Code of Good Practice

Child Protection
For

Connacht Taekwon-Do Schools

Policy Mission Statement

It is the policy of Connacht Taekwon-Do Schools to safeguard the welfare of all children involved in the organisation and to protect them from all types of abuse.

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Contacts

CTKDS Child Protection Officer:	Ms. Louise Hammond
Tel:	087-9739500
Designated Vetting Officer	
(CTKDS Chief Instructor):	Master Shane Fitzgibon
Tel:	087-2070577

Health Services Executive – Western
Community Care Area
Galway – 091 546325/546366, 9:30-17:00
Ask for Duty Social Worker

Glossary

Care Giver Any adult person who has a responsibility for a child under 18 years of age.

Child For the purpose of this policy a child means anyone who is under 18 years of age. This includes young people. The Child Care Act 1991 defines a child as any person under 18 years, excluding a person who is or who has been married.

Child Abuse Child abuse can be categorised into a number of different types including: neglect, emotional abuse, physical abuse and sexual abuse. A child may be subject to more than one form of abuse at any given time.

Children/ Young people For the purpose of this policy, children or young people who are members of CTKDS.

Child Protection Officer The Child Protection is the title given to the designated person in CTKDS, appointed to deal with Child Protection concerns reported by volunteers, instructors or young people.

CTKDS Connacht Taekwon-Do Schools

Statutory Authorities An Garda Siochana and the Health Boards

Taekwon-Do The Korean art of self-defence.

Volunteers Unpaid voluntary workers who can be either members of CTKDS or other interested parties i.e. parents, family members etc.

Section One: Introduction and Legal Framework

1.1 Introduction

The Code Of Good Practice contained in this document is based on the new National Guidelines for the Protection and Welfare of Children (Children First), which was published in 1999 by the Department of Health and Children. This Code of Good Practice should be read in conjunction with Children First.

1.1.1

The primary aim of this Code of Good Practice for Connacht Taekwon-Do Schools is to give direction and guidance to instructors in dealing with allegations/suspicions of child abuse. In addition it also aims to provide sufficient information for those involved in Connacht Taekwon-Do Schools to be vigilant and to be aware of what to do in situations where child abuse may be a concern or a suspicion.

1.1.2

In all cases the most important consideration to be taken into account is the protection of children and young people. In this regard, this Code of Good Practice emphasises that the safety and well being of children and young people must be a priority. If Connacht Taekwon-Do Schools or any of its affiliated instructors have concerns that children and young people with whom they have contact with are being abused, the matter should be reported without delay to the relevant Health Board.

1.1.3

In the interests of the welfare and protection of children and young people, it is incumbent on Connacht Taekwon-Do Schools and its affiliated instructors to adhere to this Code of Good Practice in dealing with allegation or suspicions of child abuse.

1.2 Confidentiality

All information regarding concerns of possible child abuse will only be shared on "a need to know" basis in the interests of the child or young person.

1.2.1

However, giving information to those who need that information, for the protection of a child or young person who may have been, or has been abused, is not a breach of confidentiality.

1.2.2

The Child Protection Officer (please see Section Five) who is submitting a report to the health board or An Garda Siochana will inform a parent/guardian, unless doing so is likely to endanger the child or young person or place the child or young person at further risk. A decision not to inform the parent/guardian will be briefly recorded together with the reasons for not doing so.

1.2.3

It is not the responsibility of Connacht Taekwon-Do Schools or its affiliated instructors to make enquiries of parents or guardians, as in some cases it could be counter-productive for them to do so. It is a matter for the appropriate Health Board to investigate suspected abuse and determine what action to take, including informing An Garda Siochana.

1.2.4

In cases of emergency where a child or young person appears to be at immediate and serious risk, and it is not possible to make contact with the appropriate Health Board,

An Garda Siochana should be contacted immediately. Under no circumstances should a child or young person be left in a dangerous situation pending Health Board intervention.

1.3 *The Protection for Persons Reporting Child Abuse Act, 1998*

This act provides immunity from civil liability to persons who report child abuse "reasonably and in good faith" to the Health Board or the Gardai. This means that, even if a reported suspicion of child abuse proves unfounded, a plaintiff who took an action would have to prove that the reporter had not acted reasonably and in good faith in making the report. This act came into operation on 23rd January 1999.

Its main provisions are:

1 The provision of immunity from civil liability to any person who reports child abuse "reasonably and in good faith' to designated officers of the Health Board or any member of the Garda Siochana.

2 The creation of a new offence of false reporting of child abuse where a person makes a report of child abuse to the appropriate authorities "knowing that statement to be false'. This is a new criminal offence designed to protect innocent persons from malicious reports.

1.4 *Freedom of Information Act, 1997*

Any reports which are made to Health Boards may be subject to the provisions of the Freedom of Information Act, 1997, which enables members of the public to obtain access to personal information relating to them which is in the possession of public bodies. However, the Freedom of Information Act also provides that public bodies may refuse access to information obtained by them in confidence.

Section Two: The Rights of The Young Person

2.1 Introduction

In promoting the development of young people, Connacht Taekwon-Do Schools has a responsibility to ensure that young people have sufficient knowledge and confidence to reject any behaviour from their peers or from adults, which may threaten them in any way. To achieve this, young members of Connacht Taekwon-Do Schools will be facilitated to recognise their rights and obligations to one another and to adults. Good quality Taekwon-Do instruction recognises this requirement, and recognises the need to implement the rights and obligations of the young person and the adult. It is now being reinforced by current policy in relation to children and young persons.

2.2 United Nations Convention on the Rights of the Child

2.2.1

The rights of children have been clearly outlined in the United Nations Convention on the Rights of the Child, an international agreement that was adopted by the UN in 1989 and ratified by Ireland in 1992. The Convention represents a set of minimum standards-the bottom line- in protecting children's rights.

2.3

Definition of "child"

For the purpose of the Convention "a child" means anyone who is under 18 years old – so this includes young people. In Ireland, the Child Care Act 1991 defines a child as any person under the age of 18 years, excluding a person is or who has been married.

2.4 The UN Convention and Taekwon-Do Instruction

CTKDS will always attempt to recognise and implement the fundamental tenets of the UN Convention, particularly in relation to the rights of children to care and protection.

2.4.1
What rights do Children Have?

A substantial number of rights are contained in the Convention. Significant rights as they relate to Taekwon-Do instruction are:

1. Protection from violence, abuse and exploitation
2. Protection of children cared for away from home and for children with a disability.
3. Children being able to use their own language, enjoy their own culture and practice their own religion.
4. Reasonable standards of health and development.
5. Children suspected of committing a crime and children convicted of committing crimes shall be treated in a way that promotes their sense of dignity and worth and aims at reintegrating them into society.

Children's rights may be summarised under the following headings:

Provision.
Rights to minimum standards of health, education, social security, physical care, family life, play, recreation, culture and leisure, and adequate standards of living;

Protection
Rights of children to be safe from discrimination, physical abuse, exploitation, substance abuse, injustice and conflict;

Participation

Rights of children to a name and identity, to be consulted and taken into account of, to have access to information, to have freedom of speech and opinion, and to challenge decisions made on their behalf.

Connacht Taekwon-Do Schools will always try to recognise and implement these rights insofar as is practicable.

Section Three: The Development of Quality Standards in Connacht Taekwon-Do Schools

3.1 Introduction.

Taekwon-Do instruction provides opportunities for young people to develop themselves physically, socially, emotionally and spiritually. Taekwon-Do encourages young people to participate in local, national and international activities, and it offers experiences designed to promote equality of opportunity, participation and involvement. The delivery of these activities should take place within the following set of principles and in a suitable environment.

3.2 Selection of Instructors and Volunteers.

3.2.1

The majority of people involved with Connacht Taekwon-Do Schools, either on a voluntary or instructor capacity, are interested, well-motivated and suitable for the various tasks involved. It is, nonetheless, essential that CTKDS take all reasonable steps to ensure that only suitable people work with young people. Unfortunately, persons with a propensity to child abuse are frequently attracted to positions that offer them access to and the opportunity to spend time with children and young people. A proper selection procedure for instructors and volunteers will act as a deterrent to potential abusers, as well as assisting in the choice of appropriate instructors and volunteers. The following section outlines an approach to safe selection practices.

3.2.2

Application Form

An application form along with information about CTKDS will be supplied. This form will elicit all relevant information about the instructor/volunteer as well as including their past experience of working with young people. (See appendix One)

3.2.3
Declaration

All instructors/volunteers will be required to sign a declaration stating there is no reason why they would be unsuitable to work with young people.

3.2.4
Interview

All new instructors will be interviewed by the Designated Vetting Officer along with the Child Protection Officer. Interviews will explore the information on the application form and assess the applicant's suitability. Individual instructors will be responsible for the recruitment of volunteers within their individual clubs. The Child Protection Officer will be consulted in this process.

3.2.5
References.

All applicant instructors/volunteers will have to supply the names of two referees (not family members) who will testify as to their character, their suitability to the role of instructor/volunteer, or any other issues, which may affect their ability to perform the tasks required of them. (See Appendix Two)

3.2.6
Vetting & Code of Ethics

All potential instructors must succumb to the Garda Vetting Process, and take the Code of Ethics Course (Safeguard 1) ,which is run by Galway Sports Partnership.

3.3 Additional Training

To maintain quality standards and good practice, training should be provided on an ongoing basis for all instructors and volunteers. Potential areas will include:

- Child protection
- Health and safety

Section Four: Safe Practices in CTKDS

The following principles of good practice will be implemented and consistently followed in each club within the CTKDS

4.1.1

A class attendance book will be kept and there will an accident and incident book in which details of any accidents and incidents will be recorded. While an accident book will record accidents, an incident book will record breaches of professional standards and other behavioural issues, which may arise.

4.1.2

Instructors/volunteers will ensure that buildings and facilities that they use for Taekwon-Do instruction are safe and secure. All occupied parts of the building will be monitored and al other parts will be out of bounds. There will be adequate heating and ventilation, sanitation facilities, fire precautions, first aid facilities and access to a telephone. Young people will never be left unattended. All activities will have constant adult supervision.

4.2 Trips Away From Home

When taking young people away on trips instructors/volunteers will be attentive to such matters as:

a. Safety-activities, buildings, transport etc.
b. Insurance
c. Parental consent- written consent required.
d. Medical concerns- allergies etc.

e. Sleeping arrangements. Sleeping areas for males and females will be separate and supervised.
f. Maintain normal boundaries of standards and behaviour between instructor and student. No over familiarity on trips away as many allegations occur during trips away from home.

4.2.2

Instructors/volunteers will respect the privacy of young people in dormitories, changing rooms, showers and toilets. Instructors/volunteers will not spend time alone with young people in these areas under any circumstances.

4.3 Codes of Behaviour between Instructors, Volunteers and Young People.

4.3.1
Instructors and volunteers will be sensitive to the possibility of becoming over involved or spending a lot of time with any one young person. Long term 'helping' or 'support' relationships will be reviewed with a senior instructor within CTKDS at regular intervals.

4.3.2
Instructors/volunteers will not give lifts in their cars to individual children, especially on long journeys.

4.3.3

Physical contact of a comforting or reassuring nature is a valid way of expressing concern and care for children, especially those who may have been hurt inadvertently in a class or tournament. This contact is valid only when such contact is acceptable to all persons involved, including parents/carers. Instructors/volunteers will never physically punish or be in any way verbally abusive to a young person.

4.3.4

Instructors/volunteers should be sensitive to the fact that jokes of a sexual nature may be offensive to others and must never be told in the presence of children.

4.4 Anti Bullying Policy

CTKDS acknowledges the right of all it members, young students and instructors, to enjoy participating in the art of Taekwon-do in a secure environment.

CTKDS recognises that bullying behaviour is increasingly prevalent in society, the workplace, home, schools, **sports clubs** and **sports groups**.

Bullying by any member of CTKDS will not be accepted or condoned and all concerns raised about bullying will be treated seriously and will dealt with as set down in CTKDS's Complaints Management Procedures.

While we accept that there is no instant solution to the problem of bullying we are committed to doing all we can to address this problem. Ignoring bullying behaviour is not an option as failure to act gives a silent but powerful message that aggressive behaviour is appropriate and acceptable.

Under our duty of care to young students we all must be aware of bullying behaviour and to do all we can to prevent it happening in our groups and clubs

Elements of Anti-Bullying Policy:

- A clear definition of bullying and the forms it takes (General Information attached)
- A statement that bullying is unacceptable behaviour and will not be tolerated
- A clear statement on how CTKDS will deal with an alleged case of bullying.
- Acknowledgement that bullying can and does happen and that we all have the ability to bully others.
- Instructors must be made aware of the importance of having adequate supervision.
- Instructors who suspect bullying is taking place should be supported in their efforts to deal with this behaviour.

Strategies/Management

In a general way, regularly discuss bullying behaviour with the group – where possible, involve students, parents and instructors.

- Make it known:
  - That young students in the group/club can support each other by reporting instances of bullying.
  - That it is always right to tell a responsible adult when they see something wrong.
- Emphasise
  - That anyone can be the target and everyone has it within him or her to be a bully.
  - That it is the bully that has the problem
  - That all reports of bullying will be investigated and dealt with sympathetically.

- Take a "no blame" approach if possible – address the behaviour and avoid punishing or isolating the bully.
- Support both the target and the bully - change the behaviour and don't just focus on punishing the bully.
- Challenge incidents of bullying behaviour – when you see negative behaviour highlight it.
- Think about the sort of sanctions that can be applied, they need to be realistic, given the age of the youngsters, they need to be fair, and they need to be easily understood and implemented. Sanctions should be about stopping the bullying behaviour – not humiliating the bully.

If a student states they are being bullied:

- Encourage them by telling them that it is the bully that has the problem.
- Build up their self-esteem as much as possible.
- Give them time to say how they are being bullied.
- Reassure them that they are right to tell.
- Children's Officer/Responsible Adult should keep the young person informed of proposed action and take into account any fears they have about proposed action.

Sorting out the Problem:

You may be able to nip a bullying problem in the bud by asking questions informally. It may be a question of managing the group differently or increasing supervision in particular places or at particular times. Remember most people who are being bullied just want it to stop, they are not overly concerned with punishing the bully – make that the focus when dealing with the problem.

- Initially try to sort out the problem within the group without identifying any particular person or action – through group discussion on bullying.
- Address the behaviour – don't just think about punishing the bully.

- If there is no immediate danger give the bully the benefit of the doubt (didn't know the harm he/she was doing). Make it clear:

    - That the behaviour was wrong.
    - They now know it to be wrong.
    - It will no longer be tolerated and if continued, will be sanctioned.

- Protect the bullied while giving the bully a chance to change
- Avoid sanctions which involved long periods of isolation, or which make individuals look or feel foolish in front of others.
- The chairperson of the club/leader of the group should be informed of any incident so that policies and practices can be reviewed on a regular basis.
- If suspected bullying is of a serious nature – this should be discussed with the Children's Officer.
- If bullying is putting any young person in immediate serious danger this should be reported to the Gardai/PSNI/Statutory Authorities – *see Code for list of useful contacts.*

Support Change:

Bullying is very isolating. Once you have identified and dealt with the immediate problem:

- Offer support and reassurance to the bullied child.
- Consider assigning another member of the group/team/club as a buddy.
- Build up their self-esteem by emphasising positive aspects of their activities.
- Keep an eye on the bully - make sure the bullying isn't continuing in a secretive way
- Support **both** children – build up the self- esteem of the bullying individual – emphasise his/her good points.
- Let parents know of any action being taken and listen to their views.
- The parent of a bullying child may be very upset – allow for this while being firm about the clubs policy of dealing with bullying.

Support for Coaches/Instructors

- Coaches should be supported in their efforts to deal with any problem of bullying in their group/club.
- Coaches themselves may be bullied by groups of young students or their parents – CTKDS committee should be willing to address this issue.

Useful Websites/Information Sources:

- www.antibullyingalliance.org
- Anti Bullying Research Centre (ABC) Trinity College
- **www.bullying.co.uk**
- www.kidscape.org.uk
- www.irishsportscouncil.ie
- www.sportni.net
- www.thecpsu.org.uk

Support line numbers:

- **ISPCC Childline 1800 666 666**
- **Bernardo's National Children's Resource Centre 01 4530355**
- **National Parents Council Helpline for Bullying in Schools 01 8874477**
- **Irish Association for Victim Support 1850 661 771**

General Information

Definition

Bullying is repeated aggression, verbal, psychological or physical conducted by an individual or group against others.

Bullying can include:

- Physical pushing, kicking, hitting, pinching, mess fights used to disguise inflicting pain.
- Name calling, sarcasm, spreading rumours, persistent emotional torment through ridicule, humiliation or constant ignoring of certain individuals.
- Racial taunts, graffiti, gestures.
- Sexual comments and/or suggestions including comments about sexual orientation.
- Unwanted physical contact.
- Damage to property.
- Extortion
- Intimidation

Exclusion Bullying

A person is deliberately isolated, excluded or ignored by some or the entire group. This type of bullying is particularly hurtful; it isolates the young person from his/her peer group and it is very difficult of them to combat as it directly attacks their self confidence/self image.

E.bullying

This is a particularly poisonous strain of bullying which utilises web pages, emails and text messages to abuse, intimidate and attack others directly or indirectly i.e. rumour mongering.

Slagging

This usually refers to good-natured banter. However, when it extends to very personal remarks aimed again and again at the one individual about appearance, clothing, personal hygiene or involves references of an uncomplimentary nature to members of one's family, particularly if couched in sexual innuendo, it assumes the form of bullying.

The Targeted person

In groups, it is common and normal for young students to tease or taunt each other. However, at a certain point, teasing and taunting may become bullying behaviour. There is a perception that people who are 'different' (smaller, taller, fatter, thinner) are more prone to encounter such behaviour. However, there is no 'type' – the target

can be anyone. While it is true that people who are most at risk of becoming targets are those who react in a vulnerable and distressed manner, it is not unusual to find that many popular and socially well adjusted children are targeted by bullies.

Bullying can be triggered by jealousy or can have situational/vulnerable time trigger – e.g. joining a new club or team, being selected above others, not being selected with others.

The Bully.
It is generally accepted that bullying is a learned behaviour. Bullies tend to display aggressive attitudes combined with a low level of self-discipline. They can lack any sense of remorse; often they convince themselves that the victim deserves the treatment meted out.

Bullies may also be seeking attention; often they set out to impress bystanders and enjoy the reaction their behaviour provokes. They tend to lack the ability to empathise and may be unaware or indifferent to the target's feelings. Some bullies seem to enjoy inflicting pain. It is of note that many bullies suffer from a lack of confidence and have low self-esteem.It is also not uncommon to find that those who bully have been, or are being bullied themselves. Bullies tend to be easily provoked and frequently provoke others. Bullying can occur between adult and young person or young person to young person.

The Bully may be:
- A parent who pushes too hard
- A coach who adopts a win-at-all costs philosophy
- A young player who intimidates inappropriately
- An older player who intimidates inappropriately
- An official who places unfair pressure on a person

The Third Party
Nearly all bullying is witnessed by other people. Positive action by this third party can change the behaviour of the group. Make sure others in the group know who to go to if they have witnessed incidents of bullying.

Adult Behaviour.
An adult may unwittingly or otherwise, engage in, instigate or reinforce bullying behaviour in a number of ways:
- Using sarcasm or other insulting or demeaning form of language when addressing young students.
- Making negative comments about a player's appearance or background.
- Humiliating, directly or indirectly, a player who is particularly weak or particularly outstanding or vulnerable in other ways.
- Using any gesture or expression of a threatening or intimidatory nature or any form of degrading physical contact or exercise.
- There is a difference between fair criticism and ridicule.
- Parents should not be allowed to bully young students or coaches/instructors/other adults.

- Subtle bullying, glances, looks and sniggers, or the more overt from of physical intimidation may be exacerbated if group instructors allow derogatory comments about other students or instructors.

Where does Bully happen?
Bullying can happen almost anywhere, but particularly where there is either inadequate or no adult supervision (A.B.C Trinity College 2001).

In sports clubs bullying often takes place out of sight of group instructors, in hidden or obscured parts of the hall. Where lots of activity is taking place it is easy to single out and harass another player. It is worth noting that when the 'bully gang' is focusing on a target, that target may appear to be the aggressor because he/she finally gives vent to his/her frustration. **Toilets, cloakrooms, locker areas, changing rooms and showers** may be the scene of verbal, psychological and physical harassment and the behaviour of students in these areas needs careful monitoring.

Effects of Bullying
Young people who are being bullied may develop feelings of insecurity and extreme anxiety and may thus become more vulnerable. Self-confidence may be damaged with a consequent lowering of their self-esteem. Some effects of bullying include:

- Stress
- Reduced ability to concentrate
- Lack of Motivation or energy
- Poor or deteriorating performance
- Inability to take any criticism
- Reluctance to use changing rooms/dashing out before the group.
- Anxiety about going to the club/group
- Loss of confidence/Self esteem
- Aggressive behaviour
- Depression
- Panic attacks
- Nervous breakdown
- Attempted Suicide.

These signs do not necessarily mean that a player is being bullied. However if repeated or occurring in combination these signs do warrant concern as to what is affecting the player.

MYTHS
There a 'Target' type – UNTRUE
No one type of person is more likely than another to be targeted by a bully. The target can be anyone.

Kids grow out of it – UNTRUE.
This is learned behaviour - the child bully left unchallenged, becomes an adult bully.

Bullying makes the 'target' stronger – UNTRUE
The harm carries on through life - the damage is lasting if not addressed.
More worryingly, the bullied may become bullies themselves.

Bullying can't be stopped – UNTRUE.

It may not be easy but it can be stopped if there's a will – particularly a collective or organisational will.

IGNORING BULLYING IS NOT AN OPTION

4.5 Use of Photographic and Mobile Equipment

We follow the Irish Sports Council recommendations in relation to the use of images of athletes on websites and other publications, as there have been concerns about the risks posed directly and indirectly to children and young people. Adults and sports instructors need to work together to prevent those wishing to cause such harm to young people. Remember having photographic and filming guidelines is not about preventing parents from taking pictures, it is to ensure that only those who have a right to take photographs do so. Anyone concerned about photography taking place at events or training sessions can contact the children's officer/instructor.

The purpose is to reduce the risk of inappropriate, unsolicited attention from people within and outside the sport.

PARENTS – From time to time, instructors may take photographs or video footage of classes/tournaments for use on promotional material, the website and/or social media. Any photographic or video footage taken will be used on official Connacht Taekwon-Do media.
Parents MUST NOT post any photographic or video content of children, apart from your own, on your private social media.

Instructors:

- If the student is named in full, avoid using their photograph.
- If a photograph is used, avoid using the surname.
- Talk to children's officer/designated person if you are worried about use of images.

Amateur photographers/film/video operators wishing to record an event or practice session should seek accreditation with the club children's officer, event organiser or leader of session

Working in Partnership to protect young people
Photographs, when used with personal information, can be used as a means of identifying children. This practice can make a child vulnerable to an individual who may wish to "groom" that child for abuse. Furthermore the content of the photo can be used or adapted for inappropriate use. There is evidence of this adapted material finding its way onto child pornography sites. Adults and sports instructors need to work together to prevent those wishing to cause such harm to young people.

4.6 Mobile Phones

Mobile phones are often given to children for security, enabling parents to keep in touch and make sure they are safe. In addition mobile phones allow quick and easy contact, which can make a safe and efficient way to carry out club business. However such technology has also allowed an increase in direct personal contact with young people and has been used to cross personal boundaries and cause harm to young people. Within clubs there is a need to encourage responsible and secure use of mobile phones by adults and young people.

<u>As a young person remember:</u>

- If you receive an offensive photo, email or message, do not reply, save it, make a note of times and dates and tell a parent or children's officer/designated person within the club.
- Be careful about who you give your phone number to and don't respond to unfamiliar numbers
- Change your phone number in cases of bullying or harassment
- Don't use the phone in certain locations; inappropriate use of your camera phone may cause upset or offence to another person, e.g. changing rooms
- Treat you phone as you would any other valuable item so that you guard against theft

<u>As an Instructor, remember:</u>

- Use group texts for communication among athletes and teams and inform parents of this at the start of the season
- It is not appropriate to have constant communication for individual athletes
- Don't use the phone in certain locations; inappropriate use of your camera phone may cause upset or offence to another person, e.g. changing rooms

Section Five: Understanding and Recognising Child Abuse.

5.1 Introduction

It is not always easy to acknowledge that child abuse may take place in CTKDS or within families. It is often assumed that people that work with young people, particularly in a voluntary capacity, are caring individuals who would never inflict harm on anybody. The possibility that a colleague, who is popular and apparently trustworthy, might be capable of abusing a young person is extremely difficult to accept. Similarly is difficult to accept that parents or carers could harm their children. Reluctance to think badly of young people, or lack of awareness that such things can happen, can lead to resistance in hearing, recognising and dealing with the possibility of abuse. It is important for instructors and volunteers to be aware the abuse can happen within and outside CTKDS and it is essential that they address any child protection concerns that they may experience.

5.2

Instructors and volunteers may have to deal with two different contexts in which child protection concerns may arise:

a. Situations where it becomes apparent that a child or young person is being harmed or is at risk of harm in the family context or home environment
b. Situations where an allegation of child abuses is made against an instructor or volunteer within CTKDS

For procedures to be followed in respect of an allegation against an instructor or volunteer see section six. This section offers definitions of what constitutes child abuse and outlines procedures for good child protection practice.

5.3 The Child Protection Officer

5.3.1

The 'Child Protection Officer' (C.P.O.) is the title given to the designated person within the CTKDS who deals with child protection concerns. This post is currently filled by Ms. Louise Hammond. The current C.P.O. has:

a. A broad experience of working with young people
b. Good listening/feedback skills
c. Completed Safeguard 1 and Safeguard 2 (Child Protection Officer) courses, provided by Galway Sports Partnership, in accordance with the Irish Sports Council.

These are pre-requisites that any future child protection officer must hold in order to perform their duties effectively. Ms. Louise Hammond is accessible to all persons associated with CTKDS. All concerns relating to child protection will be addressed directly to Ms. Hammond.

The Child Protection Officer will:

a. Operate within the guidelines set by the appropriate authorities (Health Boards etc)
b. Report suspicions and allegations of child abuse to the statutory authorities
c. Liase between CTKDS and the authorities
d. Advise the CTKDS Committee on individual cases.
e. Provide support to any person or victim making a referral
f. Provide support to the alleged abuser.
g. Advise on good practice, organise training workshops and guidelines on child protection
h. Maintain confidential records in all cases
i. Keep up to date on current developments.

5.4 Definition of Child Abuse

5.4.1

Child abuse can be categorised into six types: neglect, emotional abuse, organised abuse, peer abuse, physical abuse and sexual abuse. A child may be subject to more than one form of abuse at any one time.

5.4.2
Neglect

Neglect is defined in terms of an omission, where a child suffers significant harm or impairment of development by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults, or medical care. Neglect generally becomes apparent in different ways over a period of time. Whether the neglect is significant is determined by their health and development as compared to that which could reasonably be expected of a similar child

5.4.3
Emotional Abuse

Emotional abuse normally occurs between a child and a caregiver. It occurs when a child's needs for affection, approval, consistency and security are not met. Examples include.

a. Persistent criticism, sarcasm, hostility or blaming
b. Conditional parenting, in which the level of care shown to a child is made contingent on the child's behaviour or actions
c. Emotional unavailability of the child's caregiver
d. Unresponsiveness, inconsistent or inappropriate expectations of a child
e. Premature imposition of responsibility on a child

f. Unrealistic or inappropriate expectations of a child's capacity to understand something
g. Under or over protection of a child
h. Use of unreasonable or over harsh disciplinary measures
i. Exposure to domestic violence

Children show signs of emotional abuse by their behaviour (for example low self-esteem, unhappiness, over clinginess to or avoidance of a parent or caregiver).

5.4.4
Physical Abuse

Physical abuse is any form of non-accidental injury that causes significant harm to a child, including:

a. Shaking
b. Use of excessive force in handling
c. Munchausen's syndrome by proxy (where parents fabricate stories of illness about their child or cause physical signs of illness)
d. Allowing or creating a substantial risk of significant harm to a child
e. Suffocation
f. Deliberate poisoning

5.4.5
Sexual Abuse

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

a. Exposure of the sexual organs or any sexual act intentionally performed in the presence of a child
b. Masturbation in the presence of a child or involvement of the child in the act of masturbation
c. Sexual intercourse with the child, whether oral, vaginal or anal

d. Intentional touching or molesting of the body of a child whether by a person or object for the purpose of sexual arousal or gratification
e. Sexual exploitation of a child

Due consideration should be given to the occurrences of the following:

5.4.6
Organised Abuse

Child abuse can occur in a number of ways including organised abuse. This occurs when one person enters into an area/institution and systematically traps children for abusive purposes or when two or more adults conspire to abuse children using inducements.

5.4.7
Peer Abuse

In some cases of abuse the alleged perpetrator will also be a child. In these situations the Child Protection Procedures should be adhered to for both the victim and the alleged abuser. If there is any conflict of interest between the welfare of the alleged abuser and the victim, the victim's welfare is of paramount.

5.5 Other Forms of Abusive Behaviour Towards Young People

5.5.1
Apart from the above very serious forms of abuse, volunteers and instructors should also be on the alert for other forms of behaviour that may be harmful to young people. The following behaviours are unacceptable among young people, instructors and volunteers:

5.5.2
Verbal Abuse

This can include name-calling, sarcasm and criticism, making reference to some physical characteristic, destructive criticism, derogatory remarks and gestures.

5.5.3
Bullying

Bullying behaviour can be defined as repeated aggression be it verbal, psychological or physical, which is conducted, by an individual or group against others.

Examples of bullying include:

- Teasing
- Taunting
- Threatening
- Hitting
- Extortion

It is the responsibility of the instructor/volunteer to deal with any bullying behavioural which takes within individual clubs.

5.5.4
Unwelcome Behaviour

This can include favouritism, exclusion, sexual harassment and sexual innuendo, humiliating and embarrassing others, deprivation of basic rights and harsh disciplinary regimes.

5.6 Recognising Child Abuse

The ability to recognise child abuse depends as much on a person's willingness to accept the possibility of its existence as it does on knowledge and information. It is important to note that child abuse is not always readily visible, and may not be clearly observable. It is also important to avoid either a situation where the instructors/volunteers are constantly wary and on the lookout for abuse or one where complacency exists. Essentially, instructors/volunteers should consider, in a measured way, the possibility of child abuse if:

- A young person appears to have suffered a suspicious injury for which no reasonable explanation can be offered
- A young person seems distressed without obvious reason or displays persistent or new behavioural problems
- A young person shows unusual or fearful responses to an adult who is responsible for their care at any particular time.

It is important to remember that many signs of child abuse are non-specific, and that alternative explanations for indicators should always be considered.

5.7 Indicators of Abuse that Require Attention

5.7.1

Young people will sometimes, though not always, disclose that they are being physically or sexually abused, and are less likely to disclose emotional abuse or neglect. It is possible that instructors/volunteers will become concerned because of a young person's behaviour, or because of something that is reported by another person. The following examples would constitute reasonable grounds for concern and should be reported to the Child Protection Officer:

- Disclosures of abuse by a young person
- Age-inappropriate or abnormal sexual play or knowledge
- Specific injuries or patterns of injuries

- Signs of injury for which there is no explanation, or which is consistent with abuse and unlikely to be caused in and other way
- Absconding from home
- Attempted suicide
- Under-age pregnancy or sexually transmitted disease
- Someone else (parent, friend, co-worker) may disclose that a young person has told them they are being abused, or may have witnessed the abuse themselves
- A young person's behaviour may raise concerns
- An instructor/volunteer may personally witness abuse taking place
- There may be consistent indication, over a period of time, that a young person is suffering form emotional or physical neglect
- Signs in one or more of the above categories at any one time.

5.7.2

Under no circumstances should any individual an instructor or volunteer attempt to confront an alleged abuser. Proper procedures should be followed at all times. The Health Board and/or An Garda Siochana will determine how far and what manner the investigation should be conducted.

5.8 Handling a Disclosure of Abuse form a Young Person

It is important that a young person who discloses abuse feels supported and facilitated. It is also important that any negative feelings that a young person may have are not increased by the response of the instructor/volunteer. Please remember the following:

a. React calmly, as over-reacting may alarm the young person and compound feelings of anxiety and guilt
b. Listen carefully and attentively; take the young person seriously
c. Reassure the young person that they have taken the right action in telling
d. Do not make false promises, particularly regarding secrecy
e. Do not ask the young person to repeat the story unnecessarily

f. Ask questions only for the purpose of clarification. Be supportive, but do not ask leading questions or seek intimate details beyond those volunteered by the child. Detailed investigative interviews will, if necessary, be carried out by the Health Board staff or members of the Garda Siochana

g. Check with the young person to ensure that what has been heard and understood by you is accurate

h. Do not express any opinions about the alleged abuser

i. Record the conversation as soon as possible, in as much detail as possible. Sign and date the record.

j. Explain and ensure that the young person understands the procedures which will follow

k. Pass the information to the Child Protection Officer, who will in turn report it to the Statutory Authorities for investigation

l. Treat the information confidentially.

Section 6: Action to be taken when an allegation is made against an Instructor, Volunteer or other member of CTKDS

6.1 Introduction

There are various situations in which allegations will be made involving persons associated with CTKDS. These include:

a. An allegation of abuse against a CTKDS instructor
b. An allegation against an CTKDS volunteer
c. A complaint or allegation against a young person who is a member of CTKDS

6.2 Procedure where a complaint or allegation has been made against an Instructor

If an allegation is made against an instructor, the matter will be reported to Ms. Hammond, the Child Protection Officer and/or to Master Shane Fitzgibbon (CTKDS Chief Instructor). It will be necessary to decide whether a formal report will be made to the Health Board; this decision will be based on the reasonable grounds for concern outlined in the previous section. The following steps will be taken:

a. The first priority will be to ensure that no child is exposed to an unnecessary risk. Master Fitzgibbon and Ms. Hammond will decide whether or not to suspend the instructor pending an investigation. This measure will be proportionate to the level of risk and should not unreasonably penalise the instructor financially or otherwise unless this action is necessary to protect the children. Legal advice should be sought in this regard.
b. If a decision is made to report the matter to the HSEMs. Hammond will submit all relevant documentation. Master Fitzgibbon will inform the instructor that an allegation has been made and explain the nature of that allegation. Ms. Hammond will also notify the Health Board of any other

organisation working with children with which the alleged abuser is thought or known to be involved.

c. The parent /carers of the young person will be informed of the complaint against the instructor. The follow up of an allegation of abuse against an instructor will be made in consultation with the Health Board and An Garda Siochana.
d. CTKDS will endeavour to ensure that any actions taken by them do not undermine or frustrate any investigations being conducted by the Health Board or An Garda Siochana.

These procedures apply in all cases including those cases where the instructor may be "filling in" or conducting a seminar at another club/organisation.

6.3 Procedure where allegation is made against a Volunteer

If an allegation is made against a volunteer the matter should be reported to Ms. Hammond. It will be necessary to decide whether a formal report will be made to the Health Board; this decision will be based on the reasonable grounds for concern outlined in the previous section. The following steps will be taken:

a. The first priority will be to ensure that no child is exposed to an unnecessary risk. Ms. Hammond will take the necessary protective measures if an allegation is based on an opinion formed reasonably and in good faith. These measures should be proportionate to the level of risk and should not unreasonably penalise the volunteer.
b. If a decision is made to report the matter to the Health Board, Ms. Hammond will submit all relevant documentation. Ms. Hammond will inform the volunteer that an allegation has been made and explain the nature of that allegation. Ms. Hammond will also notify the Health Board of any other organisation working with children with which the alleged abuser is thought or known to be involved.
c. The parent /carers of the young person will be informed of the complaint against the volunteer. The follow up of an allegation of abuse against a

volunteer will be made in consultation with the Health Board and An Garda Siochana.

d. CTKDS will endeavour to ensure that any actions taken by them do not undermine or frustrate any investigations being conducted by the Health Board or An Garda Siochana.

6.4 Procedure to be followed when an allegation is made against another young person

6.4.1

If an allegation is made against another young person it should be considered a Child Protection issue for both the young people involved and Child Protection procedures will be adhered to for both the victim and the alleged abuser. The parent/guardians of the young people will be informed immediately. Decisions regarding future participation in CTKDS of the young person alleged to have committed the abuse will be made at CTKDS Committee Level.