



SPORT
IRELAND
ETHICS

SAFEGUARDING 1

SAFEGUARDING GUIDANCE
FOR CHILDREN AND
YOUNG PEOPLE IN SPORT

BASIC AWARENESS

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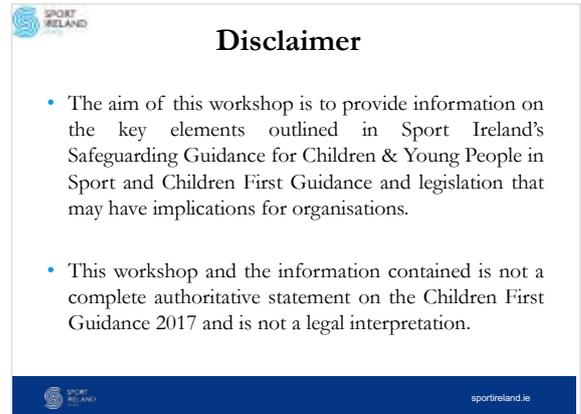
Workshop Notes



Sport Ireland Ethics

Sport Ireland Safeguarding 1 Basic Awareness Workshop

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Disclaimer

- The aim of this workshop is to provide information on the key elements outlined in Sport Ireland's Safeguarding Guidance for Children & Young People in Sport and Children First Guidance and legislation that may have implications for organisations.
- This workshop and the information contained is not a complete authoritative statement on the Children First Guidance 2017 and is not a legal interpretation.

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Data Protection

- By registering for this workshop your contact information will be retained on the Sport Ireland Safeguarding database and may be shared with relevant stakeholders as required.
- This information may be used to verify that you have attended a Sport Ireland Safeguarding 1, 2 or 3 workshop.

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Ground Rules

- Workshop.
- Share or gain ideas.
- Re-cap on existing ideas.
- Listen & respect.
- We all have knowledge & experience.
- Promote the needs of all children in our care.

**No disclosures
Can leave at anytime
Confidentiality**

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Counselling Service

A confidential counselling service is available to adults who have experienced childhood sexual, physical or emotional abuse in an institutional, educational or family setting.

Free phone contact numbers can be found at the end of this presentation and also in your accompanying Safeguarding 1 workbook.



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Workshop Context



Children First Act



Children First Guidance



Sport Ireland Safeguarding Guidance for Children & Young People in Sport



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Outcomes

Sports Leaders will be able to:

- Implement best practice in safeguarding the welfare of children, young people and adults involved in sport.
- Create a child-centred environment within the sports club.
- List categories of abuse and some indicators associated with abuse.
- Make appropriate response to a disclosure **or a concern**.
- Make a report to Designated Liaison Person or appropriate Statutory Authorities.



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Our Objective

**We want sport to be
SAFE,
FUN,
INCLUSIVE
& conducted in spirit of
FAIR PLAY.**



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Young People in Sport

- Why do young people play sport?
- Why do young people drop out of sport?
- Why do you/other adults get involved in children's sport?



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Why do Young People Play Sport?

- To learn new skills.
- Make new friends.
- Be part of a group.
- Win and be successful.
- Experience excitement / face challenges / action.
- To have FUN 😊.

Role of Competition v Fun?



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Why do Young People leave sport?

- Lack of time
- Feelings of competence
- No suitable activities offered
- Don't like playing sport / lack of enjoyment
- Cost / Transport difficulties

(Irish Sports Monitor Report 2017)

Lack of time, reduced levels of enjoyment and competence in their chosen sport are the principal factors associated with young people leaving sport.



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Why do Adults get involved?

Similar reason to why young people get involved:

- Social network
 - Make new friends
 - Social gatherings
 - Part of group
- Children are involved
- Played sport as a child
- Interested in learning new skills

Adult reasons – Adults want children to:

- Be healthy
- Have fun
- Make friends
- Learn skills

Remember: Young people are involved for their reasons, not the adults!



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Core Values & Principles

- 1. Safe:** foster best practice in safeguarding procedures and policies
- 2. Fun & Healthy:** sport should be a fun and healthy experience for all.
- 3. Inclusion:** sport should be welcoming and inclusive.
- 4. Fair Play:** promote fair play, respect, ethics & integrity.



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Safeguarding Essentials

<p>CSS <u>must</u> have:</p> <ul style="list-style-type: none"> • Risk Assessment & Procedures for Managing Identified Risk(s) • Reporting and Recruitment Procedures • Procedures for Dealing with Allegations of Abuse Against Staff and Volunteers • Procedure for the Provision of Training and Information • Maintaining a List of Mandated Persons • Appointing a relevant Person. 	<p>Additional policies:</p> <ul style="list-style-type: none"> • Disciplinary Procedures. • Anti-Bullying Policy. • Code of Conduct for best practice. • Transport and General Supervision. • Overnight and Away trips, Safety.
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Case Study

Look at your chosen case study from point of view of:

- Group 1 - Child.
- Group 2 - Parents.
- Group 3 - Coaches.
- Group 4 - Club/Committee.

Consider all points from the essentials slide.

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Safeguarding Essentials

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Safeguarding Essentials

(continued)

Guidance on all Safeguarding Essentials can be found in Sport Ireland's Safeguarding Guidance for Children and Young People in Sport.

Further guidance should be sought in your own NGB Safeguarding Policy, Risk Assessment & Child Safeguarding Statement.



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Children First



National Guidance for the Protection and Welfare of Children.

The Guidance is a statutory support in promoting the Children First Act 2015 (issued under Section 6).



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Who does Children First apply to?

Everyone

***working with children, in a
voluntary and paid
capacity.***



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Children First

The Children First Act places responsibilities on the providers of relevant services to carry out a Risk Assessment, develop a Child Safeguarding Statement & appoint people to relevant and specific roles.

The Children First Guidance is published by the Department of Children & Youth Affairs (DCYA) as a statutory support in the promotion of safety and well-being of children.

- It emphasises the importance of keeping children **safe from harm**.
- It sets out types of abuse and how these may be recognised
- It explains how reports should be made by the general public, by staff, volunteers and professionals.



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Values Exercise

- Individually decide on concern/not concern/unsure.
- In groups discuss your concerns.
- Rank the group's top three concerns.



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Where we get our Values?

- Personal Values
- Family Values
- Societal Values
- Code of Conduct
(within our sport)



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Categories of Abuse

(Definitions per Children First Guidance)

Physical Abuse: Physical Abuse is when someone deliberately hurts a child physically, or puts them at risk of being physically hurt. It may occur as a single incident or as a pattern of incidents.

Emotional Abuse: 'Emotional abuse is the systematic emotional or psychological ill-treatment of a child as part of the overall relationship between a caregiver and a child.

Neglect: 'Neglect occurs when a child does not receive adequate care or supervision to the extent that the child is harmed physically or developmentally'.

Sexual Abuse: Sexual abuse occurs when a child is used by another person for his or her gratification or sexual arousal or for that of others.

Serious bullying should also be considered and may need to be reported to Tusla.



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Categories of abuse & potential indicators

	Physical	Behavioural
Physical	<ul style="list-style-type: none"> • Unexplained bruising (back). • Bites, burns & scalds. 	<ul style="list-style-type: none"> • Withdrawn or aggressive. • Reluctance to change clothing.
Emotional	<ul style="list-style-type: none"> • Drop in performance. • Apathy. • Crying, sobbing, upset. 	<ul style="list-style-type: none"> • Regressive behaviour. • Excessive clinginess.
Neglect	<ul style="list-style-type: none"> • Health, weight, hygiene, clothing, untreated injuries, not developing. 	<ul style="list-style-type: none"> • Changes in attendance attachment problems. • Reluctance to go home. • Antisocial behavior.
Sexual	<ul style="list-style-type: none"> • Reluctance to change clothing. • Hints about sexual activity. • Age inappropriate sexual awareness behaviour or language. 	<ul style="list-style-type: none"> • Distrustful of adults. • Sudden drop in performance.

Serious bullying should also be considered and may need to be reported to Tusla



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Scenarios

Reasonable Grounds for Concern

- Evidence, for example an injury or behaviour, that is consistent with abuse and is unlikely to have been caused in any other way.
- Any concern about possible sexual abuse.
- Consistent signs that a child is suffering from emotional or physical neglect.
- A child saying or indicating by other means that he or she has been abused.
- Admission or indication by an adult or a child of an alleged abuse they committed.
- An account from a person who saw the child being abused.

(Children First Guidance pg. 6 and SI Safeguarding Guidance pg. 44 - 45)

Response to a child making a disclosure

- Sensitive – listen and facilitate vs interview.
- Stay calm – don't react emotionally.
- Take child seriously.
- Don't promise to keep information a secret.
- Make no judgmental statements.
- Use open, non-specific questions.
- Explain – what happens next.

Remember that you have been approached because you are trusted and possibly liked.

Concerns/Disclosure What should I do?

- Record dates, times, locations, context. Any other relevant information.
- Report to Designated Liaison Person within Club.
- In the event the Designated Liaison Person finds that it does not have reasonable grounds for reporting concern- Individuals are free to consult with, or report to, Tusla or on Garda Síochána.

Never leave a child in danger. If you think a child is in immediate danger and cannot contact Tusla, you should contact An Garda Síochána without delay.



Anyone can consult informally with TUSLA Child & Family Agency if you have a concern.

Designated contact numbers for duty social workers can be found in your accompanying Safeguarding 1 workbook.



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Role of Designated Liaison Person

- A resource person for any staff/volunteer who have a child protection or welfare concern.
- Is responsible for ensuring that the reporting procedure to Tusla Social Work Service is followed.
- Be familiar with and able to carry out reporting procedures as outlined in Appendix 6, Pgs 40 - 41 of Sport Irelands Safeguarding Guidance for Children & Young People.
- Record all concerns brought to his/her attention and the actions taken in relation to a concern or allegation of abuse (CF, p35-36).
- Advise club administrators on issues of confidentiality, record keeping and data protection.

Know your NGB policy



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Mandated Persons in Sport

The majority of volunteers in sports clubs are **not** mandated persons.

Mandated persons in sport are:

- Persons who are employed to perform the child welfare and protection function of a sports organisation.
- Members of An Garda Síochána, some clergy members, foster carers.
- Schedule 2 of the Children First Act contains a list of professionals who performs these functions in a club/sports organisation.



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Role of Mandated Persons

- To report child protection concerns at or above a defined threshold to Tusla.
- To assist Tusla, on request, in its assessment of child protection concerns about children who have been the subject of a mandated report.

Remember: all persons, mandated or not, must report to Tusla, if they have reasonable grounds for concern about a child.



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Legal Protections

What protections are there for persons making a report?

- Protection for Persons Reporting Child Abuse Act 1998
- Protected Disclosures Act 2014
- Qualified Privilege
- Children First Act, 2015



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Confidentiality

- **Need to know basis:** (who needs to know in the best interest of child).
- **No secrets:** (can not make promises to keep a secret of child welfare issues).
- **Paramourncy Principle:** (child needs for protection comes first).
- **Personal details of families:** (not to be shared unless there is a purpose for it).
- **Purpose:** (qualified privilege-legally entitled to pass on information in best interest of child).
- Not a breach of confidentiality or data protection.



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Summary

- Child Safeguarding is responsibility of all
- Know your NGB /Club Child Safeguarding policy
- Inform the DLP if you have child protection & welfare concern
- Reporting is not Accusing
- Know your role
- Be child centered



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Sport Irelands Safeguarding 2 & 3 Workshops

Safeguarding 2 Club Children's Officers (3hrs)

- Communicating with young people.
- Dealing with safeguarding issues.
- Your reflections on the Club Children's Officer (CCO) Role.

Safeguarding 3 Designated Liaison Person (3hrs)

- Describe how the child protection system and its associated processes work.
- List the role and responsibilities of the DLP in relation to protecting & safeguarding children.
- Identify the categories & indicators of abuse.
- Communicate with parents &/or agencies as appropriate.
- Carry out reporting procedures.



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Download Sport Irelands Safe Sport App






- It is a free information and guidance tool for everyone involved in sport for children and young people.
- The App is available for free download and available on iOS (included iPad & iPhones), Android Tablets & Android Phones.
- There are four key areas of the app which can be accessed from the home screen:
 - Leader/Coach
 - Parent/Guardian
 - Club/Organisation
 - Child/ Young Person

#SafeSport

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Sport Irelands Safeguarding 1 Online Refresher




- Sport Irelands Safeguarding 1 Online Refresher workshop is available to all those who wish to refresh their Basic Awareness knowledge.
- This online resource can be accessed on the Ethics section of the Sport Ireland website.
- Participants must have had attended a Safeguarding 1 face to face workshop before they can access this resource.

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Sport Irelands Staying Safe Online




- The Sport Ireland Staying Safe Online resource is a web based information and guidance tool on internet safety predominately aimed at parents/guardians/coaches/young people involved in Sport.
- The resource provides detailed content on all aspects of online safety.
- The Online course can be accessed via the Sport Ireland website.

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Useful Links



<p>Sport Ireland Safeguarding Guidance for Children & Young People: https://www.sportireland.ie/Participation/Code_of_Ethics/</p> <p>Sport Ireland SafeSport App: http://www.sportireland.ie/Participation/Code_of_Ethics/Code-Of-Ethics-App</p> <p>Sport Ireland Safeguarding 1 Online Refresher: https://clearing.sportireland.ie/login/index.php</p> <p>Sport Ireland Staying Safe Online: https://clearing.sportireland.ie/login/index.php</p>	<p>Department of Children and Youth Affairs: https://www.dca.gov.ie/viewdoc</p> <p>Children First: https://www.tusla.ie/children-first/publications-and-forms/</p> <p>Tusla Child & Family Agency: https://www.tusla.ie/</p> <p>An Garda Síochána: https://www.garda.ie/en/</p>
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Counselling Service Contact Numbers

HSE Area:	Freephone No:
• HSE Dublin North East (North Dublin & Meath)	1800 234 110
• HSE Dublin North East (Navan, Cavan, Louth & Monaghan)	1800 234 117
• HSE Dublin Mid-Leinster (South Dublin, East Wicklow)	1800 234 111
• HSE Dublin Mid-Leinster (West Dublin, West Wicklow & Kildare)	1800 234 112
• HSE Dublin Mid-Leinster (Laois, Offaly, Longford & Westmeath)	1800 234 113
• HSE West (Galway, Mayo & Roscommon)	1800 234 114
• HSE West (Limerick, Clare & North Tipperary)	1800 234 115
• HSE West (Donegal, Leitrim, Sligo)	1800 234 119
• HSE South (Waterford, Wexford, Kilkenny, Carlow & South Tipperary)	1800 234 118
• HSE South (Cork & Kerry)	1800 234 116



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Information for Sports Leaders

Sports Leaders

Sports Leaders are responsible for setting and monitoring the boundaries between a working relationship and friendship with young participants. Sports Leaders should operate to the club's agreed code of conduct, which emphasises enjoyment, equality, fair play and the general well being of young people. This model of good practice should help children to demonstrate an awareness of equality, fair play and respect for Sports Leaders, other members of their group and the rules of the sport. The club/organisation and parents/guardians should afford Sports Leaders the respect they deserve and make them aware of any special needs of the child.

Club/Organisational procedures should support the Sports Leaders' model of good practice, thus ensuring protection for both the Leader and the participant. In so doing, Sports Leaders should feel able to make a complaint in an appropriate manner and have it dealt with through an effective complaints procedure. They should be able to appeal any decision through an effective appeals procedure (See 3.4).

In order to act as a role model and to promote their safety and the safety of young people Sports Leaders should:

- Be positive, praise and encourage effort as well as results.
- Put the welfare of young people first, strike a balance between this and winning.
- Encourage fair play and treat participants equally.
- Have the relevant knowledge and experience to work with young people.
- Understand developmental needs of young people.

Where possible, and for their own safety, Sports Leaders should avoid:

- spending excessive amounts of time with children away from others.
- taking sessions alone.
- taking children on journeys alone in their car.
- the use of alcohol before coaching, during events and on trips with young people.

Sports Leaders should not:

- use any form of corporal punishment or physical force on a child.
- take children to the their home.
- exert undue influence over a participant in order to obtain personal benefit or reward.
- engage in rough physical games, sexually provocative games or allow or engage in inappropriate touching of any kind, and/or make sexually suggestive comments about, or to, a child.
- take measurements or engage in certain types of fitness testing without the presence of another adult.
- undertake any form of therapy (hypnosis etc.) in the training of children.

For further information and sample codes of conduct for leaders see <https://www.sportireland.ie/ethics/safeguarding-guidance-for-children-and-young-people-in-sport> and www.sportni.net

Parents

Parents/guardians and Sports Leaders will ideally work in partnership to promote good practice in children's sport and to support all efforts to protect against neglect, emotional, physical or sexual abuse in sporting activities. To do so, parents/guardians should ensure that sports clubs treat their children with fairness, respect and understanding, and that the club is fulfilling its responsibility to safeguard children.

They should encourage their children to tell them about anyone causing them harm. They should become aware of club procedures and policies, in particular where changes are made that effect them or their children, and be informed of all matters relating to ethics and good practice. They should check that the *Sport Irelands Safeguarding Guidance for Children & Young People in Sport* has been adopted and implemented in the club/organisation.

Parents/guardians should remember that children learn best by example. To assist in the promotion of good practice with the club or organisation they should:

- be aware of the relevant Sports Leaders and their role within the club.
- show appreciation of and respect for Sports Leaders and their decisions.
- encourage their child to play by the rules.
- behave responsibly on the sideline.
- focus on their child's efforts rather than performance.
- focus on the fun and participation of the child in the activity.
- liaise with the Sports Leaders in relation to the times/locations of training sessions, medical conditions of their children and any requirement for their child's safety.

To promote the procedures of good practice parents/guardians should be:

- encouraged to become members of the club, where feasible, and take an active interest in the running of the club or any sporting activities in which their children take part.
- willing to become the Club Children's Officer or assist in the running of the club.
- informed of the training and/or competitive programmes and be satisfied with the general environment that is created for their children.
- informed if their child sustained an injury during sporting activities.
- informed of problems or concerns relating to their children.
- informed in advance and have their consent sought in relation to matters regarding away trips, camps or specially organised activities.
- Comments and suggestions by parents/guardians should always be considered and their complaints acknowledged and dealt with as they arise through an effective and confidential complaints procedure.

Parents/guardians should not:

- ignore or dismiss complaints or concerns expressed by a child which relate to his/her involvement in sport.
- ridicule or yell at a child for making a mistake or losing a game.
- put undue pressure on their child to please or perform well, including forcing a child to participate when ill.
- take safety for granted.
- treat the club as a child-minding service.

Children

Children have a great deal to gain from sport in terms of their personal development and enjoyment. The promotion of good practice in sport will depend on the co-operation of all involved, including child members of sports clubs/organisations. Children must be encouraged to realise that they also have responsibilities to treat other children and Sports Leaders with fairness and respect.

Children in sport are entitled to:

- be listened to
- be believed
- be safe and to feel safe
- participate in sporting activities on an equal basis, appropriate to their ability and stage of development
- be treated with dignity, sensitivity and respect
- be happy, have fun and enjoy sport
- experience competition at a level at which they feel comfortable and the desire to win as a positive and healthy outcome for striving for best performance
- comment and make suggestions in a constructive manner
- make a complaint in an appropriate way and have it dealt with through an effective complaints procedure
- be afforded appropriate confidentiality
- be represented at decision making bodies/meetings within their sports club/organisation
- have a voice in the running of their club
- approach the Club Children's Officer/Designated Liaison Person with any questions or concerns they may have

Children should undertake to:

- play fairly, do their best and have fun
- shake hands before and after the event, whoever wins - and mean it
- respect officials and accept their decisions with grace, not a grudge
- respect fellow team members; give them full support both when they do well and when things go wrong
- respect opponents, they are not enemies, they are partners in a sporting event
- give opponents a hand if they are injured or have problems with equipment
- accept apologies from opponents when they are offered
- exercise self-control and tolerance for others, even if others do not
- be modest in victory and be gracious in defeat
- show appropriate loyalty to their sport and all its participants
- make high standards of fair play the example others want to follow

Children should not:

- cheat
- use violence, using physical contact only when it is allowed within the rules
- shout at, or argue with, the referee, officials, team mates or opponents
- take banned substances to improve performance
- bully or use bullying tactics to isolate another player
- use unfair or bullying tactics to gain advantage
- harm team mates, opponents or their property
- tell lies about adults or other children
- spread rumours
- keep secrets about any person who may have caused them harm

**Contact your
own sport's
National
Governing
Body for sport
specific codes
of conduct!!**

Safeguarding Guidance

A central goal for all involved in children's sport is to provide a safe, positive and nurturing environment where children can develop and enhance their physical and social skills.

Promoting a child-centered ethos should go hand in hand with identifying and eliminating practice that impacts negatively on safe and enjoyable participation in children's sport.

Contained within Sport Ireland's Safeguarding Guidance for Children & Young People in Sport are a number of sample templates which serve to establish a standard that guides how National Governing Bodies, Clubs and Sporting Organisations provide a safe environment for children and young people. The sample templates are in keeping with the values and goals of Sport Ireland and Sport NI.

- **Transport Guidelines:** (Safeguarding Guidance pg. 54)
- **Supervision:** (Safeguarding Guidance pg. 50)
- **Bullying:** (Safeguarding Guidance pg. 61-62)
- **Discipline Procedures:** (Safeguarding Guidance pg. 49)
- **Physical Contact:** (Safeguarding Guidance pg. 59-60)
- **Safety:** (Safeguarding Guidance pg. 26-30)
- **Smart Phones:** (Safeguarding Guidance pg. 58-59)
- **Photographic Images:** (Safeguarding Guidance pg. 54-57)
- **Signs of Child Abuse:** (Safeguarding Guidance pg. 47-48)
- **Grounds for Concern:** (Safeguarding Guidance pg. 44-45)
- **Responding to Child Abuse:** (Safeguarding Guidance pg. 44)
- **Reporting Suspected or Disclosed Child Abuse:** (Safeguarding Guidance pg. 44)
- **Protection for Persons Reporting Child Abuse Act 1998:** (Safeguarding Guidance pg. 20)

National Counselling Service

A confidential counselling service is available to adults who have experienced childhood sexual, physical or emotional abuse in an institutional, educational or family setting. HSE area and contact numbers listed below;

HSE Area:	Freephone No:
HSE Dublin North East (North Dublin & Meath)	1800 234 110
HSE Dublin North East (Navan, Cavan, Louth & Monaghan)	1800 234 117
HSE Dublin Mid-Leinster (South Dublin, East Wicklow)	1800 234 111
HSE Dublin Mid-Leinster (West Dublin, West Wicklow & Kildare)	1800 234 112
HSE Dublin Mid-Leinster (Laois, Offaly, Longford & Westmeath)	1800 234 113
HSE West (Galway, Mayo & Roscommon)	1800 234 114
HSE West (Limerick, Clare & North Tipperary)	1800 234 115
HSE West (Donegal, Leitrim, Sligo)	1800 234 119
HSE South (Waterford, Wexford, Kilkenny, Carlow & South Tipperary)	1800 234 118
HSE South (Cork & Kerry)	1800 234 116

Legal Protections

- **Protection for Persons Reporting Child Abuse Act 1998** – protection for reporter from civil liability and from penalisation by an employer.
- **Protected Disclosures Act 2014** – protection for workers “whistleblowing” about wrongdoing which has come to their attention in the workplace.
- **Qualified Privilege** – common law protection from civil liability where the person communicating the statement has a legal, moral or social duty to make it and the recipient has a corresponding interest in receiving it (e.g. a worker/volunteer sharing a child protection concern with a DLP).
- **Children First Act, 2015** – protection from civil liability for Mandate Persons assisting Tusla in the assessment of a mandated report.

Informal Consultation

- Informal consultation with the Tusla Social Worker provides an opportunity to discuss the query in general and to decide whether a formal report is warranted.
- Where the advice from Tusla is that a report is warranted, your organisations safeguarding policy must direct that reports should be made and all relevant information provided.
- When seeking advice, the consulting party needs to state explicitly that they are not making a report – that they are giving details of a concern, but no identifying information in relation to a child or family.
- It is not necessary for the caller to provide identifying detail. However you may be encouraged to do so dependent on the nature of the concern and/or the immediacy of the response required to ensure that children are kept safe from harm.

For all Reporters; Children First National Guidance directs that Tusla can provide advice about whether or not to report a concern under “reasonable grounds for concern” (a non-mandated report).

For Mandated Persons; The Children First: National Guidance for the Protection and Welfare of Children also directs that Tusla can provide advice about whether a concern reaches the threshold for “harm” for making a mandated report, as defined in the Children First Act, 2015. Ultimately, it is the decision of the individual mandated person whether they make the report as a mandated report under the

Children First Act, 2015, or as a non-mandated report under Children First: National Guidance for the Protection and Welfare of Children.

****If you think a child is in immediate danger and you cannot contact Tusla, you should contact An Garda Síochána without delay.***

Vetting

- **National Vetting Bureau**

The National Vetting Bureau is the single point of contact in An Garda Síochána to conduct Garda Vetting. Its primary objective is to provide an accurate and responsible vetting service which enhances the protection of children and vulnerable persons through enabling safer recruitment decisions.

Garda Vetting is conducted in respect of any person who is carrying out work or activity, a necessary and regular part of which consists mainly of the person having access to, or contact with, children or vulnerable persons. It is a service designed to enhance the protection of children and vulnerable persons.

- **National Vetting Bureau (Children and Vulnerable Persons) Acts 2012–2016**

The National Vetting Bureau (Children and Vulnerable Persons) Act 2012 - 2016 provides a statutory basis for the vetting of persons carrying out relevant work with children or vulnerable persons.

The Act stipulates that a relevant organisation shall not permit any person to undertake relevant work or activities on behalf of the organisation, unless the organisation receives a vetting disclosure from the National Vetting Bureau of the Garda Síochána in respect of that person.

- Garda vetting is conducted on behalf of registered organisations only and is not conducted for individual persons on a personal basis.

Useful Online Resources

- Sport Irelands Safeguarding Guidance for Children & Young People in Sport; <https://www.sportireland.ie/ethics/code-of-ethics-manual>
- Sport Ireland Safe Sport App; http://www.sportireland.ie/Participation/Code_of_Ethics/Code-Of-Ethics-App/
- Sport Ireland Safeguarding 1 Online Refresher; <http://elearning.sportireland.ie/login>
- Sport Ireland Staying Safe Online; <https://elearning.sportireland.ie/login/index.php>
- Sport Ireland; www.sportireland.ie
- Department of Children and Youth Affairs; www.dcy.gov.ie
- Sport NI; www.sportni.net
- NSPCC; www.thecpsu.org.uk
- National Vetting Bureau; <https://vetting.garda.ie/>

Case Studies

The case studies section contains three possible options which can be used on the night of the workshop. These are the following;

- Case Study 1 - Brian - baseball player
- Case Study 2 - Paul - swimmer
- Case Study 3 - Hazel - joining a club

Case Study 1: Brian

Brian, an 11-year old, had told his mother that all his friends were trying out for baseball, and that he really wanted to make it into the league. Brian's experience playing baseball up until this point had been limited to pick-up games around the neighborhood. But for several weeks before tryouts he worked hard every day with his father trying to improve his catching, throwing and batting skills. On the day of his tryouts, his hard work paid off and he made the cut. He was ecstatic when the coach called him with the news he had made the team. For the next several weeks Brian lived and breathed baseball. Because of his relative inexperience playing baseball, Brian, like a lot of the other kids on his team, had been deemed second string by the coaches. On Brian's team this meant that he was often neglected while the coach devoted time to working with the more experienced players who would help the team win their games. But in spite of this, Brian's enthusiasm never wavered. He showed up at every practice and gave his all without complaining. And though by the middle of the season he still had not been allowed to play in a single game, his mother said they encouraged him to persevere, instilling the value that just trying your hardest and doing your best was the ultimate goal in sports.

However, eventually Brian began to wonder what the use was of going to practice every day and giving his all when it looked like the entire season was going to pass without his having at least one chance to put his hard work to use. "Why won't the coach give me a chance?" he would ask his mother. But she had no answer for him. She didn't understand how a coach would have children work so hard and then never give them a chance to play. Then one day, she decided to approach the coach in private and ask him why so many of his players never got into the game. "It wouldn't be fair to the other kids," he explained. "They work to be on a winning team. When they're out on the field, it's their job to do what it takes to win and that's my job too. If I didn't play the best players we'd lose, and that would upset everybody. Kids want to play on a winning team"

Towards the end of the season Brian's coach promised him a game on Saturday. The whole family was there to watch him play but in the fifth inning, since the game was tied, it was apparent that he wasn't going to play. Brian's mom confronted the coach, who explained that he had been expecting an easy victory as their opponents had one of the worst records in the league. But because the score was tight he didn't think it would be fair to risk losing the game by having Brian on the field. Brian was very upset after this incident and having not eaten and talked to anyone for days his parents sought help for Brian to deal with the experience. Brian never played again.

What should you do and Why?

Case Study 2: Poor Practice Coach

Overview;

The following case study involves a poor practice situation within a club. It is looked at from four different perspectives, these are The Coach, The Parents, The Athlete, and the Club Committee.

The Coach;

Being a good coach is all about results and my results speak for themselves. I pride myself in knowing how to get the best out of my students. I've dedicated my life to be the best coach that I can be. My work is cut out for me this year. I've studied the swimmer's techniques to expose their strengths and weaknesses, but I know I am the coach to mould them into a winning team.

Training plans take time to draw up and to implement. In my experience it may take some harsh words and lots of pushing to get the best out of each swimmer. My methods work, the children compete as a team but in training they swim against each other. Praise is given where it's warranted and earned. A parent has approached me. Her son doesn't want to come to training and doesn't want to be put forward for the next competition. I don't think she realises that with an extra push her son could be the best swimmer we have. I apply pressure to encourage him to practice more, he knows that I want him to succeed. I'm starting to feel like I'm wasting my time and the clubs.

She's the only parent that has an issue. I'm beginning to question her dedication to her son and his future as a swimmer. I've used these methods all my career, it's never not worked, I'm the most experienced coach in the area.

The session doesn't go well, the children aren't trying, its like they have given up. Keen to make the best of a bad session I ask Paul and James to leave the pool and concentrate on the other two children. The children leave the pool their heads bent low, taking the walk of shame to the dressing room passing their parents as they do. They have finished before the end of the session.

The Parents;

When Paul told me he wanted to quit swimming, I wasn't surprised. What started as fun had become a weekly battle. He didn't want to go training, he didn't want to swim. It was always time we spent together, I drove him to the pool to train as often as I could, giving my time freely to help him achieve his goals. It upset me to know that Paul wanted this end. I should have paid more attention to what was behind his recent grumblings?

The parents always stay to watch the session. We have a good view of the pool and can hear the interactions between the coach and the children. Week on week the coaches methods lead to complaints and concerns among the group. We have never raised these with anyone, we've watched the children thank the coach. Today was different, the language was more aggressive and two children including Paul were banished from the pool for not trying hard enough.

The Coach had gone too far, he was out of control. I wasn't worried that Paul would be struck off the team, this just wasn't right! I was happy to speak to Coach on behalf of the other parents. I felt that it had to happen today, I had to act now.

Athlete (Paul);

I have been feeling unwell at the thoughts of coming to swimming today. It's been like this for a while and I tried to talk to mam about letting me leave, she wanted to know why. I didn't know what to say. I used to love swimming, it was something I was good at. I'm not sure she's too happy with me. She says she is going to talk to the coach, what have I done?

Today's session is not going well. The coach doesn't like me, I'm slow and I think maybe I'm getting slower. I practice on the days between each session, well as many as I can, but it never seems to be enough. Coach thinks I can do better than this, but I can't. This is as fast as I can go, I'm tired from the drills and the shouting and when he asks me to leave the pool I feel as if I've let everyone down, again.

The Committee;

- Have we made the right decision with our choice of coach?
- His results are good, does being popular with the parents really matter?
- How does this all fall in with our codes of conduct?
- Does it matter if we lose Paul - the rest of the parents expect results
- What are our club values?

Notes

Case Study 3: Hazel

Hazel, aged 8, you are very excited about starting a new sport. As a group discuss and decide what you (as Hazel, aged 8) will think about in getting involved in this sport.

Consider the following questions:

- What do you want to do?
- What do you hope to get from being involved?
- How can you achieve this?

Hazel's Parents:

As Hazel's parents, you have never been involved in sport before, only what you did when you were in school. You want Hazel to be healthy, have been told she is very talented. You have signed Hazel up to the club online.

As a group discuss and decide how you came to the decision about your daughter getting involved in this sport. Think about the following questions:

- What do you need to know about enrolling Hazel in a sport?
- What are your expectations?
- Who do you need to speak to?

Club Coach:

You are a Club Coach, and you have been in the club for a long while, probably longer than anyone else; you tend to know everyone and you know it all; you have a new recruit joining your team.

As a group think about the following questions and decide on your actions:

- What do you do when Hazel joins the squad/team?
- What are your expectations?
- Who do you need speak to?

Committee:

You are a relatively new committee, and you have tended to lean on the knowledge of the coach who gets a lot of things done and knows everyone and generally how the club all works. You have a new member, signed up online.

As a group think about this from a club angle; discuss the following questions and decide what actions you might take:

- What do you do when Hazel joins the club?
- What are your expectations?
- Who do you need speak to?

Values Exercise

1. A male coach entering the girls changing room to talk before the competition.

Concern Not Concern Unsure

2. A coach sees photographs on the phone of one of the members of an U14 team. The photographs are of an athlete, clearly taken whilst they are undressing in a changing cubicle.

Concern Not Concern Unsure

3. A father smacking his 12 year old daughter in front of her friends because she was two hours late.

Concern Not Concern Unsure

4. A young person who is made to do 20 push-ups and warm up on their own by the coach on arriving for training because they are always late.

Concern Not Concern Unsure

5. A club committee have arranged an overnight social weekend for a squad of players who have been training hard together all year. Only one of the team is 12 years old and has been difficult in the past when away from their parents; the other squad members are all 13 and above. The committee decide to avoid possible trouble that the age for this weekend is set at 13 years and over.

Concern Not Concern Unsure

6. A parent who regularly makes disparaging comments about the coach's ability from the spectator area/side-line and swears at the coach when their child doesn't perform well.

Concern Not Concern Unsure

7. Graffiti regularly appears on the club house wall which is directed towards an LGBTI+ club member. This is being done by another young person in the club who has also openly threatened the young person.

Concern Not Concern Unsure

Scenarios

1. Kevin, a nine year old boy, is in your club. His family is well known in the local area; both parents are also active in the community and work long hours. You have noticed that Kevin over the last month has become very disinterested and appears unhappy. Today, the father was watching the team playing and Kevin missed several good goal chances during the match. As he leaves, the father verbally abuses Kevin, calling him names. Later you see them outside getting into the car; you watch as the father punches the boy with force to the head.

Discuss how you would deal with this situation.

2. Shauna is 9 years old and is in the local sports club. It is usual for Shauna to arrive unkempt for practice, wearing a grubby tracksuit and runners etc. But over the past few weeks her appearance has worsened. Her clothes not only look dirty but give off a strong unclean odour and her sports gear is getting baggy and see through. The other children are making comments about her, and you think she might be losing weight.

Discuss how you would deal with this situation.

3. You notice that Conor aged 11 is quieter than usual during training and has a bruised cheekbone. When you get a quiet moment, you ask Conor about the bruise and he tells you that he got a punch from his father when he got in the way trying to save his mother from another "hiding". Conor asks you not to do anything about this, as it will "only make things worse".

Discuss how you would deal with this situation.

4. A coach regularly arrives and leaves with one of the 17-year-old athletes; you, as a volunteer in the club, overhear a group of the other athletes talking about this and discover that the coach is having sexual intercourse with the 17-year-old.

Discuss how you would deal with this situation.

5. A parent is concerned about messages they have discovered that their 16 year old is receiving from one of the coaches in the club. The parent says the coach is asking their child to send photos of themselves in various poses. Some of the messages talk about what they can do when the child is 17 and planning a trip away together.

Discuss how you would deal with this situation.



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