

# **Sale Sharks Foundation Safeguarding Adults Policy**

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# Section 1: Safeguarding Adults Policy

## Policy Statement

The Sale Sharks Foundation believes everyone has the right to live free from abuse or neglect regardless of age, ability or disability, sex, race, religion, ethnic origin, sexual orientation, marital or gender status.

The Foundation is committed to creating and maintaining a safe and positive environment and an open, listening culture where people feel able to share concerns without fear of retribution. We acknowledge that safeguarding is everybody's responsibility and is committed to prevent abuse and neglect through safeguarding the welfare of all adults involved.

The Sale Sharks Foundation recognises that health, well-being, ability, disability and need for care and support can affect a person's resilience. We recognise that some people experience barriers, for example, to communication in raising concerns or seeking help. We recognise that these factors can vary at different points in people's lives.

The Sale Sharks Foundation recognises that there is a legal framework within which sports need to work to safeguard adults who have needs for care and support and for protecting those who are unable to take action to protect themselves and will act in accordance with the relevant safeguarding adult legislation and with local statutory safeguarding procedures.

Actions taken by The Sale Sharks Foundation will be consistent with the principles of adult safeguarding ensuring that any action taken is prompt, proportionate and that it includes and respects the voice of the adult concerned.

## Purpose

The purpose of this policy is to demonstrate the commitment of The Sale Sharks Foundation to safeguarding adults and to ensure that everyone involved in The Sale Sharks Foundation is aware of:

- The legislation, policy and procedures for safeguarding adults.
- Their role and responsibility for safeguarding adults.
- What to do or who to speak to if they have a concern relating to the welfare or wellbeing of an adult within the organisation.

## Scope

This safeguarding adult policy and associated procedures apply to all individuals involved in The Sale Sharks Foundation including Trustees, Staff, Coaches, and Volunteers and to all concerns about the safety of adults whilst taking part in our organisation, its activities and in the wider community.

We expect our partner organisations, including for example, affiliated clubs, suppliers and sponsors to adopt and demonstrate their commitment to the principles and practice as set out in this Safeguarding Adults Policy and associated procedures.

## Commitments

In order to implement this policy The Sale Sharks Foundation will ensure that:

- Everyone involved with The Sale Sharks Foundation is aware of the safeguarding adult procedures and knows what to do and who to contact if they have a concern relating to the welfare or wellbeing of an adult.
- Any concern that an adult is not safe is taken seriously, responded to promptly, and followed up in line with The Sale Sharks Foundation Safeguarding Adults Policy and Procedures.
- The well-being of those at risk of harm will be put first and the adult actively supported to communicate their views and the outcomes they want to achieve. Those views and wishes will be respected and supported unless there are overriding reasons not to.
- Any actions taken will respect the rights and dignity of all those involved and be proportionate to the risk of harm.

- Confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored in line with our Data Protection Policy and Procedures.
- The Sale Sharks Foundation acts in accordance with best practice advice, for example, from UK Sport, Sport England, the RFU, NSPCC, Ann Craft Trust.
- The Sale Sharks Foundation will cooperate with the Police and the relevant Local Authorities in taking action to safeguard an adult.
- All Board members, staff, and volunteers understand their role and responsibility for safeguarding adults and have completed and are up to date with safeguarding adult training and learning opportunities appropriate for their role.
- The Sale Sharks Foundation uses safe recruitment practices and continually assesses the suitability of volunteers and staff to prevent the employment/deployment of unsuitable individuals in this organisation and within the sporting community.
- The Sale Sharks Foundation shares information about anyone found to be a risk to adults with the appropriate bodies. For example: Disclosure and Barring Service, and the RFU.
- When planning activities and events The Sale Sharks Foundation includes an assessment of, and risk to, the safety of all adults from abuse and neglect and designates a person who will be in attendance as a safeguarding lead for that event.
- Actions taken under this policy are reviewed by the Board and senior management team on an annual basis.
- This policy, related policies (see below) and the Safeguarding Adults Procedures are reviewed no less than on a two yearly basis and whenever there are changes in relevant legislation and/or government guidance as required by the Local Safeguarding Board, UK Sport, Sport England and the RFU or as a result of any other significant change or event.

## Implementation

The Sale Sharks Foundation is committed to developing and maintaining its capability to implement this policy and procedures. In order to do so the following will be in place:

- A clear line of accountability within the organisation for the safety and welfare of all adults.
  - Access to relevant legal and professional advice.
  - Regular management reports to the Board detailing how risks to adult safeguarding are being addressed and how any reports have been addressed.
  - Safeguarding adult procedures that deal effectively with any concerns of abuse or neglect, including those caused through poor practice.
  - A Safeguarding Lead (see Appendix 1).
  - A delegated Safeguarding Lead for events /camps/ festivals.
  - Arrangements to work effectively with other relevant organisations to safeguard and promote the welfare of adults, including arrangements for sharing information.
  - Codes of conduct for Trustees, Staff, Coaches, and Volunteers that specify zero tolerance of abuse in any form.
  - Risk assessments that specifically include safeguarding of adults.
  - Policies and procedures that address the following areas and which are consistent with this Safeguarding Adults policy.
- |                                                                                   |                                                               |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------|
| ✓ Safeguarding Children                                                           | ✓ Concerns, Complaints and Compliments                        |
| ✓ Bullying and harassment                                                         | ✓ Whistleblowing                                              |
| ✓ Social Media                                                                    | ✓ Safe recruitment and selection (staff and volunteers)       |
| ✓ Equality, diversity and inclusion                                               | ✓ Contract compliance                                         |
| ✓ Safe activities risk assessments                                                | ✓ Information policy, data protection and information sharing |
| ✓ Code of Conducts and a process for breach of these - Staff, Coaches, Volunteers |                                                               |
| ✓ Discipline and grievance                                                        |                                                               |

## Section 2: Supporting Information

### Safeguarding Adults

#### *Legislation*

Safeguarding Adults in all home nations is compliant with United Nations directives on the rights of disabled people and commitments to the rights of older people. It is covered by:

- The Human Rights Act 1998
- The Data Protection Act 2018
- General Data Protection Regulations 2018

The practices and procedures within this policy are based on the relevant legislation and government guidance.

- England – The Care Act 2014
- Care and Support Statutory Guidance (especially chapter 14) 2014

Many other pieces of UK legislation also affect adult safeguarding. These include legislation about different forms of abuse and those that govern information sharing. For example, legislation dealing with:

- Murder/attempted murder
- Physical Assault
- Sexual Offences
- Domestic Abuse/Coercive control
- Forced Marriage
- Female Genital Mutilation
- Theft and Fraud
- Modern slavery and Human exploitation
- Hate Crime
- Harassment
- Listing and Barring of those unsuitable to work with adults and support needs

#### *Adults at Risk*

The Safeguarding Adults legislation creates specific responsibilities to provide additional protection from abuse and neglect to Adults at Risk.

When an organisation has reason to believe there is an adult at risk, they have a responsibility to find out more about the situation and decide what actions need to be taken to support the adult.

The actions that need to be taken might be by the Local Authority (usually social services) and/or by other agencies, for example the Police and Health. A sporting organisation may need to take action as part of safeguarding an adult, for example, to use the disciplinary procedures in relation to a member of staff or member of public who has been reported to be harming a participant.

England also has legislation about the circumstances in which decisions can be made on behalf of an adult who is unable to make decisions for themselves:

- England and Wales – Mental Capacity Act 2005
- There are specific offences applying to the mistreatment of and sexual offences against adults who do not have Mental Capacity and specific
- offences where mistreatment is carried out by a person who is employed as a carer: e.g. wilful neglect and wilful mistreatment.

#### *Abuse and Neglect*

Abuse is a violation of an individual's human and civil rights by another person or persons. It can occur in any relationship and may result in significant harm to, or exploitation of, the person subjected to it. Any or all of the following types of abuse may be perpetrated as the result of deliberate intent, negligence, omission or ignorance.

The Safeguarding Adults Legislation in England defines categories of adult abuse and harm as follows. England (Care Act 2014)

- Physical
- Sexual
- Emotional/Psychological/Mental
- Neglect and acts of Omission
- Financial or material abuse
- Discriminatory
- Organisational / Institutional
- Self-neglect
- Domestic Abuse (including coercive control)
- Modern slavery

There are different types and patterns of abuse and neglect and different circumstances in which they may take place.

Abuse can take place in any relationship and there are many contexts in which abuse might take place; e.g. Institutional abuse, Domestic Abuse, Forced Marriage, Human Trafficking, Modern Slavery, Sexual Exploitation, County Lines, Radicalisation, Hate Crime, Mate Crime, Cyber bullying, Scams.

Abuse can take place within a sporting context and the person causing harm might be any other person. For example: a member of staff, a coach, a volunteer, a participant or a fan.

### *Wellbeing Principle*

The success of sport, in terms of helping people achieve their potential, making the most of existing talent, and attracting new people to sport relies on putting people – their safety, wellbeing and welfare – at the centre of what sport does. (Duty of Care in Sport Independent Report to Government Baroness Tanni Grey-Thompson DBE, DL)

The concept of 'well-being' is threaded throughout UK legislation and is part of the Law about how health and social care is provided. Our well-being includes our mental and physical health, our relationships, our connection with our communities and our contribution to society.

Being able to live free from abuse and neglect is a key element of well-being.

The legislation recognises that statutory agencies have sometimes acted disproportionately in the past. For example, removing an adult at risk from their own home when there were other ways of preventing harm. In the words of Justice Mummery '*What good is it making someone safe when we merely make them miserable?*' *What Price Dignity?* (2010)

For that reason any actions taken to safeguard an adult must take their whole well-being into account and be proportionate to the risk of harm.

### *Person Centred Safeguarding/ Making Safeguarding Personal*

The legislation also recognises that adults make choices that may mean that one part of our well-being suffers at the expense of another – for example we move away from friends and family to take a better job. Similarly, adults can choose to risk their personal safety; for example, to provide care to a partner with dementia who becomes abusive when they are disorientated and anxious.

None of us can make these choices for another adult. If we are supporting someone to make choices about their own safety we need to understand 'What matters' to them and what outcomes they want to achieve from any actions agencies take to help them to protect themselves.

The concept of 'Person Centred Safeguarding'/'Making Safeguarding Personal' means engaging the person in a conversation about how best to respond to their situation in a way that enhances their involvement, choice and control, as well as improving their quality of life, well-being and safety. Organisations work to support adults to achieve the outcomes they want for themselves. The adult's views, wishes, feelings and beliefs must be taken into account when decisions are made about how to support them to be safe. There may be many different ways to prevent further harm. Working with the person will mean that actions taken help them to find the solution that is right for them. Treating people with respect, enhancing their dignity and supporting their ability to make decisions also helps promote people's sense of self-worth and supports recovery from abuse.

If someone has difficulty making their views and wishes known, then they can be supported or represented by an advocate. This might be a safe family member or friend of their choice or a professional advocate (usually from a third sector organisation).

### *The Principles of Adult Safeguarding in England*

<b>England (Care Act 2014)</b>
<p><b>The Act's principles are:</b></p> <ul style="list-style-type: none"><li>● <b>Empowerment</b> - People being supported and encouraged to make their own decisions and informed consent.</li><li>● <b>Prevention</b> - It is better to take action before harm occurs.</li><li>● <b>Proportionality</b> - The least intrusive response appropriate to the risk presented.</li><li>● <b>Protection</b> - Support and representation for those in greatest need.</li><li>● <b>Partnership</b> - Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse</li><li>● <b>Accountability</b> - Accountability and transparency in delivering safeguarding.</li></ul>

### *Mental Capacity and Decision Making*

We make many decisions every day, often without realising. UK Law assumes that all people over the age of 16 have the ability to make their own decisions, unless it has been proved that they can't. It also gives us the right to make any decision that we need to make and gives us the right to make our own decisions even if others consider them to be unwise.

We make so many decisions that it is easy to take this ability for granted. The Law says that to make a decision we need to:

- Understand information
- Remember it for long enough
- Think about the information
- Communicate our decision

A person's ability to do this may be affected by things such as learning disability, dementia, mental health needs, acquired brain injury and physical ill health.

Most adults have the ability to make their own decisions given the right support however, some adults with care and support needs have the experience of other people making decisions about them and for them. Some people can only make simple decisions like which colour T-shirt to wear or can only make decisions if a lot of time is spent supporting them to understand the options. If someone has a disability that means they need support to understand or make a decision this must be provided. A small number of people cannot make any decisions. Being unable to make a decision is called "lacking mental capacity".

Mental capacity refers to the ability to make a decision at the time that decision is needed. A person's mental capacity can change. If it is safe/possible to wait until they are able to be involved in decision making or to make the decision themselves.

For example:

- A person with epilepsy may not be able to make a decision following a seizure.



- Someone who is anxious may not be able to make a decision at that point.
- A person may not be able to respond as quickly if they have just taken some medication that causes fatigue.

Mental Capacity is important for safeguarding for several reasons:

Not being allowed to make decisions one is capable of making is abuse. For example, a disabled adult may want to take part in an activity but their parent who is their carer won't allow them to and will not provide the support they would need. Conversely the adult may not seem to be benefiting from an activity other people are insisting they do.

Another situation is where an adult is being abused and they are scared of the consequences of going against the views of the person abusing them. It is recognised in the law as coercion and a person can be seen not to have mental capacity because they cannot make 'free and informed decisions'.

Mental Capacity must also be considered when we believe abuse or neglect might be taking place. It is important to make sure an 'adult at risk' has choices in the actions taken to safeguard them, including whether or not they want other people informed about what has happened, however, in some situations the adult may not have the mental capacity to understand the choice or to tell you their views.

Many potential difficulties with making decisions can be overcome with preparation. A person needing support to help them make decisions whilst taking part in a sports organisation will ordinarily be accompanied by someone e.g. a family member or formal carer whose role includes supporting them to make decisions.

It is good practice to get as much information about the person as possible. Some people with care and support needs will have a 'One page profile' or a 'This is me' document that describes important things about them. Some of those things will be about how to support the person, their routines, food and drink choices etc. but will also include things they like and don't like doing. It's also important to have an agreement with the person who has enrolled the adult in the sports activity about how different types of decisions will be made on a day to day basis.

If a person who has a lot of difficulty making their own decisions is thought to be being abused or neglected you will need to refer the situation to the Local Authority, and this should result in health or social care professionals making an assessment of mental capacity and/or getting the person the support they need to make decisions.

There may be times when a sporting organisation needs to make decisions on behalf of an individual in an emergency. Decisions taken in order to safeguard an adult who cannot make the decision for themselves could include:

- Sharing information about safeguarding concerns with people that can help protect them.
- Stopping them being in contact with the person causing harm.

### *Safeguarding and the Prevent Duty*

In 2010 the Government published the Prevent Strategy, which addresses the specific need to safeguard adults and children from extremism. SSF values freedom of speech and expression of beliefs as fundamental rights underpinning our society's values.

SSF seeks to protect learners from the messages of extremism including, but not restricted to, those linked to political extremism, religious extremism, and animal rights extremism. We are committed to supporting those who are vulnerable to radicalisation and their friends and family.

Increased online learning, use of digital technology and communication can present additional risks to learners in relation to extremism and radicalisation. As a result of the COVID-19 pandemic, learners may face heightened risks in relation to:

- exposure to hate crime;
- increased vulnerability to radicalisation online; and
- engagement with extremists and fake news.

However, some of these factors may be related to other safeguarding concerns.

Concerns about extremism should be referred to the DSL or Deputy who is the single point of contact. Referrals, where appropriate, will be made through Channel

Peer on Peer Abuse

Children can abuse their peers and this is known as peer-on-peer abuse. This is most likely to include, but not limited to:

- Bullying (including cyber bullying).
- Physical abuse, such as, hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment which may be stand-alone or part of a broader pattern of abuse.
- Up skirting – which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. This is now a criminal offence.
- Sexting (also known as Youth Produced Sexual Imagery - YPSI).
- Initiation/hazing type violence and rituals.

Research indicates that girls and young women are more frequently identified as those who are abused by their peers, whereas boys and young men are more likely to be identified as perpetrators. However, boys and young men report high levels of victimisation in gang-affected neighbourhoods. While young men and young women experience peer-on-peer abuse they do so in gendered ways.

Peer on peer abuse will be minimised by learners understanding British Values and SSF inclusive and strong approach to Equality and Diversity.

Peer on peer abuse will not be tolerated and should never be defined as 'banter, having a laugh or part of growing up.' Instances of Peer-on-peer abuse will be dealt with through the appropriate policies and procedures.

### *Recording and Information Sharing*

All sports organisation must comply with the Data Protection Act (DPA) and the General Data Protection Regulations (GDPR).

Information about concerns of abuse includes personal data. It is therefore important to be clear as to the grounds for processing and sharing information about concerns of abuse.

Processing information includes record keeping. Records relating to safeguarding concerns must be accurate and relevant. They must be stored confidentially with access only to those with a need to know.

The Sale Sharks Foundation use the reporting management tool MyConcern. It allows anyone responsible for the protection of children, young people and adults at risk to easily manage and record all safeguarding and wellbeing concerns.

Sharing information, with the right people, is central to good practice in safeguarding adults. However, information sharing must only ever be with those with a 'need to know'.

This does **NOT** automatically include the persons spouse, partner, adult, child, unpaid or paid carer. Information should only be shared with family and friends and/or carers with the consent of the adult or if the adult does not have capacity to make that decision and family/ friends/ carers need to know in order to help keep the person safe. The purpose of Data Protection legislation is not to prevent information sharing but to ensure personal information is only shared appropriately. Data protection legislation allows information sharing within an organisation. For example:

- Anyone who has a concern about harm can make a report to an appropriate person within the same organisation
- Case management meetings with the RFU or external agencies to co-ordinate actions by the organisation

There are also many situations in which it is perfectly legal to share information about adult safeguarding concerns outside the organisation. Importantly personal information can be shared with the consent of the adult concerned. However, the adult may not always want information to be shared. This may be because they fear repercussions from the person causing harm or are scared that they will lose control of their situation to statutory bodies or because they feel stupid or embarrassed. Their wishes should be respected unless there are over-riding reasons for

sharing information.

When information is shared without the consent of the adult this must be explained to them, when it is safe to do so, and any further actions should still fully include them.

If you are in doubt as to whether to share information seek advice from the RFU safeguarding team. Any decision to share or not to share information with an external person or organisation must be recorded together with the reasons to share or not share information.

### *Positions of Trust*

An adult, aged 18 or over, in a position of authority or responsibility over an adult at risk is in a position of trust. This is defined by the activity that they carry out in relation to the adult, namely, coaching, teaching, training, supervising or instructing, whether they are a paid member of staff or a volunteer. This relationship can be described as one where the adult is in a position of power and influence by virtue of their role.

It is a criminal offence for any person in a position of trust to have a sexual or intimate relationship with a child or young person under 18 years old, even if the relationship is deemed to be consensual.

Any sexual activity, including online activity between someone in a position of trust and an adult at risk should be reported.

### *Further information*

This policy is supported by the following documents:

- Sale Shark Foundation whistleblowing policy
- Sale Shark Foundation Code of Conduct
- Sale Shark Foundation Disciplinary policy
- Sale Shark Foundation flow chart for reporting concerns
- Sale Shark Foundation flow chart for concerns referral
- Sale Shark Foundation GDPR policy

# Section 3: Appendices

## Appendix 1 - Example Role Description: Safeguarding Lead

The designated person within a sports organisation has primary responsibility for putting into place procedures to safeguard adults at risk, supporting club, county and regional welfare/safeguarding leads, where relevant and for managing concerns about adults at risk.

Duties and responsibilities include:

- Working with others within the organisation to create a positive inclusive environment within the sport.
- Play a lead role in developing and establishing the organisation's approach to safeguarding adults and in maintaining and reviewing the organisation's implementation plan for safeguarding adults in line with current legislation and best practice.
- Coordinate the dissemination of the safeguarding adults at risk, procedures and resources throughout the organisation.
- Contribute to ensuring other policies and procedures are consistent with the organisation's commitment to adults.
- Advise on the organisation's training needs and the development of in-house training.
- Receive reports of and manage cases of poor practice and abuse reported to the organisation – including an appropriate recording system.
- Support the RFU in the case management process.
- Manage liaison with, and referrals to, external agencies in conjunction with the RFU.  
Create a central point of contact for internal and external individuals and agencies concerned about the safety of adults within the organisation.

## Appendix 2 – Designated Safeguarding Lead Contact Details

Jack Leech (DSL and Rugby Development Lead)

Email: [Jack.Leech@SaleSharks.com](mailto:Jack.Leech@SaleSharks.com)

Work Mobile:

Personal Mobile:

Abi Dean (CEO)

Email: [Abi.Dean@SaleSharks.com](mailto:Abi.Dean@SaleSharks.com)

Work Mobile: 07355092113

Faye Richardson (Community Inclusion Lead)

Email: [Faye.Richardson@SaleSharks.com](mailto:Faye.Richardson@SaleSharks.com)

Work Mobile: 07355092119

## Appendix 3 – Signs and Indicators of Abuse and Neglect

An adult may confide to a member of staff, coach, volunteer or another participant that they are experiencing abuse inside or outside of the organisation's setting. Similarly, others may suspect that this is the case.

There are many signs and indicators that may suggest someone is being abused or neglected. There may be other explanations, but they should not be ignored. The signs and symptoms include but are not limited to:

- Unexplained bruises or injuries – or lack of medical attention when an injury is present.
- Person has belongings or money going missing.
- Person is not attending / no longer enjoying their sessions. You may notice that a participant in a team has been missing from practice sessions and is not responding to reminders from team members or coaches.
- Someone losing or gaining weight / an unkempt appearance. This could be a player whose appearance becomes unkempt, does not wear suitable sports kit and there is a deterioration in hygiene.
- A change in the behaviour or confidence of a person. For example, a participant may be looking quiet and withdrawn when their brother comes to collect them from sessions in contrast to their personal assistant whom they greet with a smile.
- Self-harm.
- A fear of a particular group of people or individual.
- A parent/carer always speaks for the person and doesn't allow them to make their own choices
- They may tell you / another person they are being abused – i.e. a disclosure

# SAFEGUARDING REPORTING RECORDING A CONCERN

## Step by step guide



<h3 style="color: #002060; margin: 0;">1 RECOGNISE</h3> <p>Recognise potential safeguarding concern. This may be a direct disclosure.</p>	<h3 style="color: #002060; margin: 0;">2 RESPOND</h3> <p>Stay calm Reassure Listen without judgement, prompting and interruption.</p>	<h3 style="color: #002060; margin: 0;">3 RECORD</h3> <p>Record all in Myconcern within 24 hours (if not sooner) ensuring all the core elements are completed.</p>
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### MYCONCERN

- Name, names of all people involved and any witnesses.
- Date of birth- or approximate age
- Details/ Key Facts about the concern
- location
- If adult, wishes and views to be shared- consent.

### MYCONCERN

- If an adult is at risk, may have to break confidence
- Any details about potential risk to themselves or to others
- Are they registered with any external agencies that we know of: LADO, CAMS, Social Services?
- Create a concise and detailed record using the actual words used.

### LOW LEVEL CONCERN

It may require no action, but ensure you add low level concerns to My Concern. These are important to build a bigger picture.

### MEDIUM HIGH LEVEL CONCERN

Call Designated Safeguarding Lead (DSL) to discuss in detail immediately.  
**Jack (work) 07355092114**

### DSL UNAVAILABLE

In event Jack is on holiday/away, you must contact in the order

- Jack (personal/out of hours) 07763814742
- Abi 07355092113

### UPDATES

Any updates on the concern you must log on MyConcern so we have an accurate and timely record of the situation. If adding to an existing concern you may need Jack to add you to the concern team.

### REFERRALS

If the concern has been referred to an external agency (police, RFU, social services etc) the DSL will keep you updated with its progress and outcomes.



**Jack Leech DSL**

# SAFEGUARDING REFERRAL FORM



Club Name	
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Date of referral		Crib Notes
Date of incident		If your concern relates to a number of incidents, or concerns which have come to light over a period of time, then please specify.
Referrer details		Name/Club/Role of person submitting this form. Do not assume we know who you are.
Who is this report about?		<p>It may relate to a child whose welfare you are worried about or an adult whose behaviour concerns you. Please specify which &amp; include as much personal information as you can (name, address, DOB, RFU id, school etc).</p> <p>Please also specify their role at the club (player/lead coach/treasurer/barman etc) If your concern relates to more than one person, please be specific about who they are and whether they have specific needs such as any disabilities, special educational needs or additional vulnerabilities.</p> <p>Continue on a separate sheet if necessary.</p>





Child's family	Mother:		If your concern involves children please supply name and contact details for the child's family and details of which parent the child lives with. Always include RFU id if they have one.
	Father:		
	Carer/ Guardian:		
	Siblings:		
Are the child's family aware of these concerns?			You should tell us whether the club has spoken to the child's family about your concerns and whether they expressed a view about what should be done. Do they consent to you sharing this information for the purposes of safeguarding their child?
How do you know about the concerns you are reporting?			You might have directly witnessed something which has concerned you, or someone else may have told you about it.  If so please state who and describe in detail in your own words how you have come into this information.

<p>Details of your concerns</p>	<p>When a concern is raised, you should not immediately embark upon an internal investigation.</p> <p>This means that in the initial stages, there is no need to gather statements or interview anyone. However, you will need to establish and gather sufficient information to enable us to understand the nature of your concern. As a rule of thumb, you should be able to tell us the following information:</p> <ol style="list-style-type: none"> <li>1. What has happened</li> <li>2. Where did it happen</li> <li>3. When did it happen</li> <li>4. Who is involved, and who did what</li> <li>5. Why did it happen</li> </ol> <p>Try to report in a chronological order.</p> <p>If your information has come to you from a number of individuals, please be clear about who said what.</p> <p>Please also detail any previous concerns about the person you are referring to.</p>
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<p>Has the club taken any action to manage this incident?</p>		<p>Include things such as: Did you call Police or Social Services? Who have you have spoken to about this matter; whether you have suspended an adult in relation to the concerns; anything else you think might be relevant.</p>
<p>Are there any witnesses who could give any information about your concerns?</p>		<p>Please give details of anyone who might have witnessed anything relevant.</p> <p>Include their name, RFU id, contact details and information about who they are.</p>
<p>Are you aware of any other evidence which supports your concerns?</p>		<p>This might include photographs or video footage. Or you may be aware that an injured person has seen a doctor or been to hospital to seek medical help.</p> <p>You can use this box to tell us about any other information which you think might be relevant</p>

Please send this form to [safeguarding@rfu.com](mailto:safeguarding@rfu.com) and inform your **Club Safeguarding Officer** of this referral. If you wish to discuss the referral in advance of submitting it, please speak to your **Safeguarding Officer, CB Safeguarding Manager**, or call the **RFU Safeguarding Team** on 020 8831 7480 or 020 8831 7479

## Appendix 6 – Reporting a Concern

When reporting a concern you need to ensure that you complete the report with as much detail as possible, with the minimum included being:

- Name, names of people involved
- Date of Birth – or approximate age
- Details / Key **facts** – not **opinions** – about the concern
- Location
- If adult, wishes and views of the adult
- Any details about potential risk to themselves or others
- Are they registered with any external agencies that we know of?
- Actions taken and who has been told.
- 

The **chronology** is a useful way of gaining an overview and for identifying **patterns** within families and children's lives. It is essential that staff log every action, call, conversation on MyConcern, under the correct concern.

The concern chronology is an analytical tool to help understand the impact, both immediate and cumulative, of events and changes on the child or adult at risk's developmental progress.

The primary function of a chronology is to record **factual information**. It should not contain contentious material, opinion or judgement. The chronology is used to inform an assessment and analysis

Never wait to report a concern or an update –the information to be **FRESH** in your mind.

The circumstances when we need to share information without the adult's consent include those where:

- it is not safe to contact the adult to gain their consent – i.e. it might put them or the person making contact at further risk.
- you believe they or someone else is at risk, including children.
- you believe the adult is being coerced or is under duress.
- it is necessary to contact the police to prevent a crime, or to report that a serious crime has been committed.
- the adult does not have mental capacity to consent to information being shared about them.
- the person causing harm has care and support needs.

## Appendix 7 – Indicators of Vulnerability

**Identity Crisis** – the learner is distanced from their cultural / religious heritage and experiences discomfort about their place in society.

**Personal Crisis** – the learner may be experiencing family tensions, a sense of isolation and low self-esteem; they may have disassociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.

**Personal Circumstances** – migration; local community tensions and events affecting the learner's country of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.

**Unmet Aspirations** – the learner may have perceptions of injustice, a feeling of failure, rejection of civic life.

**Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.

**Special Educational Need** – the learner may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

*This list is not exhaustive, nor does it mean that all learners experiencing the above are at risk of radicalisation and extremism.*

More critical risk factors could include:

- Being in contact with extremist recruiters.
- Accessing extremist websites, especially those with a social networking element.

- Possessing or accessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations.
- Significant changes to appearance and / or behaviour.
- Experiencing high levels of social isolation resulting in issues of identity crisis and / or personal crisis.