



GRSA TRAINING CENTER

Safeguarding Policy

ANNEX A

Version 1 - OCTOBER 2023

1. POLICY STATEMENT

1.1 This policy is based on the RYA Safeguarding and Child Protection Policy and Guidelines for clubs, class associations & recognized training centers and Safeguarding Adults Policy and Guidelines for RYA affiliated clubs, class associations and organizations and recognized training centers.

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1.2 Greek Sailing Academy (GRSA) is committed to safeguarding children taking part in club activities from physical, sexual or emotional harm, neglect or bullying. We recognize that the safety, welfare and needs of children are paramount and that any child, irrespective of age, disability, race, religion or belief, gender, sexual or gender identity or social status, has a right to protection from discrimination and abuse.

1.3 GRSA is also committed to safeguarding adults at risk taking part in club activities from physical, sexual, psychological, financial or discriminatory abuse or neglect and in a similar manner, we also recognize that everyone, irrespective of age, disability, gender reassignment, race, religion or belief, gender, sexual orientation, pregnancy and maternity, marriage or civil partnership or social status, has a right to protection from discrimination and abuse.

1.4 GRSA takes all reasonable steps to regularly review the safeguarding procedures and practices in the light of experience and will consider legislative, social or technological changes.

1.6 GRSA will ensure that, through safer recruitment, appropriate operating procedures and training, it offers a safe and fun environment to children and adults at risk whilst they take part in Center courses and activities. All participants will be treated with dignity and respect.

1.7 For the purposes of this policy anyone under the age of 18 is considered as a child and – vulnerable adults- are classed as anyone aged 18 or over who are defined by EU and Greek Law as a ‘Vulnerable Adult’ and thus in need of care or support since they don’t have the ability to safeguard themselves.

1.8 This policy applies to all GRSA instructors, coaches, officials, members & volunteers.

1.9 GRSA management recognizes that safeguarding children and vulnerable adults is the responsibility of everyone, not just those working directly with them and will therefore ensure all members of the Club are aware of this policy.

1.10 The child’s and vulnerable adult’s experience of the sport is our priority. We will create a safe and welcoming environment, both on and off the water, where children and other participants can have fun and develop their skills and confidence. We will treat all children and other participants with respect, celebrate their achievements and listen to their views and experiences.

1.11 All Center officials and volunteers whose role brings them into regular contact with young people and vulnerable adults will be asked to provide references. Anyone that regularly instructs, coaches or supervises young people and vulnerable adults will also be asked to apply for an Enhanced Criminal Records Disclosure.

1.12 All members of the Center should follow the good practice guidelines (see section 8) and agree to abide by the GRSA Policy. Those working or volunteering with children or vulnerable adults should be aware of the guidance on recognizing abuse (see section 7).

1.13 Adults are requested not to enter the showers and changing rooms at times when children are changing before or after junior/youth training. If this is unavoidable it is advised that they are accompanied by another adult.

1.14 The Center will seek written consent from parents/carers before taking photos or video of a child / vulnerable adult at an event or training session or publishing such images. Parents, Carers and spectators should be prepared to identify themselves if requested and state their purpose for photography/filming. If the Center publishes images of children, no identifying information other than names will be included. Any concerns about inappropriate or intrusive photography or the inappropriate use of images should be reported to the Center at the abuse@gr-sa.com.

1.15 Anyone who is concerned about the welfare of a child or adult at risk, either outside the sport or within the Center, should inform the Principal immediately, in strict confidence. The Principal will follow the Reporting Procedure (see Part 5) and respond swiftly and appropriately to all complaints and concerns about poor practice or suspected abuse, referring to external agencies as necessary.

1.16 Any member of the Center failing to comply with the Safeguarding policy and any relevant Codes of Conduct may be subject to disciplinary action and cooperation terminated.

1.17 Although many of the good practice guidelines and principles to be followed when safeguarding children also apply to adults, there is a key difference. In the case of a child, there is a clear duty to act if we suspect that the child has been harmed or is at risk of harm. In the case of an adult, the starting assumption must always be that they have the capacity to make a decision and have the right to do so. If there is an allegation or concern about an adult who has capacity, their consent must be obtained before any referral is made, unless others are at risk of harm. No information should be given to the adult's family or carers without their consent.

1.18 If the adult does not have capacity and is unable to give consent, a referral may be made and their family or carers informed, provided that they are involved in the individual's life and are not implicated in the allegation.

1.19 It is the policy of GRSA that all participants, coaches, instructors, officials, parents and volunteers show respect and understanding for each other, treat everyone equally within the context of the sport and conduct themselves in a way that reflects the principles of the Center. The aim is for all participants to enjoy their sport and to improve performance.

1.20 Abusive language, swearing, intimidation, aggressive behavior or lack of respect for others and their property will not be tolerated and may lead to disciplinary action.

1.21 If you are concerned that someone is not following this policy, you should inform the GRSA Principal or the person in charge of the activity.

2. RESPONSIBILITIES

2.1 CENTER PRINCIPAL

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2.1.1 The Principal is responsible for:

- Maintaining a current safeguarding policy
- Maintain a current risk assessment with suitable control measures / procedures
- Ensuring that relevant staff and/or volunteers are aware of, and follow the control measures / procedures
- Implementing a safe recruitment procedure
- Advising the executive committee on safeguarding and child protection issues
- Maintaining contact details for local Adult Social Care Services, Children's Services and the Police

2.1.2 If there is a concern related to safeguarding the Welfare Officer should:

- Be the first point of contact for any concerns or allegations, from children, adults at risk, Carers or others ensuring that confidentiality is maintained in all cases
- Decide on the appropriate action to be taken
- Keep the RYA informed as necessary.

2.2 COACHES, INSTRUCTORS, OFFICIALS AND VOLUNTEERS

2.2.1 Coaches, Instructors, Officials and Volunteers should:

- Consider the welfare and safety of participants before the development of performance
- Encourage participants to value their performance and not just results
- Promote fair play and never condone cheating
- Ensure that all activities are appropriate to the age, ability and experience of those taking part

- Build relationships based on mutual trust and respect
- Work in an open environment
- Avoid unnecessary physical contact with young or vulnerable people
- Be an excellent role model and display consistently high standards of behavior and appearance
- Do not drink alcohol or smoke when working directly with youngsters or vulnerable adults.
- Communicate clearly with parents, carers and participants
- Be aware of any relevant medical information
- Follow RYA and Center guidelines and policies
- Holders of RYA Instructor must also comply with the RYA Code of Conduct

2.3 PARENTS / CARERS

2.3.1 Parents / Carers should:

- Support your child or vulnerable adult in their involvement and help them enjoy their sport
- Help your child or adult at risk to recognize good performance, not just results
- Never force your child or vulnerable adult to take part in sport
- Never punish or belittle a child or vulnerable adult for losing or making mistakes
- Encourage & guide your child vulnerable adult to accept responsibility for their own conduct & performance
- Respect and support the instructor.
- Inform the Center of relevant medical information.
- Ensure that your child or vulnerable adult wears suitable clothing and has appropriate food and drink
- Provide contact details and be available when required
- Take responsibility for the safety & conduct of your child or vulnerable adult

2.4 PARTICIPANTS including OTHER CHILDREN

2.4.1 Youngsters & vulnerable adult including sailors should:

- Listen to and accept what you are asked to do to improve your performance and keep you safe
- Respect other participants, coaches, instructors, officials and volunteers



- Do your best at all times
- Never bully others either in person, by phone, by text or online
- Take care of all property belonging to other participants, the Center or its members

2.5 REMAINING CENTER MEMBERS including OTHER ADULTS

2.5.1 Remaining Center members including other adults should:

- Avoid unnecessary physical contact with young or vulnerable people
- Follow RYA and Center guidelines and policies
- Not enter the showers and changing rooms at times when children are changing before or after junior/youth training. If this is unavoidable it is advised that they are accompanied by another adult.
- Ensure they have written consent from parents/carers before taking photos or video of a child / vulnerable adult at an event or training session or publishing such images. Center members should be prepared to identify themselves if requested and state their purpose for photography/filming.

3. RECRUITMENT

3.1 All applications, whether for paid or voluntary work, will be subject to an appropriate level of scrutiny.

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The level of checking will be proportionate to the role and the level of risk involved and in line with relevant statutory requirements i.e. the risk will depend on the length of regular contact with the same child or children and vulnerable adult, whether the person is in sole charge of children or vulnerable adult with no parents / carers or other adults present, and/or in a role involving authority and trust, such as an instructor.

3.2 GRSA will check the following if they are involved with activities related to children or adults at risk:

- New applicants for paid staff and/or volunteers
- Current paid staff and/or volunteers
- Those with specific responsibilities e.g. instructors or anyone who regularly helps with activities involving children or vulnerable adults

3.3 The level of check may include the following (as required):

- References
- Self-declaration
- Request a Criminal Records Disclosure (Mandatory for Instructors)
- Enhanced Criminal Records

3.4 GRSA will ensure the competence of those either applying for or currently working with children and adults at risk by:

- Providing applicants with a clear job or role description so that they understand what the work involves
- List the key qualifications, skills, experience and qualities expected
- Check that they hold an appropriate and valid RYA instructor certificate
- Provide an induction, training, mentoring or supervision to cover any areas where they may lack experience or confidence including GRSA's operating procedures.

3.5 As the role involves contact with children and vulnerable adult, GRSA will if considered appropriate:

- Ask them to provide information about their past career or relevant experience



- Ask their reasons for leaving earlier posts, or moving area, and make sure there are no unexplained gaps in their career history
- Explore their experience of and attitude towards working with children or adults at risk
- Take up references, at least one of which should be from someone who has first-hand knowledge of their previous work with children or adults at risk and make the nature of the work clear to the referees.

3.6 If the role involves regularly training or supervising children or adults at risk or is a position of trust or authority over the welfare of children or vulnerable adult and eligible for a Criminal Records check, GRSA will:

- First ask the applicant to complete a self-declaration form. (Although they might make a false declaration, the fact that GRSA has this procedure in place may deter anyone with a criminal record related to their suitability to work with children or vulnerable adult from proceeding any further).
- Before confirming their appointment, ask the applicant to apply for an Enhanced Criminal Records

4. TRAINING

4.1 All staff or volunteers working with children and adults at risk must undertake safeguarding training appropriate to their role. This may be through formal training, an online course, induction and mentoring and/or continuing professional development.

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5. REPORTING ABUSE

5.1 Anyone who is concerned about a young member's or participant's welfare, either outside the sport or within the Club, should inform the Principal immediately, in strict confidence. Any member of the Club failing to comply with the Safeguarding policy or any relevant Codes of Conduct may be subject to disciplinary action and cooperation termination.

5.2 If there are concerns about abuse taking place in a vulnerable person's home, talking to their carers might put them at greater risk. If you cannot talk to the carers, contact the Principal. It is this person's responsibility to make the decision to contact Adult Social Care Services. It is NOT their responsibility to decide if abuse is taking place, BUT it is their responsibility to act on your concerns.

6. TYPES OF ABUSE

6.1 Abuse is a violation of an individual's human and civil rights by another person or persons. Vulnerable adults may be abused by a wide range of people including family members, professional staff, care workers, volunteers, other service users, neighbors, friends, and individuals who deliberately exploit vulnerable people. Abuse may occur when an adult at risk lives alone or with a relative, within nursing, residential or day care settings, hospitals and other places assumed to be safe, or in public places.

6.2 The following is not intended to be an exhaustive list of types of abuse or exploitation but an illustrative

guide as to the sort of behavior which could give rise to a safeguarding concern:

- PHYSICAL ABUSE - may involve adults or other children inflicting physical harm:
- Hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating
- Giving children or vulnerable adults alcohol, inappropriate drugs or misuse of medication
- A parent or carer fabricating the symptoms of, or deliberately inducing illness in a child
- In sport situations, physical abuse might also occur when the nature and intensity of training exceeds the capacity of the child's immature and growing body.
- Assault, hitting, slapping, pushing, restraint, or inappropriate physical sanctions.

- **DOMESTIC VIOLENCE** – including psychological, physical, sexual, financial, emotional abuse; so called ‘honor’ based violence. This won’t happen at GRSA, but there could be concerns about a participant’s home situation

- **SEXUAL ABUSE** - including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjections to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which an adult has not consented or was pressured into consenting.

- **SEXUAL ABUSE of CHILDREN** - Sexual abuse involves an individual (male or female, or another child) forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, to gratify their own sexual needs. The activities may involve:

- Physical contact (e.g. kissing, touching, masturbation, rape or oral sex)
- Involving children in looking at, or in the production of, sexual images
- Encouraging children to behave in sexually inappropriate ways or watch sexual activities
- Grooming a child in preparation for abuse (including via the internet)
- Sport situations which involve physical contact (e.g. supporting or guiding children) could potentially create situations where sexual abuse may go unnoticed. Abusive situations may also occur if adults misuse their power and position of trust over young people.

- **CHILD SEXUAL EXPLOITATION** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs and wants (e.g. attention, money or material possessions, alcohol or drugs), and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation can also occur online without involving physical contact.

- **PSYCHOLOGICAL or EMOTIONAL ABUSE** is the persistent emotional maltreatment of a child or vulnerable adult such as to cause severe and persistent adverse effects on the child or vulnerable adult’s emotional development. It may involve:

- Conveying to them that they are worthless, unloved or inadequate
- Not giving them opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate.
- Imposing expectations which are beyond their age or developmental capability
- Overprotection and limitation of exploration and learning, or preventing them from participating in normal social interaction

- Allowing them to see or hear the ill-treatment of another person
- Serious bullying (including cyber bullying), causing them frequently to feel frightened or in danger
- The exploitation or corruption of them
- Emotional abuse in sport might also include situations where parents, carers or coaches subject them to constant criticism, bullying or pressure to perform at a level that they cannot realistically be expected to achieve.
- Threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or unreasonable and unjustified withdrawal from services or supportive networks. In a Center context this might include excluding a member from social activities.
- **FINANCIAL OR MATERIAL ABUSE** - including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits. People with learning disabilities or dementia are particularly vulnerable to this type of abuse. An example might be encouraging someone to book and pay for training courses that are inappropriate for their level of ability, or to purchase sailing clothing or equipment they don't need.
- **DISCRIMINATORY ABUSE** - including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.
- **NEGLECT AND ACTS OF OMISSION** - including ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating; or in a water-sports context, failing to ensure that the person is adequately protected from the cold or sun or properly hydrated while on the water.
- **NEGLECT & CHILDREN** - is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to:
 - Provide adequate food, clothing and shelter
 - Protect a child from physical and emotional harm or danger
 - Ensure adequate supervision
 - Ensure access to appropriate medical care or treatment
 - Respond to a child's basic emotional needs

- Neglect in a sport situation might occur if an instructor or coach fails to ensure that children are safe or exposes them to undue cold or risk of injury.

- SELF-NEGLECT – this covers a wide range of behavior neglecting to care for one’s personal hygiene, health or surroundings and includes behavior such as hoarding. Self-neglect might indicate that the person is not receiving adequate support or care or could be an indication of a mental health issue such as depression.

- ORGANISATIONAL ABUSE – including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one’s own home.

This may range from one-off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organization

- MODERN DAY SLAVERY – encompasses slavery, human trafficking, forced labor and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

- BULLYING (including ‘cyber bullying’ by text, e-mail, social media etc.) - may be seen as deliberately hurtful behavior, usually repeated or sustained over a period of time, where it is difficult for those being bullied to defend themselves. The bully may be another vulnerable person. Although anyone can be the target of bullying, victims are typically shy, sensitive and perhaps anxious or insecure. Sometimes they are singled out for physical reasons – being overweight, physically small, having a disability - or for belonging to a different race, faith or culture.

Bullying can include:

- Physical pushing, kicking, hitting, pinching etc.
- Name calling, sarcasm, spreading rumors, persistent teasing and emotional torment through ridicule, humiliation or the continual ignoring of individuals
- Posting of derogatory or abusive comments, videos or images on social network sites
- Racial taunts, graffiti, gestures, sectarianism
- Sexual comments, suggestions or behavior
- Unwanted physical contact.

The acronym STOP – Several Times On Purpose - can help you to identify bullying behavior.

- MATE CRIME – a ‘mate crime’ as defined by the Safety Net Project is ‘when vulnerable people are

befriended by members of the community who go on to exploit and take advantage of them. It may not be an illegal act but still has a negative effect on the individual'. Mate Crime is carried out by someone the adult knows. There have been several serious cases relating to people with a learning disability who were seriously harmed by people who purported to be their friends.

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- **RADICALISATION** - the aim of radicalization is to inspire new recruits, embed extreme views and persuade vulnerable individuals to the legitimacy of a cause. This may be direct through a relationship, or through social media.
- **EXTREMISM** goes beyond terrorism & includes people who target the young & vulnerable by seeking to:
 - sow division between communities based on race, faith or denomination.
 - justify discrimination e.g. toward women and girls;
 - persuade others that minorities are inferior.
 - argue against the primacy of democracy and the rule of law in our society.

6.3 CHILD ABUSE - (From statutory guidance 'Working Together to Safeguard Children' 2018)

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (including via the internet). They may be abused by an adult or adults, or another child or children.

7. RECOGNISING ABUSE

7.1 Patterns of abuse vary and include:

- Serial abuse in which the perpetrator seeks out and 'grooms' individuals. Sexual abuse sometimes falls into this pattern as do some forms of financial abuse.
- Long-term abuse in the context of an ongoing family relationship such as domestic violence between spouses
or generations or persistent psychological abuse; or
- Opportunistic abuse such as theft occurs because money or valuable items have been left lying around.

7.2 Signs and indicators that may suggest someone is being abused or neglected include:

- Unexplained bruises or injuries – or lack of medical attention when an injury has occurred
- Someone losing or gaining weight, or an unkempt appearance

- A change in behavior or confidence
- Self-harming
- A person's belongings or money go missing
- The person is not attending, or no longer enjoying, their sessions
- A person has a fear of a particular group or individual
- A disclosure – someone tells you or another person that they are being abused.

7.3 It is not always easy, even for the most experienced carers, to spot when a child has been abused. However, some of the more typical symptoms (some of which are similar to those found in adults) which should trigger your suspicions would include:

- Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries
- Sexually explicit language or actions
- A sudden change in behavior (e.g. becoming very quiet, withdrawn or displaying sudden outbursts of temper)
- The child describes what appears to be an abusive act involving him/her
- A change observed over a long period of time (e.g. the child losing weight or becoming increasingly dirty or unkempt)
- A general distrust and avoidance of adults, especially those with whom a close relationship would be expected
- An unexpected reaction to normal physical contact
- Difficulty in making friends or abnormal restrictions on socializing with others.

7.4 It is important to note that a child could be displaying some or all of these signs, or behaving in a way which is worrying, without this necessarily meaning that the child is being abused. Similarly, there may not be any signs, but you may just feel that something is wrong. If you have noticed a change in the child's behavior, first talk to the parents or carers. It may be that something has happened, such as bereavement, which has caused the child to be unhappy.

7.5 If you are concerned about sexual abuse or violence in the home, talking to the parents or carers might put the child at greater risk. If you cannot talk to the parents/carers, consult the Principal. It is this person's responsibility to make the decision to contact Children's Social Care Services or the Police. It is NOT their responsibility to decide if abuse is taking place, BUT it is their responsibility to act on your concerns.

8. GOOD PRACTICE FOR INSTRUCTORS

8.1 All members of the Center should follow the good practice guidelines and the RYA Racing Charter contained in the Racing Rules of Sailing. Those working or volunteering with young people or adults at risk should be aware of the guidance on recognizing abuse.

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8.2 This guide covers the essential points of good practice when working with children and vulnerable adults.

You should:

- Avoid spending any significant time working with children or vulnerable adults in isolation
- Not take children or vulnerable adults alone in a car, however short the journey
- Not take children or vulnerable adults to your home as part of GRSA's activities
- Where any of the above are unavoidable, ensure that they only occur with the full knowledge and consent of someone in charge of GRSA or the parents of children or carers of vulnerable adult
- Design training programs that are within the ability of the individual child
- If a child or vulnerable adult is having difficulty with a wetsuit or buoyancy aid, ask them to ask a friend to help if possible.
- If you do have to help a child or adult at risk, make sure you are in full view of others, preferably another adult
- Restrict communications with young people or vulnerable adults via mobile phone, e-mail or social media to group communications about organizational matters. If it's essential to send an individual message, copy it to the parents or carers of a child or a vulnerable adult.

8.3 You should never:

- Engage in rough, physical or sexually provocative games
- Allow or engage in inappropriate touching of any form
- Allow children or vulnerable adults to use inappropriate language unchallenged, or use such language yourself when with them
- Make sexually suggestive comments to a child or vulnerable adult, even in fun
- Fail to respond to an allegation made by a child or vulnerable adult; always act
- Do things of a personal nature that children or vulnerable adults can do for themselves.

8.4 It may sometimes be necessary to do things of a personal nature for children and vulnerable adults, particularly if they are very young or disabled. These tasks should only be carried out with the full understanding and consent of the child or vulnerable adult (where possible) and their parents/carers. In an emergency which requires this type of help, parents or carers should be fully informed. In such

situations it is important to ensure that any adult present is sensitive to the child and undertakes personal care tasks with the utmost discretion.

8.5 Adults are requested not to enter the showers and changing rooms at times when children are changing before or after junior/youth/vulnerable adult training or racing. If this is unavoidable it is advised that they are

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accompanied by another adult.

8.6 The Center will seek written consent from parents/carers before taking photos or video of a child or vulnerable adult at an event or training session or publishing such images. Parents, carers and spectators should be prepared to identify themselves if requested and state their purpose for photography/filming. If the Center publishes images of children, no identifying information other than names will be included. Any concerns about inappropriate or intrusive photography or the inappropriate use of images should be reported to the Principal.

9. USEFUL CONTACTS

10. APPLICATION FORM for WORK WITH CHILDREN & VULNURABLE ADULTS

See relevant online form.

11. REFERENCE REQUEST FORM for WORK with CHILDREN & ADULTS at RISK

See relevant online form.

12. SELF DECLARATION FORM for WORK WITH VULNURABLE ADULTS

See relevant online form.

13. SELF DECLARATION FORM for WORK WITH CHILDREN

See relevant online form.