



## Safeguarding Policy – Adults

<b>Responsible for review of policy</b>	<b>Responsible for review of procedures</b>
Chairman, Safeguarding Strategic Advisory Group	Archery GB National Lead Safeguarding Officer

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# Archery GB Safeguarding Adults Policy

## 1 Introduction

We are committed to creating and maintaining a safe and positive environment, and we accept our responsibility to protect the welfare of all adults involved in archery, in line with the Care Act 2014.

This policy applies to everyone involved in archery.

We will encourage and support partner organisations, including clubs, counties, suppliers, and sponsors, to help them adopt, and show commitment to, the principles of equality set out in this policy.

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## 2 Principles

- 2.1 The guidance given in this policy is based on the following six principles, as set out in the Care Act, which form the basis for protecting adults

**Empowerment** – People being supported and encouraged to make their own decisions and to give informed consent (permission).

“I am asked what I want the outcomes from the safeguarding process to be and these directly inform what happens.”

**Prevention** – It is better to take action before harm takes place.

“I receive clear and simple information about what abuse is, how to recognise the signs and what I can do to get help.”

**Proportionality** – The least intrusive response which is appropriate to the risk presented.

“I am sure that the professionals will work in my interest and they will only get involved as much as needed.”

**Protection** – Support and representation for those in greatest need.

“I get help and support to report abuse and neglect. I get help so that I am able to take part in the safeguarding process to the extent I want.”

**Partnership** – Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.

“I know that staff treat any personal and sensitive information confidentially, only sharing what is helpful and necessary. I am confident that professionals will work together and with me to get the best result for me.”

**Accountability** – Accountability and transparency in delivering safeguarding.

“I understand the role of everyone involved in my life and so do they.”

- 2.2 All adults, no matter what their age, ability or disability, sex or gender, race, religion, ethnic background, sexuality and marital status, have the right to be protected from abuse and poor practice, and to train and compete in an enjoyable and safe environment.
- 2.3 We will do our best to make sure that our sport is open to everyone and will make reasonable adjustments for any disability. We will also be committed to continuous development, monitoring and review.
- 2.4 We will always respect the rights, dignity and worth of all adults.
- 2.5 We recognise that ability and disability can change over time, and some adults may be more vulnerable to abuse (for example, those who depend on others or have different communication needs).

- 2.6 We recognise that a disabled adult may or may not consider themselves to be, or be recognised as, an adult 'at risk'.
- 2.7 We are all responsible for protecting the safety and well-being of all adults. We will act appropriately and report concerns whether, these concerns arise within archery (for example, inappropriate behaviour of a coach), or in the wider community.
- 2.8 We will take all allegations seriously and respond quickly in line with this policy.
- 2.9 We recognise the statutory agencies' roles in, and responsibilities for, protecting adults, and we are committed to following the procedures of the Local Safeguarding Adults Boards.

### 3 Guidance and law

This policy is based on the principles of UK law and government guidance. The relevant acts are shown below.

- Care Act 2014
- Protection of Freedoms Act 2012
- Domestic Violence, Crime and Victims (Amendment) Act 2012
- Equality Act 2010
- The Safeguarding Vulnerable Groups Act 2006
- Mental Capacity Act 2005
- Sexual Offences Act 2003
- Human Rights Act 1998
- Data Protection Act 1994
- Data Protection Act 1998

### 4 Definitions

To help you understand this policy, we have added a number of important definitions.

- a **Adult at risk** is a person aged 18 or over who is in need of care and support, whether or not they are receiving them, and who, because of those needs, cannot protect themselves against abuse or neglect.  
(In recent years there has been a definite shift away from using the term 'vulnerable' to describe adults potentially at risk from harm or abuse.)
- b **Abuse** is where a person or people break or do not respect a person's human and civil rights by. See section 5 for further explanations.
- c **Adult** is anyone aged 18 or over.
- d **Adult safeguarding** is protecting a person's right to live in safety, free from abuse and neglect.
- e **Capacity** refers to a person's ability to make a decision at a particular time (for example, when under considerable stress). Under the Mental Capacity Act 2005, we must always assume that a person has the capacity to make a decision, unless it can be shown that they lack capacity.

## 5 Types of abuse and neglect – Definitions from the Care Act 2014

5.1 This is not a full list, it is only a guide to the sort of behaviour or issue which could give rise to a safeguarding concern.

- a **Self-neglect** – this covers a wide range of behaviour such as a person not taking care of their personal hygiene (for example, not regularly showering or bathing), health or surroundings. It includes behaviour such as hoarding. In archery, this could be a player whose appearance becomes untidy or scruffy, who does not wear suitable sports kit, and who has poor hygiene.
- b **Modern slavery** – this includes slavery, human trafficking, forced labour and domestic servitude (forcing domestic staff to work against their will). Traffickers and slave masters use whatever means they have to force and deceive people into a life of abuse, slavery and inhumane treatment. In archery you may notice that someone in a team has been missing from practice sessions and is not responding to reminders from team members or coaches.
- c **Domestic abuse** – this includes psychological, physical, sexual, financial and emotional abuse. It also includes so called 'honour-based' violence. You may notice a power imbalance between someone taking part in archery and a family member. For example, someone with Down's syndrome may be looking quiet and withdrawn when their brother comes to collect them from sessions, in contrast to when they greet their personal assistant with a smile.
- d **Discriminatory** – discrimination is abuse which centres on a difference or a perceived difference, particularly in terms of race, sex or disability or any of the other protected characteristics of the Equality Act (in other words, age, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief and sexual orientation). This could be harassing a club member because they are, or are thought to be, transgender.
- e **Organisational abuse** – this includes neglect and poor care within an institution or care setting, such as a hospital or care home, or in a person's own home. This may range from one-off incidents to continual ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation. In archery, this could be a person training without a necessary break.
- f **Physical abuse** – this includes hitting, slapping, pushing, kicking, drugging, restraining or inappropriate punishments. This could be a coach deliberately hitting an athlete.
- g **Sexual abuse** – this includes rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, being made to watch or look at pornography, sexual assault, or being forced or pressured into doing or watching sexual acts. This could be a fellow athlete who sends unwanted sexually explicit text messages to an adult they are training alongside who has learning disabilities.
- h **Financial or material abuse** – including theft, fraud, internet-scamming, influencing an adult's decisions about their financial affairs or arrangements, including in connection with wills, property or inheritance, or misusing or taking

property, possessions, money or benefits. This could be someone taking equipment from an athlete who has dementia.

- i Neglect** – this includes ignoring a person’s medical or physical-care needs, not providing access to appropriate health or social care or educational services, and not providing the necessities of life such as medication, adequate nutrition and heating. This could be a coach not making sure that athletes have access to water.
- j Emotional or psychological abuse** – this includes threats to harm or abandon someone, depriving someone of contact, humiliating, blaming, controlling, intimidating, harassing or verbally abusing someone, or isolating someone from services or supportive networks. This could be an athlete threatening another athlete with physical harm and persistently blaming them for poor performance.

## 5.2 Things not covered by the Care Act 2014 but also relevant.

- a Cyberbullying** – cyberbullying happens when someone repeatedly makes fun of another person online or repeatedly picks on another person through emails or text messages, or uses online forums with the aim of harming, damaging, humiliating or isolating them. It can be used to carry out many different types of bullying (such as racist bullying, homophobic bullying, or bullying related to special educational needs and disabilities). However, instead of the person carrying out the bullying face-to-face, they use technology as a way to do it.
- b Forced marriage** – forced marriage is a term used to describe a marriage in which one or both of the people are married without their permission or against their will. A forced marriage is different from an arranged marriage, in which both people agree to someone else finding them a partner. The Anti-Social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry.
- c Mate crime** – a ‘mate crime’ as defined by the Safety Net Project as ‘when vulnerable people are befriended by members of the community who go on to exploit and take advantage of them. It may not be an illegal act but still has a negative effect on the individual.’ Mate crime is carried out by someone the adult knows and often happens in private. In recent years there have been a number of serious case reviews relating to people with learning disabilities who were murdered or seriously harmed by people who pretended to be their friend.
- d Radicalisation** – this is when someone with extreme views aims to attract people to their reasoning, inspire new recruits and persuade vulnerable people that their cause is legitimate. This may be direct, through a relationship, or through social media.

## **6 Signs of abuse and neglect**

Abuse can take place anywhere and be carried out by all sorts of people. Abuse may be inflicted by anyone in the club who an athlete comes into contact with. Or club members, workers, volunteers or coaches may suspect that an athlete is being abused or neglected outside the club. There are many signs that may suggest someone is being abused or neglected. We have listed some of these below.

- a** Unexplained bruises or injuries, or lack of medical attention for an injury.
- b** Someone having belongings or money going missing.
- c** Someone not coming to, or no longer enjoying, their sessions.
- d** Someone losing or gaining weight or an untidy or unclean appearance.
- e** A change in a person's behaviour or confidence.
- f** Someone self-harming.
- g** Someone afraid of a particular group or person.
- h** Someone telling you or another person that they are being abused (referred to as a disclosure).

## **7 What to do if you have a concern or someone tells you they have a concern**

- a** You may become aware that abuse or poor practice is taking place, suspect abuse or poor practice is taking place, or be told about something that may be abuse or poor practice. You must report this to our Lead Safeguarding Officer or, if the Lead Safeguarding Officer may be involved, our Chief Executive.
- b** If you are at an international event and have a concern, speak to the coach or a team official.
- c** If you are concerned someone is in immediate danger, contact the police straight away.
- d** When considering your concern, it is important that you also consider the needs and wishes of the person at risk. You need to take account of the nature of the suspected abuse or neglect. We give you more information on this in Appendix 2, 'The legal framework'.

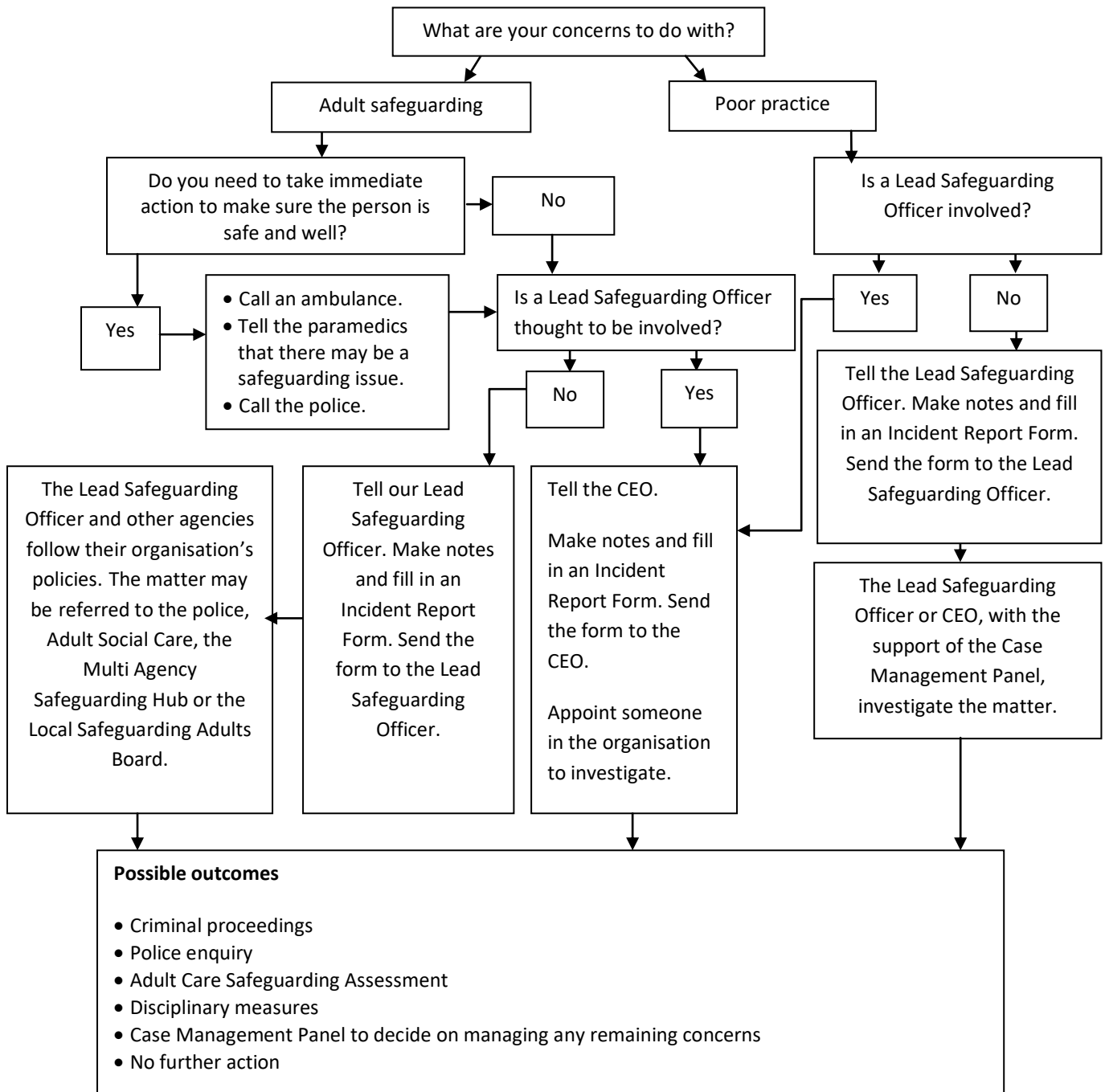
## **8 How to record a disclosure**

- 8.1** Make a note of what the person has said, using his or her own words, as soon as possible. Fill in an incident form and send it to our Lead Safeguarding Officer.
- 8.2** As long as it does not increase the risk to the person, explain to them that it is your duty to share your concern with your Lead Safeguarding Officer.
- 8.3** Describe the circumstances the disclosure came about in.
- 8.4** Take care to tell the difference between fact, observation, allegation and opinion. It is important that the information you have is accurate.

- 8.5** Remember you need to keep the matter confidential at all times. You can only share this information with your Lead Safeguarding Officer and others who need to know about it.
- 8.6** If the matter is urgent and relates to the immediate safety of an adult at risk, contact the police immediately.



## 9 Safeguarding adults flowchart – dealing with concerns, suspicions or disclosure



**Remember to involve the adult at risk throughout the process wherever possible and get their permission for any referrals to social care (if the person has the capacity to give permission).**

## 10 Roles and responsibilities of those within Archery GB

We are committed to having the following in place.

- a A Lead Safeguarding Officer to produce and pass on guidance and resources to support this policy and our procedures.
- b A clear line of responsibility within the organisation for work on promoting the well-being of all adults.
- c Procedures for dealing with allegations against members of staff and volunteers.
- d The Case Management Panel, which will deal with issues, manage concerns and refer matters to a disciplinary panel where necessary (in other words, where concerns arise about the behaviour of someone within Archery GB).
- e A disciplinary panel for a given incident.
- f Arrangements to work effectively with other organisations to protect and promote the well-being of adults, including arrangements for sharing information.
- g Appropriate whistle-blowing procedures and an open culture that allows us to deal with safeguarding, equality and diversity issues.

## 11 Good practice, poor practice and abuse

### Introduction

It can be difficult to tell the difference between poor practice and abuse, whether deliberate or accidental.

It is not the responsibility of any one person involved in Archery GB to decide whether or not abuse is taking place. However, all our staff have a responsibility for recognising and identifying poor practice and potential abuse, and for acting on this if they have concerns.

Everyone should make sure they carry out an appropriate risk assessment before carrying out any activity.

### a Good practice

We expect that coaches of adult athletes:

- follow our coaches codes of conduct; and
- complete a course in basic awareness when working with adults at risk.

Everyone should:

- aim to make archery fun and enjoyable;
- promote fairness and 'playing by the rules';
- not accept the use of prohibited or illegal substances; and
- treat all adults equally and with dignity. This includes giving members of the group with different levels of talent similar attention, time and respect.

Coaches and those working directly with adults at risk should do the following.

- Respect the developmental stage of each athlete and not risk sacrificing their welfare for team or personal achievement.
- Make sure that the level of training is appropriate to the physical, social and emotional stage of development of the athlete.
- Work with adults at risk (and, where appropriate, any carer or medical professional they are working with) to develop realistic training and competition schedules which are suited to the needs and lifestyle of the athlete, not the ambitions of others such as coaches, team members, parents or carers.
- Build relationships based on mutual trust and respect, encouraging adults at risk to take responsibility for their own progress and decision-making.
- Always be publicly open when working with adults at risk and avoid coaching sessions or meetings where a coach and an individual athlete are completely unobserved.
- Avoid unnecessary physical contact with people. Physical contact (touching) can be appropriate as long as:
  - it is neither intrusive nor disturbing;
  - the athlete has openly given their permission;
  - it is delivered in an open environment; and
  - it is needed to demonstrate something during a coaching session.
- Maintain a safe and appropriate relationship with athletes and avoid forming intimate relationships with athletes as this may threaten the position of trust and respect.
- Be an excellent role model by maintaining appropriate standards of behaviour.
- Gain the adult at risk's written permission and, where appropriate, the written permission of relevant carers, to give emergency first aid or other medical treatment if necessary.
- Be aware of medical conditions, disabilities, existing injuries and medicines being taken and keep written records of any injury or accident that happens, together with details of treatments provided.
- Arrange that someone with current knowledge of emergency first aid is available at all times.
- Get written permission from the correct people, and fill in the relevant checklists and forms for travel arrangements and trips. (This person must be the adult themselves if they have the capacity to give permission.)

**b Poor practice**

We see the following as poor practice which you should avoid.

- Unnecessarily spending too much time alone with one adult.
- Taking part in rough, physical or sexually provocative games, including horseplay.
- Allowing or taking part in inappropriate touching of any form.
- Using language that might be seen as inappropriate by the adult and which may be hurtful or disrespectful.
- Making sexually suggestive comments, even if you are joking.

- Reducing an adult to tears as a form of control.
- Allowing allegations made by an adult to be ignored and not be investigated, recorded or acted on.
- Taking an adult at risk alone in a car, however short the journey is.
- Inviting or taking an adult at risk to your home or office where they will be alone with you.
- Sharing a room with an adult at risk.
- Doing things of a personal nature that adults at risk can do for themselves.

**Note:** At times, it may be acceptable to do some of the above. In these cases, to protect both you and the adult at risk, get written permission from the adult at risk and, where appropriate, their carers. Also make sure that the Lead Safeguarding Officer of your organisation knows about the situation and gives their approval.

If an adult at risk under your care suffers any injury, seems distressed in any way, appears to be sexually aroused by your actions, or misunderstands or misinterprets something you have done, report this as soon as possible to another adult in the organisation and make a brief written note of it.

## **12 Relevant policies**

You should also read our policies on:

- whistle-blowing;
- social media;
- complaints; and
- disciplinary action.

## **13 More information**

Policies, procedures and supporting information are available on our website at [www.archerygb.org](http://www.archerygb.org).

## **Appendix 1**

### **Incident Report Form**

For convenience this is published separately.

## **Appendix 2 – The Legal Framework**

### **Laws and government initiatives**

#### **Sexual Offences Act 2003**

The Sexual Offences Act introduced a number of new offences to do with vulnerable adults and children. For more information, go to the website at [www.opsi.gov.uk](http://www.opsi.gov.uk).

#### **Mental Capacity Act 2005**

The general principle of this act is that everybody has capacity, unless it is proved otherwise, and they should be supported to make their own decisions. Also that anything done for or on behalf of people without capacity must be in their best interests and there should be the least restrictive action. For more information, go to the website at [www.dca.gov.uk](http://www.dca.gov.uk).

#### **Safeguarding Vulnerable Groups Act 2006**

This act introduced the new vetting and barring scheme and the role of the Independent Safeguarding Authority. The act places a legal duty on all those working with vulnerable groups to register and use an advanced vetting process. If an organisation fails to do this, criminal action will be taken. For more information, go to the website at [www.opsi.gov.uk](http://www.opsi.gov.uk).

#### **Deprivation of Liberty Safeguards**

These safeguards were introduced into the Mental Capacity Act 2005 and came into force in April 2009. The safeguards are designed to provide appropriate protection for vulnerable people who have a mental disorder and lack the capacity to agree to the arrangements made for their care or treatment, and who may have their freedom taken away in their best interests to protect them from harm. For more information, go to the website at <https://www.gov.uk/government/collections/dh-mental-capacity-act-2005-deprivation-of-liberty-safeguards>.

#### **Disclosure & Barring Service 2013**

This service provides guidance for employers on asking for criminal-records checks on potential employees. For more information, go to the website at [www.gov.uk/dbs-update-service](http://www.gov.uk/dbs-update-service).

#### **The Care Act 2014 – statutory guidance**

This act introduces new responsibilities for local authorities. It also has major implications for adult care and support providers, people who use services, carers and advocates (representatives). It replaces 'No Secrets' and gives adult safeguarding a legal footing. For more information, go to the website at <http://www.legislation.gov.uk/ukpga/2014/23/introduction/enacted>.

#### **Making Safeguarding Personal Guide 2014**

This guide is intended to support councils and their partners to develop person-centred safeguarding practice (that is, practice that focuses on achieving the best results for the person). For more information go to the web site at <https://www.local.gov.uk/topics/social-care-health-and-integration/adult-social-care/making-safeguarding-personal>.

### **Appendix 3**

#### **Useful contacts**

Freddie Collier, Archery GB National Lead Safeguarding Officer

Email: [freddie.collier@archerygb.org](mailto:freddie.collier@archerygb.org)

Anne Rook, Archery GB Child Protection Officer

Email: [anne.rook@archerygb.org](mailto:anne.rook@archerygb.org)

Phone: 01952 677888

#### **Local Authority Safeguarding Lead (if this policy is adopted by an archery club)**

Name:

Email:

Phone:

#### **Police contact**

Name:

Email:

Phone:

#### **Ann Craft Trust - Safeguarding Adults in Sport and Activity**

Website: [www.anncrafttrust.org](http://www.anncrafttrust.org)

Email: [Ann-Craft-Trust@nottingham.ac.uk](mailto:Ann-Craft-Trust@nottingham.ac.uk)

Phone: 0115 951 5400