

APPENDIX 2

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| <h3>GOOD PRACTICE GUIDELINES</h3> |
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All personnel should be encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations. The following are common sense examples of how to create a positive culture and climate.

Good practice means:

- Always working in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets).
- Treating all children/young people equally, and with respect and dignity.
- Always putting the welfare of each child/young person first.
- Maintaining a safe and appropriate distance with children/young people (e.g. it is not appropriate for staff/volunteers to have an intimate relationship with a child/young person or to share a room with them).
- Building balanced relationships based on mutual trust, empowering children/young people to share in the decision-making progress.
- Making school activities and other off-site activities, fun, enjoyable and safe.
- Keeping up to date with technical skills, qualifications and insurance.
- Involving parents/carers wherever possible; for example, encouraging them to take responsibility for children/young people in changing rooms.
- Ensuring parents/carers, staff/volunteers, coaches or officials work in pairs if groups have to be supervised in changing rooms.
- Ensuring that if mixed groups are taken away, they are always accompanied by a male and female member of staff/volunteer. (But remember that same gender abuse can also occur).

- Ensuring that at tournaments or residential events, adults should not enter children/young people's rooms or invite children/young people into their rooms.
- Being an excellent role model, including not smoking or drinking alcohol in the company of children/young people.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Recognising the developmental needs and capacity of children/young people and not pushing them against their will.
- Securing parental/carers consent in writing to act *in loco parentis*, if the need arises to administer emergency first aid and/or other medical treatment.
- Keeping a written record of any injury that occurs, along with the details of any treatment given.
- Requesting written parental/carers consent if staff/volunteers have to transport children/young people in their cars.

Practices to be avoided

The following should be avoided except in emergencies. If cases arise where these situations are unavoidable, it should be with the full knowledge and consent of someone in charge in the school or the child/young person's parents; for example, a child/young person sustaining an injury and needing to go to hospital or a parent/carers failing to arrive to pick up a child/young person at the end of a session.

- Avoid spending excessive amounts of time alone with children/young people away from others.
- Avoid taking or dropping off a child/young person to an event.

Practices never to be sanctioned

The following should **never** be sanctioned. **You should never:**

- Engage in rough, physical or sexually provocative games, including horseplay.

- Share a room with a child/young person.
- Allow or engage in any form of inappropriate touching.
- Allow children/young people to use inappropriate language unchallenged.
- Make sexually suggestive comments to a child/young person, even in fun.
- Reduce a child/young person to tears as a form of control.
- Allow allegations made by a child/young person to go unchallenged, unrecorded or not acted upon.
- Do things of a personal nature for children/young people or disabled adults that they can do for themselves.
- Invite or allow children/young people to stay with you at your home unsupervised.

N.B.

It may sometimes be necessary for staff/volunteers to do things of a personal nature for children/young people, particularly if they are young or are disabled. These tasks should be carried out only with the full understanding and consent of parents/carers and the child/young person involved. There is a need to be responsive to a person's reactions. If a person is fully dependent on you, talk with him/her about what you are doing and give choices where possible. This is particularly so if you are involved in any dressing or undressing of outer clothing or where there is physical contact; for example, lifting or assisting a child/young person to carry out particular activities. Avoid taking on the responsibility for tasks for which you are not appropriately trained.