

Safeguarding Children and Young People

Code of Practice

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Contents

Introduction.....	3
When working with individuals under 18 years of age:.....	3
Responsibilities:.....	3
Recognising abuse and neglect.....	3
Physical Abuse	4
Emotional abuse	4
Sexual abuse	5
Neglect.....	5
Bullying	5
Poor Practice.....	6
Responding to a disclosure	6
Behaviour Management	6
Managing Challenging Behaviour	6
Guidelines.....	7
Prior to the activity	7
During the activity	7
Action in self-defence or in an emergency	8
Practical considerations	8
Parental involvement.....	9
Images/photograph/video footage of young people.....	9
Health and safety.....	9
Risk assessments	9
Public Liability insurance	9
APPENDIX A: Recommended Minimum Supervision Ratios	10
Children Under 8 Years Old.....	10

Children Over 8 Years Old	10
Parents/Carers	10
APPENDIX B: Sample Registration Form – Under-18 Yoga Class	11
APPENDIX C: Sample Registration Form – Under-18 Yoga Therapy	12
APPENDIX D: Sample Risk Assessment (for yoga class in a village hall)	13
APPENDIX E: Sample Code of Conduct (for teenagers).....	15

Introduction

This document is intended to complement the TSYP “Safeguarding Children and Young People Policy and Procedure”, providing practical guidance on how to comply with child protection and safeguarding obligations.

When working with individuals under 18 years of age:

1. Remember that their physical and emotional welfare is paramount at all times
2. Remember that you are a role model
3. Avoid unnecessary physical contact – resist comforting hugs or pats on the back
4. Don't behave inappropriately – no flirting
5. Don't spend time on your own with students – if it is unavoidable for any reason then ensure you can be observed by others, for instance by leaving a door open
6. When working with a young person in a one-to-one setting, it is important to consider where you teach and to ensure that you have the necessary consent in place.
7. Don't travel on your own in a car with a student
8. Don't make suggestive or inappropriate remarks, or jokes about students' personalities, gender, ethnic status, appearance, diet, family or religion
9. Don't make assumptions about students' backgrounds
10. Never give or accept personal contact details, including telephone numbers and email addresses with under-16s. Communication must be made via the young person's parent/carer.
11. Where the child is aged 16 or over, communication may be made directly with the young person where parental authority is given for this. It is always good practice to copy in the parent to these communications.
12. Use your published 'professional/business' contact details.
13. If you have to be alone with a young person, ensure that you are always in a public space or that you can be seen by passers-by. For Yoga therapy you must have parental consent to work with a young person one-to-one that details the nature of the sessions.

Responsibilities:

1. If a young person wishes to tell you something:
2. Listen to them, take notes, make it clear you may have to tell someone else
3. Listen without making or implying any judgement
4. Let them tell you in their own words – listen carefully and record in their own words
5. Don't discuss in detail or ask leading questions – you simply need enough information to report the concern to the people who will need to deal with it
6. Explain what you're going to do next
7. Write your report ensure the report is signed and dated
8. Send the report to the TSYP Designated Safeguarding Officer (DSO) – Michelle Tarling safeguarding@tsyp.yoga, who will inform the relevant bodies.

If you have your own cause for concern about a young person, or about the behaviour of someone working with them:

- Raise your concerns with the TSYP DSO or if this is not appropriate with the Chair.
- The DSO/Chair will collect all the details of the concern or suspicion and refer the matter on to the relevant local authority.

Recognising abuse and neglect

Recognising abuse is not easy, and it is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. However, you do have a responsibility to act if you have a concern about a child's welfare or safety. The following information is not designed to make you an expert but it will help you to be more alert to the possible signs of abuse

Physical Abuse

Most children will collect cuts and bruises in their daily life. These are likely to be in places where there are bony parts of their body, like elbows, knees and shins. However, some children will have bruising that can almost only have been caused non-accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury. A delay in seeking medical treatment for a child when it is obviously necessary is also a cause for concern. Bruising may be more or less noticeable on children with different skin tones or from different racial groups and specialist advice may need to be taken.

Patterns of bruising that are suggestive of physical child abuse include:

1. bruising in children who are not independently mobile
2. bruising in babies
3. bruises that are seen away from bony prominences
4. bruises to the face, back, stomach, arms, buttocks, ears and hands
5. multiple bruises in clusters multiple bruises of uniform shape
6. bruises that carry the imprint of an implement used, hand marks or fingertips

Although bruising is the commonest injury in physical abuse, fatal non-accidental head injury and non-accidental fractures can occur without bruising. A doctor should see any child who has unexplained signs of pain or illness promptly.

Other physical signs of abuse may include:

1. cigarette burns
2. adult bite marks
3. broken bones
4. scalds

Changes in behaviour that can also indicate physical abuse:

1. fear of parents being approached for an explanation
2. aggressive behaviour or severe temper outbursts
3. flinching when approached or touched
4. reluctance to get changed, for example wearing long sleeves in hot weather
5. depression
6. withdrawn behaviour
7. running away from home

Emotional abuse

Emotional abuse can be difficult to measure, often children who appear well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix/play with other children.

The physical signs of emotional abuse may include:

1. a failure to thrive or grow, particularly if the child puts on weight in other circumstances, e.g., in hospital or away from their parents' care
2. sudden speech disorders
3. developmental delay, either in terms of physical or emotional progress

Changes in behaviour that can also indicate emotional abuse include:

1. neurotic behaviour, e.g., sulking, hair twisting, rocking
2. being unable to play
3. fear of making mistakes
4. self-harm
5. fear of parent being approached regarding their behaviour.

Sexual abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse, the child's behaviour may cause you to become concerned, although physical signs can also be present. In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

1. pain or itching in the genital/anal areas
2. bruising or bleeding near genital/anal areas
3. sexually transmitted disease
4. vaginal discharge or infection
5. stomach pains discomfort when walking or sitting down
6. pregnancy

Changes in behaviour that can also indicate sexual abuse include:

1. sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
2. Fear of being left with a specific person or group of people
3. having nightmares running away from home
4. sexual knowledge which is beyond their age or developmental level
5. sexual drawings or language
6. bedwetting
7. eating problems such as overeating or anorexia mutilation, sometimes leading to suicide attempts
8. saying they have secrets they cannot tell anyone about substance or drug abuse
9. suddenly having unexplained sources of money
10. not allowed to have friends (particularly in adolescence)
11. acting in a sexually explicit way towards adults
12. self-harm

Neglect

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children. The physical signs of neglect may include:

1. constant hunger, sometimes stealing food from other children
2. constantly dirty or smelly
3. loss of weight, or being constantly underweight
4. inappropriate dress for the conditions

Changes in behaviour that can also indicate neglect may include:

1. complaining of being tired all the time
2. not requesting medical assistance and/or failing to attend appointments
3. having few friends
4. mentioning their being left alone or unsupervised

The above list is not meant to be definitive but as a guide to assist you. It is important to remember that many children and young people will exhibit some of these indicators at some time and the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour, such as a death or the birth of a new baby in their family, relationship problems between their parents etc.

Bullying

Bullying is often considered a fifth type of abuse. When it does occur, it usually has elements of one or more of the four categories identified. The bully can be a parent who pushes too hard, a coach or manager with a 'win at all costs' attitude or another intimidating child. It should also be recognised that bullying takes place in the virtual world of social networking sites, emails or text messages.

Bullying should not be ignored and the victim should be supported through what can be a traumatic experience. Bullying will not just go away. Bullies can be very cunning and develop strategies to avoid it being seen by anyone but the victim.

Bullying takes many forms but ultimately it is the perception of the victim that determines whether they are being bullied rather than the intention of the bully. It is the way that incidences are dealt with which makes the difference between life being tolerable or becoming a misery for the victim.

Poor Practice

Incidents of poor practice arise when the needs of children are not afforded the necessary priority, compromising their wellbeing. Poor practice can easily turn into abuse if it is not dealt with as soon as concerns are raised or reported.

Examples of poor practice may be shouting, excessive training, ridicule of errors, ignoring health and safety or Duty of Care responsibilities.

Responding to a disclosure

Explain that you are not able to keep a confidence if the young person tells you something that you feel puts them or other people in danger or at risk. Follow the procedure set out in the TSYP "Safeguarding Children and Young People Policy."

Behaviour Management

Everyone has very different ideas regarding what constitutes good and bad behaviour. The following are a few general guidelines:

1. Use "praise, correct, praise"
2. Young people need to be won over, be fair and firm.
3. Give clear achievable instructions – avoid the young people having to guess what you mean
4. Encourage them to set the ground rules, ask them how they would like to behave and what is acceptable.
5. Be clear and stick to these rules and **leave on display**
6. Set limits, make instructions positive
7. Tell the children what you want, not what you don't want
8. Try to avoid saying "don't" as this tends to have the reverse effect
9. Be calm and in control - be a good role model
10. Use facial expression and body language
11. Do not raise your voice or shout, use bells, rattle etc. instead
12. Use saying NO carefully and not too often
13. Be comfortable with what you are teaching
14. Decide on your strategy. If a child consistently misbehaves, who will you discuss this with, e.g. parent/carer or teacher?
15. When working in a school/college read their behaviour policy
16. Work in a child safe environment
17. Do not allow dangerous behaviour
18. Have fun, enjoy yourself, be positive – the young people will pick up on this and want to please

Managing Challenging Behaviour

TSYP seeks to ensure a duty of care towards all of its students. In particular, it seeks to take every step to safeguard young people and vulnerable adults. However, responsibility for young people remains with their parents/carers or school/college but the following guidelines apply.

Recognise the parameters of your experience and knowledge. Decide if it is appropriate for you to teach this student at this time. Where you do not believe that you are able to meet the individual's needs, ensure that this is clearly explained to them and, where possible, refer them to another teacher or therapist. Ensure that you keep accurate records of this.

Guidelines

These are adapted from an excerpt from the updated and amended Section 550A of the Education Act 1996 (10/98 Part 1, Sept 1998).

Members who deliver activities to young people may, on occasion, be required to deal with challenging behaviour. These guidelines aim to promote good practice and to encourage a proactive response to supporting young people to manage their own behaviour.

The guidelines are based on the following principles:

- ✓ The welfare of the young person is the paramount consideration;
- ✓ Young people must never be subject to any form of treatment that is harmful, abusive, humiliating or degrading; and
- ✓ Some young people exhibit challenging behaviour because of specific circumstances e.g. a medical or psychological condition. Therefore, those facilitating activities may require specific and/or additional guidance.

Prior to the activity

Specific behavioural diagnosis

As part of activity planning, members should ask parents or teachers if activities are taking place in a school/college to alert the member whether their young person is likely to present any difficulties in relation to the activities involved, the other participants, or the environment. If a young person has a specific behavioural diagnosis, specialist advice should be sought and it should be considered whether it is appropriate for the young person to attend.

Where members identify potential risks, strategies to manage those risks should be agreed in advance of the activity. Planning should also consider the appropriate number of adults required to safely manage and support the activity, including being able to adequately respond to any challenging behaviour and to safeguard other members of the group. A clear plan/agreement should be established and written down.

Establishing behavioural expectations

The young people attending activities should adhere to an agreed code of conduct – see Appendix E for an example code of conduct, or a code of conduct can be agreed by a group/individual student. If students are taking part in activities in-school/college, the school/college Code of Conduct applies and you should be familiar with this and any sanctions. For in-school activities, a member of staff should be on hand to deal with any discipline issues.

During the activity

Responding to challenging behaviour

Responses to challenging behaviour during the activity should always be proportionate to the actions, be imposed as soon as is practicable and be fully explained to the young person, their parents/carers where appropriate. In dealing with challenging behaviour, facilitators might consider the following options:

- ✓ **Time out** - from the activity, group or individual work;
- ✓ **Reparation** - the act or process of making amends;
- ✓ **Restitution** - the act of giving something back;
- ✓ **Behavioural reinforcement** - rewards for good behaviour, consequences for negative behaviour;
- ✓ **De-escalation of the situation** - talking through with the young person;
- ✓ **Increased supervision** - by staff and/or student ambassadors;
- ✓ **Use of individual 'contracts' or agreements** - for their future or continued participation (if long term, e.g. mentoring); and
- ✓ **Referral** - e.g. to school, parent/carer, Social Services key worker (if applicable).

The following should **never** be permitted as a means of managing a young person's behaviour:

- Physical punishment or the threat of such;

- Refusal to speak to or interact with the young person;
- Being deprived of food, water, or access to essential facilities; and
- Verbal intimidation, ridicule or humiliation.

In the event of a young person persisting in challenging behaviour, which a TSYP member considers to be detrimental to the experience of the other young people present, parents/carers or school/college contact will be contacted to remove the young person or appropriate arrangements made to ensure that the young person is escorted the activity and returned safely to their home address.

A timely de-brief for members, school staff (if the activity was in school), the young person and parents/carers should take place in a calm environment following such an incident.

Action in self-defence or in an emergency

TSYP members are advised not to physically intervene but to call emergency services as appropriate. However, everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a young person was at immediate risk of injury or on the point of inflicting injury on someone else, TSYP members would be entitled to intervene to defuse the situation.

Parents/carers and schools/colleges where appropriate should always be informed following an incident where a member has had to physically intervene.

A timely de-brief for members, school staff/college staff, the young person and parents/carers should always take place in a calm environment following an incident where physical intervention has been used. Even young people who have not directly been involved in the situation may need to talk about what they have witnessed.

There should also be a discussion with the young person, school/college staff and parents/carers about the young person's needs and continued safe participation in the activity.

There is no legal definition of 'reasonable force'. Therefore, it is not possible to set out comprehensively when it is reasonable to use force or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case.

There are two relevant considerations:

1. The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore, physical force could not be justified to prevent a child/young person from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force; and
2. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result. Whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on the age, understanding, and sex of the child/young person.

Practical considerations

Before physical intervention, a member should (wherever practicable) tell the young person who is misbehaving to stop and what will happen if he or she does not. The member should continue attempting to communicate with the young person throughout the incident and should make it clear that physical intervention will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and members should never give the impression that they have lost their temper or are acting out of anger or frustration or to punish the young person.

Parental involvement

1. Establish and maintain contact with parents/carers. Encourage their involvement; they could be invited to stay or to participate.
2. Parents/carers should feel free to discuss with the teacher what their young people do in class, what they can expect from the teacher, the teacher's general approach and any concerns they have.
3. Ask parents/cares to complete a registration form for each of their children, including personal details such as name, address, contact telephone numbers, any health issues or medications.
4. Make a clear statement of confidentiality to children and their parents that details will not be passed on to others.

Images/photograph/video footage of young people

TSYP recommends that you do not take images of children and young people.

Health and safety

TSYP members are responsible for the health, safety and welfare of young people. We have a moral and ethical responsibility to the young people in our care and should at all times be constantly aware of our duty of care.

As a representative of TSYP, any member delivering an activity can also be legally accountable for any health and safety issues. Members should:

1. Be clear about roles and responsibilities;
2. **Ensure that the activity is relevant** to the activity and/or school/organisation, make sure they know what health and safety procedures are in place and ensure young people in their group are also aware;
3. Do their best to ensure the health and safety of everyone in the group, including adults;
4. Know how to contact the DSO; and
5. Familiarise themselves of the locations of the fire exits and toilets.

In case of emergency, members should:

1. Be aware of how to contact First Aiders;
2. Inform the school/institution contact as applicable;
3. If the incident is serious or will require emergency services call 999 first, then inform the school/organisation as applicable;
4. Safeguard other members of the group;
5. Don't panic
6. Don't put yourself at risk

Risk assessments

A risk assessment should be undertaken for every activity that involves young people. It is the responsibility of the teacher to hold a copy of the risk assessment on file and available for inspection (or copy) if required.

See Appendix D for a sample risk assessment.

Public Liability insurance

Members need to ensure that they have Public Liability Insurance and will need copies of the Public Liability Insurance for any public buildings and events venues they use to keep on file.

APPENDIX A: Recommended Minimum Supervision Ratios

These are recommended ratios for teaching dedicated classes to under-18s.

Children Under 8 Years Old

Teacher plus one adult assistant per 12 children

Children Over 8 Years Old

Teacher plus one adult assistant per 14 children

Parents/Carers

Parents/carers accompanying their children to yoga classes is to be encouraged. However, they should NOT be included in supervision calculations, unless they are acting in a formal volunteering or other capacity. In these circumstances, this should mean that those parents/carers MEET ALL APPROPRIATE REQUIREMENTS in terms of:

1. Appropriate checks
2. Clarity about their role
3. Clarity about who has overall responsibility for the group
4. Understands what is acceptable practice in the class

Written agreements between the teacher and formal helpers with regard to such requirements are recommended.

APPENDIX B: Sample Registration Form – Under-18 Yoga Class

Student Details

Date

Name:

Date of birth:

Does your child have asthma, * or faints or any other illness or disability?

yes no

*If your child suffers from asthma, please ensure that they bring their inhaler to class.

Is your child allergic to any food / medicine/ plasters etc.?

yes no

If yes, please give details:

If your child has any specific needs please give details:

Parent/Carer Contact Details

Name:

Daytime tel. no:

from:

to:

Mobile no:

from:

to:

Name:

Daytime tel. no:

from:

to:

Mobile no:

from:

to:

Email address:

Are you happy for your child to make their own way home after class?

yes no

If no, who will be meeting them (please give their full name):**

**Should this arrangement change for any reason, please send me a text before the end of the class and give me the name of the person who will be meeting them.

Signature of Parent/Carer:

Date:

APPENDIX C: Sample Registration Form – Under-18 Yoga Therapy

This should supplement your usual therapy forms that take details of health and observations.

Student Details

Date

Name:

Date of birth:

Email:

Parent/carers email:

Mobile no.:

Parent/carers mobile no.:

Do you consent to direct contact with your child without your being copied in?

yes

no

Permission to get in touch over email?

yes

no

Permission to get in touch via mobile and to leave voicemail?

yes

no

Preferred method of communication?

email

phone

either

Signature of student:

Date:

Name of parent/carer:

Signature of parent / carer:

Date:

Privacy Notice

NB: Refer to separate data protection guidance with regard to wording to be included here. Reference should be made to sharing information in supervision with mentor/teacher.

NB: Both parent/carer and the young person's consent are needed when the individual undertaking therapy is under-18. In cases where a young person is over-16 and estranged from their family, they may give individual consent where they are able to make informed decisions.

APPENDIX D: Sample Risk Assessment (for yoga class in a village hall)

Hazard	What could happen?	Who could be hurt?	Action taken to minimise risk
Injury	Children with existing medical condition, injuries or structural problems could injure themselves if they do something inappropriate	Yoga class participants	<ul style="list-style-type: none"> • Parents to complete registration form and return to teacher prior to starting classes • Lessons developed with identified issues in mind • Individual modifications given • Parents requested to inform the teacher of any new health issues at the beginning of the class so that activity can be modified as appropriate • Instructions given to the group to modify postures should they have particular issues • Teacher to closely observe participants during class and adjust activities for individuals according to those observations • Adequate children/teacher and adult ratios observed • First Aid contacts identified • Teacher First Aid qualified • Teacher aware of and has access to First Aid Kit or provide own
Chairs/tables	These can cause clutter and people could trip over or bump into them. They could also fall onto people if they are stacked incorrectly.	Yoga class participants	Ensure any chairs/tables are stacked correctly/positioned out of the way before class.
Aberrant Behaviour	Children not listening to instructions, abuse of other children, damage property	Yoga class participants	<ul style="list-style-type: none"> • Code of conduct agreed at first session or signed before first class • Parents made aware that they have overall responsibility for managing the behaviour of their children during the delivery of activities • Registration form to include emergency contact details for parents • Parents to be contacted should there be any issues

Safeguarding Children & Young People	Children go missing, disclosure or recognition of abuse	Yoga class participants	<ul style="list-style-type: none"> • Registration form to include emergency contact details for parents • Register of attendance to be kept • Parents to be contacted should children go missing • Yoga teacher DBS checked • Yoga teacher to have undertaken safeguarding and child protection training • Yoga teacher to be familiar with and adhere to TSYP Safeguarding Children and Young People Policy and Procedures • Yoga teacher does not have in loco parentis responsibility
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APPENDIX E: Sample Code of Conduct (for teenagers)

It is recommended that you work with the young people to set the ground rules. However, there may be times when it is more appropriate for the young people to sign a code of conduct before starting classes:

Yoga Class Code of Conduct

This Code of Conduct is not meant to be over-restrictive. It has been written to ensure the safety and well-being of participants and outline the need for respecting others.

Please read carefully:

1. At no point shall I jeopardise the experience of other students.
2. I will carry out all reasonable requests made by my yoga teacher and/or their assistant(s).
3. I understand that abusive and anti-social behaviour including sexist or racist language will not be tolerated.
4. I will respect property belonging to others.
5. I will not leave the yoga class premises without permission.
6. I will wait to be collected by my parent/carer after class, unless prior permission has been given for me to leave on my own.
7. I will follow any emergency procedure, such as fire drill, as directed by my yoga teacher and/or their assistant(s).

Serious incidents of misbehaviour

In the event of serious incidents of misbehaviour, such as fighting, racial abuse, the student(s) concerned will not be allowed to continue the class and arrangements will be made for the student(s) to be taken home.

Declaration to be signed by the student and their parent/carer

I have read the information presented in the Code of Conduct and agree to adhere to the rules and regulations listed. I also agree to adhere to any additional rules and regulations explained to me.

I understand that I will not be allowed to continue on the event/activity in the event of serious misbehaviour on my part.

NAME OF STUDENT.....

SIGNATURE OF STUDENT.....

SIGNATURE OF PARENT/CARER.....

DATE.....