



**City of Chester Swimming Club**

**Child and Vulnerable Adult Protection  
Policy and Procedure**

**Issue 2, July 2006**

In accordance with ASA Law it is a condition of membership or affiliation to any District of the ASA that an affiliated club adopts the ASA Child Protection Procedures and the members of the affiliated club comply with the Child Protection Procedure.

City of Chester Swimming Club has adopted the Child Protection Guidelines and policy of the Amateur Swimming Association as its own Child Protection Policy and Procedures, details of which are incorporated within this document.

The City of Chester Swimming Club believes that children's welfare is everyone's responsibility, particularly when it comes to protecting children from abuse. Everyone in swimming - administrators, club officials, coaches, parents, friends, children themselves, everyone - can help.

Abuse can occur anywhere there are children - at home, at school, in the park, at the club. Sadly, there are some people who will seek to be where children are simply in order to abuse them. We believe that everyone in the club has a part to play in looking after the children with whom we are working. This is both a moral and arguably, a legal obligation. The Children Act 1989 indicates that anyone who has the care of a child should "do what is reasonable in all the circumstances for the purpose of safeguarding or promoting the child's welfare."

These child protection procedures stem from the following principles:

- The Child's welfare is the first consideration
- All children regardless of age, any disability they may have, ability they have, gender, racial origin, religious belief and sexual identity have a right to be protected from abuse.

Peter Fisher  
Chair  
City of Chester Swimming Club

July 2006

Version 2

## **Definition of Terms**

### **Child:**

A child is someone not over the compulsory school age of 16

### **Definition of a young person**

Someone who has ceased to be a child but is under the age of 18

### **Vulnerable Adults:**

The term Vulnerable Adult refers to any person aged 16 or over whom for the time being:

- Are unable to safeguard their own welfare or properly manage their financial affairs; and
- Are in one or more of the following categories:
- A person in need of care and attention by reason of either infirmity or the effects of ageing
- A person suffering from an illness or mental disorder
- A person substantially handicapped by a disability

Vulnerable Adults may be in need of health or social support services and may be unable to take care of himself/herself and to protect themselves from harm or exploitation.

A number of studies suggest that children and vulnerable adults are at increased risk of abuse. Various factors contribute to this such as stereotyping, prejudice, discrimination, isolation and a powerlessness to protect themselves or adequately communicate that abuse has occurred.

### **Types of Abuse**

It is generally accepted that there are four forms of abuse. However, in some cases negative discrimination and bullying can have severe and adverse effects on a child or vulnerable adult. City of Chester Swimming Club is committed to protecting children and vulnerable adults from all forms of abuse.

Recognising child abuse is not easy and it is not a person's responsibility to decide whether or not a child or vulnerable adult has been abused. It is a person's responsibility to pass on any concerns and for the Police and/or Social Work Department to investigate.

The signs of abuse listed are not definitive or exhaustive. The list is designed to help City of Chester Swimming Club members to be more alert to the signs of possible abuse.

Children and vulnerable adults may display some of the indicators at some time; the presence of one or more should not be taken as proof that abuse is occurring. Any of these signs or behaviours must be seen in the context of the child/vulnerable adult's whole situation and in combination with other information related to the child/vulnerable adult and his/her circumstances. There can also be overlap between different forms of abuse.

### **Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment of a child or vulnerable adult such as to cause severe and adverse effects on their emotional development. It may involve conveying that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.

It may feature age or developmentally inappropriate expectations being imposed on children or vulnerable adults. It may also involve causing a child or vulnerable adult to frequently feel frightened or in danger, or the corruption or exploitation of a child or vulnerable adult.

### **Emotional Abuse in Sport**

This may include the persistent failure to show self-respect, build self-esteem and confidence by children or vulnerable adults that may be caused by:

- Exposure to humiliating or aggressive behaviour or tone.
- Failure to intervene where self-confidence and worth are challenged or undermined.

Signs of possible emotional abuse:

- Low self esteem
- Continual self deprecation
- Sudden speech disorder
- Significant decline in concentration
- Immaturity
- 'Neurotic ' behaviour e.g. rocking
- Self-mutilation
- Compulsive stealing
- Extremes of passivity or aggression
- Running away
- Indiscriminate friendliness

### **Neglect**

Neglect is the persistent failure to meet a child or vulnerable adult's basic physical and/or psychological needs. It may involve a parent or carer failing to provide adequate food, shelter, warmth, clothing and cleanliness. It may also include leaving

a child home alone, exposure in a manner likely to cause unnecessary suffering or injury or the failure to ensure that appropriate medical care or treatment is received.

### **Neglect in sport**

This could include the lack of care, guidance, supervision or protection that may be caused by:

- Exposure to unnecessary cold or heat.
- Exposure to unhygienic conditions, lack of food, water or medical care.
- Non-intervention in bullying or taunting.

Neglect, as well as being the result of a deliberate act, can also be caused through the omission or the failure to act or protect.

Signs of possible neglect:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness or unexplained non-attendance at school
- Untreated medical problems
- Low self esteem
- Poor peer relationships
- Stealing

### **Physical Abuse**

Physical Abuse may involve the actual or attempted physical injury to a child or vulnerable adult including hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise harming them.

Physical Abuse may also be caused when a parent or carer feigns the symptoms of or deliberately causes ill health to a child whom they are looking after. This situation is described as Munchausen Syndrome by Proxy. A person may do this because they need or enjoy the attention they receive through having a sick child.

Physical abuse may also be a deliberate act, omission or failure to protect.

### **Physical Abuse in Sport**

This may include bodily harm caused by lack of care, attention or knowledge that may be caused by:

- Over training or dangerous training of athletes.
- Over playing an athlete.
- Failure to do a risk assessment of physical limits or pre-existing medical conditions

- Administering, condoning or failure to intervene in drug use.

Signs of possible physical abuse:

Most children will sustain cuts and bruises throughout childhood. These are likely to occur in bony parts of the body like elbows, shins and knees. In most cases injuries or bruising will be genuinely accidental. An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury or the injury appears on parts of the body where accidental injuries are unlikely e.g. on the cheeks or thighs. The age of the child must also be considered. Signs of possible physical abuse include:

Unexplained injuries or burns, particularly if they are recurrent, improbable excuses given to explain injuries.

- Refusal to discuss injuries.
- Fear of parents being approached for an explanation.
- Untreated injuries, or delays in reporting them.
- Excessive physical punishment to themselves.
- Arms and legs kept covered in hot weather.
- Avoidance of swimming, physical education etc.
- Fear of returning home.
- Aggression towards others.
- Running away.

When considering the possibility of non-accidental injury it is important to remember that injuries may have occurred for other reasons e.g. skin disorders, rare bone diseases.

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or vulnerable adult to take part in sexual activities whether or not they are aware of or consent to what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. This may include non-contact activities such as forcing children or vulnerable adults to look at or be involved in the production of pornographic material, to watch sexual activities or encouraging them to behave in sexually inappropriate ways.

Boys and girls can be sexually abused by males and/or females, including persons to whom they are not related and by other young people. This includes people from all walks of life.

### **Sexual Abuse in Sport**

This could include contact and non-contact activities and may be caused by:

- Exposure to sexually explicit inappropriate language, jokes or pornographic material
- Inappropriate touching
- Having any sexual activity or relationship

- Creating opportunities to access children or vulnerable adult's bodies

Not all children or vulnerable adults are able to tell that they have been sexually assaulted. Changes in their behaviour may be a signal that something has happened. It is important to note that there may be no physical or behavioural signs to suggest that a child or vulnerable adult has been sexually assaulted.

A child or vulnerable adult who is distressed may display some of the following physical, behavioural or medical signs that should alert you to a problem. It is the combination and frequency of these that may indicate sexual abuse. Always seek advice.

Signs of possible sexual abuse:

- Behavioural
- Lack of trust in adults or over familiarity with adults
- Fear of a particular adult
- Social isolation-withdrawn or introversion
- Sleep disturbance (nightmares, bed-wetting, fear of sleeping alone, needing a night light)
- Running away from home
- Girls taking over the mothering role
- Sudden school problems e.g. falling standards, truancy
- Reluctance or refusal to participate in physical activity or to change clothes for games
- Low self-esteem
- Drug, alcohol or solvent abuse
- Display of sexual knowledge beyond child 's age e.g. French kissing
- Unusual interest in the genitals of adults, children or animals
- Fear of bathrooms, showers, closed doors
- Abnormal sexual drawings
- Fear of medical examinations
- Developmental regression
- Poor peer relationships
- Over sexualised behaviour
- Compulsive masturbation
- Stealing
- Irrational fears
- Psychosomatic factors e.g. recurrent abdominal or headache pain

- Sexual promiscuity
- Eating disorders
- Physical or Medical signs
- Sleeping problems, nightmares, fear of the dark
- Bruises, scratches, bite marks to the thighs or genital areas
- Anxiety, depression
- Eating disorder e.g. anorexia nervosa or bulimia
- Discomfort/difficulty in walking or sitting
- Pregnancy -particularly when reluctant to name the father
- Pain on passing urine, recurring urinary tract problem, vaginal infections or genital damage
- Venereal disease/sexually transmitted diseases
- Soiling or wetting in children who have been trained
- Self-mutilation, suicide attempts
- Itchiness, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
- Stained underwear
- Unusual genital odour

### **Negative Discrimination (including racism)**

Children and vulnerable adults may experience harassment or negative discrimination because of their race or ethnic origin, socio-economic status, culture, age, disability, gender, sexuality or religious beliefs. Although not in itself a category of abuse, it may be necessary for the purposes of the Child and Vulnerable Adult Protection Policy and Procedures, for negative discriminatory behaviour to be categorised as emotional abuse.

**Important Note:** All organisations working with children and vulnerable adults including those operating where black and ethnic communities are numerically small, should address institutional racism, defined in the MacPherson Inquiry report on Stephen Lawrence as:

‘The collective failure by an organisation to provide appropriate and professional service to people on account of their race, culture and/or religion’.

### **Bullying**

It is important to recognise that in some cases of abuse, it may not always be an adult abusing a young person or vulnerable adult. It can occur that the abuser may be a young person, for example in the case of bullying. For further information please see Appendix E

## **PART ONE**

### **Recruitment of Adults**

The following steps, when taken, will help prevent potential child abusers from gaining access to children and young people through the activities of the club and the ASA.

When a person approaches the club with the aim of working with young people the following steps should be adopted:

#### **1. Application Form**

The applicant should complete:

- An application form
- CRB Form - should be endorsed by the authorising officer of the club and be sent to the ASA HQ in line with ASA Policy and Procedure
- Self Declaration form - completed and retained by the Club
- ASA Register of Club Coaches and Helpers form – Part A must be endorsed by the Club Secretary or Child Protection Liaison Officer.  
The applicant completes Part B in confidence and sends it directly to the ASA Legal Affairs Department.

This will provide some basic information about the person. It should be noted for these purposes 'spent' convictions must be disclosed.

#### **1A. Supervised Helpers**

Any helper who is supervised by an adult already authorised by the Club\* is only required to complete:

- An application form excluding references
- Self Declaration form - completed and retained by the Club
- ASA Register of Club Coaches and Helpers form – Part A must be endorsed by the Club Secretary or Child Protection Liaison Officer.  
The applicant completes Part B in confidence and sends it directly to the ASA Legal Affairs Department.

This will provide some basic information about the person. It should be noted for these purposes 'spent' convictions must be disclosed.

The supervising adult must ensure that the helper is not placed in a position which could expose them or any child or vulnerable adult to the potential of an allegation of abuse.

\* Adult authorised by the Club means any adult who has successfully complied with the Club's procedure for the recruitment of adults.

## **2. Interviewing**

One of the best ways of assessing a person is through a face to face interview. This enable an impression of that person to be formed which cannot be gained from writing or over the telephone. All potential teachers/coaches or persons who have direct contact with children should be interviewed. The time/depth spent on of the interview will be determined by the level of unsupervised access given to children. Interviews should be conducted by a person appointed by the club executive and be appropriate to the position applying for, for example swimming teacher – learn to swim

co-ordinator, meet helper – competitions co-ordinator. This role may be delegated with the approval of the club executive.

A person may be employed on a probationary basis subject to a satisfactory completion of the self declaration form until the CRB check has been completed.

## **3. References**

References should always be taken up using the reference form.

The reference alone is unlikely to indicate a potential abuser and should be used together with the application form and the interview.

## **4. What to do if you are not sure about a person**

If you are not sure about the suitability of a person, do not allow them to work with children [especially unsupervised] before you are reassured. Reassurance may be obtained by consultation with the officers of the club.

If further advice is required contact ASA Legal Department to discuss concerns and finding out more about the background of the person.

The officers of the club may co-opt any person to assist in this role.

## **INDUCTION OF ADULTS**

All adults working on the programmes of the club should be aware of:

- The ASA Code of Ethics [swimming teachers/coaches]
- Code of Behaviour
- The guidelines for reporting allegations or suspicions of child abuse
- The ASA Child Protection Policy and that the club are required to adhere to this policy.

To ensure all adults have this information there are a number of steps the club should take:

- Give the applicant a copy of the ASA Code of Ethics [swimming teachers/coaches]
- Code of Behaviour

- Make sure all applicants understand that they must follow this code
- All adults must sign a copy of the child protection policy document showing that they have read and understand it before beginning to work with young people. This copy should be retained by the Club Child Protection Liaison Officer or other appointed person.
- Officers of the club should regularly visit all classes. These visits should be offered as support not necessarily as a check. It is especially important to visit sessions/classes conducted by teachers/coaches who have recently joined as these persons may need more support.

## **EXISTING ADULT TEACHERS / COACHES / HELPERS**

Existing adults working with young people should be given a copy of the code of ethics/code of behaviour and should sign a copy of the Child Protection Policy Document which should be retained by the Club Child Protection Liaison Officer or other appointed person. All club coaches and helpers working with the club from 1<sup>st</sup> July 2002 need to complete:

- CRB Form - should be endorsed by the authorising officer of the club and be sent to the ASA HQ in line with ASA Policy and Procedure
- Self Declaration form - completed and retained by the Club
- ASA Register of Club Coaches and Helpers form – Part A must be endorsed by the Club Secretary or Child Protection Liaison Officer.

The applicant completes Part B in confidence and sends it directly to the ASA Legal Affairs Department

It is expected that all existing adults working with young people will appreciate the reasons behind the adoption of this policy and the additional protection it offers to them, as well as those in their care.

The results of CRB checks will be retained by the club and co-ordinated by the Child Protection Officer.

- **IF A CHILD TELLS YOU THAT HE OR SHE IS BEING ABUSED**

React calmly so as not to frighten or deter them.

Reassure them that you are glad that they told you

Don't promise to keep it to yourself

Explain that you need to make sure that they will be safe and may have to pass on the information to someone trusted to deal with it appropriately

Listen to what the child says and, please take it seriously.

Only ask questions if you need to clarify what the child is telling you – don't ask the child about explicit details.

Don't ask leading questions – a leading question is one that pre-supposes the answer e.g. "did Jim hit you?"

Make a detailed note of what the child has told you but, please don't delay in passing on the information.

It is never easy to respond to a young person who tells you that they are being abused and you may feel upset and worried yourself. Make sure that you are offered adequate support and an opportunity for de-briefing bearing in mind confidentiality.

**NB If you have any doubts please contact the Club Secretary or Chairperson who will arrange for one of the officers of the club to make contact with you.**

## **IF YOU HAVE CONCERNS ABOUT THE WELFARE OF A CHILD**

**Please remember, it's not your responsibility to decide whether a child is being abused but we are asking you to act on your concerns. Make a detailed note of what you've seen or heard but don't delay passing on the information**

If you are a member, or the parent/carer or friend of a member of the swimming club you should:-

- ▶ tell a **club officer** such as the **club secretary, chairperson, coach, teacher** or any **committee member**, or at any event the **referee** – unless, of course you suspect them of being involved.

Or

- ▶ ring **SwimLine on 0800 100 4001** – SwimLine is the ASA's own Helpline where you can talk to someone who understands both swimming and the requirements of child protection. If you need urgent advice you have the option to transfer to the NSPCC Child Protection Helpline

If you are a **club officer** or **referee** you can

- ▶ talk to the child's parents/carers about the concerns if you think there may be an obvious explanation such as a bereavement or pressure from studies/exams

- ▶ ring **SwimLine on 0800 100 4001** – SwimLine is the ASA’s own Helpline where you can talk to someone who understands both swimming and the requirements of child protection. If you need urgent advice you have the option to transfer to the NSPCC Child Protection Helpline
- ▶ contact Cheshire Social Social Services Department or, in an emergency, the Police.

If you are working with swimmers away from home, at a training camp perhaps, or a national or regional competition, tell the **team manager** or **chief coach**

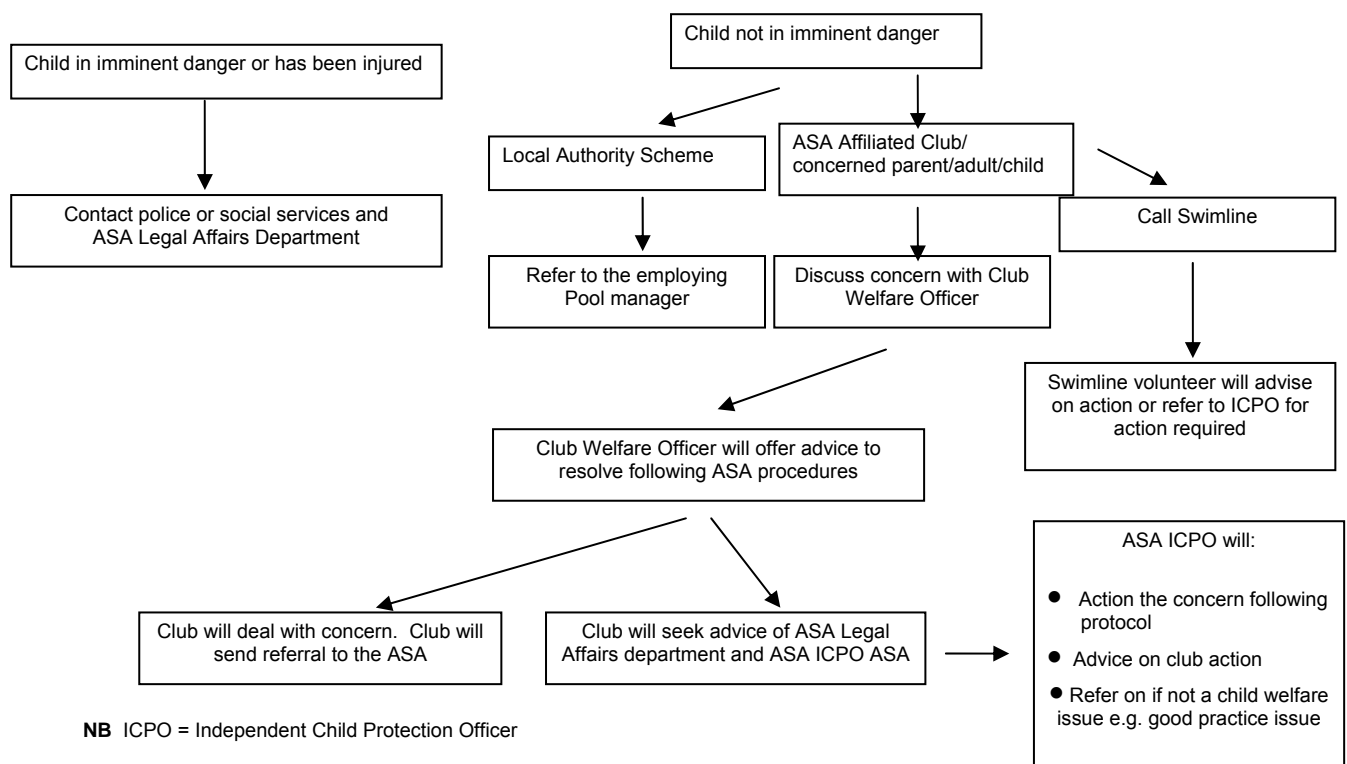
If you are working with a school – tell the **head teacher**

If you are working in the learn to swim scheme inform the **learn to swim co-ordinator** or the **club secretary**

**Again, please remember to make a detailed note of what you’ve seen or heard but don’t delay passing on the information. NB** You should also write to the ASA Legal Department to advise them of your concern and to whom you have reported it.

### PROCEDURE FLOW CHART

#### REFERRAL



**NB** ICPO = Independent Child Protection Officer

## **USEFUL ADDRESSES**

### **Amateur Swimming Association**

Legal Affairs Dept  
Harold Fern House  
Derby Square  
Loughborough  
LE11 5AL  
Tel. 01509 618700

### **SwimLine**

Tel. 0808 100 4001

### **NSPCC**

Tel Free – 0808 800 5000

### **Childline**

**[for children and young people in trouble or danger]**

Childline  
Freepost 1111  
London N1 0BR  
Tel. Freephone 0800 1111

### **Cheshire Social Services**

Social Services Department  
Goldsmith House  
Chester  
Tel. 01244 603400

### **Police Child Protection Unit**

Cheshire Constabulary  
Police Headquarters  
Nuns road  
Chester  
CH1 2PP  
Tel. 01244 350000 [or 999 in emergency]

## Code of Behaviour

- Do** treat everyone with respect.
- Do** provide an example you wish others to follow.
- Do** plan activities so that they involve more than one other person being present, or at least in sight or hearing of others.
- Do** respect a young person's right to personal privacy.
- Do** provide access for young people and adults to feel comfortable enough to point out attitudes or behaviour they do not like and provide a caring atmosphere.
- Do** use common sense in selecting subjects to demonstrate skills on.
- Do** remember that someone else might misinterpret your actions, no matter how well intentioned.
- Do** recognise that caution is required especially in sensitive moments of counselling, such as when dealing with bullying, bereavement or abuse.
- Do** have separate sleeping accommodation for trainers and children.
- Do not** permit abusive youth peer activities (eg ridiculing, bullying).
- Do not** play physical contact games with young people.
- Do not** have inappropriate physical or verbal contact with others.
- Do not** jump to conclusions about others without checking facts.
- Do not** allow yourself to be drawn into inappropriate attention seeking behaviour such as tantrums or crushes but deal firmly and fairly with such behaviour at all times.
- Do not** exaggerate or trivialise child abuse issues.
- Do not** show favouritism to any individual.
- Do not** make suggestive remarks or gestures or tell jokes or stories of a 'smutty' nature.
- Do not** rely on your good name to protect you it may not be enough!
- Do not** believe "it can never happen to me" it can!
- Do not** get close to or have physical contact with a young person without clearly explaining what you are doing (e.g. correcting the position of a foot, showing a skill in the water) etc.

<b>APPLICATION FORM</b> [Please complete in block capitals]	
Surname & Title [Mr/Mrs/Ms/Miss]	
Any surname Previously known by	
First Names	
Date of Birth	Place of Birth
Present Address	
Former Address [if moved within last 3 years]	
Occupation	
Previous experience in working with young people in a voluntary or professional capacity	
Any specific roles you would like to undertake	
Please supply the name and address of a person to be contacted for a reference	
Signature:	Date:

**Confidential  
REFERENCE FORM**

..... has expressed an interest in becoming a volunteer with the City of Chester Swimming club and has given your name as a referee. This involves substantial access to children. As an organisation committed to the welfare and protection of children, we are anxious to know if you have any reason at all to be concerned about this applicant being in contact with children or young people.

If you are happy to complete this reference, all information contained on the form will remain absolutely confidential, and will only be shared with the applicant's immediate supervisor should they be offered a volunteer position. We would appreciate you being extremely candid, open and honest in your evaluation of this person.

1. How long have you known this person?

2. In what capacity?

3. What attributes does this person have that would make them a suitable volunteer?

4. How would you describe their personality?

5. Please rate this person on the following [please tick one]

	Poor	Average	Good	Very good	Excellent
Responsibility					
Maturity					
Self motivation					
Can motivate others					
Commitment					
Energy					
Trustworthiness					
Reliability					

This involves substantial access to children. As an organisation committed to the welfare and protection of children, we are anxious to know if you have any reason at all to be concerned about this applicant being in contact with children or young people.

YES  NO   
[please tick box]

**If you answered YES we will contact you in confidence**

Signature:

Date:

Position:

Organisation:



## City of Chester Swimming Club Self-Declaration Form

City of Chester Swimming Club is committed to the protection of children and vulnerable adults involved in sport, and has a duty to ensure the suitability of any individual who works with children and/or vulnerable adults. **To fulfill this responsibility, we ask that you complete this form having read the City of Chester Swimming Club's Code of Practice for the Protection of Children and Vulnerable Adults.**

**Note:** You are advised, under the provisions of the Rehabilitation of Offenders act 1974 (exceptions) order 1975 as amended by the Rehabilitation of Offenders Act 1974 (Exceptions Amendment) Order 1986, to declare all convictions including 'spent' convictions.

<b>Part A</b>	
Have you ever been convicted of a criminal offence or been the subject of a Caution or a Bound over order?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If Yes, please state overleaf the nature and date[s] of the offence[s]	
<b>Part B</b>	
Are you, or have you ever been, known to any Social Work Department/Social Services Department as an actual or potential risk to children:	<input type="checkbox"/> Yes <input type="checkbox"/> No
If Yes please provide details overleaf	
<b>Part C</b>	
Have you ever had a disciplinary sanction (from a sports or other organisation's governing body) relating to inappropriate behaviour with children/vulnerable adults or child abuse?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If Yes, please provide details overleaf	
Signature	Date
Surname	First Name/s
Address	
Post code	
Date of Birth	Place of Birth

I **agree** to abide by City of Chester Swimming Club's Code of Practice for the Protection of Children and Vulnerable Adults.

I **agree** to abide by the conditions above and certify that the information contained in this form is true and correct to the best of my knowledge. I realise that false information or omissions may lead to the immediate suspension of my work with children in City of Chester Swimming Club or the termination of my services.

**Signed:**

**Date:**

**City of Chester Swimming Club Self-Declaration Form- Continued**

**Additional Information Part A**

**Additional Information Part B**

**Additional Information Party C**

**Signed**

**Date**

## Child & Vulnerable Adult Protection Good Practice

### Guidelines for Identifying and Managing Bullying of Children and Vulnerable Adults

In some cases of abuse it may not be an adult abusing a young person. Children and young people may also be responsible for abuse, for example, in the case of bullying. Bullying may be seen as particularly hurtful behaviour usually repeated over a period of time, where it is difficult for those bullied to defend themselves. Bullying can take many forms including:

- Physical e.g. hitting, kicking, theft
- Verbal (including teasing) e.g. racist remarks, spreading rumours, threats or name-calling
- Emotional e.g. isolating a child or vulnerable adult from the activities or social acceptance of the peer group
- Harassment e.g. using abusive or insulting behaviour in a manner intended to cause alarm or distress.
- Children and vulnerable adults may be bullied by adults, their peers and in some cases by their families.

### Identifying Bullying

Bullying can be difficult to pick up because it often happens away from others and victims do not tend to tell. However you can watch for signs that may indicate the presence of bullying. The following lists common bully victim behaviour.

If a child or vulnerable adult:

- Hesitates to come to training/programme/session.
- Is often the last one picked for a team or group activity for no apparent reason, or gets picked on when they think your back is turned.
- Is reluctant to go to certain places or work with a certain individual.
- Has clothing or personal possessions go missing or are damaged.
- Has bruising or some other injury.
- Keeps 'losing ' their pocket money..
- Is quite nervous, withdraws from everybody else and becomes quiet and shy, especially in the case of those who are normally noisy and loud.

- A usually quiet person becomes suddenly prone to lashing out at people, either physically or verbally.

**Action to Help the Victim(s) and Prevent Bullying:**

- Take all signs of bullying very seriously.
- Encourage all children to speak and share their concerns. Help the victim(s) to speak out and tell the person in charge or someone in authority. Create an open environment.
- Take all allegations seriously and take action to ensure the victim(s) is safe. Speak with the victim and the bully(ies) separately.
- Reassure the victim(s) that you can be trusted and will help them, although you cannot promise to tell no-one else.
- Keep records of what is said i.e. what happened, by whom and when.
- Report any concerns to the person in charge at the organisation where the bullying is occurring.

**Action towards the Bully(ies):**

- Talk with the bully(ies), explain the situation and try to get the bully(ies) to understand the consequences of their behaviour.
- Seek an apology from the bully to the victim(s).
- Inform the bully's parents/guardians.
- If appropriate, insist on the return of 'borrowed' items and that the bully(ies) compensate the victim.
- Impose sanctions as necessary.
- Encourage and support the bully(ies) to change behaviour
- Keep a written record of action taken.



## Swim Line

### **Who is the ASA Swim line for?**

Swim Line is for anyone involved in swimming, including children and young people, who think that a child may be at risk

### **How it works**

When you ring you hear a message. It asks if you wish to speak to someone urgently now, or if it would be convenient or safe for some to call back - you can press a number to transfer you to the NSPCC Child Protection Help Line.

Trained and experienced counsellors who will advise you and will act to protect children answer it.

If there is no problem with being called back and you prefer to speak to someone who understands swimming, leave your phone number and a convenient time for one of our Child protection Group to ring.

They are members of swimming clubs who work in child welfare as a profession and have volunteered to help this ASA programme.

If there is an issue which causes concern the ASA will act to protect the child.

### **Swim Line Facts**

Swim Line calls are free and do not appear on itemised bills unless the call is made from a mobile phone. Swim Line does not use the 1471 code or any other call return or call display facilities. If you leave a message we aim to ring back during the next working day. If you phone over the weekend we will aim to contact you on Monday.

**YOU CAN CALL THE FREE 24 HOUR NSPCC CHILD PROTECTION HELPLINE DIRECT ON 0808 800 5000**

If you have a text phone you can call the NSPCC text phone on 0808 056 0566



## Child Protection in Swimming

### Procedures and Guidelines

The ASA Child Protection Working Group in conjunction with the NSPCC produced these procedures and guidelines

The membership of the ASA Child Protection Working Group includes representatives from clubs with experience in child welfare; the ASA Legal Affairs and Customer Services Departments; together with the Swim Line volunteers who are members of swimming clubs who work in child welfare as a profession; and the NSPCC.

The ASA has an ongoing commitment to the safety and protection of children in swimming.

The Child Protection Working Group, the establishment of Swim Line, the publication of this booklet together with other initiatives described in here is practical examples of this commitment.

#### FOREWORD

In the ASA we believe that children's welfare is everyone's responsibility, particularly when it comes to protecting children from abuse. Everyone in swimming - administrator, club official, coach, parent, friend, children themselves, everyone - can help.

Abuse can occur anywhere there are children - at home, at school, in the park, at the club. Sadly, there are some people who will seek to be where children are simply in order to abuse them. We believe that everyone in the ASA has a part to play in looking after the children with whom we are working. This is both a moral and arguably, a legal obligation. The Children Act 1989 indicates that anyone who has the care of a child should "do what is reasonable in all the circumstances for the purpose of safeguarding or promoting the child's welfare."

These child protection procedures stem from the following principles:

The child's welfare is the first consideration

All children, regardless of age, any disability they may have, gender, racial origin, religious belief and sexual identity have a right to be protected from abuse.

We know that if the procedures are to help to protect children, everyone involved in swimming needs to see and discuss them. We are, therefore, asking club secretaries and welfare officers to make sure that they are widely distributed and discussed at club executive and general meetings.

Finally, please remember the ASA will support anyone who, in good faith, reports his or her concerns that a child is at risk of, or may actually be, being abused.

#### WHAT IS CHILD ABUSE?

The Children Act (1989) and Working together to Protect Children (1999) state that there are four main types of abuse - **Physical, Sexual, Emotional and Neglect**. Abuse may be the action or inaction by, for example, a coach volunteer or paid helper, family member or another young athlete.

**Physical Abuse** is just what the term implies - hurting or injuring a child, for example, by hitting, shaking, burning or biting them. In a sporting context it might also occur if a child is forced to train beyond his/her capabilities, or the intensity of training disregards disabled persons impairment.

**Sexual Abuse** occurs when a child knowingly or unknowingly takes part in something which meets the sexual needs of the other person or persons involved - it could range from sexually suggestive comments, masturbation to full intercourse. In a sporting context it could involve inappropriate photography or videoing, for the sexual gratification of the viewer.

**Emotional Abuse** occurs when a child is not given love, help and encouragement and is constantly derided or ridiculed or, perhaps even worse, ignored. Conversely, it can also occur if a child is over-protected. In a sporting context this is present in the unrealistic expectations of parents and coaches over what a child can achieve, or the undermining of an athlete through ridicule. Bullying is likely to come into this category. Racially and sexually abusive remarks constitute emotional abuse and it can be a feature of bullying.

**Neglect** usually means failing to meet children's basic needs such as food, warmth adequate clothing, medical attention etc. It could also mean failing to ensure they are safe or exposing them to harm. In a sporting context it may be when an athlete's personal or intimate requirements are ignored, particularly if they are disabled.

## **SOME INDICATIONS**

Recognising child abuse is not always easy - even for the experts. The examples listed below are not a complete list and they are only indicators - not confirmation:

Unexplained or suspicious injuries such as bruising, bites or burns, particularly if situated on a part of the body not normally prone to such injuries.

The child says that she or he is being abused, or another person says they believe (or actually know) that abuse is occurring

The child has an injury for which the explanation seems inconsistent or which has not been adequately treated

The child's behaviour changes, either over time or quite suddenly, and he or she becomes quiet and withdrawn, or alternatively becomes aggressive

Refusal to remove clothing for normal activities or keeping covered up in warm weather

The child appears not to trust adults, e.g. a parent or coach with whom she or he would be expected to have, or once had, a close relationship, and does not seem to be able to make friends

He or she becomes increasingly neglected-looking in appearance, or loses or puts on weight for no apparent reason

Pain or itching, bruising or bleeding in or near the genital area

The child shows inappropriate sexual awareness for his/her age and sometimes behaves in a sexually explicit way.

Bear in mind those physically disabled children and young people are particularly vulnerable to abuse and may have added difficulties in communicating what is happening to them. Dependency on others for primary needs such as feeding, clothing and intimate care may make a young person feel powerless to report abusive

treatment. A fear of retribution for “telling” can be a powerful “silencer”. Difficulty in identifying abusive situations or behaviour may allow it to continue.

## IF YOU HAVE CONCERNS ABOUT THE WELFARE OF A CHILD

Please remember that it's not your responsibility to decide whether a child is being abused but we are asking you to act on your concerns. Make a detailed note of what you've seen or heard but don't delay passing on the information.

If you are a member, or the parent/carer or friend of a member, of swimming club you should

- tell a **club officer** such as the **club secretary, chairperson, coach** or any **committee member**, or at an event the **referee** - unless, of course, you suspect them of being involved

Or

- Ring **Swim Line on 0808 100 4001** - Swim Line is the ASA's own Helpline where you can talk to someone who understands both swimming and the requirements of child protection. If you need urgent advice you have the option to transfer to the NSPCC Child Protection Helpline.
- talk to the child's parents/carers about the concerns if you think there may be an obvious explanation such as a bereavement or pressure from studies/exams
- Ring **Swim Line on 0808 100 4001** - Swim Line is the ASA's own Helpline where you can talk to someone who understands both swimming and the requirements of child protection. If you need urgent advice you have the option to transfer to the NSPCC Child Protection Helpline
- Contact your local Social Services Department or, in an emergency, the Police.

If you're working with swimmers away from home, at a training camp perhaps, or a national or regional competition, tell the **team manager** or the **chief coach**

If you're working with a school - tell the **head teacher**.

If you're working in a swim scheme such as local authority swim lessons, refer to your local Child Protection procedures

**Again, please remember to make a detailed note of what you've seen or heard but don't delay passing on the information. NB** you should also write to the ASA Legal Department to advise them of your concern and to whom you have reported it.

Address the letter to:

ASA Legal Affairs Dept., Harold Fern House, Derby Square, Loughborough LE11 5AL

If, however, despite the action you've taken, you feel that the situation hasn't changed, or that nothing has been done please contact **Swim Line** on the **0808 100 4001** number and talk to them about your concerns.

If you are a **club officer** or referee you can:

## IF A CHILD TELLS YOU THAT HE OR SHE IS BEING ABUSED

React calmly so as not to frighten or deter them.

Reassure them that you are glad that they told you

Don't promise to keep it to yourself.

Explain that you need to make sure that they will be safe and may have to pass on the information to someone trusted to deal with it appropriately

Listen to what the child says and, please, take it seriously.

Only ask questions if you need to clarify what the child is telling you - don't ask the child about explicit details.

Don't ask leading questions - a leading question is one that pre-supposes the answer e.g. "Did Jim hit you?"

Make a detailed note of what the child has told you but, as advised in the previous section, please don't delay passing on the information.

It is never easy to respond to a young person who tells you that they are being abused and you may feel upset and worried yourself. Make sure that you are offered adequate support and an opportunity for de-briefing, bearing in mind confidentiality.

## **GOOD PRACTICE WHICH CAN HELP TO PREVENT CHILD ABUSE**

Avoid situations where teacher/coach/club official and child are alone. The ASA acknowledges that occasionally there may be no alternative - for example, a child may fall ill and have to be taken home. We would stress, however, that one to one contact must never be allowed to occur on a regular basis. Further guidance on this issue is contained in the *ASA Code of Ethics*.

Ascertain the child's and the parent's/carer's views about manual support for children who need this kind of help particularly when they are in the water.

If it's necessary to do things of a personal nature for children who are young or who are disabled, make sure you have another adult accompanying you. Get the child's consent if at all possible and certainly get consent from the parent/carer. Let the child know what you are going to do and why.

Ask parents/carers and/or nominated club officials to be responsible for children in changing rooms.

Get teachers/coaches/club officials to work in pairs if classes or groups of children have to be supervised in the changing room.

Ensure that male and female teachers/coaches/club officials always accompany mixed teams.

Don't allow any physically rough or sexually provocative games, or inappropriate talking or touching by anyone, in any group for which you have responsibility.

In competitions and galas, look out for people who don't appear to be relatives or friends of children who are swimming but, nevertheless, seem to spend a lot of time videoing or photographing them. Report these incidents to the organisers or the pool management immediately.

If you're organising a swim meet arrange an accreditation system for parents/relatives and friends and bona fide press photographers. - See Appendix D, *Guidance on Photography and Video-recording*.

Ensure your club adheres to ASA law with particular reference to:

The *Code of Ethics* - See Appendix A

This guidance on child protection

The requirement for coaches and helpers to be registered with the ASA - See Appendix C, *Database Information*

Publicise the ASA Swim Line phone no - 0808 100 4001.

## AND FINALLY

If the procedures and guidance contained here are implemented properly, they can offer safeguards to everyone involved in swimming and in doing so help to maintain the credibility of the ASA. Most of all, though, they can help to prevent children being abused.

## APPENDICES

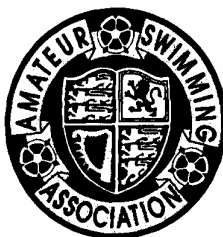
Appendix A - *Code of Ethics*

Appendix B - Extract from ASA Law

Appendix C - *Database Information*

Appendix D - *Guidance on Photography and Video-Recording*

Appendix E – Swim Line poster



## CODE OF ETHICS

**This Code of Ethics was written with specific reference to Teachers and Coaches. However, most aspects of this Code are also applicable to other people involved in the sport. Therefore all Members of the ASA, should be aware that this Code also applies to them. Please see the accompanying Note for Guidance which does not form part of this Code but which are intended to assist Members in its interpretation.**

*The ASA and ISTC acknowledge that a large part of this Code of Ethics has been derived from the code produced by the Industry Lead Body for Sport and Recreation. The Code published below will remain operational unless and until notice of any changes and amendments is given by the ASA.*

The British Swimming Coaches & Teaching Association (BSCTA) endorses this Code of Ethics.

### **Teaching/Coaching and Instructing**

Even though the NVQ standards focus on and describe work functions, they are based on a number of accepted assumptions and values, which underpin good practice in teaching/coaching and instructing. The British Institute of Sports Coaches has articulated these into a **Code of Ethics**, much of which has been incorporated into the following Code of Ethics for Swimming Teachers/Coaches. Throughout the following Code the expression 'Teacher/Coach' whether used in the singular or plural shall include all teacher/coaches, assistants and other helpers whose activities are connected with the disciplines regulated by the Amateur Swimming Association (the ASA) and all members of the Institute of Swimming Teachers and Coaches (ISTC). Where the context of the code admits the expressions Teacher/Coach and Sports coach this may also include Officials and others involved in the sport of swimming in any capacity.

The purpose of the Code of Ethics (referred to throughout the remainder of the document as the Code) is to establish and maintain standards for Teachers/Coaches and to inform and protect members of the public using their services. Ethical standards comprise such values as integrity, responsibility, competence and confidentiality. Individuals who are members of the ASA/ISTC are deemed to have assented to the Code and as such recognise and adhere to the principles and responsibilities embodied in it.

The Code creates a framework within which Teachers/Coaches when engaged in sports coaching - in the fullest sense of the expression - should always work. The code has been written as a series of guidelines rather than a set of instructions. However violations of the Code may result in complaints being made to a District Judicial Tribunal (DJT) and, in which case the relevant Tribunal in determining whether a conduct complained of has brought the sport into disrepute or amounts to a violation of the ASA Laws will consider the Code's provisions when assessing the guilt of individuals against whom complaints have been made and/or the appropriate sanctions to apply.

## **The Code**

### **Issues of responsibility**

Teaching/ Coaching is a deliberately undertaken responsibility, and sports Teacher/Coaches are responsible for the observation of the principles embodied in the Code of Ethics.

### **Humanity**

Teacher/Coaches must respect the rights, dignity and worth of every human being and their ultimate right to self-determination. Specifically, Teacher/Coaches must treat everyone equally within the context of their activity, regardless of sex, ethnic origin, religion, disability or political persuasion.

### **Relationships**

The good Teacher/Coach will be concerned primarily with the well being, health and future of the individual performer and only secondary with the optimisation of performance.

A key element in a teacher/coach relationship is the development of independence. Performers must be encouraged to accept responsibility for their own behaviour and performance in training, in competition, and in their social life. Teachers/Coaches are responsible for setting and monitoring the boundaries between a working relationship and friendship with their performers. This is particularly important when the coach and performer are of opposite sex and/or when the performer is a young person. The Teacher/Coach must realise that certain situations or friendly actions could be misinterpreted, not only by the performer, but also by outsiders motivated by jealousy, dislike or mistrust and could lead to allegations of sexual misconduct or impropriety.

The relationship between coach and performer relies heavily on mutual trust and respect. In detail this means that the performer should be aware of the Teachers'/Coaches' qualifications and experience and must be given the opportunity to consent to or decline proposals for training and performance.

### **Commitment**

Teachers/Coaches should clarify in advance with performers and/or the employer the number of sessions, fees (if any) and method of payment. They should also explore with performers and/or employers the expectation of the outcome of teaching/coaching.

Teachers/Coaches have a responsibility to declare to their performers and/or employer any other current teaching/coaching commitments. Teachers/Coaches should also find out if any prospective client is currently receiving guidance from another Teacher/Coach. If so, that teacher/coach should be contacted to discuss the situation.

Teachers/Coaches who become aware of a conflict between their obligation to their performers and their obligation to their Governing Body or other organisation employing them must make explicit the nature of conflict, and the loyalties and responsibilities involved, to all parties concerned.

### **Co-operation**

Teachers/Coaches should communicate and co-operate with other sports and allied professions in the best interest of their performers. An Example of such contact would be the seeking of educational and career advice/counselling for young performers whose training impinges upon the performance of their studies.

Teachers/Coaches must communicate and co-operate with medical and ancillary practitioners in the diagnosis, treatment and management of their performers' medical and psychological problems.

## **Advertising**

Advertising by sports teacher/coaches in respect of qualifications and/or services shall be accurate and professionally restrained.

Teachers/Coaches shall not display any affiliation with an organisation in a manner that falsely implies sponsorship or accreditation by that organisation.

## **Integrity**

Teachers/Coaches should refrain from public criticism of fellow Teachers/Coaches. Differences of opinion should be dealt with on a personal basis and more-serious disputes should be referred to the Governing Body (ASA) or to the ISTC.

Teachers/Coaches must not encourage performers to violate the rules of their sport and should actively seek to discourage such action. Furthermore, teachers/coaches should encourage performers to obey the spirit of such rules.

Teachers/Coaches must not compromise their performers by advocating measures, which could be deemed to constitute seeking to gain an unfair advantage. Above all, teachers/coaches must never advocate the use of proscribed drugs or other banned performance enhancing substances.

Teachers/Coaches must treat opponents and officials with due respect both in victory and defeat and should encourage their performer to act in a similar manner.

Teachers/Coaches must accept responsibility for the conduct of their performers insofar as they will undertake to discourage inappropriate behaviour.

## **Confidentiality**

Teachers/Coaches inevitably gather a great deal of personal information about performers in the course of a working relationship. Teacher/Coach and performers must reach agreement as to what is regarded as confidential information, i.e. not divulging to a third party without the express approval of the performer.

Confidentiality does not preclude the disclosure of information, to persons who can be judged to have a 'right to know', relating to performers when relevant to the following:

- Evaluation of the performer within the sport for competitive selection purposes and recommendations concerning performers for professional purposes;
- Pursuit of disciplinary action involving performers within the sport;
- Pursuit of disciplinary action by the ASA and/or ISTC involving fellow coaches in alleged breaches of this Code of Ethics and Conduct.

## **Abuse of Privilege**

The Teacher/Coach is privileged, on occasion to have contact with performers and to travel and reside with performer in the course of teaching/coaching and competitive practice. Consequently, a Teacher/Coach must not attempt to exert undue influence over the performer in order to obtain personal benefit or reward.

## **Personal Standards**

The Teacher/Coach must consistently display high personal standards and project a favourable image of their sport and of teaching/coaching - to performers, other teachers/coaches, officials, spectators, the media and the general public.

Personal appearance is a matter of individual taste but the sports teacher/coach has an obligation to project an image of health, cleanliness and functional efficiency.

*The Teacher/Coach should never smoke when teaching/coaching.*

Teachers/Coaches should not drink alcohol so soon before teaching/coaching that their judgement may be impaired and the smell will still be on their breath when working with performers.

**Safety**

Teachers/Coaches have a responsibility to ensure the safety of the performers with whom they work as far as possible within the limits of their control.

All reasonable steps should be taken to establish a safe working environment.

The work done and the manner in which it is done should be in keeping with regular and approved practice within that sport.

The activity being undertaken should be suitable for the age, experience and ability of the performers.

Performers should have been systematically prepared for the activity being undertaken and made aware of their personal responsibilities in terms of safety.

### **Issues of Competence**

Teachers/Coaches shall confine themselves to practice in those fields of sport in which they have been trained/educated, and which are recognised by the ASA and ISTC as being valid. Valid areas of expertise are those directly concerned with sports coaching. Training includes the accumulation of knowledge and skills through both formal Teacher/Coach education courses and by experience at a level of competence acceptable for independent teaching/coaching practice.

Teachers/Coaches must be able to recognise and accept when to refer performers to other agencies. It is the responsibility of the Teacher/Coach as far as possible, to verify the competence and integrity of the person to whom they refer a performer.

Teachers/Coaches should regularly seek ways of increasing their professional development and self-awareness.

Teachers/Coaches should welcome evaluation of their work by colleagues and be able to account to performers, employers, Governing Bodies and colleagues for their actions.

Teachers/Coaches have a responsibility to themselves and their performers to maintain their own effectiveness, resilience and abilities, and to know when their personal resources are so depleted as to make it necessary for them to seek help and/or withdraw from teaching/coaching whether temporarily or permanently.

### **Violations of this Code**

An alleged breach of this Code shall be grounds for making a complaint under ASA Law. This is a formal expression of dissatisfaction with the actions or behaviour of clubs, bodies, organisations or individuals or with alleged unfair practice in connection with the sport and will be dealt with by a Judicial Tribunal.

The procedures for making a complaint are set out in the ASA Judicial Laws who are reproduced in the current edition of Laws of the Sport and the ASA Handbook. The Chairman of the District Judicial Tribunal may refer any complaint relating to matter contained in this Code to an independent investigator to be appointed by the ASA. The terms of reference shall be set by the ASA. Dependent upon the outcome of the investigation the Chairman of the DJT may direct that the matter may not proceed as a complaint under the ASA judicial system. In such a situation the Chief Executive may authorise such other action for instance the offering of guidance or education support or the issue of a warning as to future conduct, as may be appropriate in the circumstances. Thereafter dependant upon the outcome of such other action the Chief Executive may refer the matter back to the Chairman of the DJT for reconsideration as to whether the matter may proceed as a complaint.

The ASA Child Protection Officer shall have the power in exceptional circumstances to commence or take over conduct of any complaint made in respect of any breach of any of the provisions of this Code.

### **Team Staff Appointments Policy**

The policy of the Amateur Swimming Association and Amateur Swimming Federation of Great Britain is as follows:

Where one athlete aged below eighteen years of age is travelling they must be accompanied by one member of staff and parental consent obtained with regard to the identity of the staff member.

Where there are two or more athletes travelling they must be a minimum of two members of staff accompanying the athletes. Where the group of athletes are of mixed sex, there must be staff members of each sex.

### **NOTE FOR GUIDANCE**

Under the ASA/ISTC Code of Ethics Honorary officials are entitled to expect the same respect and dignity of treatment as that to which employees are entitled. It follows from this that if an official is not performing satisfactorily in their role the official is entitled to be told, to be given an opportunity to respond to the criticism and the opportunity to improve. Further, the Club may wish to consider establishing a mentoring system with senior figures(s) in the Club (possibly a Past President) offering guidance and support to officials and also encouraging the development of new talent to ensure successions within the Club's administration.

#### **Conduct of Meetings**

In particular any member wishing to make any direct overt-criticism of an official or other member of the club in a general meeting must advise the Chairman in good time to enable the Chairman to advise such person in advance of the meeting in order that he is able to prepare himself for such criticism.

Furthermore, as a separate obligation on the chairman of the meeting when an official or member is the subject of criticism the chairman must specifically afford such person the opportunity to respond to include if requested consideration of an adjournment to enable the person to collect their thoughts.

Any failure to follow these principles may give rise to a complaint to a DJT under the ASA/ISTC Code of Ethics. It is not intended that the Code should be used to stifle democratic debate but ethical considerations and indeed common sense decency dictates that advance warning should be given to anyone who is to be the subject of criticism in a general meeting.

#### **Bullying**

The damage caused by bullying is frequently underestimated and can and does cause considerable distress and harm to children. It is important that all settings in which children are provided with services or activities promote a policy, which is not tolerant of bullying. No swimmer will be able to reach their full potential if they feel they are the victims of bullying, by an adult or one of their peers. Tackling bullying must be the responsibility of everyone in the club.

#### **Guidelines and strategies to support an anti-bullying policy**

The chances of bullying happening in a club can be greatly reduced if there is a general atmosphere where members are valued and cared for. The following strategies, which are embodied in the ASA Code of Ethics, will support a club's attempt to prevent bullying:

- Encourage an ethos of mutual respect for difference throughout the club
- Give positive encouragement and promote the value of self and others

- Raise awareness of all to the possible cause and effect of bullying
- Make it clear that bullying will not be tolerated and is unacceptable, but that both victims and bullies will be given the necessary support
- Enable swimmers, coaches and teachers to understand that the club or the Association will tolerate no form of bullying be it physical, verbal or emotional.
- Enable members to feel confident that their concerns will be listened to and taken seriously
- Publicise Swimline and the NSPCC Child Protection Helpline

Any club where bullying is evident but not addressed will be considered to be breaching the ASA Code of Ethics. Clubs should ensure that any bullying which involves children should be seen in the same light as other child protection concerns and that the ASA Child Protection Procedures should be implemented if a serious concern is raised.



## Appendix B Extract from ASA law

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### CHILD PROTECTION

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#### 305 Child Protection

305.1 In this Law the expression 'Offence' shall mean any one or more of the offences contained in Schedule 1 to the Children and Young Persons Act 1933 and any other offence which reasonably causes the Chief Executive to believe that the person accused of the offence is or may be a risk or potential risk to children or young persons.

305.2 Upon receipt by the Chief Executive of:

- 305.2.1 notification that an individual has been charged with an Offence; or
- 305.2.1 notification that an individual is the subject of an investigation by the police, social services or any other authority relating to an Offence; or
- 305.2.3 other evidence which causes the Chief Executive reasonably to conclude that an individual may have committed an Offence then in any such case the Chief Executive may impose upon the individual an interim suspension from any event or activity promoted or authorised by the ASA or any body directly or indirectly affiliated to the ASA wherever held.

305.3 In reaching his determination as to whether an interim suspension should be imposed the Chief Executive shall give consideration, inter alia, to the following factors:

- 305.3.1 whether a child or children or young person(s) are or may be at risk
- 305.3.2 whether the allegations are of a serious nature;
- 305.3.3 whether a suspension is necessary or desirable to allow the conduct of any investigation (by the ASA or any other authority or body) to proceed unimpeded.

305.4 Where an individual shall have been convicted or have been the subject of a caution in respect of an Offence the Chief Executive shall have power to impose summarily either or both of the following penalties:

- 305.4.1 the withdrawal with immediate effect of any ASA qualification which the individual may hold;
- 305.4.2 the suspension sine die of the individual from any event or activity promoted or authorised by the ASA or any other body directly or indirectly affiliated to the ASA wherever held. There shall be a right of appeal to the NJT against the decision of the Chief Executive under this Law 305.4

305.5 It shall be a condition of membership or affiliation to any District of the ASA that:

- 305.5.1 an affiliated club adopts the ASA Child Protection Procedures; and
- 305.5.2 the members of the affiliated club comply with the Child Protection Procedures.

305.6 Without prejudice to the generality of Law 63.5 the ASA may from time to time issue guidance or directions with regard to compliance with Law 305.5.



## Amateur Swimming Association

### Guidelines for Use of Photographic / Filming Equipment at Competitions

**Professional photographers/ filming / video operators** wishing to record the event should seek accreditation with the event organiser by producing their professional identification for the details to be recorded. Ideally they should request this at least 5 working days before the event.

**Students or amateur photographers / film / video operators** wishing to record the event should seek accreditation with the event organiser by producing their student or club registration card and a letter from their club / educational establishment outlining their motive for attending the event.

**All other spectators** wishing to use photographic / film / video equipment with a telescopic or zoom lens should register their intent with the promoter of the event.

**Accreditation procedure:** a system should be established whereby a record should be made of the individual's name and address and club. Professionals should register prior to the event and their identification details also recorded. Ideally identification details should be checked with the issuing authority prior to the event.

On registering, promoters of events should consider issuing an identification label on the day, which can serve to highlight those who have accreditation. Where regular events occur, the identifying label should be changed to prevent unofficial replication.

**Public Information:** the specific details concerning photographic / video and filming equipment registration should, where possible, be published prominently in event programmes and announced over the public address system prior to the start of the event. The recommended wording is:

*In line with the recommendation in the ASA Child Protection Policy, the promoters of this event request that any person wishing to engage in any video, zoom or close range photography should register their details with staff at the spectator entry desk before carrying out any such photography.*

### Guidelines for Use of Photographic / Filming Equipment at Club Sessions

There is no intention to prevent club coaches and teachers using videoing as a legitimate coaching aid. However, swimmers and their parents should be aware that this is part of the coaching programme and care should be taken in the storing of such films.

If clubs are concerned that someone they do not know is using their sessions for photography or filming purposes, they should ask them to leave and contact the pool management.