FA and, in turn, where appropriate, the Scottish Football Association. It has been developed with the assistance of Scottish FA staff and will be subject to periodic review in accordance with best practice.

The Scottish Schools' Football Association is fully committed to promoting, supporting and safeguarding the wellbeing of all children who participate in schools' football. In this endeavour, it works in partnership with Schools and Local Authorities with whom a pre-existing and superior statutory responsibility for child wellbeing in schools resides. Given that child wellbeing and Getting it Right for Every Child are embedded in every aspect of education, there is a natural and powerful synergy in terms of culture, practice and legal frameworks between the Scottish Schools' Football Association, Local Authorities and Independent Schools regarding child wellbeing.

As one of the Affiliated National Associations, the SSFA seeks to support the endeavours of the SFA with regard to child protection where it can do so without making children less safe by confusing the lines of responsibility, confusing practice, creating unnecessary bureaucracy, or breaching existing legal frameworks, including the conditions of employment of school staff, or endangering the provision of schools' football by making the demands on schools and their staff unnecessarily burdensome.

This document is to be read and understood within the context outlined above.

In general, schools' football is conducted at three levels, namely:

- **international activities**
- **school activities including participation in shields, plates and small sided events**
- **local association activities**

With regard to Child Wellbeing and Protection, the following principles apply:

- international activities and SSFA Officials will be subject to the child wellbeing and protection policies and procedures of the Scottish Schools' Football Association as detailed in this document.
- school and local association activities will be subject to the child protection policies and procedures of the relevant Local Authority and, in the case of non-Local Authority schools, the child protection policies and procedures of that school.

If you have *any* concerns about the wellbeing of a child or about the conduct of any adult then you *must* report the matter to either the child's school or the Scottish Schools' F.A. Child Wellbeing and Protection Officer George Mackie on 07527232409 or by email to mackie-george@sky.com

Responsibilities

The Scottish Schools' Football Association will:

- Promote the health and welfare of children by providing opportunities for them to take part in football safely.
- Respect and promote the rights, wishes and feelings of children for whom they are responsible.
- Promote and implement appropriate procedures to safeguard the well-being of children for whom they are responsible and protect them from abuse.
- Recruit, train, support and supervise its coaches and officials to adopt best practice to safeguard and protect children for whom they are responsible from abuse and to minimise risk to themselves.
- 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.
- Review and evaluate this Policy and these Procedures on a regular basis.

Principles

The welfare of children is everyone's responsibility, particularly when it comes to protecting them from abuse. Children have a lot to gain from sport. Their natural sense of fun and spontaneity can blossom in a safe, positive environment created by the Association and their schools. It provides an excellent opportunity for them to learn new skills, become more confident and maximise their own unique potential. This Policy and these Procedures are based on the following principles:

- The rights and welfare of children are the primary concern.
- Recognition of the child's rights to wellbeing and protection as provided in Article 19 of the UNCRC: all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. 'Child protection' means protecting a child from child abuse or neglect, as stated within the National Guidance for Child Protection in Scotland 2014.
- For the purposes of this policy a child is recognised as someone under the age of 18 years. This policy applies to all children regardless of age, gender, sexual orientation, disability, race, religion, socio-economic status or family circumstance.
- It is everyone's responsibility to report any concerns about abuse and the responsibility of the Social Work Department and the Police to conduct, where appropriate, a joint investigation. The role of the Social Work Department is to carry out a risk assessment and it is for the Police to determine whether a criminal offence has occurred.
- All incidents of alleged poor practice, misconduct and abuse will be taken seriously and responded to swiftly and appropriately.
- Confidentiality is upheld and personal data will be processed in accordance with the requirements of the Data Protection Act 1998 and the Human Rights Act 1998

Review

The Policy and Procedures outlined in this document will be regularly monitored and reviewed:

- In accordance with changes in legislation and guidance on the protection of children or any changes within the Scottish Schools' Football Association
- Following any issues or concerns raised about the protection of children within the Scottish Schools' Football Association
- In all other circumstances at least every three years

SECTION 4: SET THE STANDARDS – BEHAVIOUR, EXPECTATIONS AND REQUIREMENTS.

Sub sections 4A to 4H below are a combination of best practice and guidelines (similar to "Practice Notes" in the SFA's Child wellbeing policy for clubs) to support children and adults in a range of situations. Their purpose is to minimise risks that have been identified through previous experience and risk assessment. Not every situation can be prepared for however the following are circumstances which need an informed approach and common sense applied.

SECTION 4A: BULLYING

Anti-Bullying Policy Statement

The Scottish Schools' FA is fully committed to safeguarding the wellbeing of all children in its care. It is understood that children's wellbeing can be seriously impacted by bullying behaviour.

The Scottish Schools' FA therefore recognises the information provided for children by respectme, Scotland's Anti-Bullying Service: 'Bullying is never acceptable; it doesn't make a child better or stronger to get through it and it should never be seen as a normal part of growing up. Bullying is a behaviour that can make a child feel frightened, threatened, left out and hurt. Something only has to happen once to make a child feel worried or scared to go to school or other places they enjoy going.

For the purposes of this policy a child is recognised as someone under the age of 18 years. This policy applies to all children regardless of age, gender, sexual orientation, disability, race, religion, socio-economic status or family circumstance.

The Scottish Schools' FA will:

- Respect the rights of children as paramount.
- Work together to develop positive relationships amongst children and adults which are mutually respectful, responsible and trusting; and promote their emotional health and wellbeing.
- Seek to prevent, reduce and respond effectively to bullying behaviour, through the implementation of this policy and guidelines.
- Require members to adopt and abide by this policy.
- Train, support and supervise its members to adopt best practice to prevent, reduce and respond to bullying.
- Address the needs of children who are bullied as well as those who bully within a framework of respect, responsibility, resolution and support.
- Respond to any concerns raised either in the experiences of children of poor practice/misconduct or abuse caused by an adult's bullying behaviour.

- Highlight bullying based on prejudice and perceived differences, to ensure our practices are effective in dealing with these issues.
- Regularly monitor and evaluate the implementation of this policy and guidelines and include children's views in this process.

Anti-Bullying Guidelines

Bullying can take some children's rights away from them. There have been many different definitions and theories about what constitutes bullying, but it's not helpful to define bullying purely in terms of behaviour. Bullying is a mixture of behaviours and impacts, behaviours that can impact on a person's capacity to feel in control of themselves. This is what is termed as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out, it strips a person of their capacity for agency.

Bullying may be seen as particularly hurtful behaviour where it is difficult for those being bullied to defend themselves. It can be a 'one-off' occurrence or repeated over a period of time and 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 not always deliberate.

Bullying behaviours can be:

- Being called names, teased, put down or threatened.
- Being hit, tripped, pushed or kicked.
- Having belongings taken or damaged.
- Being ignored, left out or having rumours spread about you.
- Receiving abusive messages, threats or comments on social media sites.
- Behaviour which makes people feel like they are not in control of themselves.
- Being targeted because of who you are or who you are perceived to be.

When talking about bullying, it's never helpful to label children as 'bullies' or 'victims'. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. It is preferable to talk about someone displaying bullying behaviour rather than label them a 'bully' – behaviour can be changed with help and support.

Support for children involved in bullying behaviour:

- Cultivate an ethos where there's an anti-bullying culture – it is especially important that adults are good role models for children.
- Take all signs and reports of bullying very seriously.
- Encourage all children to speak and share their concerns. Help those being bullied to speak out and tell a coach or adult who can support them. Create an open environment.
- Take all allegations seriously and take action to ensure the child is safe. Speak with those being bullied and those displaying bullying behaviour separately.
- Reassure the child that you can be trusted and will help them, although you can't promise to tell no-one else. Explain what will happen next, and how they are going to be kept informed.
- Keep records of what is said i.e. what happened, by whom and when.
- In cases of online/electronic bullying advise children who are being bullied by text, email or online to retain the communication or to print it out. Be clear that online bullying behaviour will be treated seriously as any other form of bullying behaviour, as it can impact on both the child and football.
- Report any concerns to the Child Wellbeing and Protection Officer and complete a Concern Recording Form (see Appendix 3) as part of the Procedures for Responding to Concerns about a Child.
- Talk with the child(ren) who have been displaying bullying behaviour. Explain the situation and try to get them to understand the consequences of their behaviour.
- Keep a written record of action taken.

It is also worth considering the following:

- In some cases, it might be worth considering seeking an apology from those involved in bullying behaviour (for example where those on the receiving end wish reconciliation). Apologies are only of real value however, when they are genuine.
- Be sensitive and use good judgement when it comes to informing parents/carers of those whose negative behaviour is impacting on others. Put the child at the centre – will telling the parents/carers result in more problems for the child? What are the child's views on parents/carers knowing?
- If appropriate, insist on the return of 'borrowed' items.
- Aim to restore positive relationships and only consider imposing consequences as necessary, e.g. exclusion from the team or particular activity until behaviour standards are improved.
- Encourage and support those displaying bullying behaviour to change this behaviour. Ask them to consider the impact their actions are having.

SECTION 4B: MANAGING BEHAVIOUR

Introduction

From time-to-time members of those delivering football to children may be required to deal with a child's behaviour that they find challenging. These guidelines aim to promote good practice which can help support children to manage their own behaviour. They suggest some strategies and sanctions which can be used and also identify unacceptable actions or interventions which must never be used by members of staff or volunteers.

These guidelines are based on the following principles:

- The welfare of the child is the paramount consideration.
- A risk assessment should be completed for all activities which take into consideration the needs of all children involved in the activity.
- Children must never be subject to any form of treatment that is harmful, abusive, humiliating or degrading and should always be able to maintain their respect and dignity.
- No adult should attempt to respond to behaviour by using techniques for which they have not been trained.

Agreeing Acceptable and Unacceptable Behaviours

Staff, volunteers, children and parents/carers should be involved in developing an agreed statement of what constitutes acceptable and unacceptable behaviour. They should also agree upon the range of options which may be applied in response to unacceptable behaviour (e.g. dropped from the team for one game etc). This can be done at the start of the season, in advance of a trip away from home or as part of a welcome session.

Issues of behaviour and control should regularly be discussed with members of staff, volunteers, parents/carers and children in the context of rights and responsibilities. It is beneficial to ask children as a group to set out what behaviour they find acceptable and unacceptable within their group or team. It is also helpful to ask them what the consequences of breaking the 'agreement' should be. Experience shows that they will tend to come up with a sensible and working 'agreement'. If and when such a list is compiled, every member of the group can be asked to sign it, as can new members as they join. It can then be beneficial to have a copy of the 'agreement' visible for reference during the activity.

Managing Behaviour in Practice

In dealing with children who display risk-taking or unacceptable behaviours, members of staff and volunteers might consider the following options:

- Time out - from the activity, group or individual work.

- Making up - the act or process of making amends.
- Payback - the act of giving something back.
- Behavioural reinforcement - rewards for good behaviour, consequences for negative behaviour.
- Calming the situation - talking through with the child.
- Increased supervision by members of staff and volunteers.
- Use of individual 'contracts' or agreements for their future or continued participation.
- Consequences e.g. missing an activity.

Adults and children shall never be permitted to use any of the following as a means of managing a child's behaviour:

- Physical punishment or the threat of such.
- The withdrawal of communication with the child.
- Being deprived of food, water or access to changing facilities or toilets.
- Verbal intimidation, ridicule or humiliation.

Members of staff and volunteers should review the needs of any child on whom consequences are frequently imposed. This review should involve the child and parents/carers to ensure an informed decision is made about the child's future or continued participation in the group or team. Whilst it would always be against the wishes of everyone involved in the Scottish Schools' FA, ultimately, if a child continues to present a high level of risk or danger to him or herself, or others, he or she may not be able to continue participating.

Promoting Good Practice Through the "Spirit of the Game"

The Scottish Schools F.A. promotes good practice in all its activities through "The Spirit of the Game" which incorporates the SFA's "Set the Standards". (See Section 7 of this document).

Physical Interventions

The use of physical interventions should always be avoided unless it is absolutely necessary in order to prevent a child injuring themselves, injuring others or causing serious damage to property. All forms of physical intervention shall form part of a broader approach to the management of behaviour.

Physical contact to prevent something happening should always be the result of conscious decision-making and not a reaction. Before physically intervening, the member of staff or volunteer should ask themselves, 'Is this the only option in order to manage the situation and ensure safety?'

The following must always be considered:

- Contact should be avoided with buttocks, genitals and breasts. Members of staff and volunteers should never behave in a way which could be interpreted as sexual.
- Any form of physical intervention should achieve an outcome that is in the best interests of the child whose behaviour is of immediate concern.
- Members of staff and volunteers should consider the circumstances, the risks associated with employing physical intervention compared with the risks of not employing physical intervention.
- The scale and nature of physical intervention must always be proportionate to the behaviour of the child and the nature of harm/damage they might cause.
- All forms of physical intervention should employ only a reasonable amount of force - the minimum force needed to avert injury to a person or serious damage to property – applied for the shortest period of time.
- Members of staff and volunteers should never employ physical interventions which are deemed to present an unreasonable risk to children or adults.
- Members of staff and volunteers shall never use physical intervention as a form of punishment.

Any physical intervention used should be recorded as soon as possible after the incident by the member of staff and/or volunteers involved using the Concern Recording Form (see Appendix 3), reported to and passed to the Child Wellbeing and Protection Officer as soon as possible. In terms of wellbeing indicators, safety and

any others in relation to the circumstances would be highlighted in terms of their behaviour risking their wellbeing.

A timely debrief for members of staff and volunteers, the child and parents/carers should always take place following an incident where physical intervention has been used. This should include ensuring that the physical and emotional wellbeing of those involved has been addressed and ongoing support offered where necessary. Members of staff and volunteers, children and parents/carers should be given an opportunity to talk about what happened in a calm and safe environment. There should also be a discussion with the child and parents/carers about the child's needs and continued safe participation in the group, team or activity.

Physical Contact

All forms of physical contact should respect and be sensitive to the needs and wishes of the child and should take place in a culture of dignity and respect for all children. Children should be encouraged to express their views on physical contact.

In the first instance, coaching techniques should be delivered by demonstration (either by the coach or a player who can display the technique being taught). Educational instruction should be clearly explained with a description of how it is proposed to handle or have contact with the child before doing so. This should be accompanied by asking if the child is comfortable. Manual support should be provided openly and must always be proportionate to the circumstances.

If it is necessary to help a child with personal tasks e.g. toileting or changing, the child and parents/carers should be encouraged to express a preference regarding the support and should be encouraged to speak out about methods of support with which they are uncomfortable. Members of staff and volunteers should work with parents/carers and children to develop practiced routines for personal care so that parents/carers and children know what to expect.

Do not take on the responsibility for tasks for which you are not appropriately trained e.g. manual assistance for a child with a physical disability

SECTION 4C: CELEBRATION, COMMUNICATION AND SOCIAL MEDIA

Photographs, Film & Video

Photographs, films and video clips can be used to celebrate achievements, promote activities and keep people updated. Footage is also recorded for performance development and analysis reasons. The aim of these guidelines is not to curb such activity but to ensure that children are protected from those who would seek to take or manipulate photos and video footage in a way that harms children or places them at risk of harm.

The Scottish Schools' FA will take all reasonable steps to promote the safe use of photographing and filming at all events and activities with which it is associated. However, the Scottish Schools' FA has no power to prevent individuals photographing or filming in public places.

The Scottish Schools' FA reserves the right at all times to prohibit the use of photography, film or video at any event or activity with which it is associated.

Permission

Children and their parents/carers will be informed that the child may, from time to time, be photographed or filmed whilst participating in football. This could be for one of the following reasons:

- Video footage for performance development.
- Media coverage of an event or achievement.
- Promotional purposes e.g. website or publication.

Written consent must be obtained from the child's parents/carers for children under 18 years old before any photography or filming takes place which can be captured on a Parents/Carers Consent Form (See Appendix 2).

Special care must be taken in relation to vulnerable children e.g. child fleeing domestic violence or a child with a disability, and consideration given to whether publication or use of the pictures/film would place the child at risk.

Young players who have a public profile as a result of their achievements are entitled to the same protection as all other children. In these cases, common sense is required when implementing these guidelines. All decisions should reflect the best interests of the child.

Use of Images and Information

No unsupervised access or one-to-one sessions will be allowed unless this has been explicitly agreed with the child and parents/carers.

No photographing or filming will be permitted in changing areas, bathrooms or sleeping areas.

All images and accompanying information will ensure minimal personal details are shared publicly.

The Scottish Schools' FA will ensure that all negatives, copies of videos and digital photograph files are stored in a secure place. These will not be kept for any longer than is necessary having regard to the purposes for which they were taken.

Images will not be shared with external agencies unless express permission is obtained from the child and parents/carers.

At any time the use of an image or information attached to it appears inappropriate, report the misuse of an image to the Child Wellbeing and Protection Officer using the Concern Recording Form as part of the Procedures for Responding to Concerns about a Child (see Appendices 3 & 4).

Concerns

Anyone behaving in a way which could reasonably be viewed as inappropriate in relation to filming or photographing should be reported to the person in charge on the day. They should be approached for an explanation. If a satisfactory explanation is not provided, the circumstances should be reported to the person in charge on the day and the Child Wellbeing and Protection Officer as part of the Procedures for Responding to Concerns about the Conduct of an Adult (see Appendices 3 & 4).

Where appropriate, concerns should also be reported to the police.

Images of Performance Players

As young players progress into regional and national squads, elite level events are increasingly likely to take place in a public arena. The Scottish Schools' FA may seek publicity to positively promote football, and elite young players receiving endorsements or sponsorship may well welcome positive media coverage on a local, regional or national level. It is important for players, their parents/carers and media representatives to be clear about appropriate arrangements and ground rules for interviews, filming and photo sessions.

ICT and Social Media

There are various ways in which we can celebrate and communicate using ICT and social media. Technology advances extremely quickly, meaning ways in which we communicate and receive and absorb information are changing all the time. Depending on the football activity that each child is involved with, the Scottish Schools' FA may contact children and their parents/carers via text/email or possibly through social networking sites.

Our website hosts a range of information, photographs and videos which is available for all members of the public. However, misuse of ICT and social media can also put children at considerable risk. As identified within Risks to Children's Wellbeing, some adults who seek to harm children have been known to use messaging or areas online to "groom" children.

For children the safeguarding risks of these technologies include:

- inappropriate access to, use or sharing of personal details (e.g. names, email addresses)
- unwanted contact with children by adults with wrongful/questionable intent
- being sent offensive or otherwise inappropriate material
- online bullying
- grooming for sexual abuse
- direct contact and abuse

For adults, risks involved include:

- their communication with children being misinterpreted
- potential investigation (internal or by statutory agencies)
- potential disciplinary action

Text/E-Mail

Members of staff and volunteers must consider whether it is necessary to communicate with children via text and email. The general principle is that all communications with children should be open, transparent and appropriate.

Good practice would include agreeing with children and parents/carers what kind of information will be communicated directly to children by text message.

In the first instance parent/carer consent must be obtained for all children under 16 years. Contact should always be made at the phone number/email address the parent/carer has provided on the child's behalf.

Parents/carers should be offered the option to be copied in to any messages their child will be sent. Although consent is not legally required for young people aged 16 and 17 years, it is still recommended that parents/carers are informed of the intention to send their child(ren) emails or texts. It is also good practice to obtain the consent of the 16 and 17 year old.

The following good practice is therefore required:

- All phone numbers/email addresses of children should be kept secure and confidential.
- The number of people with access to children's details should be kept to a practical minimum.
- Messages should never contain any offensive, abusive or inappropriate language. They should not be open to misinterpretation.

Internet/Website

The Scottish Schools' FA may post information, photographs and videos on its website which is available to all members of the public. In terms of publishing anything that includes a child, the following good practice should be followed:

1. Permission

Written parent/carer consent must be obtained for any child aged under 18 years old before publishing any information, photographs or videos of a child which can be captured on the Parents/Carers Consent Form (See [Appendix 2](#)). If the material is changed from the time of consent, the parents/carers must be informed and consent provided for the changes.

Special care must be taken in relation to vulnerable children e.g. child fleeing domestic violence or a child with a disability, and consideration given to whether publication would place the child at risk.

Young players who have a public profile as a result of their achievements are entitled to the same protection as all other children. In these cases, common sense is required when implementing these guidelines. All decisions should reflect the best interests of the child.

2. Use of Images and Information

Information published on the websites/social networking sites must never include personal information that could identify a child e.g. home address, email address, telephone number of a child. All contact must be directed to the Scottish Schools' FA.

Children must never be portrayed in a demeaning, tasteless or a provocative manner. Children should never be portrayed in a state of partial undress.

Information about specific events or meetings e.g. coaching sessions must not be distributed to any individuals other than to those directly concerned.

Concerns

Any concerns or enquiries about publications or the website should be reported to the Child Wellbeing and Protection Officer.

Social Networking Sites

Where the Scottish Schools' FA allows mutual access to social networking sites:

1. Permission

Obtain written permission from parents/carers of under 18s which can be captured on a Partnership with Parents/Carers Form to allow mutual interaction with the organisation profile. Make parents/carers aware of the profile's existence, the site the child will be accessing and the restrictions of use for this preferred site. An official agreement should be in place which states that access to members' profiles are used only to pass on relevant information or to answer questions regarding the Scottish Schools' FA or football issues.

Concerns

Informal online “chat” with members around subjects outside football should be immediately discouraged. Private matters or questions should also be discouraged. However, any disclosures should be removed from the site and dealt with in line with Procedure in Responding to Concerns about a Child and passed to the Child Wellbeing and Protection Officer.

Internet Forums

There has been an increase in the use and abuse of internet forums to target individuals or to engage contributors in debates which can cause upset and embarrassment to children. Sites should be well monitored and any offending comments removed. A member of staff or volunteer should refrain from being drawn into any debates concerning selection, performance or personalities – even where the subject of the discussion is anonymous. This could be considered a breach of the Code of Conduct (SSFA Officials and Adult Members of the International Teams) for Safeguarding Children’s Wellbeing (see Appendix 1) or poor practice.

Mobile Phone Cameras/Videos

There have already been a number of cases where children have been placed at risk as a result of the ability to discreetly record and transmit images through mobile phones. There is also scope for humiliation and embarrassment if films or images are shared on popular websites such as YouTube. The use of mobile phones in this way can be very difficult to monitor.

The guidelines for Photographs, Film and Video should be observed in relation to the use of mobile phones as cameras/videos. Particular care is required in areas where personal privacy is important e.g. changing rooms, bathrooms and sleeping areas. No photographs or video footage should ever be permitted in such areas of personal privacy.

SECTION 4D: CHILDRENS’ HEALTH

First Aid and the Treatment of Injuries

All members of staff and volunteers must ensure:

- All parents/carers of children under the age of 16 have completed a Parents/Carers Consent Form (See Appendix 2) before their child participates in football.
- There is an accessible and well-resourced first aid kit at the venue.
- They are aware of any pre-existing medical conditions, medicines being taken by participants or existing injuries and treatment required.
- Only those with a current, recognised First Aid qualification treat injuries. In more serious cases assistance should be obtained from a medically qualified professional as soon as possible.
- Where possible, access to medical advice and/or assistance is available.
- A child’s parents/carers are informed of any injury and action taken as soon as possible.
- The circumstances in which any accidents occur are reviewed to avoid future repetitions.

A Concern Recording Form (See Appendices 3 & 4) should be completed if a child sustains a significant injury along with the details of any treatment given. Common sense should be applied when determining which injuries are significant. The completed form should be passed to the Child Wellbeing and Protection Officer.

Children with Allergies

The Scottish Schools’ FA has a duty to be inclusive and to provide opportunities for children of all abilities and regardless of any medical conditions, disabilities or allergies which they may have. These guidelines focus on how members of staff and volunteers should respond to children with allergies, as they have a responsibility to ensure their wellbeing whilst they are attending their football activity. However, it is equally important that

children with medical conditions or allergies are not unnecessarily excluded from taking part in activities with their peers and that reasonable steps are taken to accommodate their individual needs.

Parent/Carer Responsibility

When a child joins a football activity, parents/carers should:

- Ensure they complete the Parents/Carers Consent Form (See Appendix 2) accurately and also take the time to talk to the member of staff or volunteer about the specific needs of their child and how to address and accommodate these needs.
- Update the member of staff or volunteer of any change in circumstances.
- Consider a medic alert bracelet/watch for their child.
- Check the expiry date of adrenaline injectors and any medication regularly. An out-of-date injector may offer some protection, but this will be limited.
- Ensure if the child has a 'rescue pack' that, if necessary, this is given to the member of staff or volunteer. This may include antihistamines for mild reactions, possibly an inhaler and may have two adrenaline injectors for more serious reactions e.g. anaphylaxis.

Scottish Schools' FA Responsibility

Members of staff and volunteers should:

- Ensure the Parents/Carers Consent Form (See Appendix 2) for all children attending the football activity are available and up to date together with full details of the child's allergies
- Have a copy of the child's care plan for allergies and individual risk assessment
- Communicate with parent/carer and child directly
- Appropriately share the information (do the right people know?) with others involved in the football activity
- Remember that Partnership with Parents/Carers Form should always be stored confidentially but be accessible to members of staff and volunteers
- Ensure correct storage and administration of medication
- Record incidents or concerns on a Concern Recording Form (See Appendices 3 & 4) and pass to the Child Wellbeing and Protection Officer
- Have their mobile phones charged and check they have a signal to allow calls to be made
- Plan for additional supervision taking into account factors such as a child's allergies and environment

Section 4E: PLANNING AND ORGANISATION

Adult to child Ratios

As a general guide, the following ratios are recommended:

- If all children are over 11 1:10

All activities should be planned to involve *at least* two adults. The following factors will also be taken into consideration in deciding how many adults are required to safely supervise children:

- The number of children involved in the football activity.
- The age, maturity and experience of the children.
- Whether any of the members of staff, volunteers or children have a learning or physical disability or special requirements.
- Whether any of the children have challenging behaviour.
- The particular hazards associated with the football activity.
- The particular hazards associated with the environment.
- The level of qualification and experience of the members of staff and volunteers.
- The programme of activities.

Collection by Parents/Carers

On some occasions, parents/carers can be late when picking their child up at the end of a football activity. It is not the responsibility of the Scottish Schools' FA to transport children home on behalf of parents/carers who have been delayed.

It is clear that while the football activity is running then members of staff and volunteers have a duty of care to the children that are in their charge. This is a principle of good practice.

When the football activity has finished, obligations that arise under guidance, good practice and legislation still remain. There is still a duty of care and control of the child in the absence of a parent/carer or other responsible adult.

It is therefore important for the guidelines below to be followed:

1. Make sure that the Scottish Schools' FA paperwork or communications:
 - Are clear about starting and finishing times of the football activity
 - Are clear about the expectations of parents/carers not to drop children off too early and collect children promptly when the football activity finishes
 - Ask parents/carers whether they give consent for children to go home unaccompanied (according to their age and stage)
 - Have a late collection telephone contact and number on Partnership with Parents/Carers Form (see Appendix 2).
2. Where possible make sure that there is more than one member of staff or volunteer at the end of the football activity.
3. Members of staff and volunteers will know how to deal with being left alone with a child. Put preventative measures in place (points 1 and 2) and agree simple steps about how the situation should be dealt with if it arises. Although as a general rule we should not put ourselves in the position of being alone with a child there are exceptions and this situation is one of them. Remember the wellbeing and best interests of the child are paramount and have to take precedence, so leaving children alone is not an option.
4. Members of staff and volunteers should have access to a record of the child's address, contact telephone number and an alternative phone number e.g. of a grandparent or other responsible adult. You need this information to contact the adult responsible for the child and ask them to collect the child. If you are unable to contact anyone then you have to make a decision of whether to take the child home yourself (see point 5) or call the police (point 6).
5. If you are left alone with a child then transparency is the key. Keep a record of your actions (use the guidelines in Transporting Children and make sure that you inform the Child Wellbeing and Protection Officer and parents/carers as soon as possible.
6. When all else fails call the Police.

Safe Use of Changing Facilities

One of the areas where children are particularly vulnerable at football facilities is the locker/changing/shower room.

Limited changing facilities sometimes mean that people of all ages regularly need to change and shower during the same period.

To avoid possible misunderstandings and embarrassing situations, adults need to exercise care when in the changing room at the same time as children. However, bullying can be an issue where children are left unsupervised and a balance should be struck depending on the situation. In general it is better if one adult is not alone to supervise and extra vigilance may also be required if there is public access to the facility. If, in an emergency, a male has to enter a female changing area, or vice versa, another adult of the opposite gender should accompany him or her.

The following guidelines should be followed:

- Wherever possible, adults should avoid changing or showering at the same time as children.
- Parents/carers need to be aware that on occasions, adults and children may need to share a changing facility.
- It is recommended that particular attention is given to the supervision of children aged 10 and under in changing rooms. It is advisable for adults not to be alone with any such child under these circumstances.
- If children are uncomfortable changing or showering in public, no pressure should be placed on them to do so.

While some activities may be restricted to changing rooms for the purposes of team talks, if at all possible another area should be considered for this. If there are no other options, it is best practice to wait until all children are fully dressed.

SECTION 4F: PREVENTION PLANNING (Risk Assessment)

Prevention planning is considering all the risks associated with running football related activities and planning and managing the risks by putting in preventative measures to minimise them. Prevention Planning may take the form of various assessments but for day to day activities or one off events this will involve conducting a risk assessment as part of planning and organising the activity or event.

Members of staff and volunteers who provide football activities for children and young people have a duty to undertake a risk assessment of the environment in which they are operating, the activity itself and the group to ensure that the group's requirements are met. Potential areas of risk should be identified at the planning stage and should be recorded in writing. Safeguards should then be put in place to manage the risks identified. Depending on the nature of the event, activity or trip the risk assessment may be an ongoing process as unexpected situations can arise.

What is a risk assessment?

A risk assessment is an important step to ensure the safe delivery and involvement of everyone participating in football activities, in any capacity e.g. as a player, a coach, a spectator, a referee, a volunteer etc. Completing a risk assessment allows those running day to day football activities or a specific event or activity to focus on the risks that really matter – the ones with the potential to cause significant harm.

A risk assessment is simply a careful examination of what could cause harm to other people so that the risks are identified and an informed decision be made as to whether enough precautions have been taken or more should be done to prevent harm.

Why is a risk assessment necessary?

The Policy Statement declares that the Association will act in the best interests of children and young people and promote children's rights, including the right to be protected from harm and abuse. To do this effectively, those

working with children and young people must first be aware of the areas of risk and be able to adequately assess these risks. By doing this members of staff and volunteers will be:

- making sure children and young people are safe
- protecting members of staff and volunteers
- making sure that the club complies with legislation
- reducing or removing liability
- giving the sport a good reputation

What does the law state?

The United Nations Convention on the Rights of the Child (UNCRC) states that all children have the right to be protected from harm, abuse and exploitation at all times. Section 5 of the Children (Scotland) Act 1995 states that if you are 16 or over and have children in your care or control then you must do what is reasonable in all circumstances to safeguard their health, development and welfare.

Carrying out a risk assessment

Step 1 - Identify potential risks

Think about who or what might cause harm to children and/or young people taking part in the activity or event.

In preparation for an activity member of staff and volunteers must the following:	
<ul style="list-style-type: none"> • What is the nature of the activity? • Where will the activity be carried out? • What are the potential risks? • Who may be at risk? • Will the group be mixed? • What will the age range be? • Are there special needs within the group? • How do you control the risk? • What actions need to be carried out to do this? 	<ul style="list-style-type: none"> • What are the experience and qualification levels of the coaches and/or volunteers? • Is a First aider present? A qualified First Aider with a First Aid kit must be present for all activities • How will children be supervised? Children should be properly supervised at all times, always with a satisfactory ratio of coaches and volunteers to children

Step 2 – Identify who might be harmed and how

When identifying who might be harmed and how try to be specific. For example, during the game a child may be injured by an opponent’s tackle. In this example, the possibility of an injury has been identified as a potential risk and this step allows for further consideration as to how this risk can be reduced and responded to in the event it does arise.

Step 3 – Evaluate the risks and decide on precautions

Evaluating risks includes considering how likely it is that harm could occur and how serious would it be. This is often described as ‘rating’ risk. Risk should be evaluated for likelihood and impact and a risk rating given for each. An example of rating is:

- | | | | |
|----------------|--------------------------------|----------------|------------------------------|
| High: | could occur quite easily | High: | could cause significant harm |
| Medium: | could occur sometimes | Medium: | could cause moderate harm |
| Low: | unlikely, although conceivable | Low: | could cause minimal harm |

In the example above of the young person being injured by an opponent tackle the evaluation may be High/Low to Medium. This would show that the risk ‘could occur quite easily’ but would cause minimal to moderate harm.

Once the risk has been evaluated a decision can be made on what action should be taken. It is up to the member of staff and/or volunteer as to what action should be taken and this will include understanding that the law expects the club to do what is reasonable in all the circumstances.

For each risk assessment a risk owner should be assigned. The risk owner will assess what current controls are in place to reduce the risk, what future actions must be done to reduce the risk and what else they need to do about the risk.

The risk owner should consider the following:

1. Can we eliminate the risk altogether?
2. If yes, what do we need to achieve this?
3. If no, what can we do that will allow us to manage the risk so that it becomes an acceptable level of risk?
4. Who will manage this risk?

If the assessment of risk is that there is a high likelihood of occurring and a risk of significant harm and safeguards cannot be put in place to reduce the likelihood or harm then the activity should not go ahead.

Step 4 – Record your findings and act on them

It is helpful to record the result of your risk assessment. The benefits of recording are:

- It shows everyone involved that you take this seriously and that you value their involvement; and
- It will be helpful in the future when you look back to review what action is identified.

Keep it simple. If there are a number of actions required, tackle the important ones or those which are rated 'high' first. Agree timescales for addressing the other actions and who will be responsible.

Step 5 – Monitor and review

After the event/activity/trip review how it went:

- Were the controls effective?
- Were the actions effective?
- What can we learn?

Ask the children and/or young people who took part in the activity or event, their parents and carers and the member of staff and volunteers who were involved as to what would be realistic and work in practice for future activities and events. Where appropriate, children and young people should also be consulted at the planning stage as they may be able to highlight risks which have not been considered by the adults involved.

SECTION 4G: RELATIONSHIPS

Developing good relationships leads to positive behaviour on and off the pitch. Positive relationships are essential for creating the right environment. Unfortunately, there may be occasions where inappropriate relationships with children and young people are formed through football.

Within the Association all staff and volunteers are expected to be proactive in promoting positive relationships with all children and young people involved in football. This Practice Note sets out how members of staff and volunteers can develop positive relationships, it includes information about ‘positions of trust’ and it highlights behaviour which is inappropriate and the response which should be taken should by anyone involved in football if they have concerns.

POSITIVE RELATIONSHIP

Positive relationships are essential for creating an environment of inclusivity and fun. They lead to effective learning and create place where children and young people feel able to share any worries or concerns. Where children and young people feel included, respected, safe and secure they are more likely to develop self-confidence, resilience and positive views of themselves.

How to develop positive relationships with the children and young people:	
DO	
<ul style="list-style-type: none"> • Have fun and help them get the most out their football experience • Support the children and young people to understand their rights in football • Treat them with respect, dignity, sensitivity and fairness • Listen to what they have to say and, when possible, include them in decisions on matters that affect them • Set clear boundaries so they know what to expect from you and what you expect from them 	<ul style="list-style-type: none"> • Celebrate the success but put the interests of each child before winning • Encourage them to be the best version of themselves and to recognise their strengths and weaknesses • Give enthusiastic and constructive feedback • Challenge inappropriate behaviour e.g. bullying behaviour, swearing or sexualised language • Involve the parents/carers wherever possible
DON'T	
<ul style="list-style-type: none"> • Have ‘favourites’ – this could lead to resentment and jealousy by other children and could be misinterpreted by others • Spend excessive amounts of time alone with children and young people away from others • Make sexually suggestive comments to a child or young person, even in fun 	<ul style="list-style-type: none"> • Form intimate emotional, physical or sexual relationships with children and young people • Have a child or young person to stay at your home where this is not part of a pre-existing family relationship or social relationship with other members of your family

POSITION OF TRUST

In football, as in many sports, children and young people look up to the adults involved in the game and those in leadership roles. They see these individuals as idols, role models and sometimes the people who can help them achieve their goal of becoming a professional footballer, whether this is real or perceived.

A position of trust is any position of authority that requires the holder of the position to enjoy the trust of a person over whom they exercise this authority and can also be known as a 'relationship of trust'. In the context of this Practice Note people who hold positions of trust are generally adults but will also apply to young people who are aged under 18 and have taken on leadership roles.

The power and influence a member of staff and/or volunteer has over a child or young person, who they are coaching or looking after in football, cannot be underestimated. Therefore, members of staff and volunteer will be considered to be in a position of trust.

If there is an additional competitive aspect to the activity and the person in the position of authority is seen as having a role in the child or young person's success or failure, for example through team selection, then the dependency of the younger person has upon the person in a position of authority will be increased. It is therefore vital for everyone to recognise the responsibility they must exercise in ensuring that they do not abuse their position of trust.

Current sexual offences legislation classifies any sexual activity involving children under 16 years old as unlawful. The Sexual Offences (Scotland) Act 2009 defines specific roles and settings where sexual activity between 16 or 17 year olds and those in a position of trust, responsibility, or authority, constitutes a criminal offence. The legislation does not currently include sports roles (e.g. coaches, instructors or helpers) or sports organisation settings (e.g. clubs, leisure facilities or events) within these definitions. Nonetheless the Association recognises the influence that a member of staff and/or volunteer has over children and young people, and that by virtue of their role they have the capacity to influence their personal, social and sporting development.

Genuine relationships do occur, however, no intimate relationship should begin whilst the member of staff or volunteer is in a position of trust with the child or young person, regardless of whether they are both over the legal age of consent.

Any concerns that a member of staff and/or volunteer is or has abused their position of trust **must** be reported to the Child Wellbeing and Protection Officer.

PEER ON PEER ABUSE

Football is a great place to make new friends and increase your social circle. Through a common interest in football friendships will form and relationships will develop between the children and young people. This may include intimate emotional relationships between children and/or young people. Often no harm comes from them, indeed they can be positive relationships. However, children and/or young people who suffer abuse can do so at the hands of other children and/or young people. Peer on peer abuse may include physical, emotional and/or sexual abuse. The Association takes harmful behaviour by children and/or young people towards other children and/or young people seriously. Any concerns about such conduct **must** be reported to the Child Wellbeing and Protection Officer and, if appropriate, reported to the police and local statutory services.

'Positions of trust' also apply to children and young people who have taken on a leadership role within football. If there is a concern that a young person has abused their position of trust or acted inappropriately towards another young person this will be responded to in line with the [Responding to Concerns Procedure](#).

GROOMING

The vast majority of adults involved in our Association activities with children and young people participate with the aim of providing a fun and positive experience for those with whom they work. However, the club recognise that some people (though a minority) may use football as a way of gaining access to children and young people for inappropriate reasons, including sexual abuse.

In order to gain access to children and young people, those who commit offences often first earn the trust of people surrounding the child or young person. This may include representatives of the child or young person, members of the Association, coaches and volunteers, parents and carers and other children or young people. This process is referred to as 'grooming'. This predatory behaviour is an offence and may be prosecuted separately to direct sexual abuse. Those who commit offences often portray themselves as caring and trustworthy individuals so they are freely entrusted with the care of children or young people. Once they have gained access to children or young people, they befriend them in order to break down any pre-existing barriers. As soon as a trusting friendship has been established, they manipulate and control children or young person into gratifying their sexual needs. It is important to recognise that this can occur over a very short or a very long period of time depending on the individual and the role they have, for example if a person is perceived by the child or young person as being able to influence their sporting career then the process can be very short indeed.

Some children or young people who have been sexually abused may not consider that they have been abused as a result of grooming and instead may think that they are in a 'loving' relationship with the adult. It is important to understand that grooming is part of the abuse and is a criminal offence. The ***Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005*** addresses the predatory behaviour of those who "groom" children with the aim of abusing them, by introducing an offence of "grooming". Any member of staff or volunteer must report any suspicions or allegations of grooming to the Child Wellbeing and Protection Officer in line with the [Responding to Concerns Procedure](#).

OPPORTUNISTIC OR SITUATIONAL BEHAVIOUR

Not all people who abuse children and young people are predatory or go into a role with the intention of abusing children and young people. In some circumstances, the adult may take advantage of the opportunity through misuse of their position of trust and a lack of clear boundaries ("opportunistic behaviour"). Others may be in a situation where through working with a child or young person they start to feel an attraction ("situational behaviour"). For those whose behaviour is opportunistic or situational, they may have never previously considered abusing a child or young person or had a sexual attraction to children or young people and may be just as confused about their own behaviour, thoughts and feelings. This does not mean that their behaviour is any less concerning. The wellbeing and safety of the child or young person must always be the paramount consideration and all actions should be taken in their best interests. Any concerns of such behaviour must be responded to under the [Responding to Concerns Procedure](#) and reported to the police, if possible criminal behaviour.

In circumstances of opportunistic or situational behaviour the [Appointment and Selection Procedure](#) becomes less effective as a preventative measure and prevention planning becomes necessary as part of an on-going assessment to the safety of all children and young people involved in the activity or event.

SEXUAL ACTIVITY

Within football, as within other activities, sexual relationships do occur. It is important to address sexual activity both between children and between adults and children.

Sexual activity between children and/or young people involved in football is prohibited during team events, in facilities and social activities organised by the Association. Inappropriate or criminal sexual behaviour committed by a child or young person may lead to the information being shared with the child/young person's Named Person and may lead to reports being made to external agencies such as the police or social services. Sexual activity between children and young people is unlawful if one or both are aged under 16.

Sexual interactions between adults and young people (aged 16 and over) involved in football while not illegal raise serious issues given the power imbalance inherent in the relationship. Where a young person is of the age of consent, the power of the adult over that young person may influence their ability to genuinely consent to sexual activity. Members of staff and/or volunteers in a position of authority may have significant power or influence over a young person's career. **Sexual activity between adults and young people (aged 16 and over) involved in football is prohibited when the adult is considered to be in a position of trust or authority (coach, official etc).** Inappropriate or criminal sexual behaviour committed by an adult will lead to suspension and disciplinary action in accordance with the club's Disciplinary Procedures, which in the case of criminal behaviour must include contacting the police.

Sexual activity between adults and children or young people under the age of 16 is a criminal act and should be immediately reported to the Child Wellbeing and Protection Officer and the police.

**All references and information provided on legislation listed above has been taken from '10 Steps to Safeguard Children in Sport' published online by the Safeguarding in Sport Service: www.children1st.org.uk/what-we-do/our-services/search-our-services/safeguarding-in-sport/10-steps-to-safeguard-children-in-sport*

SECTION 4H: TRAVEL AND TRIPS AWAY

Transporting Children

Where it is necessary to transport children, the following good practice is required:

1. Where parents/carers make arrangements for the transportation of children to and from the activity, out with the knowledge of the Scottish Schools' FA it will be the responsibility of the parents/carers to satisfy themselves about the appropriateness and safety of the arrangements.
2. Where the Scottish Schools' FA makes arrangements for the transportation of children the members of staff or volunteers involved will undertake a risk assessment of the transportation required. This will include an assessment of the following areas:
 - Ensuring that all vehicles and drivers are correctly insured for the purpose
 - Ensuring the driver has a valid and appropriate license for the vehicle being used
 - All reasonable safety measures are available e.g. fitted, working seatbelts, booster seats where appropriate
 - An appropriate ratio of adults per child
 - Ensuring drivers have adequate breaks
 - Where transport arrangements are being made for overseas trips, members of staff should be aware of the risk assessment and plans in place for transporting the children and then inform parents/carers.
3. When transporting children, they should be in the back seat of the car, wherever possible, for health and safety reasons.

4. Where practicable and planned, written parent/carer consent will be requested or included within the Parents/Carers Consent Form (See Appendix 2)

If members of staff and volunteers are required to transport children:

- Agree a collection policy with parents/carers which will include a clear and shared understanding of arrangements for collection at the end of a football activity.
- Always tell another member of staff or volunteer that you are transporting a child, give details of the route and the anticipated length of the journey.
- Take all reasonable safety measures e.g. children in the back seat, seatbelts worn.
- Where possible, have another adult accompany you on the journey.
- Call ahead to inform the child's parents/carers that you are giving them a lift and inform them of when you expect to arrive.

Trips Away from Home (Including Overnight Stays)

The following procedures are recommended:

1. Designate a Child Protection Officer for the Trip

Those in charge of the squad will be responsible for the safety and wellbeing of children in their care. It is recommended that a member of staff designated as Child Protection Officer co-ordinates the arrangements to safeguard the wellbeing of children during the trip. The Child Protection Officer should ensure all practical arrangements have been addressed and act as the main contact for dealing with any concerns about the safety and wellbeing of children whilst away from home. A detailed itinerary will be prepared and copies provided to the designated contact for the Scottish Schools' FA and parents/carers, including the Child Protection Officer contact details during the trip.

2. Risk Assessment

Potential areas of risk should be identified at the planning stage through a risk assessment, which should be recorded in writing. Safeguards should be put in place to manage the risks, where appropriate. Risk assessment should be an ongoing process throughout the trip as unexpected situations can happen!

3. Travel Arrangements

Members of staff must ensure there is adequate and relevant insurance cover (including travel and medical insurance). If the trip involves travel overseas, organisers shall ensure they are aware of local procedures for dealing with concerns about the wellbeing of children and are familiar with the details of the emergency services in the location of the visit. Children should be informed of any local customs.

4. Adult to Child Ratios

All trips away should be planned to involve at least two adults. The guidelines on Adult to Child Ratios will inform an assessment of the numbers of adults required to safely supervise the squad. Where relevant those involved should be recruited and selected in accordance with the Procedure for Recruitment and Selection of Members of Staff or Volunteers in Regulated Work with Children. Everyone travelling should be familiar with and agree to abide by Scottish Schools' FA Children's Wellbeing in Scottish Football Policies, Procedures and Safeguards.

5. Accommodation

Members of staff should find out as much as possible about the accommodation and the surroundings at the planning stage to help identify all practical issues and allow time to address them in advance, in consultation with children and parents/carers where appropriate. The following is a non-exhaustive list of some of the practical things which should be considered in advance about the arrangements for accommodation:

- Location: central and remote locations both present different challenges.

- Accommodation facility: health & safety of building confirmed by owners/providers.
- Sleeping arrangements: these will enable suitable sharing in terms of age and gender and appropriately located members of staff or volunteer bedrooms for both supervision and ease of access in case of emergency. Parents/carers and children should be consulted in advance about arrangements for sharing where possible and appropriate.
- Appropriate safeguards where the same areas of the accommodation can be accessed by others
- Special access or adaptive aids required by members of staff, volunteers or children.
- Environmental factors
- Personal safety issues

Accommodation - Exchange Visits/Hosting

Before departure, members of staff should ensure there is a shared understanding of the standards expected during home stays between them, host organisation/families, parents/carers and children themselves. These standards should include arrangements for the supervision of children during the visit. Host families should be appropriately vetted (adults should be PVG Scheme members) where possible or equivalent police checks undertaken and references thoroughly checked. Members of staff, parents/carers and children should all be provided with a copy of emergency contact numbers. Children should be aware of who they should talk to if problems arise during the visit. Daily contact should be made with all children to ensure they are safe and well.

Accommodation - Residential at a Facility/Centre

Members of staff should ensure the facility is appropriately licensed and has adequate and relevant insurance cover in place. The facility should have a policy on Child Protection and Health & Safety. Adequate security arrangements should be in place and facility staff should have been appropriately vetted. Facility staff involved in the training or instruction of children must be appropriately qualified and trained. Members of staff should ensure there is adequate supervision of the group for the duration of the stay, particularly when the facility is being shared with other groups.

6. Involving Parents/Carers

Where possible, a meeting should be held with parents/carers before departure to share information about the trip, answer their questions and make joint decisions about arrangements where appropriate. A Code of Conduct shall be agreed with children and parents/carers in advance of the trip along with sanctions for unacceptable behaviour. Parents/carers must complete a Partnership with Parents/Carers Form (see Appendix 1) and provide emergency contact details.

In the event of an emergency at home during the trip, parents/carers should be encouraged to make contact with the Child Protection Officer in the first instance so that arrangements can be put in to place to support the child on hearing any distressing news.

7. During the Trip

Members of staff must ensure arrangements are in place for the supervision and risk assessment of activities during free time. Children shall not be allowed to wander alone in unfamiliar places. Members of staff should have clear roles and responsibilities for the duration of the trip. They must not be over familiar with or fraternise with children during the trip and remember that they are in a position of trust at all times. The use of alcohol and/or drugs or engaging in sexual relationships (between two young people) should not be condoned during the trip, even if the legislation relating to any of these behaviours is more lenient than in Scotland.

Members of staff should maintain an overview of the wellbeing of all children during the trip. This can help to identify issues at an early stage and resolve them as quickly as possible. Children can participate in this process by, for example, taking turns to complete a daily diary about the trip. This can be an overt or discreet way for them to

communicate things (both positive and negative) that they want you to know. Children should also know who they can talk to or speak directly with the Child Protection Officer if they have any worries or concerns while away from home.

8. After the Trip

Where appropriate, a debrief will take place with all those involved in the trip, including children. This will provide an opportunity to reflect on what went well, not so well and what could have been done differently. Feedback will be used to inform future trips.

SECTION 5: PROCEDURE - APPOINTMENT AND SELECTION FOR INTERNATIONAL TEAMS

Recruitment

The risks in recruitment are around the suitability of people working with children. Therefore, all reasonable steps must be taken to ensure unsuitable people are prevented from working with children, including PVG clearance, induction and training. Safeguarding checks will be continued through regular completion of self-declaration forms and three-yearly updates on PVG scheme membership during involvement with the Scottish Schools' FA. International teams.

The details on the recruitment and appointment process for international activity are held centrally and include the following documents/information:

- Advert
- Overall Purpose of the Position
- Role Description – Main Duties and Responsibilities
- Person Specification – Knowledge and Experience, Qualifications and Training, Essential Skills and Competencies
- Application Form
- Requirement for two References

Interview(s) will be conducted and the successful candidate informed either in writing or verbally.

(N.B. School staff and community-based volunteers in a regulated role are recruited according to the relevant School/Local Authority Policy and Procedures.)

SECTION 6: PROCEDURE - RESPONDING TO CONCERNS AND CASE REVIEW

SECTION 6A: PROCEDURE FOR RESPONDING TO CONCERNS ABOUT A CHILD

These procedures apply to all persons involved in Scottish Schools' F.A. international activities with children under 18 years old.

The process is described Diagram 1.

Best Interests of the Child

The Scottish Schools' FA is committed to working in partnership with parents/carers whenever there are concerns about a child.

Parents/carers have the primary responsibility for the safety and wellbeing of their children.

Where concerns are raised about a child, this will be considered in line with the wellbeing indicators and *may* be discussed with parents/carers. For example, if a child seems withdrawn, he/she may have experienced an upset in the family, such as a parental separation, divorce or bereavement. Common sense is advised in these situations and the best interests of the child will be considered as to what is the best support for each individual child. Children will be asked who they feel is suitable to be informed and, when relevant, consent gained from the child.

Confidentiality will not be maintained if it is assessed that a child is at risk or their wellbeing is being impacted in such a way that their right to be protected becomes more significant. Any incidents which cause concern about the wellbeing of a child should be recorded on the Concern Recording Form (see Appendix 3) and reported to the appropriate Child Wellbeing and Protection Officer as soon as possible. In line with early intervention, the principles of the Children and Young People (Scotland) Act 2014 and the Getting It Right for Every Child approach, appropriate and proportionate information may be shared with the child's Named Person.

Given the nature of Scottish Schools' FA activities, the following lines of reporting apply:

- for concerns in relation to school-based and Local Association activity, contact the school's named Child Wellbeing and Protection Officer/Head Teacher
- for concerns in relation to International activities, contact the Scottish Schools' F.A. named Child Wellbeing and Protection Officer

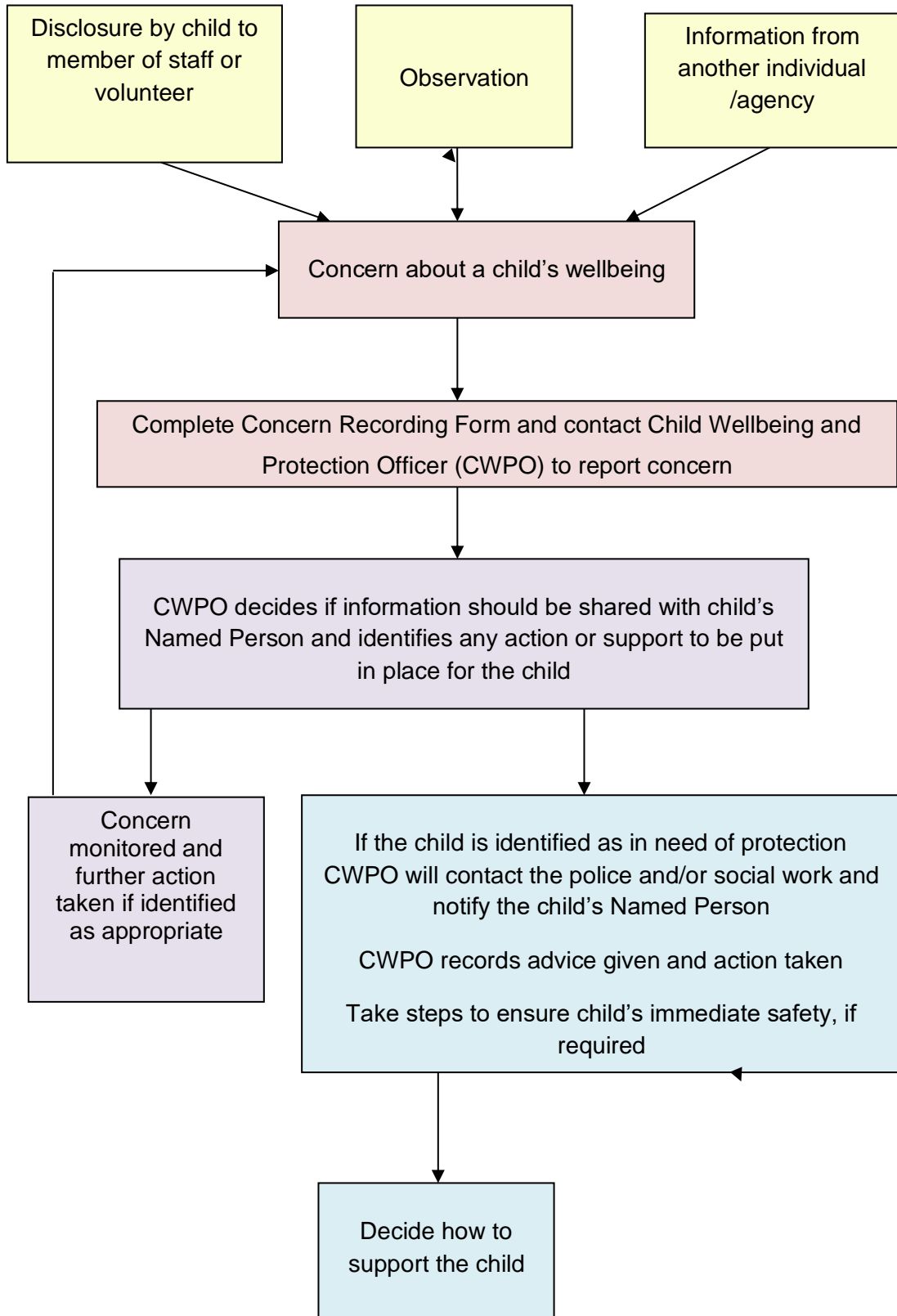
Information Regarding Concern about a Child

Members of staff or volunteers may be informed in different ways with regards to details of a concern about a child. This may be a direct disclosure by the child. In this situation follow the procedure outlined below in responding to that disclosure. The details may become clear due to the observation of a child, which is perhaps demonstrated in a change in their behaviour, appearance or nature. A third option could be information that is shared from another individual or organisation. A concern or possible abuse of a child may be observed by another child or adult.

Depending on the nature of the concern, observations or information from others, this may not need to be discussed with the child, instead the information recorded then reported. Advice should be sought from the Child Wellbeing and Protection Officer if there is any uncertainty about the appropriate course of action where there are concerns about a child's wellbeing which can be discussed by anonymising the child, therefore maintaining confidentiality if appropriate.

If the Child Wellbeing and Protection Officer is not available and an immediate response is required, the police and social work services must be contacted. They have a statutory responsibility for the protection of children and they may already hold other concerning information about the child. Record any advice given, actions taken and the response by other agencies. At the earliest opportunity thereafter the Child Wellbeing and Protection Officer should be informed and the child's Named Person notified.

DIAGRAM 1: RESPONDING TO CONCERNS ABOUT A CHILD PROCEDURE FLOWCHART



Concerns affecting a Child's Wellbeing

If a concern about a child is identified that affects one or more of their eight wellbeing 'SHANARRI' indicators (safe, healthy, active, nurtured, achieving, respected, responsible, included), complete Part A of the Concern Recording Form.

When information is being recorded about a child, it is important that the child understands why we are recording their details and gain their consent where possible for further reporting of the concern. If a child recognises that people can help and support, and that this is the purpose of their details being shared, they will be more included and informed of the processes.

Where there is information or details in relation to the conduct an adult affecting a child's wellbeing, this should be recorded in Part B of the Concern Recording Form.

Child's Right to be Protected

Where the concern about a child's wellbeing suggests they are in need of protection, the information must be passed on with or without their consent for the purposes of their protection. Allegations of abuse must always be taken seriously.

No member of the Scottish Schools' FA shall investigate allegations of abuse or decide whether or not a child has been abused.

False allegations are very rare. If a child says or indicates they are being abused or information is obtained which gives concern that a child is being abused, the information must be responded to on the same day in line with the following procedure.

What to Do if a Child Discloses Abuse

1. **Respond**, so:

- React calmly so as not to frighten the child.
- Listen to the child and take what they say seriously. Do not show disbelief.
- Reassure the child they are not to blame and were right to tell someone.
- Be aware of interpreting what a child says, especially if they have learning or physical disabilities which affect their ability to communicate or English is not their first language.
- Do not assume that the experience was bad or painful - it may have been neutral or even pleasurable.
- Avoid projecting your own reactions onto the child.
- Avoid asking any questions. If necessary only ask enough questions to gain basic information to establish the **possibility** that abuse may have occurred. Only use open-ended, non-leading questions e.g. What? When? Where? Who?
- Do not introduce personal information from either your own experiences or those of other children.

Also, avoid:

- Panicking.
- Showing shock or distaste.
- Probing for more information than is offered.
- Speculating or making assumptions.
- Making negative comments about the person against whom the allegation has been made.
- Approaching the individual against whom the allegation has been made.
- Making promises or agreeing to keep secrets and giving a guarantee of confidentiality.

Action

If you are concerned about the **immediate** safety of the child:

- Take whatever action is required to ensure the child's immediate safety.
- Pass the information immediately to the police and seek their advice.

2. Record

Make a written record of the information as soon as possible using the Concern Recording Form (Appendix completing as much of the form as possible. It is important that the contact details of the child's parent/guardian/Named Person are included.

3. Report

Contact the Child Wellbeing and Protection Officer as soon as possible after completion.

Do not delay by attempting to obtain information to complete all sections.

Please do not keep any electronic, printed or written versions of this form. It is important to maintain confidentiality to delete or shred as soon as the information has been passed on.

Sharing Concerns with Parents/Carers

Where there are concerns that the parents/carers may be responsible for or have knowledge of the abuse, sharing concerns with the parents/carers may place the child at further risk. **In such cases advice must always firstly be sought from the police/social work services or Named Person as to who informs the parents/carers.**

SECTION 6B: PROCEDURE FOR RESPONDING TO CONCERNS ABOUT THE CONDUCT OF AN ADULT

In all cases where there are concerns about the conduct of an adult towards a child, the best interests and wellbeing of the child will be the paramount consideration. These procedures aim to ensure that all concerns about the conduct of an adult are dealt with in a timely, appropriate and proportionate manner. No person in receipt of information that causes concern about the conduct of an adult towards children shall keep that information to herself or himself, or attempt to deal with the matter on their own.

The process is described Diagram 2.

At any point in responding to concerns about the conduct of an adult, advice may be sought from the police or social work services.

Given the nature of Scottish Schools' FA activities, the following lines of reporting apply:

- for concerns in relation to school-based and Local Association activity, contact the school's named Child Wellbeing and Protection Officer
- for concerns in relation to International Association activities or SSFA national officials, the Scottish Schools' FA named Child Wellbeing and Protection Officer

Initial Reporting of Concerns

Any concerns for the wellbeing of a child arising from the conduct of an adult must be reported to the appropriate Child Wellbeing and Protection Officer on the day the concern arises, as soon as practically possible.

Where the concern is about the Child Wellbeing and Protection Officer it must be reported to the General Secretary or President. In this situation, they will then take on the role and responsibilities as listed below of the Child Wellbeing and Protection Officer.

Recording and Reporting

Concerns must be recorded using the Concern Recording Form (See Appendices 3 & 4) as soon as possible. Contact the Child Wellbeing and Protection Officer to report the concern then email the completed form as soon as possible after completion.

Do not delay by attempting to obtain information to complete all sections. Please do not keep any electronic, printed or written versions of this form. It is important to maintain confidentiality to delete or shred as soon as the information has been passed on.

All subsequent actions taken and reasons for decisions shall be recorded (in the order in which they happened). These records should be signed and dated by the Child Wellbeing and Protection Officer. Where Scottish Schools' FA Disciplinary Procedures are invoked for members of staff or volunteers, a written record will be made of all actions and reasons for decision.

Once the concerns have been reported, the Child Wellbeing and Protection Officer will:

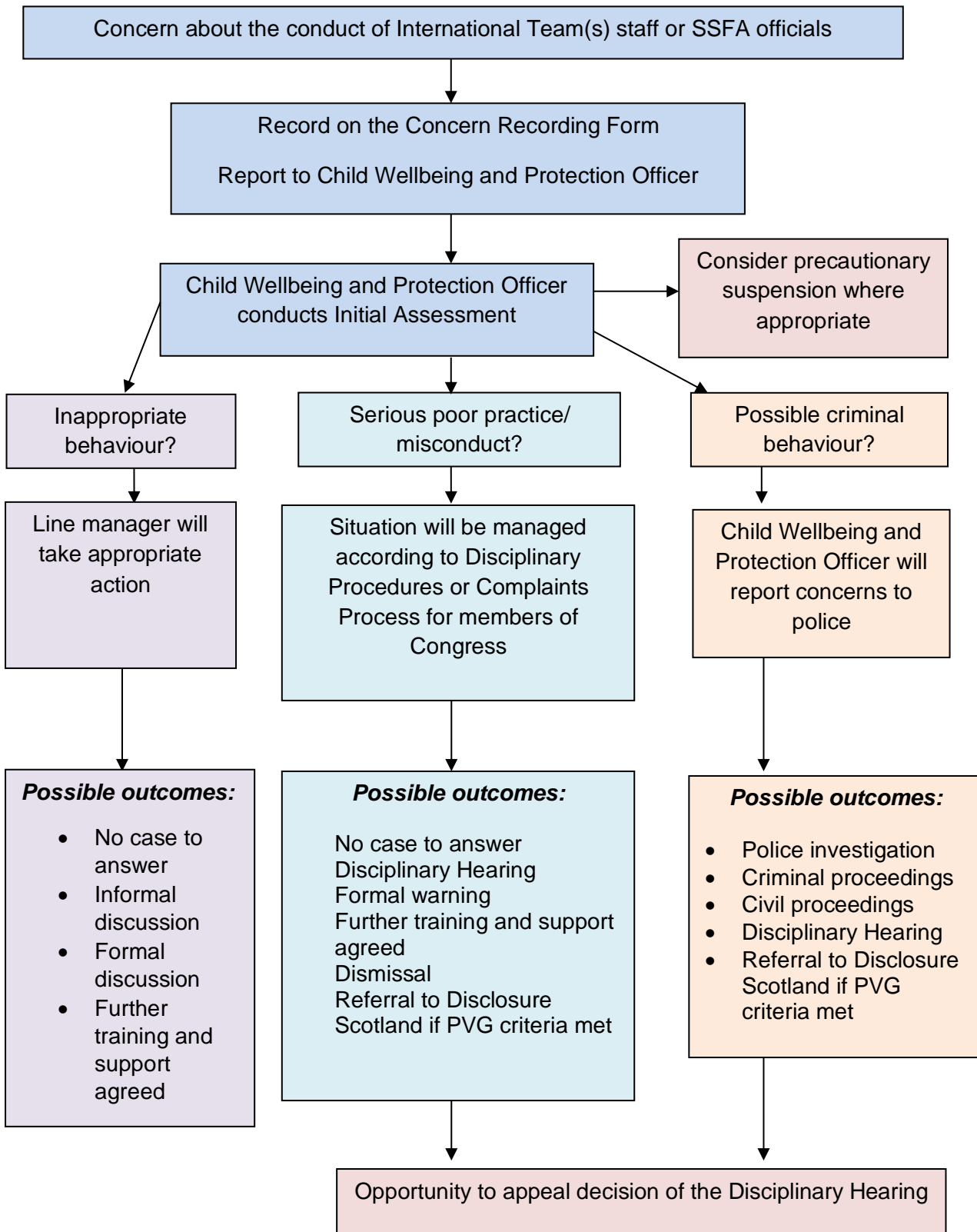
Establish the basic facts:

- 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 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.

The Child Wellbeing and Protection Officer will conduct the initial assessment.

The purpose of the initial assessment is to clarify the nature and context of the concerns. It should determine if the adult's conduct was inappropriate behaviour, serious poor practice/misconduct or whether there is reasonable cause to suspect an adult's behaviour and conduct has been criminal. Every situation is unique so guidance cannot be prescriptive.

DIAGRAM 2: Responding to the Concerns about an Adult Procedure Flowchart



Where the established facts support a concern of criminal behaviour, the initial assessment will not form part of the disciplinary investigation.

Subject to the nature and seriousness of the situation, if it is not clear at this stage whether a criminal offence may have been committed, the member of staff, volunteer or member of the Council *may* be approached as part of the information gathering process.

Where the nature and seriousness of the information suggests that a criminal offence *may* have been committed, or that to assess the facts may jeopardise evidence, advice will be sought from the police before the member of staff, volunteer or member of the Council is approached.

An initial assessment of the basic facts may require the need to ask a child some basic, open-ended, non-leading questions *solely with a view to clarifying the basic facts*. It may also be necessary to ask similar basic questions of other children, or other appropriate individuals.

Interviewing children about possible abuse and criminal offences is the sole remit of specially trained police officers and social workers. Questioning of children by those conducting an initial assessment should always be avoided as far as possible. If it is necessary to speak to the child in order to clarify the basic facts, best practice suggests that consent from the parent/carer be obtained.

Possible outcomes of initial assessment:

- No further action (facts do not substantiate complaint).
- Situation is dealt with under the Scottish Schools' FA Disciplinary Procedures for members of staff and volunteers or complaint raised about a member of the Council with the Scottish Schools' FA Compliance Officer.
- Child protection investigation (jointly by police and social work services).
- Criminal investigation (by the police). The results of a criminal investigation may well influence the disciplinary investigation, but not in all cases.
- Civil proceedings (by the child/family who raised the concern).

Initial Assessment Supports Concerns about Poor Practice and/or Misconduct

The Child Wellbeing and Protection Officer will deal with the concern in line with the Scottish Schools' FA Disciplinary Procedures for members of staff and volunteers. In the event of an investigation into the conduct of a member of staff or volunteer all actions will be informed by the principles of natural justice:

- They will be made aware of the nature of concern.
- They will be given an opportunity to put forward their case.
- The Scottish Schools' FA will act in good faith, ensuring the matter is dealt with impartially and as quickly as possible in the circumstances.

Pending the outcome of any investigation, precautionary suspension will be considered in all cases where there is significant concern about the conduct of a member of staff or volunteer towards children. Any impact on a child's wellbeing caused by an adult's poor practice and/or misconduct will be passed on to the child's Named Person.

Initial Assessment Supports Concerns about Possible Criminal Behaviour

Where the initial assessment of information gives reasonable cause to suspect an adult's behaviour and conduct has been a criminal offence, the Child Wellbeing and Protection Officer will report the concerns to the police as soon as possible on the day the information is received. The Child Wellbeing and Protection Officer will make a written

record of the name of 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 will be confirmed in writing by the Child Wellbeing and Protection Officer within 24 hours. A copy of the Concern Recording Form should be provided to the police on request. Appropriate steps will be taken to ensure the safety of the child(ren) or who may be at risk. The parents/carers of the child(ren) involved will be informed as soon as possible following advice from the police. Any impact on a child's wellbeing caused by an adult's possible criminal behaviour will be passed on to the child's Named Person.

Advice will firstly be obtained from the police about informing the member of staff or volunteer involved in the concerns. If the advice is to inform them, they will be told that information has been received which may suggest an allegation of abuse or possible criminal offence. As the matter will be *sub judice* (i.e. under judicial consideration) no details will be given unless advised by the police. All actions will ensure the best evidence is preserved for any criminal proceedings while at the same time safeguarding the rights of the member of staff or volunteer.

The Scottish Schools' FA will take all reasonable steps to support a member of staff or volunteer against whom a concern has been raised.

Precautionary Suspension

Suspension is not a form of disciplinary action. The member of staff or volunteer involved may be suspended whilst an investigation is carried out. Suspension will be carried out in accordance with the Scottish Schools' FA Disciplinary Procedures. At the suspension interview the member of staff or volunteer will be informed of the reason for suspension (within the confines of sharing information) and given the opportunity to make a statement – which will be recorded – should they wish to do so.

Notification of the suspension and the reasons will be conveyed in writing to the member of staff or volunteer in accordance with the Scottish Schools' FA Disciplinary Procedures.

Disciplinary Investigation

An ongoing criminal investigation does not necessarily rule out disciplinary action. However, any action taken must not jeopardise the criminal investigation. Advice must be taken from the police on this. Sufficient information should be available to enable the Child Wellbeing and Protection Officer to make a decision whether to go ahead with disciplinary action.

False or Malicious Allegations

In exceptional circumstances where an investigation establishes an allegation or concern raised is false, unfounded or malicious:

- The member of staff or volunteer involved will receive an account of the circumstances and/or investigation and a letter confirming the conclusion of the matter. They may wish to seek legal advice.
- All records pertaining to the circumstances and investigation shall be kept confidentially.
- The Child Wellbeing and Protection Officer will take all reasonable steps to support the individual in this situation.
- In these circumstances the Scottish Schools' FA will review the child's participation in football. It will be appropriate to have a discussion with the child (with parental/carer permission) in determining their views and opinions.
- Data collected for the investigation will be destroyed in accordance with the requirements of the Data Protection Act 1998.

Historic 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. In the event of an allegation of historical abuse, the matter should be reported to the Scottish Schools' FA named Child Wellbeing and Protection Officer who will then be responsible for reporting the allegation to the Scottish FA and Police Scotland.

Protection of Vulnerable Groups (Scotland) Act 2007

The Scottish Schools' FA will refer to Disclosure Scotland the case of any member of staff or volunteer who (whether or not in the course of their role with the Scottish Schools' FA) has:

- harmed a child
- placed a child at risk of harm
- engaged in inappropriate conduct involving pornography
- engaged in inappropriate conduct of a sexual nature involving a child, or
- given inappropriate medical treatment to a child.

AND as a result:

1. The Scottish Schools' FA has dismissed the member of staff or volunteer.
2. The member of staff or volunteer would have been dismissed as a result of the incident had they not resigned, retired or been made redundant.
3. The Scottish Schools' FA has transferred the member of staff or volunteer to a position in the Scottish Schools' FA which is not regulated work with children.
4. The member of staff or volunteer would have been dismissed or considered for dismissal where employment or volunteer role was not due to end at the expiry of a fixed term contract; or,
5. The member of staff or volunteer would have been dismissed or considered for dismissal had the contract not expired.

The Scottish Schools' FA will also refer the case of a member of staff or volunteer where information becomes available after the member of staff or volunteer has:

- been dismissed by the Scottish Schools' FA,
- resigned, retired or been made redundant,
- been transferred to another position in the Scottish Schools' FA which is not regulated work with children; and,
- where the Scottish Schools' FA receives information that a member of staff or volunteer who holds a position of regulated work has been listed on the Children's List, the member of staff or volunteer will be removed from the regulated work with children post.

If Disclosure Scotland notifies the Scottish Schools' FA that a member of staff or volunteer is considered for listing, that individual will be suspended as a precaution until the outcome of the case is determined. Precautionary suspension is not a form of disciplinary action and does not involve pre-judgment. In all cases of suspension, the best interests and wellbeing of children will be the paramount consideration.

If Disclosure Scotland informs the Scottish Schools' FA that an individual is barred, that member of staff or volunteer will be removed from regulated work with children immediately in line with the Protection of Vulnerable Groups (Scotland) Act 2007.

Responding to Concerns, Procedure for Case Review – See Appendix 5

SECTION 7: SCOTTISH SCHOOLS F.A. – THE SPIRIT OF THE GAME



Scottish Charity No:SC006452

The Spirit of the Game

(Incorporating the “SFA’s Set the Standards”)

The SSFA expects its members and community volunteers to promote a positive environment for its activities and by displaying exemplary behaviour and implementing practices that make for a safe, fun and positive experience for all children and young people involved.

On and off the pitch, the following elements are indicative of good practice.

- Make football fun, enjoyable experience and promote fair play.
- Always show respect to everyone involved.
- Encourage the children and young people to be respectful to everyone involved.
- Appreciate the importance of everyone involved.
- Be proud of being part of the same ‘team’ and encourage others to be proud of their achievements.
- Be a positive role model by:
 - Leading with enthusiasm and encouragement
 - Never engaging in, or tolerating offensive, insulting or abusive behaviour.
 - Being gracious in victory and defeat
 - Challenge and, where appropriate, report behaviour that does not meet the standards expected.

Working with children and young people, the following elements are indicative of good practice.

- Treat all children and young people equally with respect, dignity, honesty, sensitivity and fairness (Article 2) UNCRC
- Put the wellbeing and best interest of the young person first before winning or achieving performance goals (Article 3, UNCRC)
- Support children to understand their rights and the safeguards put in place to protect them.
- Always listen to and act upon any concerns raised by a child or young person.
- Build balanced relationships based on mutual trust.
- Consult children in decisions and activities affecting them where possible, respecting and taking seriously the views they contribute (Article 12, UNCRC)
- Always work in an open environment, wherever possible
- Never have favourites but praise the children and young people that demonstrate commitment, positive attitude and good behaviour.
- Give enthusiastic and constructive feedback rather than negative criticism.

SECTION 8: LIST OF APPENDICES

The Appendices referred to in this document can be found on Scottish Schools F.A. website under Policies/Children’s Wellbeing.

Appendix 1 – SSFA Childrens’ Wellbeing & Protection – Code of Conduct for SSFA Officials and Adult Members of International Teams

Appendix 2 – SSFA Childrens’ Wellbeing & Protection – Parent/Carer Consent Form

Appendix 3 – SSFA Childrens’ Wellbeing & Protection – Concern Recording Form

Appendix 4 – SSFA Childrens’ Wellbeing & Protection - Record of Process Following a Report of Concern

Appendix 5 – SSFA Children’s Wellbeing & Protection – Responding to Concerns, Procedure for Case Review

08/01/2024