

## Appendix One

### Job Description of Child Wellbeing & Protection Officer

#### Roles & Responsibilities:

- Lead on the effective implementation of child wellbeing and protection policies and procedures throughout CGS.
- Encourage best practice by promoting and championing the child wellbeing and protection policy and procedures with staff and volunteers within CGS.
- Respond appropriately to disclosures and concerns which relate to the wellbeing and/or protection of a child.
- Coordinate the monitoring and review of the child wellbeing and protection policy and procedures to ensure they remain current and fit for purpose.
- Regularly report on child wellbeing and protection progress to management and board.
- Raise awareness of the CGS Child Wellbeing and Protection Officer role to children, young people, parent/carers and adults involved with CGS.
- Raise awareness in the organisation of Codes of Conduct for those working with children and young people, for parent/carers, and for children and young people.
- Challenge behaviour and practice which is in breach of the Codes of Conduct.
- Keep abreast of developments in the field of child wellbeing and protection by networking and attending learning events, working with partner agencies, and subscribing to relevant publications, organise/signpost appropriate training opportunities for adults working/volunteering with children for CGS.
- Maintain confidential records of cases of abuse or wellbeing concerns and action taken.
- Liaise with statutory agencies and ensure they have been given all appropriate information.
- Support other Team Scotland Child Wellbeing and Protection Officers by providing advice on child wellbeing matters, sharing good practice and promoting relevant policies.

#### Person Specification:

- A desire for an environment that is child friendly where children and young people are respected, and their views are taken into account.
- An interest in children's rights and child wellbeing and protection matters.
- Ability to build relationships with management/committee/board members, parents/carers, children, young people and adults working or volunteering with children and young people within CGS.
- A willingness to challenge opinion where necessary and drive the child wellbeing and protection agenda.
- Strong listening skills and ability to deal with sensitive situations with empathy, confidence, integrity, objectivity and good judgement.

#### Skills and relevant experience:

- Trained to appropriate level to carry out duties of the post.
- Knowledge of child wellbeing and protection legislation and landscape.
- Experience of working with children and young people.

## Appendix Two

### Checklist For Appointment

Essential	Check
Role fully explained. Include a clear statement of the requirement for PVG membership for regulated roles. For guidance on what positions are defined as regulated roles, see 'PVG Explained'. This will also be included in any advertisement of the role.	
PVG scheme explained and signpost to Disclosure Scotland website, with written information provided.	
Completed application form required to be received with evidence of qualifications. Informal/formal interviews will be held.	
2 X references, verbal or written. (1 involving work with children)	
PVG scheme membership application	
PVG membership received by CGS Child Wellbeing and Protection Officer	
Sign up to code of conduct & Fair Processing Notice	
After induction, supervision and monitoring of performance using performance reviews will be undertaken Trial period is outlined within contract/volunteer agreement.	

## Appendix Three

### PVG Information – Frequently Asked Questions

The role of [INSERT ROLE TITLE HERE] for CGS is a 'regulated role' with children. Before CGS can appoint you, even to an unpaid position, it must check that you are suitable to do this type of work. You will be asked to become a Protection of Vulnerable Groups (PVG) Scheme member.

1. Does the legislation say that I need to be a PVG Scheme member to work with children?

Yes. It is now a legal requirement for you to be a PVG Scheme Member to work with children. However, it is also an offence for CGS to recruit someone into a 'regulated role' with children if they are barred from working with children. If you carry out a 'regulated role' you must have a PVG Scheme membership. CGS will ask you to become a PVG Scheme Member. If you are already a PVG Scheme Member they will ask you to complete a PVG Scheme Update.

2. How do I become a PVG Scheme member?

- Complete a form applying for a Scheme Record.
- Have your identification verified by showing the CGS Child Wellbeing and Protection Officer your passport or driving license and 2 recent official letters to your home address. For example: a bank statement or utility bill.

A copy of your Scheme Record is then issued to you, with your own unique identification number. CGS will also receive a copy. You will then remain a PVG scheme member for life or until you are no longer involved in regulated work with children.

3. What if I have previous convictions/non-conviction information?

A criminal record will not necessarily prevent you from working or volunteering for CGS. We may invite you to discuss this further to make sure we have as much of an understanding as possible about your situation. Vetting information on your PVG Scheme Record will also be considered in relation to the position you are being considered for.

4. What if I am already a PVG scheme member?

If you are already a PVG scheme member, you will be asked to complete a Scheme Record Update before taking a role. The Scheme Record Update provides any new information on your Scheme Record since it was issued. CGS may also request further scheme record updates as part of the process of continuous risk assessment of volunteers/staff.

For more information and details on the PVG Scheme, visit [www.disclosurescotland.org.uk](http://www.disclosurescotland.org.uk)

## Appendix Four

### Template - Code of Conduct for Adults Working with Children & Young People

CGS will consider the following in the development of any Codes of Conducts for adults working with children & young people.

A Code of Conduct has several important functions:

- It sets out what behaviour is acceptable and unacceptable and provides transparency for all on what practice and behaviours to expect from others.
- It defines standards of practice expected from those to whom it applies.
- It forms the basis for challenging and improving poor practice and behaviour.

CGS supports and requires **all** members to observe the following standards of practice, including verbal and non-verbal actions when working/volunteering with children and young people.

All concerns about breach of this Code of Conduct will be taken seriously and responded to in line with **CGS** appropriate policy/procedure. This may include the Responding to Concerns Procedure, Complaints Procedure, and/or Disciplinary Procedure.

Good Practice:

- Make sport fun, enjoyable and promote fair play.
- Treat all children and young people equally, with respect, dignity and fairness. Challenge where you see other adults or children and young people participating in disrespectful or bullying behaviour.
- Respect, protect and fulfil the human rights of all children and young people.
- Involve parents/carers wherever possible.
- Build balanced relationships based on mutual trust.
- Include children and young people in decision-making processes.
- Always work in an open environment, wherever possible. Avoid private or unobserved situations.
- Put the wellbeing of each child or young person first before winning or achieving performance goals.
- Be an excellent role model including not smoking, drinking alcohol, taking drugs or swearing in the company of children and young people.
- Recognise the developmental needs and capacity of children and young people.
- Avoid excessive training and competition, pushing children and young people against their will and putting undue pressure on them.
- Follow CGS Digital Communication and Social Media guidance in relation to communicating with children and young people.

Practice To Be Avoided:

- Having 'favourites' – this could lead to misinterpretation, or resentment and jealousy by other children and young people.
- Spending excessive amounts of time alone with children and young people away from others.

- Entering children or young people's bedrooms on trips away from home, unless in an emergency or in the interest of health and safety.
- Where possible, doing things of a personal nature for children or young people that they can do for themselves.
- Contacting children and young people online outside CGS Digital Communication and Social Media guidance.

Unacceptable Practice:

- Allowing allegations made by a child or young person, or about the wellbeing or protection of a child or young person, to go unrecorded and unreported.
- Forming intimate emotional, physical or sexual relationships with children or young people.
- Making sexually suggestive comments to a child or young person, allowing or engaging in touching a child or young person in a sexually suggestive manner, or engaging in sexually provocative games.
- Being physically violent towards a child or young person.
- Allowing children or young people to swear or use sexualised language unchallenged.
- Behaving in a coercive or controlling manner towards a child or young person.
- Allowing a child or young person to share a room alone with a coach or adult member or inviting a child or young person into your home.

## Appendix Five

### Template Code of Conduct for Parents & Carers

- Remember that children and young people play for enjoyment as well as competition.
- Remember that your behaviour may affect not only your child but the other children and young people participating.
- Stay outside the field of play and in the Spectator's Area (where provided).
- Never engage in, or tolerate, offensive, insulting or abusive language or behaviour.
- Always respect the match officials' decisions.
- Applaud effort and good play as well as success.
- Let the coaches do their job and not confuse the players or athletes by telling them what to do.
- Encourage the players and athletes to respect the opposition and match officials.
- Never criticise a player or athlete for making a mistake. Remember that mistakes are an important part of learning and wellbeing.
- Pass on any concerns that you have about the wellbeing of a child or young person to a CGS or Team official.

**I understand that breaches of the code may result in action being taken by CGS.**

## Appendix Six

### Template Code of Conduct for Children & Young People

Adults at CGS should help to make sport safe and fun. This means respecting other players/athletes and the people who are there to help you to learn. You should do this by:

- Being ready and on time for training and competition.
- Respecting your teammates, coaches and other helpers.
- Accepting what the coach or match officials ask you to do within the rules of the game.
- Playing to the best of your ability.
- Never swearing at or insulting anyone, including other players.
- Telling your parents or carers where you are, or if you are going to be late.
- Following advice from sport doctors or physios to keep you safe and injury free.
- Never bullying other players/athletes either yourself or in a group either on or offline.

Bullying can happen between children or between adults and children. It means things like:

- Name calling.
- Making fun at someone's expense.
- Giving only negative feedback.
- Hitting.
- Shoving.
- Stealing.
- Damaging belongings.
- Spreading rumours.
- Making threats.
- Sending/posting nasty messages.
- Leaving people out on purpose.

If you are worried about something don't keep it to yourself. Speak to an adult who you know and trust such as a parent, coach, the Child Wellbeing and Protection Officer at CGS or any team staff.

CGS Wellbeing & Protection Officer:

T: 07766 602368

E: [safeguarding@teamsotland.scot](mailto:safeguarding@teamsotland.scot)

Children First Child Wellbeing and Protection in Sport Service:

T: 0141 419 1156

E: [cwps@childrenfirst.org.uk](mailto:cwps@childrenfirst.org.uk)

W: [www.childrenfirst.org.uk](http://www.childrenfirst.org.uk)

If there isn't anyone you can talk to, you can contact Childline in Scotland on 0800 1111 or at [childline.org.uk](http://childline.org.uk). It's free, private and confidential.

## Appendix Seven

### Guidelines for Trips Away & Overnight Stays

Briefing for CGS Staff & Volunteers – January 2024

#### 1. Designate a Child Wellbeing and Protection Officer (CWPO) for the trip and a home contact person

The CWPO should act as the main contact for dealing with concerns about the safety and wellbeing of children while away from home. Children and parents/carers should be given a detailed itinerary and should be informed of the CWPO contact details and arrangements for handling concerns.

For the CWPO, required training will be fulfilled and a roles and responsibilities description will be in place.

There should be procedures in place to manage an emergency, this should include the appointment of a home contact person, (someone from within the organisation who is not on the trip), who would be the main point of contact for coaches and parents/carers.

#### 2. Risk Assessment

Potential areas of risk should be identified at the planning stage through a risk assessment (see example below), which is legally required, and which should be recorded in writing. Safeguards should be put in place to manage the risks, where appropriate. Risk assessment should be an ongoing process throughout the trip as groups can often find themselves in unexpected situations despite the best laid plans! **Appendix 13** for a risk register template.

#### 3. Travel Arrangements – Abroad

In addition to guidelines on transporting children, CGS must ensure there is adequate and relevant insurance cover (including travel and medical insurance). CGS shall ensure they are aware of local procedures for dealing with concerns about the welfare of children and are familiar with the details of the emergency services in the location of the visit.

Children should be informed of local customs and regulations.

#### 4. Supervision

All trips away should be planned to involve **at least** two adults, at least 1 adult should be the same gender as those children on the trip. The number of adults required for appropriate supervision will be based on the needs of the group and the size, age and vulnerabilities of the children and young people involved.

Those involved should be recruited and selected in accordance with CGS Safeguarding procedures and PVG membership.

Those involved should be familiar with and agree to abide by the CGS Child Protection Policy, procedures and code of conduct.

Any parent helpers, team chaperones etc. should be vetted in line with safe recruitment procedures.

## **5. Accommodation**

CGS should find out as much as possible about the accommodation and the surroundings at the planning stage. Where possible, an initial recce visit to the country, venues and accommodation should take place to help CGS in organising the trip to identify all practical issues and allow time to address them in advance, in consultation with children and parents where appropriate.

The following is a (non-exhaustive) list of some of the practical things which should be considered in advance about the arrangements for accommodation:

- Location: central and remote locations both present different challenges.
- Sleeping arrangements: these will enable suitable sharing in terms of age and gender and appropriately located staff/volunteer bedrooms for both supervision and ease of access in case of an emergency. Parents and children should be consulted in advance about arrangements for sharing where possible and appropriate.
- Appropriate safeguards where others have access to the sleeping quarters.
- Special access or adaptive aids required by group leaders or children.
- Environmental factors.
- Personal safety issues.

In some circumstances older children may be required to share rooms with senior teammates (i.e. over 18s). If this is necessary, a risk assessment would be completed and it should be discussed and agreed in advance with the young person and the parents). The young people involved should also be aware of whom they should speak to if they have any worries or concerns during this time.

### **Residential at a Facility/Centre**

CGS should ensure the facility is appropriately licensed and has adequate and relevant insurance cover in place. The facility should have a policy on the protection of children and Health and Safety. Adequate security arrangements should be in place and facility staff should be PVG scheme members where appropriate. Facility staff involved in the training or instruction of children must be appropriately qualified and trained.

CGS should ensure there is adequate supervision of the group for the duration of the stay, particularly when the facility is being shared with other groups.

## **6. Involving Parents/Carers**

A meeting should be held with parents before departure to share information about the trip, answer their questions and make joint decisions about arrangements where appropriate. A Code of Conduct shall be agreed with children and parents in advance of the trip along with sanctions for unacceptable behaviour. The person in charge will have contact details for parents of all children on trip. Parents should have contact details of the person in charge of the trip.

Parents should also complete a medical consent form for each trip detailing any medical issues.

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

## **7. During the Trip**

CGS must ensure arrangements are in place for the supervision and risk assessment of activities during free time. Children shall not be allowed to wander alone in unfamiliar places, towns and cities.

All staff should have clear roles and responsibilities for the duration of the trip. They must not be over familiar with or fraternise with children during the trip and remember that they are in a position of trust at all times. The use of alcohol and/or drugs or engaging in sexual relationships (between two young people) should not be condoned during the trip, even if the legislation relating to any of these behaviours is more lenient than in Scotland.

Team Leaders should maintain an overview of the wellbeing of all children during the trip. This can help to identify issues at an early stage and resolve them as quickly as possible.

Children can participate in this process by, for example, taking turns to complete a daily diary about the trip. This can be an overt or discreet way for them to communicate things (both positive and negative) that they want you to know.

## **8. After the Trip**

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

## Appendix Eight

### Concern Recording Form –

This form must be completed as soon as possible after receiving information that causes concern about the wellbeing or protection of a child. The form must be passed to CGS CWPO as soon as possible after completion; do not delay by attempting to obtain information to complete all sections.

Seek advice from the CGS CWPO or the Safeguarding in Sport service if you are not sure what to do if there are concerns about the general wellbeing of a child.

#### 1. Details of Person Reporting

Name:	Position/Role:
Address:	
Tel No:	
Email Address:	

#### 2. Child's Details

Name:	Date of Birth:
Address:	School (if relevant):
Tel No:	
Preferred Language:	Is an interpreter required?
Any additional details?	
Name of Parent/Carer	
Parent/Carer Telephone:	

**3. Details of person about whom the concern/allegation relates**

Name:	Relationship to child*
Address:	
Tel No:	
Position within club **	

\* E.g. coach/coach assistant/volunteer/parent etc. \*\* coach/parent/volunteer/official etc.

**4. Nature of harm or concern** (including date, time, location, nature and details of concern, who, what, where, when, why)

**5. Has the child been physically injured? Y/N**

(Do not examine the child – include details of visible or reported injuries, location of injury and any first aid administered where relevant)

**6. Child's view of the circumstances**

(If expressed, where possible use their own words. If they have not been made aware that a concern has been raised, explain why not.)

**7. Initial actions taken**

8. Witnesses

Name:	
Address:	Tel No:
Postcode:	

Name:	
Address:	Tel No:
Postcode:	

Name:	
Address:	Tel No:
Postcode:	

Name:	
Address:	Tel No:
Postcode:	

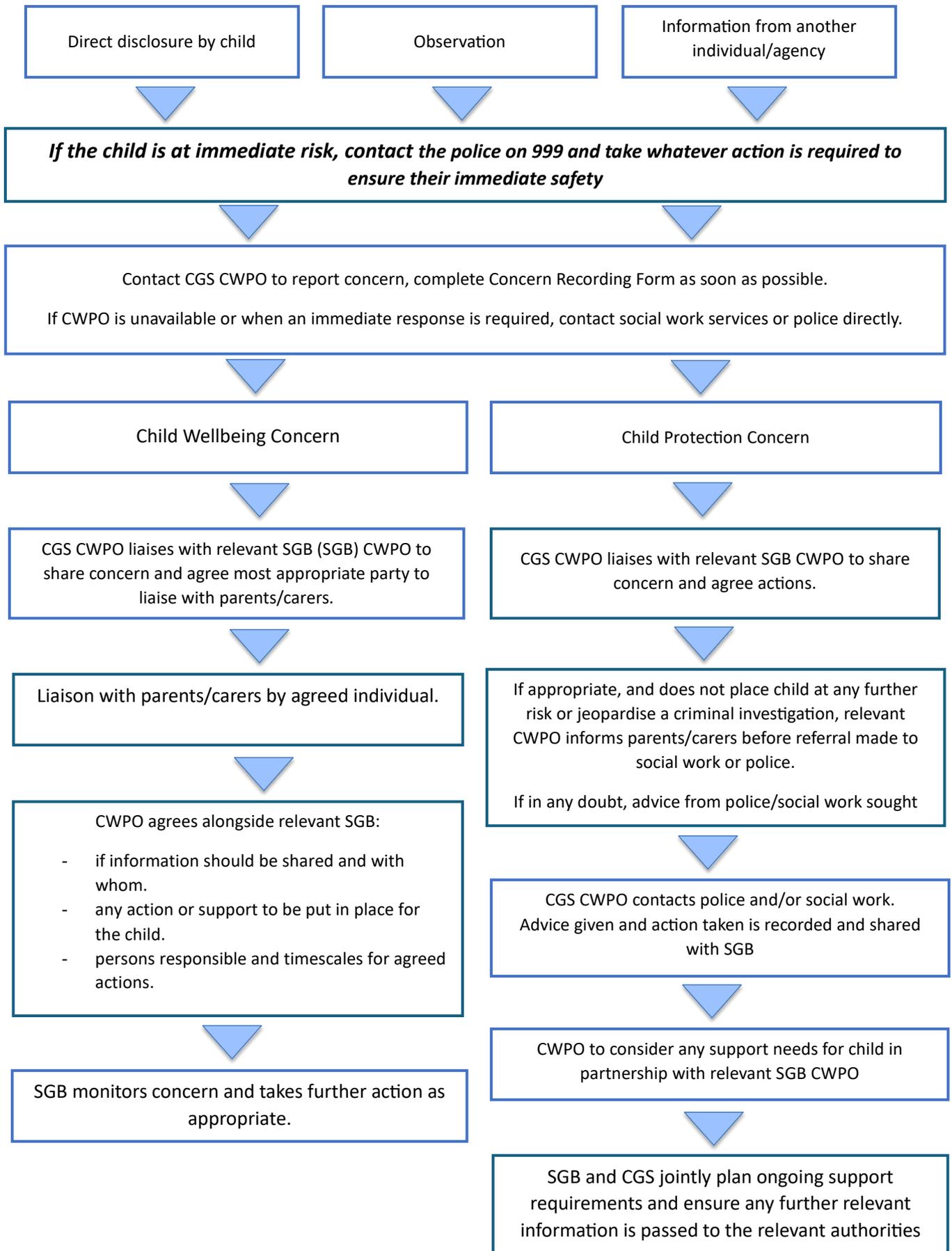
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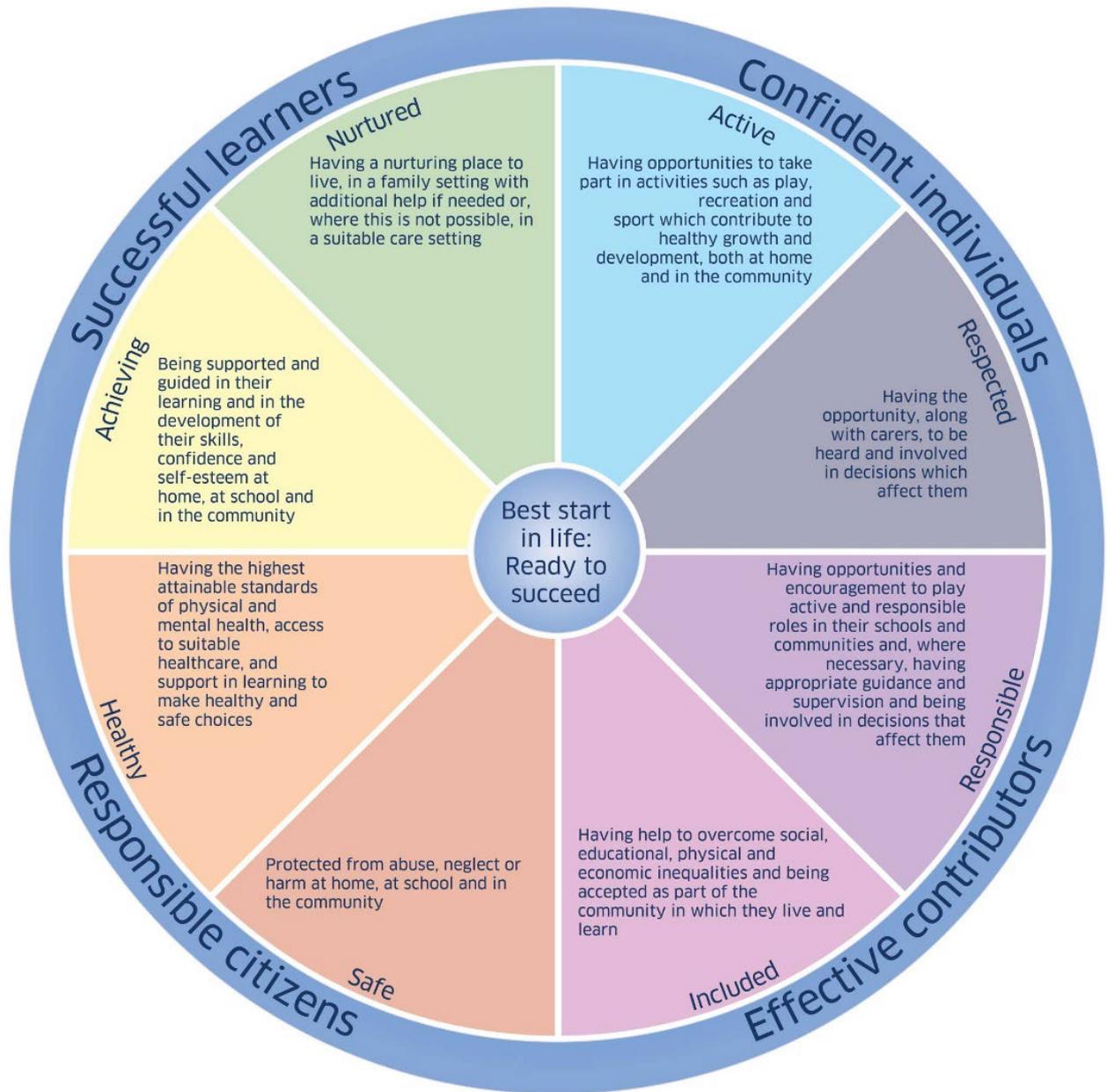
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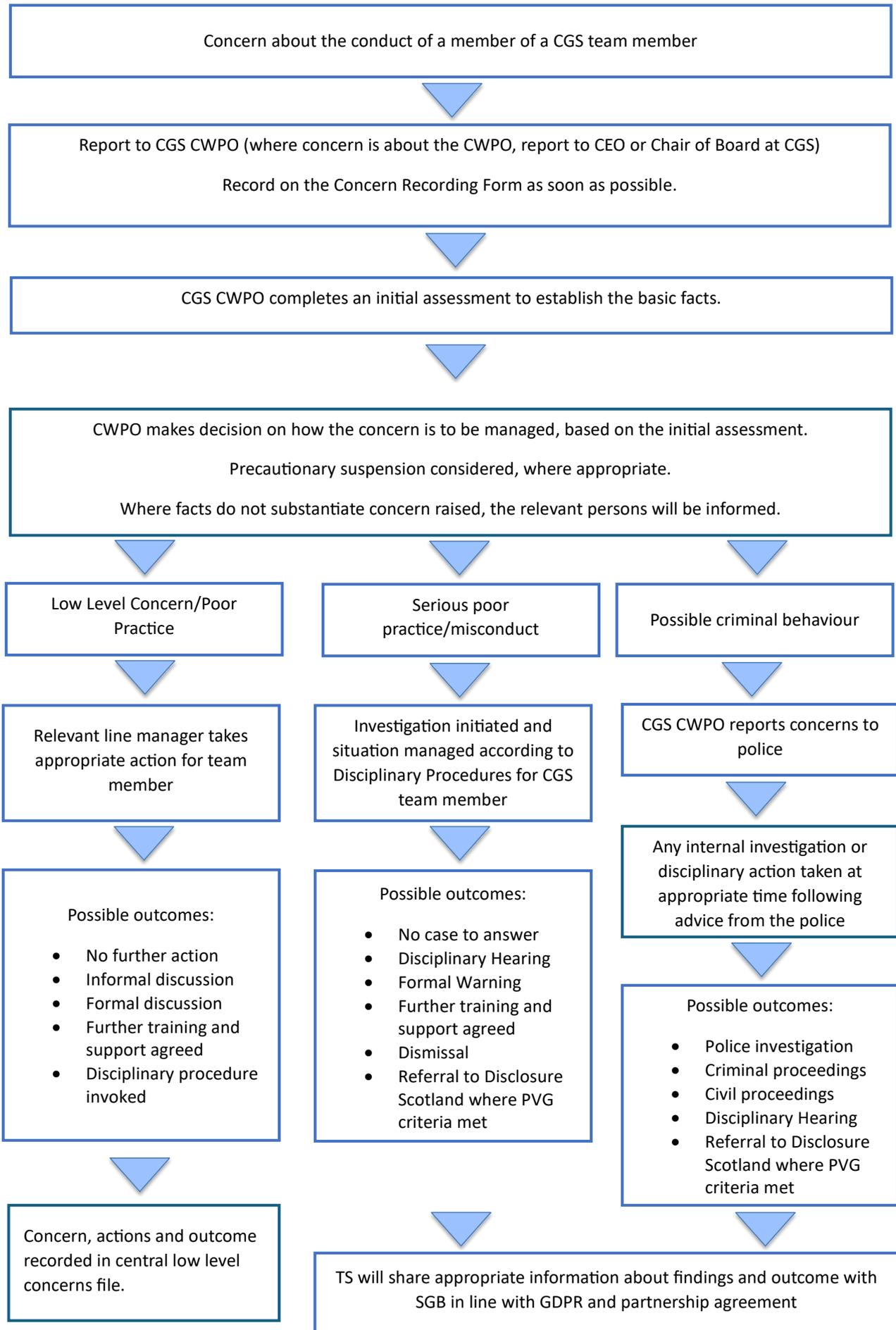
## Appendix Nine: Flowchart for Responding to a Child Wellbeing or Protection Concern



Appendix Ten : SHANNARI Wheel detailing the Wellbeing Indicators



## Appendix Eleven: Flowchart Responding to Concerns about Conduct of a Team Member



## Appendix Twelve

### Case Review Procedure Process

1. **Establish the facts of the case, a chronology of events and the roles of those involved.**

Setting out the actual sequence of events will help the case reviewer to understand what happened, when and who was involved. **Any urgent issues should be addressed immediately without waiting for the conclusion of the review.**

2. **Identify key questions in relation to the aims of the review.**

The case reviewer should then identify the questions contained in the specific remit of the review, and sources of information to provide the answers.

3. **Identify any other relevant points or observations.**

The case reviewer may identify issues which are worth exploring further. These may include:

<b>Procedures</b>
<ul style="list-style-type: none"><li>• Were the relevant procedures followed?</li><li>• If not, is there a reasonable explanation for this?</li><li>• Were the timescales appropriate?</li><li>• Do the current procedures provide adequate information about what to do?</li><li>• If appropriate, was a referral made to Disclosure Scotland as required by law?</li></ul>
<b>People</b>
<ul style="list-style-type: none"><li>• Were the right people involved?</li><li>• Were the views of the child/family obtained?</li><li>• Were those involved aware of the procedures?</li><li>• Had the people involved been trained?</li><li>• Where appropriate, were external organisations involved; for example the Police.</li></ul>
<b>Outcomes</b>
<ul style="list-style-type: none"><li>• Was the outcome appropriate in the case?</li><li>• If not, why not?</li><li>• Is there a need to take further action in this case; for example, referring the case to Police/Social Work?</li><li>• Were the right people told the right things about the outcome?</li></ul>
<b>Recording</b>
<ul style="list-style-type: none"><li>• Were records kept?</li><li>• Is the quality of the information recorded satisfactory?</li><li>• Can the forms be improved?</li></ul>

4. **Identifying any lessons to be learned, changes needed and make recommendations.**

If the case reviewer has gone through the above and can identify gaps or missed opportunities, then this will inform the case reviewer's recommendations.

#### **5. Responding to the findings and recommendations.**

Recommendations will be reported to the CGS Child Wellbeing and Protection Officer in the first instance and the CGS Child and Wellbeing and Protection Officer will consult with the Chief Executive as required.

The report should include the recommendations only and not any details about the case, in order to preserve the child or young person's privacy, as well as others involved.

**Remember that many of the details of the case will be confidential, so any information shared must be presented in a way that protects the anonymity and privacy of those involved.**

## Appendix Thirteen

### Risk Register Template

#### Travel

<b>Highlighted Issue</b>	<b>Original Method</b>	<b>Solution</b>
<i>*Example* Flight landing into Gatwick - not enough time to change airports in London safely</i>	<i>*Example* Original Plan was to change airport (Gatwick to Heathrow in less than 3 hours)</i>	<i>*Example* Confirmed Coach to pick up at Gatwick as opposed to flying back to Glasgow</i>

#### Accommodation

<b>Highlighted Issue</b>	<b>Original Method</b>	<b>Solution</b>
<i>*Example* It was deemed not suitable to leave the accommodation at night</i>	<i>*Example* Having experienced Trinidad and Tobago at night - it was deemed not suitable for any individual to leave the accommodation</i>	<i>*Example* As a result, Team Scotland are now going to enforce a curfew for both athletes and staff. Individuals will only be permitted to leave the site in the evening for competition/ training or will have been given approval by a GTM or CDM</i>

#### Other

<b>Highlighted Issue</b>	<b>Original Method</b>	<b>Solution</b>
<i>* Example* Gain an understanding of medical requirements for both staff and athletes</i>	<i>* Example* Work in collaboration with the Chief Medical Officer to ascertain information</i>	<i>* Example* In the last week of June a Health Questionnaire was distributed in order to find a) if anyone has any medical needs and b) what medications they may take on a regular basis</i>