
Overview

This standard is about dealing safely and effectively with concerns about possible safeguarding issues with regard to children and vulnerable adults (participants).

The purpose of the support could be to deal with:

- 1 concerns of physical abuse
- 2 concerns about bullying
- 3 concerns of neglect
- 4 concerns about emotional abuse
- 5 concerns about sexual abuse

The standard covers two main outcomes.

The first part describes the following things you have to do:

- 1 identify signs of possible abuse
- 2 respond to a participants disclosure of abuse
- 3 follow policies and procedures for reporting possible abuse

The standard is aimed at staff who work directly with children and or vulnerable adults. It is recommended that you should have training in safeguarding and be familiar with your organisation's regulations and procedures for dealing with safeguarding issues, including possible abuse.

**Performance
criteria**

Identify signs of possible abuse

- You must be able to:
- P1 note any **signs and indicators** of possible **abuse**
 - P2 take action in accordance with the significance of the **signs and indicators** and the requirements and procedures of your organisation
 - P3 follow organisational regulations and procedures

Respond to a participants disclosure of abuse

- You must be able to:
- P4 respond to the **participant's disclosure** of **abuse** according to organisational regulations and procedures
 - P5 make it clear to the **participant** that **others** will have to be informed
 - P6 provide reassurance and support to the **participant**
 - P7 communicate at the **participant's** pace

Follow policies and procedures for reporting possible abuse

- You must be able to:
- P8 record all information concerning possible **abuse** factually and in accordance with organisational and regulatory procedures
 - P9 ensure your information is accurate
 - P10 follow your organisation's regulatory procedures when responding to requests for **reports** on incidents, **disclosure** or suspicions of **abuse**
 - P11 provide distinction in your **reports** between directly observed evidence and information from **others**
 - P12 present your **reports** to the **responsible person**

Knowledge and understanding

Identify signs of possible abuse

You need to know and understand:

- K1 how to make sure your observation of the participant's physical condition and behaviour is sensitive to the participant and the circumstances
- K2 the common signs and indicators of physical, emotional, sexual abuse, neglect and bullying in children
- K3 why it is important to note any signs and indicators of possible abuse
- K4 how to take action in accordance with the significance of the signs and indicators and the requirements and procedures of your organisation

Respond to a participants disclosure of abuse

You need to know and understand:

- K5 the importance of responding promptly and calmly to a disclosure of abuse and appropriate techniques of doing so
- K6 why it is important to make it clear that others must be informed of any possible abuse
- K7 why it is important to provide reassurance and support during a disclosure of abuse and how to do so
- K8 why it is important to communicate at the child's or vulnerable adult's pace and not exert pressure on the child or vulnerable adult to disclose more than they wish
- K9 methods which assist with communicating at the child's or vulnerable adult's pace and not exert pressure

Follow policies and procedures for reporting possible abuse

You need to know and understand:

- K10 the importance of recording and presenting all information concerning possible abuse factually and in accordance with organisational and regulatory procedures
- K11 the importance of following your organisation's regulatory procedures when responding to requests for reports on incidents, disclosure or suspicions of abuse
- K12 how to provide distinction in your reports between directly observed evidence and information from others

Additional information

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| Scope/range related to performance criteria | 1 | Signs and indicators |
| | 1.1 | physical |
| | 1.2 | behavioural |
| | 2 | Abuse |
| | 2.1 | physical |
| | 2.2 | bullying |
| | 2.3 | neglect |
| | 2.4 | emotional |
| | 2.5 | sexual |
| | 3 | Disclosure |
| | 3.1 | full |
| | 3.2 | partial |
| | 4 | Reports |
| | 4.1 | verbal |
| | 4.2 | written |
| | 4.3 | set proforma |
| | 5 | Participants |
| | 5.1 | children |
| | 5.2 | vulnerable adults |
| | 6 | Others |
| | 6.1 | clients |
| | 6.2 | parents |
| | 6.3 | members of public (operating in public locations or with public rights of way) |

6.4 other adults such as party leaders

6.5 colleagues

7 **Responsible person**

7.1 line manager

7.2 senior colleague

7.3 other adult

Skills

Listed below are the main generic skills and qualities applied to the delivery of Outdoor Programmes.

- 1 Empathy
- 2 Active listening
- 3 Coaching
- 4 Communicating
- 5 Consulting
- 6 Influencing and persuading
- 7 Delegating
- 8 Diplomacy
- 9 Empowering
- 10 Facilitating
- 11 Following
- 12 Leading by example
- 13 Managing challenging behaviour
- 14 Mentoring
- 15 Motivating
- 16 Negotiating and compromising
- 17 Obtaining feedback
- 18 Planning and evaluating
- 19 Providing feedback
- 20 Setting objectives
- 21 Valuing and supporting others

Glossary

Organisation's regulations and procedures

Typically, these documents will set out the standards, procedures and requirements for activity delivery. They may include equipment lists, outline session plans, safety points and procedures. They also may make reference to specific NGB (National Governing Body) or other relevant national activity bodies in terms of information and guidelines related to activities. The documents may also make reference to staffing levels and standards in terms of ratios, qualifications and training/assessment undertaken, which may link to NGBs, technical advisers and other external or internal features. Good quality documents have many uses and may be needed by a range of internal and external parties and stakeholders. The documents help to communicate to staff and others clear and consistent information.

Signs and indicators

Participants who may have been victims of some form of abuse may give out signs and indicators (other than speaking directly about the issue) that there may be a concern.

Links to other NOS

This standard links with SKAOP3.

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