



GUIDANCE DOCUMENT

ROLES, SKILLS, KNOWLEDGE & COMPETENCIES FOR SAFEGUARDING & PROTECTING CHILDREN IN THE SPORTS SECTOR



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Guidance document: Roles, skills, knowledge and competencies for safeguarding and protecting children in the sports sector.

Aims of the Guidance Document

This document is a toolkit designed to provide guidance and practical assistance for those involved in developing implementation plans for safeguarding children and young people, including those tasked with education, training and workforce planning for staff and volunteers. It is intended that the document will be useful for a wide range of sports organisations including national governing bodies of sport, local authority leisure services departments, private and voluntary organisations, and county sports partnerships (whether hosted or independent). The document will enable them to interpret: knowledge, skills and competencies required to implement policy, procedures and best practice for safeguarding and protecting children and the training, learning opportunities and support their staff and volunteers will need.

The document does not introduce any new requirements for sports organisations but aims to clarify current policy, strategy and best practice to achieve a consistent and effective approach across sport.

The guidance will assist organisations to fulfil their requirements in relation to the Education and Training (Standard 7) element in the Standards for Safeguarding and Protecting Children in Sport..

County Sports Partnerships have a responsibility to produce Workforce Development and Annual Delivery Plans which map and reflect the training and learning needs of the local sports workforce. This guidance is intended to assist in identifying the safeguarding elements of these plans in a consistent way.

This document explains the background to recent developments in both government strategy and sport's strategy which have lead to the need for more detailed guidance to enable sport's organisations to understand their roles and the roles and responsibilities of other agencies in developing children's workforce plans (Appendix 1). Sport has a vital role to play in safeguarding children. It can only achieve this if it works in partnership with other agencies within the existing inter-agency frameworks.

1. Background summary

Government Guidance and Strategy

The government in England has developed its '**Every Child Matters: Change for Children**' strategy which has resulted in changes in legislation and government guidance and is supported by detailed plans.

One of the key principles of the Government's **'Every Child Matters: Change for Children'** strategy is that safeguarding and promoting children and young people's welfare is everybody's business, from senior management to grass-roots volunteers.

In the government's guidance, **'Working Together to Safeguard Children'** HM Government 2006, sections 2.150 and 2.151 reflect the safeguarding role and responsibilities of sports organisations. Section 2.8, identifies a statutory requirement for all organisations, including sports organisations, to put in place:

'arrangements to ensure that all staff undertake appropriate training to equip them to carry out their responsibilities effectively, and keep this up to date by refresher training at regular intervals; and that all staff, including temporary staff and volunteers who work with children are made aware of the establishment's arrangements for safeguarding and promoting the welfare of children and their responsibilities for this'.

As part of the Every Child Matters strategy, the Government has developed **the Children's Workforce Strategy** which sets out its vision of a world class children's workforce. Appendix 1 outlines the strategy in more detail and provides information about agencies and organisations with key roles in the development and implementation of the strategy.

The Children's Workforce Strategy is supported by the development of the **Common Core of Skills and Knowledge for the children's workforce**. This sets out knowledge and skills to practise at a basic level in six areas of expertise:

- Effective communication and engagement
- Child and young person development
- Safeguarding and promoting the welfare of the child*
- Supporting transitions
- Multi-agency working
- Sharing information

*This Guidance document applies the 'Safeguarding' element of the Common Core to learning category 2 for people working with children in sport.

Strategy, policy and practice in sport

As previously outlined, sports organisations are now subject to statutory requirements to ensure that their staff and volunteers are appropriately trained and supported to fulfil their roles and responsibilities.

A key action within the **'National Strategy for Safeguarding and Protecting Children in Sport 2006 – 2012'** is the development of a strategy for safeguarding skills and knowledge in the sports sector. The Child Protection in Sport Unit set up a multi-agency steering group in 2006 to co-ordinate the development of the strategy. This Guidance Document was identified as a key initial task for the group.

Funded National Governing Bodies and County Sports Partnerships are required to achieve the **'Standards for Safeguarding Children and Young People in Sport'**

(Child Protection in Sport Unit 2002). These include (Standard 7) a requirement to evidence the development and implementation of appropriate learning opportunities for all staff and volunteers.

Funded NGBs and CSPs are also required to develop workforce development plans.

The consultation process for this document has highlighted the need for NGBs and CSPs to work more closely together to ensure that local inter-agency workforce development plans accurately reflect the needs of people working in sport at county and club levels. Equally access to funding opportunities is increasingly tied to local workforce plans as opposed to national plans.

2. Training strategy and delivery

a. Developing a strategy

Learning opportunities need to be provided in the context of a training/workforce development strategy. This is likely to require collaboration across a number of different organisational roles/departments, for example national and local training organisations, statutory organisations including LSCB's, as well as collaboration with other agencies. A number of organisations have developed training task groups. The strategy needs to be underpinned by clear aims and objectives.

The key questions which need to be addressed by the strategy are:

- Who do we have in our work force and where do we find this information?
- What do we need them to be able to do and is this accurately described in written job/role descriptions?
- What skills, knowledge and competencies do we need them to have and is this written in person specifications?
- What do we know about people's prior learning/training/qualifications?
- What gaps are there and have we done a training needs analysis?
- What training do we need to provide/provide access to?
- What training is/could be available within the organisation and outside the organisation?
- Who will deliver the training?
- Who is responsible for the trainer workforce?
- What resources do we need?
- What are our priorities for training delivery?
- What are our timescales?
- How will we monitor the training/training delivery?

b. Training and qualifications

Training is referred to throughout this document and is meant to include all forms of learning, not just training courses, e.g. mentored experiences, organisational briefings, practical experience.

The last five years have seen the development of a range of new training courses and learning opportunities to enable staff and volunteers to fulfil their roles and responsibilities in safeguarding children. This document seeks to recognise those existing learning opportunities which are identified as 'existing delivery mechanisms' on the grids for the categories of learning. However there remain significant gaps in training provision which the Strategy will seek to address.

There is no statutory requirement that all learning opportunities must be linked to qualifications. However training should meet recognised standards (in terms of content and delivery) and should be developed in line with existing guidance. Staff and volunteers should be able to have their learning recognised/accredited so that they can acquire qualifications either because they choose to do so or because a particular role requires this. Equally staff and volunteers who have been trained/ qualified from other relevant sectors should be able to have this experience recognised by sports organisations when they work in the sports sector.

There are currently no qualifications in sport for safeguarding and protecting children and no Awarding Body other than for qualifications from other sectors such as health, social care and education. The development of new and revised National Occupational Standards and the Sector Qualifications Strategy needs to address safeguarding children. The UK Coaching Certificate qualifications currently contain relevant Units. It is envisaged that the work to be developed on specialist qualifications for coaching children, as part of the UK Action Plan for Coaching, will ensure that these qualifications address the relevant elements of the Common Core of Skills and Knowledge for the Children's Workforce including Safeguarding Children. The NSPCC Child Protection in Sport Unit recognises learning opportunities that meet statutory requirements such as the **sports coach UK** 'Safeguarding and Protecting Children and Young People workshop', the Football Association's 'Safeguarding Children' workshop, and the Rugby Football Union's 'Safeguarding and Protecting Young People in Rugby' workshop.

When using private providers to deliver safeguarding training, sports organisations should ask if the training has been recognised or accredited by a relevant external body.

Working Together 2006 (chapter 5) identifies that the principles underpinning work to safeguard and promote the welfare of children should be:

- Child-centred
- Rooted in child development
- Focused on outcomes for children
- Holistic in approach
- Ensuring equality of opportunity
- Involving of children and families
- Building on strengths as well as difficulties
- Multi- and inter-agency in approach
- A continuing process, not an event
- Providing and reviewing services
- Informed by evidence.

Training provision should:

‘reflect an understanding of the rights of the child and be informed by an active respect for diversity and the experience of service users, and a commitment to ensuring equality of opportunity’ (Working Together section 4.23)

The Common Core of Skills and Knowledge reflect a set of common values.... ‘that promote equality, respect diversity and challenge stereotypes, helping to improve the life chances of all children and young people, and to provide more effective and integrated services.’

c. Training for young people in the sports workforce

There is an increasing number of young people involved in paid and unpaid roles in sport, such as young leaders, junior officials and coaches. There are currently very few examples of safeguarding training provision which is sensitive to the fact that regardless of their role, these young people are also potentially vulnerable and require the same protection as young participants. Equally safeguarding training generally reflects adult styles and methods of learning, as opposed to those which are appropriate to those of children. This is an identified gap which the ‘Strategy for Safeguarding Skills, Knowledge and Competencies for Protecting Children in the Sports Sector’ will seek to address. There will also be implications for the qualifications of the trainers, styles of delivery and safeguards in place appropriate to the age group.

3. Terminology

The following headings are used throughout this document and are defined below:

Skills – Skills are developed abilities that people obtain either through learning opportunities or experience.

Knowledge – What you must know and understand in order to carry out a role.

Competency – What you should be able to do in a particular role. This can be from previous experience and if any competencies are not in place, this list can be used to identify any learning opportunities and learning outcomes. Competency is a demonstration of acquired skills and knowledge (crucially) over a period of time.

Method of Delivery – The ways in which the skills and knowledge can be developed through a range of learning opportunities, for example workshops, training courses, publications, workbooks, web-based and experiential learning.

National Occupational Standards

National Occupational Standards (NOS) form the foundation of training and learning opportunities and define an occupation, its responsibilities and the skills required to complete the role competently. NOS for sport and recreation cover a huge number of roles both paid and unpaid and the following NOS are being developed to embed the statutory requirements of the sports workforce to safeguard and promote the welfare of children and young people. These NOS can then be used to develop training and qualifications that truly reflect the needs of the industry and of children and young people.

Existing NOS:

Coaching, teaching and instructing
Officiating
Sports development and leisure management
Sports administration and governance
Activity leadership

4. Introduction to categories of learning

The following categories of learning reflect and build on existing competencies and skills: in the health and sport sectors; National Occupational Standards; the UK Coaching Certificate; and levels of learning for inter-agency working from 'Working Together' 2006. Whilst nobody in sport is expected to be an 'expert' in safeguarding and protecting children and young people, categories 3 onwards reflect the learning needs of senior management and those with responsibility for governance within organisations, who have responsibility for driving and overseeing the development and implementation of organisational policies, procedures and plans.

The categories are not intended to be prescriptive and are simply intended as a guide.. Some roles may encompass skills and knowledge across more than one category. Some specialist roles may require additional skills, knowledge and competencies. The role examples are provided only to illustrate how the categories may be applied. It is for organisations to identify the full range of roles held by staff and volunteers and to match the job descriptions and person specifications to the relevant categories and individual criteria as they feel appropriate.

This document will help to describe roles within sport, clearly identify the training and/or qualifications that the person fulfilling each role should have and the current training courses and learning opportunity available.

As a result of consultation feedback the categories have been refined and reduced.

The categories are as follows:

Category 1

All staff & volunteers working in a sports role or setting where they may have contact with children directly or indirectly

Category 2

All staff and volunteers working with children, young people and parents

Category 3

Staff and volunteers with particular operational responsibilities for safeguarding and protecting children, including people with designated responsibilities

Category 4a

Staff and volunteers with strategic service management responsibilities and technical expertise

Category 4b

National/organisational senior management responsibilities for governance, administration of safeguarding policies, procedures and systems

**Safeguarding & Protecting Children & Young People:
Roles, competencies, knowledge and skills for the sports sector**

	<u>Category 1.</u> All staff & volunteers working in a sports role or setting where they may have contact with children directly or indirectly	Reference
Example roles	<ul style="list-style-type: none"> • Helper, Receptionist, Recreation Attendant, Leisure Assistant, Groundsman 	
Competency	<ul style="list-style-type: none"> • Describe what is meant by safeguarding, protecting and promoting the welfare of children • Be alert to potential indicators of abuse or neglect • Be alert to the risks which individual abusers, or potential abusers may pose to children • Be able to report concerns in line with organisation's procedures 	
Knowledge	<ul style="list-style-type: none"> • Know the range of types of child abuse – physical abuse, emotional abuse, neglect and sexual abuse • Know the indicators of abuse and neglect • Know what to do if they are concerned that a child may be being abused or that someone may pose a risk to a child or children generally. • Be familiar with their own organisation's policies and procedures and their role within them • Know the importance of sharing information and the dangers of not sharing information • Know what to do if they experience barriers to reporting their concerns 	
Skills	<ul style="list-style-type: none"> • Be able to recognise the indicators of child abuse • Be able to seek advice and report concerns about child abuse • Be able to use their organisation's policies and procedures in practice 	
Method of Delivery	<ul style="list-style-type: none"> • Mandatory induction programme • E-learning/distance learning packages - optional • Update / refresher learning/training/briefing – minimum 3 yearly with written briefings provided re any changes in practice, policies, procedures, legislative / government guidance requirements from organisational management/Lead Designated Person. 	Distance learning products e.g. NSPCC Educare Keeping Children Safe in Sport, National induction standards, organisational induction programmes Web-based e-learning for testing policy understanding e.g. FA's re-certification.

	Category 2. All staff and volunteers working with children, young people and parents (including those who have irregular contact but whose role requires them to fulfil their duty of care (e.g sessional coach))	Reference
Example roles	<ul style="list-style-type: none"> • Coach (Level 2+) where the qualification enables them to take sole charge or overall responsibility for children they are working with), Teacher, Instructor, Community Sports Development Officer, sports science support e.g. physiotherapist, nutritionist 	
Competency	<ul style="list-style-type: none"> • Describe what is meant by safeguarding ,protecting and promoting the welfare of children and the different ways in which children and young people can be harmed • Be alert to potential indicators of abuse or neglect • Be alert to the risks which individual abusers, or potential abusers may pose to children • Know how to communicate effectively and develop working relationships with other staff, volunteers, children and parents to safeguard, protect and promote the welfare of children • Describe the roles of other practitioners and agencies in supporting and advising families and safeguarding and promoting the welfare of children • Demonstrate knowledge of national legislation and guidance relevant to role • Demonstrate knowledge of organisational policies and procedures and how to apply these in practice • Understand and contribute to multi-agency processes to promote the welfare of children, assess their needs and to protect children from abuse <i>(for those working with children in multi-agency settings / projects e.g. social inclusion projects, working in schools, on health programmes)</i> 	
Knowledge	<ul style="list-style-type: none"> • Knowledge of the key elements of legislation, government guidance and plans relevant to their role and responsibilities • Know the range of types of child abuse – physical abuse, emotional abuse, neglect and sexual abuse • Know the indicators of abuse and neglect • Know what to do if they are concerned that a child may be being abused or that someone may pose a risk to a child or children generally. • Be familiar with their own organisation’s policies and procedures • Know what to do if they experience barriers to reporting their concerns • Know and understand the principles and values underpinning work with children, young people and 	

	<p>parents</p> <ul style="list-style-type: none"> • Identify the roles of statutory agencies including Local Safeguarding Children Boards and of other agencies to protect children and to safeguard and promote their welfare • Know how to record, store and dispose of relevant information in line with an organisation's policies and procedures, relevant to role • Know the importance of information sharing and how to share information and with whom within an organisation and with other agencies in line with reporting procedures • Know the boundaries of one's own competence, role and responsibilities, when to involve others • Appreciate the effect of witnessing upsetting situations and know how to seek advice and support • Know how to respond to a child or other person disclosing abuse or concerns about abuse • Knowledge of key elements of legislation and government guidance relevant to own role and responsibilities • Know about the Common Assessment Framework for children and young people (CAF) and , where appropriate, how to use it <i>(for those working with children in multi-agency settings / projects e.g. social inclusion projects, working in schools, on health programmes)</i> 	
<p>Skills</p>	<p>Relate, recognise and take considered action</p> <ul style="list-style-type: none"> • Establish rapport and respectful, trusting relationships with children, young people and those caring for them. • Understand what is meant by safeguarding and the different ways in which children can be harmed (including by other children and young people and through the internet) • Make considered judgements about how to act to safeguard and promote a child or young person's welfare, where appropriate consulting with the child, young person, parent or carer to inform their thinking • Give the child or young person the opportunity to participate in decisions affecting them, as appropriate to their age and ability and taking their wishes and feelings into account • Understand the key role of parents and carers in safeguarding and promoting children's welfare and involve them accordingly, while recognising factors that can affect parenting and increase the risk of abuse (e.g. domestic abuse) • Understand that signs of abuse can be subtle and can 	<p>Common Core of Skills and Knowledge</p>

	<p>be expressed in play and in the way children and young people approach relationships with other children and/or adults</p> <ul style="list-style-type: none"> • Make considered judgements about how to act to safeguard and promote a child's welfare <p>Communication, recording and reporting</p> <ul style="list-style-type: none"> • Use appropriate verbal and written and/or IT skills to effectively record and report making a distinction between observation, facts, information gained from others and opinion • When, as part of a role which requires undertaking a sports-based assessment on a child, be alert to concerns about a child or young person's safety or welfare, including unexplained changes in behaviour and signs of abuse or neglect • Be able to recognise when a child or young person is in danger or at risk of harm, and take action to protect them <p>Personal skills</p> <ul style="list-style-type: none"> • Have self awareness and the ability to analyse objectively • Have the confidence to represent actively the child or young person and his or her rights • Have the confidence to challenge own and others' practice • Understand the different forms and extent of abuse and their impact on children's development • Develop appropriate professional relationships with children and young people 	
<p>Method of delivery</p>	<ul style="list-style-type: none"> • Basic child protection/ safeguarding awareness training • Multi-agency training • Role specific single agency training • Briefings from organisational management/ Lead Designated person • Continuous professional development <p>NB Need to develop additional skills, knowledge, competencies for those who have more specialised roles and / or who are working in more specialised settings or with children who have additional needs e.g. Chartstage Community Sports Development Worker (Level 2 qualification)</p>	<p>sports coach UK 'Safeguarding and Protecting Children' workshop and recognised NGB equivalents. UKCC level 2 and above. Statutory agency training. LSCB multi-agency training</p>

	Category 3 Staff and volunteers with particular operational responsibilities for safeguarding and protecting children, including people with designated responsibilities	Reference
Example roles	<ul style="list-style-type: none"> County, Facility or Programme Designated Person (e.g. County Welfare Officer, Head of Sports Development), Events Manager, Programme Manager, Coach/Officials Tutor, Team Manager. Depending on the responsibilities the organisation gives to the role, Club Welfare Officers may sit in or between Categories 2 & 3. 	
Competency	<p>As category 2 plus:</p> <ul style="list-style-type: none"> Ability to advise others working with children on implementation of organisational policies and procedures to safeguard and promote the welfare of children and young people Ability to support others working with children to respond appropriately to concerns about children's welfare or safety Ability to maintain and develop policies and procedures to safeguard children and young people Ability to implement procedures to safeguard children and young people Ability to contribute to the development of organisational plans to safeguard children Ability to create and/or maintain relevant records in line with organisational procedures Ability to effectively communicate internally and with other organisations regarding specific concerns about a child or children and regarding the organisation's approach to safeguarding children 	
Knowledge	<p>As category 2 plus :</p> <ul style="list-style-type: none"> Knowledge of latest organisational policies, procedures and guidelines for safeguarding and protecting children and their role within them Enhanced knowledge of local structures, systems and local contacts for safeguarding children Knowledge of the processes and tools used in integrated working, and how these operate locally 	
Skills	<p>As category 3 plus :</p>	

	<ul style="list-style-type: none"> • Ability to advise others working with children on implementation of organisational policies and procedures to safeguard and promote the welfare of children and young people • Ability to support others working with children to respond appropriately to concerns about children's welfare or safety • Ability to maintain and develop policies and procedures to safeguard children and young people • Ability to implement procedures to safeguard children and young people • Ability to contribute to the development of organisational plans to safeguard children • Ability to communicate internally and with other agencies both about own agency's roles and responsibilities and when dealing with particular child protection cases 	<p>NOS C27.3 (2004)</p> <p>NOS C239.3 (2006)</p>
<p>Method of delivery</p>	<p>Basic child protection/ safeguarding awareness training</p> <p>Contribute to maintaining and improving procedures for the protection of vulnerable participants</p> <p>Manage procedures for the protection of vulnerable people</p> <p>Designated persons training</p> <p>Core practitioner training re integrated working</p>	<p>NOS C27.3 (2004)</p> <p>NOS C239.3 (2006)</p> <p>NSPCC Time to Listen designated person training</p> <p>LSCB level 2 training</p>

	Category 4a Staff and volunteers with senior operational management responsibilities and technical expertise	Reference
Example roles	<ul style="list-style-type: none"> National / Organisational Lead Designated Person, Performance Director, Senior Management Team Member, Head / Assistant Director of Leisure Services 	
Competency	<ul style="list-style-type: none"> Contribute to the development and implementation of policies for the safeguarding and protection of children in sport Develop, maintain and review organisational policies and procedures to safeguard children including those related to safe recruitment, complaints and disciplinary requirements Represent the organisation's approach to safeguarding and protecting children at internal forums Contribute to internal and statutory agency plans to protect individual children Communicate the approach of the organisation to safeguarding and protecting children and young people to other organisations Work collaboratively with external agencies on cases of serious poor practice or abuse of children Ability to implement organisational culture of listening to children as reflected in organisational plans and practices. Manage health, safety, security and welfare in sport and active leisure Manage the development of sports clubs and networks Co-ordinate sports tours Plan, manage and evaluate sports events 	<p>The safeguarding elements of the following NOS: NOS C240</p> <p>NOS B233</p> <p>NOS B235</p> <p>NOS B238</p>
Knowledge	<ul style="list-style-type: none"> Comprehensive knowledge of key government strategy, legislation, guidance and plans for safeguarding and promoting the welfare of children and young people How to apply the above to develop own organisation's policies, procedures and practice guidance in line with national/organisational standards How to effectively monitor and evaluate organisational performance against implementation plans How to communicate these effectively at all levels of 	

	<p>the organisation and with external partners and stakeholders</p> <ul style="list-style-type: none"> • How to ensure that a child focussed approach is reflected in organisational policies, procedures and practices at all levels, including: safe recruitment practice, complaints and disciplinary procedures 	
Skills	<ul style="list-style-type: none"> • Ability to develop, maintain and review organisational policies and procedures to safeguard children • Ability to represent the organisation's approach to safeguarding and protecting children at internal forums • Ability to contribute to internal and statutory agency plans to protect individual children • Ability to manage discipline, complaints and appeals procedures regarding the welfare and protection of children • Ability to communicate the approach of the organisation to safeguarding and protecting children and young people to other organisations • Ability to work collaboratively with external agencies on cases of serious poor practice or abuse of children • Ability to influence, encourage and promote implementation of safeguarding measures by partner organisations 	<p>NOS Unit F5 (2006 draft)</p> <p>NOS Unit F12 (2006 draft)</p>
Method of delivery	<p>As category 2 plus: Units to be developed for draft NOS for Sport and Physical Activity Governance and Administration</p>	

	Category 4b Staff and volunteers with national/organisational responsibilities for the governance and administration of safeguarding policies, procedures and systems	Reference
Example roles	<ul style="list-style-type: none"> • Lead Board / Council Member, Chief Executive 	
Competency	<ul style="list-style-type: none"> • Research and identify the requirements and best practice for safeguarding children and young people • Help your organisation to develop policies and procedures for safeguarding children and young people • Implement policies and procedures for safeguarding children and young people • Evaluate and improve policies and procedures for safeguarding children and young people • Ensure and be strategically accountable for the development and implementation of policies for safeguarding and promoting the welfare of children in sport • Ensure strategic accountability for effective implementation of organisational policies and procedures to safeguard children including those related to safe recruitment • Represent the organisation's approach to safeguarding and protecting children at internal fora • Communicate the approach of the organisation to safeguarding and protecting children and young people to other organisations including government departments and other public bodies • Ensure that the organisation works collaboratively with external agencies on strategic plans to safeguard and promote the welfare of children. • Demonstrate influencing skills • Ensure that the organisation's strategic plans integrate a culture of listening to children 	<p>NOS A17.1</p> <p>NOS A17.2</p> <p>NOS A17.3</p> <p>NOS A17.4</p> <p>NOS C242</p>
Knowledge	<ul style="list-style-type: none"> • Knowledge of key government strategy, legislation, guidance and plans for safeguarding and promoting the welfare of children and young people relevant to their organisation's role. • How to apply the above to ensure accountability for organisation's policies, procedures and practice guidance in line with national/organisational standards • How to effectively monitor and evaluate organisational performance against implementation plans • How to communicate these effectively at all levels of the organisation and with external partners and stakeholders 	

	<ul style="list-style-type: none"> • How to ensure that a child focussed approach is reflected in organisational policies, procedures, plans and practices at all levels • Knowledge of organisational requirements for safe recruitment practice. • Knowledge of the importance of involving children in the development of organisational plans to safeguard them 	
Skills	<ul style="list-style-type: none"> • Ability to scrutinise the development and implementation of policies for the safeguarding and protection of children in sport • Ability to scrutinise organisational policies and procedures to safeguard children and maintain review requirements. • Ability to represent the organisation's approach to safeguarding and protecting children at internal forums • Ability to communicate the approach of the organisation to safeguarding and protecting children and young people to other organisations including government departments and other public bodies • Ability to ensure that the organisation works collaboratively with external agencies on strategic plans to safeguard and promote the welfare of children • Ability to Influence, encourage and promote implementation of safeguarding measures by partner organisations • Ability to ensure that the integration of a culture of listening to children is embedded in organisational plans 	
Method of Delivery	Units to be developed for draft NOS for Sport and Physical Activity Governance and Administration CPSU Board/Executive training	

APPENDIX 1

Background Detail

1. Government Guidance and Strategy

a. Every Child Matters: Change for Children

The inquiry report into the death of Victoria Climbié revealed themes which had been identified in numerous previous inquiry reports into the deaths of children killed by their parents or carers. These include:

poor co-ordination; a failure to share information; the absence of anyone with a strong sense of accountability; and frontline workers trying to cope with staff vacancies, poor management and a lack of effective training.

A series of inspectorate reports criticised the lack of priority given to safeguarding children.

The government in England responded to these findings by developing its '**Every Child Matters: Change for Children**' strategy which has resulted in changes in legislation and government guidance and is supported by detailed plans.

One of the key principles of the Government's '**Every Child Matters: Change for Children**' strategy is that safeguarding and promoting children and young people's welfare is everybody's business, from senior management to grass-roots volunteers:

Under the new guidance contained in the document '**Working Together to Safeguard Children**' **HM Government 2006**, section 2.8, it is a statutory requirement for all organisations, including sports organisations, to put in place:

'arrangements to ensure that all staff undertake appropriate training to equip them to carry out their responsibilities effectively, and keep this up to date by refresher training at regular intervals; and that all staff, including temporary staff and volunteers who work with children are made aware of the establishment's arrangements for safeguarding and promoting the welfare of children and their responsibilities for this'.

b. The Children's Workforce Strategy

As part of the Every Child Matters strategy, the Government has developed **The Children's Workforce Strategy** which sets out its vision of a world class children's workforce that: strives to achieve the best possible outcomes for all children and young people, and to reduce inequalities between the most disadvantaged children and the rest; is confident, competent and safe to work with children and young people; and inspires trust and respect from parents and carers as well as children and young people themselves. This will improve the recruitment and retention of paid and unpaid staff, strengthening inter-agency working and promoting stronger leadership and management.

(www.everychildmatters.gov.uk)

The **Children's Workforce Development Council (CWDC)** is tasked with the national strategic development and implementation of the strategy. Its membership includes all of the relevant sector skills councils including Skills Active (the sector skills council for sport, recreation and play work). It has a key role in supporting the development of local workforce plans for example: by publishing general advice and resource materials; identifying and promoting examples of best practice; supporting regional and sub-regional collaboration.

The Children's Workforce Network (CWN) brings together 11 key national agencies tasked with developing different parts of the children's workforce across its 9 regions. Sport is represented by Skills Active.

The **CWDC** is working with its partners in the **CWN** to develop an **Integrated Qualifications Framework (IQF)**. This aims to create more comparative qualifications and to enable people to move more easily across the children's workforce. Consequently someone completing a coaching course could use credits or 'Units' from this qualification to count as 'Acquired Prior Learning' (APL) towards a qualification in play work for example. The government is currently consulting on the IQF and on the content of the initial 'common generic units'.

Every local **Children's Trust** has responsibility for developing a local children's workforce strategy across the statutory, voluntary and independent sectors as part of its Children and Young People's Plan.

County Sports Partnerships are ideally placed to contribute to this alongside their partners in Local Authority Sport and Recreation Departments.

The Children's Workforce Strategy is supported by the development of the **Common Core of Skills and Knowledge for the children's workforce**. The prospectus sets out knowledge and skills to practise at a basic level in six areas of expertise:

- Effective communication and engagement
- Child and young person development
- Safeguarding and promoting the welfare of the child*
- Supporting transitions
- Multi-agency working
- Sharing information

*This Guidance document applies the 'Safeguarding' element of the Common Core at learning category 2 for people working with children in sport.

2. Strategy, policy and practice in sport

As previously outlined, sports organisations are now subject to statutory requirements in terms of ensuring that their staff and volunteers are appropriately trained and supported to fulfil their roles and responsibilities.

Sport has agreed the 'National Strategy for Safeguarding and Protecting Children in Sport 2006 – 2012', a key action of which is the development of a strategy for safeguarding skills and knowledge in the sports sector. This strategy recognises the need of everybody in sport, not just coaches and designated persons, to contribute to

the safeguarding and protection of children and to be provided with learning opportunities to enable everyone from a chief executive to a club volunteer to be able to fulfil their responsibilities.

The Child Protection in Sport Unit set up a multi-agency steering group in 2006 to co-ordinate the development of the strategy. This Guidance Document was identified as a key initial task for the group.

Funded National Governing Bodies and County Sports Partnerships are required to achieve Standard 7 of the 'Standards for Safeguarding Children and Young People in Sport' (Child Protection in Sport Unit 2002). This Standard requires evidence of the development of and implementation of appropriate learning opportunities for all staff and volunteers.

Funded NGBs and CSPs are also required to develop workforce development plans.

The consultation process for this document has highlighted the need for NGBs and CSPs to work more closely together to ensure that local inter-agency workforce development plans accurately reflect the needs of people working in sport at county and club levels. Equally access to funding opportunities is increasingly tied to local workforce plans as opposed to national plans.

Other recent developments which impact on children's workforce development include:

- Volunteer development strategies
- National Occupational Standards being created for all roles in sport
- The sector qualifications strategy (which will link to the Integrated Qualifications Strategy)
- The UK Coaching Framework including the planned development of specialist qualifications for coaching children and a more co-ordinated approach to coach licensing

Appendix 2 – Workforce Development Plan Template - Example

Organisational Aim: To ensure that all staff and volunteers are competent and confident in carrying out their specific responsibilities for safeguarding and promoting children’s welfare

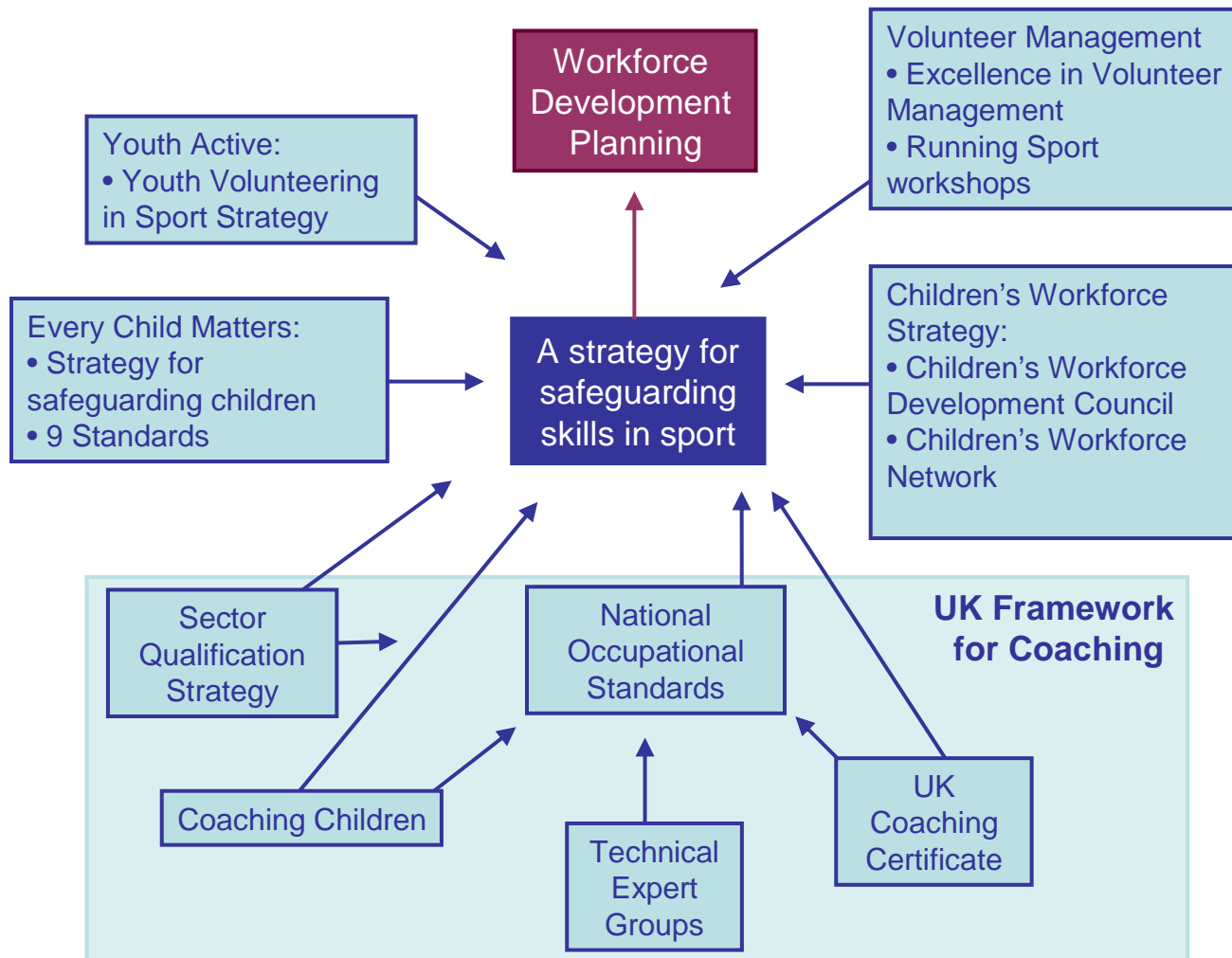
Organisational Objective: All staff and volunteers working in a (Cat 1) sports role or setting where they may have contact with children directly or indirectly have the appropriate skills, knowledge, and competencies to fulfil their roles.

Objectives	Priority	Training and Development Required	Who/ When/ Resource	Responsibility/ Lead Person	Cost (£)	Outcome/Benefit/ Evaluation	Review Date
<p>I. Induction programme for all staff and volunteers to enable them to:</p> <ul style="list-style-type: none"> • Describe what is meant by safeguarding, protecting and promoting the welfare of children • Be alert to potential indicators of abuse or neglect • Be alert to the risks which individual abusers, or potential abusers may pose to children • Be able to report concerns in line with organisation’s procedures 		<p>1. Organisational induction programme for all</p> <p>2. Tailored induction for specific roles e.g. administrator who may take phone calls related to safeguarding</p> <p>3. Update/refresher/ CPD</p>	<p>Line Man’r</p> <p>NGB induction course</p> <p>Line Man’r does induction evidence/ records</p>	<p>Senior management responsibility for policy & procedures</p> <p>Line manager or designated person responsible for delivery</p>		<p>1. Staff and volunteers are competent and confident to fulfil their roles in safeguarding children</p> <p>2. Children and young people are safeguarded</p> <p>3. Children, young people and parents have confidence in the competence of individual staff and volunteers, and in the organisation’s approach</p>	

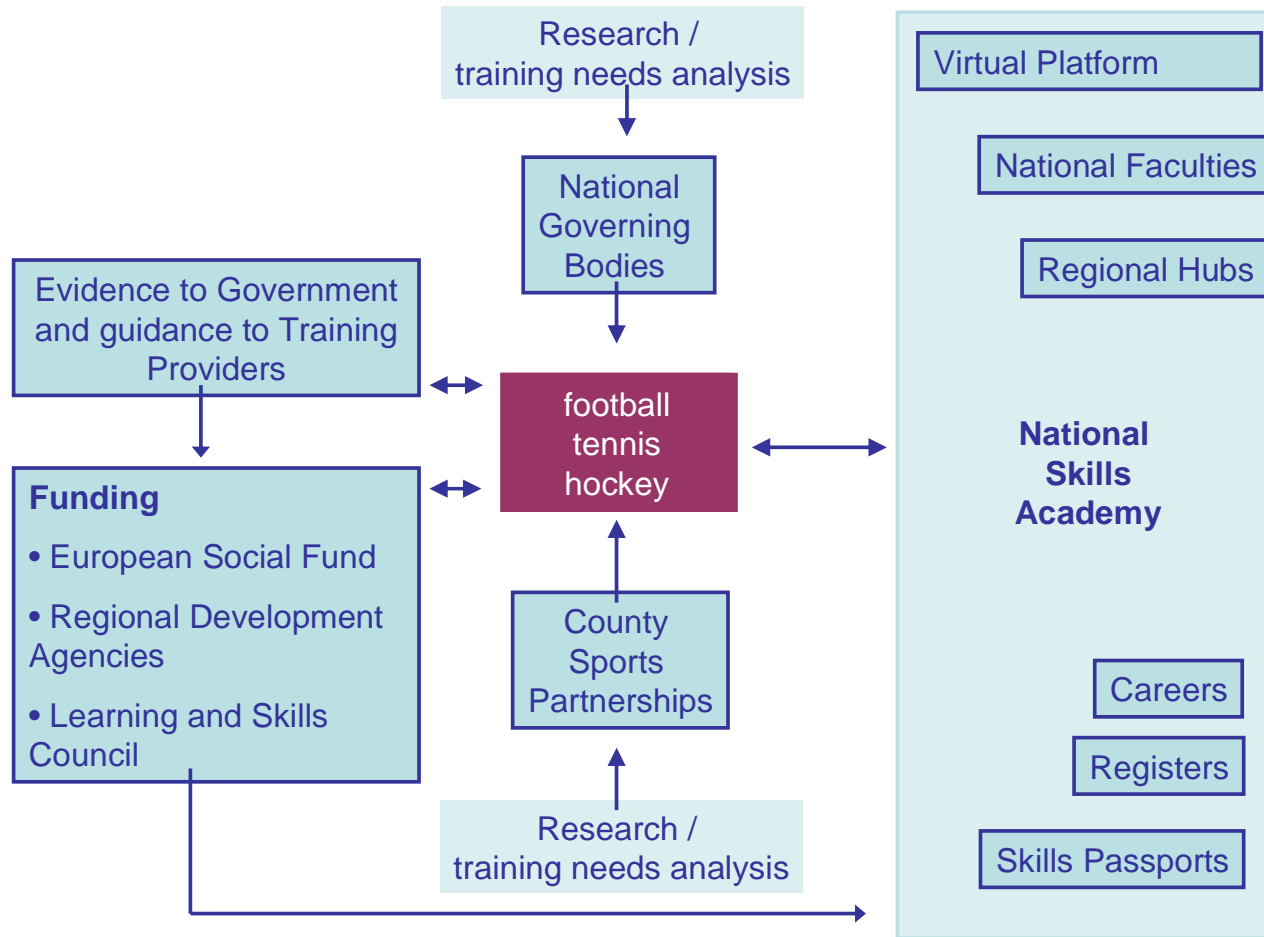
Appendix 3 – Workforce Development Plan Template - Blank

Objectives	Priority	Training and Development Required	Who/ When/ Resource	Responsibility/ Lead Person	Cost (£)	Outcome/Benefit/ Evaluation	Review Date

APPENDIX 4



APPENDIX 4



APPENDIX 5

CONTACTS, REFERENCES & RESOURCES

Department for Education and Skills (DfES) (2004)

Every Child Matters: Change for Children

www.everychildmatters.gov.uk/files/F9E3F941DC8D4580539EE4C743E9371D.pdf

Department for Education and Skills (DfES) (2006)

Working Together to Safeguard Children HM Government 2006

www.everychildmatters.gov.uk/files/AE53C8F9D7AEB1B23E403514A6C1B17D.pdf

Department for Education and Skills (DfES) (March 2007)

The Children's Workforce Strategy

www.everychildmatters.gov.uk/resources-and-practice/IG00210/

Children's Workforce Development Council (CWDC)

www.cwdcouncil.org.uk/index.asp

Children's Workforce Network (CWN) www.childrensworkforce.org.uk

Children's Workforce Development Council (April 2006)

Integrated Qualifications Framework (IQF)

www.cwdcouncil.org.uk/projects/integratedqualificationsframework.htm

Department for Education and Skills (DfES) (2005)

Common Core of Skills and Knowledge for the Children's Workforce

www.everychildmatters.gov.uk/files/37183E5C09CCE460A81C781CC70863F0.pdf

Department for Education and Skills (DfES) (2004)

Every Child Matters Strategy

www.everychildmatters.gov.uk

NSPCC Child Protection in Sport Unit

www.thecpsu.org.uk

Skills Active

www.skillsactive.com

sports coach UK

www.sportscoachuk.org

Working Together to Safeguard Children

www.everychildmatters.gov.uk/files/AE53C8F9D7AEB1B23E403514A6C1B17D.pdf

Children's Workforce Development Council

CWDC – Sector Qualifications Strategy

www.cwdcouncil.org.uk/projects/sectorqualificationsstrategy.htm

Children's Workforce Development Council

CWDC - Clear progression

www.cwdcouncil.org.uk/pdf/IQF/IQF_Implementation_Plan_1Nov06.pdf

Children's Workforce Development Council

CWDC – Advice on Developing and Implementing an Integrated Local Children's Workforce Strategy www.cwdcouncil.org.uk/advice/

Children's Workforce Development Council

LWS Toolkit May 2007 – Advice on developing and implementing an integrated local Children's Services Workforce Strategy

www.cwdcouncil.org.uk/advice/Web_Toolkit_Printout_May07.pdf

Every Child Matters - **Workforce Reform** and Professional Development

www.everychildmatters.gov.uk/deliveringservices/workforcereform/

Every Child Matters - **The Children's Workforce Strategy: Building a World-Class Workforce for Children, Young People and Families –**

The Government's Response to the Consultation

www.everychildmatters.gov.uk/files/7D2DD37746721CC8E5F81323AD449DD7.pdf

Every Child Matters - **Children's Workforce Strategy**

www.everychildmatters.gov.uk/files/0D47F8966F27BFE99ACFF246A3EF45E4.pdf

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