

Safeguarding Children and Vulnerable Adults Policy

The ASA Awarding Body (ASAAB) is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. By establishing procedures for ASA Approved Centres, we aim to provide all learners with the opportunity to maximise their learning and development within a safe and secure environment. This policy is in addition to ASA Wavepower 2012/15 and ASA Code of Ethics.

Policy aim and purpose

The ASAAB aims to maintain the highest possible standards which meet social, moral and legal obligations to protect and safeguard the welfare of children, young people and vulnerable adults. Through promotion of this policy, the ASAAB will provide ASA Approved Centre's with guidance on identifying potential or suspected abuse and raise awareness of preventative measures to protect the interests of the ASA qualifications workforce, ASA quality assurance workforce, consultants and ASA representatives.

Definition of safeguarding

Safeguarding can be defined as the protection of children, young people or vulnerable adults from neglect, physical, emotional or sexual abuse. In particular, those children and young people up to the age of 18 who are unable to protect themselves from abuse or vulnerable adults aged 18 or over who are unable take care of themselves, protect themselves from harm or prevent themselves from being exploited.

Types of abuse

Physical abuse

Physical abuse is deliberate, physical harm to an individual, or the wilful and neglectful failure to prevent physical harm or suffering. Types of physical abuse are inclusive of, but not limited to, hitting, throwing, shaking, burning or scalding, poisoning, drowning, suffocating. This includes physical harm caused by a parent or carer wishing to fabricate or induce the symptoms of illness.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of an individual leading to severe and adverse effects on the individual's emotional development. Such examples of emotional abuse include making the individual feel worthless or unloved, inadequate or unvalued. Symptoms may include limitation of learning or prevention of the individual's participation to normal social interaction. Emotional abuse could also lead to extreme bullying making the individual feel frightened, in danger or lead to exploitation or corruption of the individual. Domestic violence, adult mental problems and parental substance misuse may expose the individual to emotional abuse.

Sexual abuse

Sexual abuse involves forcing or enticing a child, young person or vulnerable adult to take part in sexual activities, whether or not they are aware of what is happening. These activities may involve physical contact (including penetrative or non-penetrative acts) or non-contact activities (including looking at or involving the individual in the production of pornographic materials, forcing the individual to watch sexual activities or encouraging them to behave in sexually inappropriate ways).

Neglect

Neglect is the persistent failure to meet an individual's basic physical, emotional and/or psychological needs, which is likely to result in significant harm. Types of neglect may include failure to provide adequate food, clothing, shelter (i.e. exclusion from the home or abandonment), failure to protect the individual from physical harm or danger, failure to provide access to medical care or treatment, or failure to provide adequate supervision (i.e. childminder).

Indicators of abuse

The below table provides examples of indicators of abuse, however this list is not exhaustive.

Physical indicators	Emotional indicators
Unexplained bruising	Unexplained changes in behaviour
Repeated injuries	Difficulty in making friends
Injuries to the mouth	Distrustful to adults
Torn or bloodstained clothing	Excessive attachment to adults
Burns or scalds	Sudden drop in performance
Bites	Changes to attendance patterns
Fractures	Inappropriate behaviour or language
Inconsistent stories or excuses	Inappropriate sexual awareness

ASA licensing requirements

All Tutors/Assessors utilised for the delivery and assessment of ASA qualifications must hold a current ASA license. As part of the licensing scheme, the holder will:

- Maintain current technical knowledge and skills of the intended ASA qualification(s) for delivery
- Complete a Disclosure and Barring Service (DBS) check (previously referred to as a CRB) and update this every three years
- Complete an ASA approved safeguarding and protecting children in sport course and update this every three years
- Read and understand the ASA Code of Ethics.

Centre requirements

The ASAAB requires its centres to:

- Utilise Tutors/Assessors who hold a current ASA license
- Ensure all workforce members have read and understood ASA Wavepower 2012/15
- Provide learners with access to ASA Wavepower 2012/15
- Adopt safeguarding procedures through codes of conduct for workforce members, learners and staff (also including parents and participants)
- Provide a safe environment for learners to maximise learning and development.

Protection against false allegations

It is equally important for those individuals involved with the delivery and assessment of ASA qualifications to take steps to ensure that they are not put in a position where an allegation of abuse can be made against them. These steps include:

- Maintaining a register at all times for learners, including lateness or absences
- Maintaining a register for participants where required for practical elements of a qualification
- Following appropriate procedures in the event of lateness or absence of a learner and/or participant
- Working in an open environment where easily visible to others
- Remaining in the pool area until all participants have been collected or are continuing to be supervised by an appropriate member of staff
- Avoiding unnecessary physical contact with learners and/or participants unless to prevent a danger to themselves or others

- Avoiding first aid treatment unless delay could prove life threatening; this must always be carried out by the responsible First Aid Officer and with another adult present
- Avoiding unaccompanied time with learners and/or participants
- Avoiding suggestive remarks or acting inappropriately familiar with learners and/or participants
- Reporting potential concerns, allegations or abuse made by learners and/or participants to the responsible Welfare Officer
- Refraining from inviting or allowing learners and/or participants to socialise with them outside of the learning environment
- Refraining from providing personal information to learners and/or participants (i.e. home address, telephone number).

Making referrals

Should a member of staff, ASA qualifications workforce or learner at the delivery site suspect or have concerns about possible abuse, the concern must be reported to the Welfare Officer at the centre, who will in turn follow internal procedures for reporting the case to Children's Social Care Services.

Should suspicion or concern be raised about a member of the ASA qualifications Workforce or ASA quality assurance workforce, the allegation must be reported immediately to the ASAAB through completion of the *Allegations Form* addressed for attention of the ASAAB Finance and Administration Manager. Upon receipt of the allegation, the ASAAB will carry out an investigation in line with the *Malpractice and Maladministration Policy*.

Monitoring and review

This policy and its procedures will be reviewed annually to ensure it remains fit for purpose and reflects the legal obligations for the safeguarding of children, young people and vulnerable adults.

The next policy review will take place in September 2014.