

This guide should be read in conjunction with the Safeguarding and Child Protection Policy, the Anti-Bullying Policy, the Complaints Policy and the Whistleblowing Policy. Readers can also refer to the Guide to Dealing with Allegations Made Against Another Child (What to do if You Have Child Protection Concerns)

1. Different types of abuse:

Types of abuse that one child might inflict upon another are most likely to be either physical abuse or sexual abuse. However, types of abuse that an adult might inflict upon another can cover all aspects of abuse.

Physical abuse is violence causing injury or occurring regularly during childhood. It happens when:

- A child is hurt or injured by being hit, shaken, squeezed, thrown, burned, scalded, bitten or cut
- Someone tried to drown or suffocate a child
- Someone gives a child poison, alcohol or inappropriate drugs
- Someone fabricates the symptoms of, or deliberately induces, illness in a child

In some cases, the injuries will be caused deliberately. In others they may be accidental but caused by the child being knowingly put at risk.

Sexual abuse occurs when someone uses power or control to involve a child in sexual activity in order to gratify the abuser's own sexual, emotional or financial needs or desires. It may include:

- Forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening
- Encouraging children to behave in sexually inappropriate ways
- Showing children pornographic material or involving them in the production of such material
- Involving children in watching other people's sexual activity or in inappropriate discussions about sexual matters.

Emotional abuse is persistent or severe emotional ill-treatment of a child that is likely to cause serious harm to his/her development. It may include:

- Persistently denying the child love and affection
- Regularly making the child feel frightened by shouts, threats or any other means
- Hurting another person or a pet in order to distress a child
- being so over-protective towards the child that he/she is unable to develop or lead a normal life
- Exploiting or corrupting a child e.g. by involving him/her in illegal behaviour
- Conveying to the child the message that he/she is worthless, unlovable, inadequate, or only valuable insofar as they meet the needs of another person. This may or may not include racist, homophobic or other forms of abuse.

Neglect involves persistently failing to meet a child's physical, psychological or emotional needs. It may include:

- Failing to ensure that a child's basic needs for food, shelter, clothing, health care, hygiene and education are met
- Failing to provide appropriate supervision to keep a child out of danger. This could include lack of supervision of particular activities or leaving a child alone in the house.

2. Child protection or bullying?

When faced with a situation of one BTBA member behaving inappropriately towards another, a decision needs to be made about whether the problem behaviour constitutes bullying or a child protection concern. This is a decision that needs to be reached by the named person for child protection, in consultation with the member responsible for the child, the member's area secretary and, if necessary, the local authority children's social care department.

If the conclusion is that the behaviour is an example of bullying, and if one or both children attend the group/organisation, it needs to be dealt with under the anti-bullying policy and procedure.

If it is behaviour that could be described as child abuse and has led to the victim possibly suffering significant harm, then it must be dealt with under child protection procedures. This should include all incidents of sexual assault and all but the most minor incidents of physical assault.

This checklist can be used to help inform the decision: **Bullying**

- The difference of power between the bully and the person being bullied is relatively small.
- The bullying behaviour may be from a number of children/young people acting in a group rather than from one child acting alone.
- It may also, but not necessarily, be directed towards a group of other children rather than an individual child.
- The behaviour involves teasing or making fun of someone, excluding a child from games and conversations, pressurising other children not to be friends with someone, spreading hurtful rumours or circulating inappropriate photographs/images/drawings, cyberbullying, shouting at or verbally abusing someone, stealing someone's possessions, making threats, or harassment on the basis of race, gender, sexuality or disability.
- The behaviour has not previously been a concern and the bully or bullies may have been responding to group pressure.
- The behaviour is perceived as bullying by the victim.

Please note: physical or sexual assault, or forcing someone to do something embarrassing, harmful or dangerous is also included in the list of bullying behaviours in this guide but are the most likely to constitute a child protection concern if the victim suffers significant harm as a result of the behaviour.

This checklist can be used to help inform the decision: **Child protection concerns**

- The difference of power between the child who is abusing and the person being abused is significant e.g. there is an age difference of more than two years, there is a significant difference in terms of size or level of ability, the abuser holds a position of power (such as being a helper, volunteer or informal leader) or the victim is significantly more vulnerable than the other child or young person.
- The behaviour involves sexual assault or physical assault (other than the most minor physical assault).
- The child who is the victim of the behaviour may have suffered significant harm.
- The behaviour may not necessarily be perceived by the victim as abusive, particularly if it is sexual in nature.
- The behaviour is not a one-off incident and is part of a pattern of concerning behaviour on the part of the child or young person who is abusing.

- The behaviour, if sexual, is not part of normal experimentation that takes place between children and young people.

3. Sexual abuse or normal development?

All children and young people develop an interest in their own sexuality from a young age and seek to learn about sex from their peers. It is important not to label normal, healthy behaviour as deviant or abusive. It is equally important not to allow sexually abusive behaviour perpetrated by one child or young person towards another to go unchecked, as this is harmful both for the victim and the perpetrator.

There are ways of assessing whether sexual behaviour between children and young people is abusive or not. Indicators of abusive behaviour include:

- There is a significant difference in age, dominance or understanding between the children/young people
- The behaviour was accompanied by the use of threats or bribes
- The behaviour was carried out in secret.

For the purposes of this procedure however, it is enough to say that if there is any question that the behaviour could be abusive, the matter should be discussed with the local authority children's social care department or with the NSPCC Helpline (0808 800 5000).

This can initially take place without the names of the children or young people being disclosed, although such information will have to be provided if the view of the children's social care department or the NSPCC is that the behaviour may constitute significant harm and that an investigation is needed.

4. Monitoring

4.1 This guide will be reviewed a year after development and then every year after, or in the following circumstances:

- Changes in legislation and/or government guidance
- As required by the Local Safeguarding Children Board, UK Sport and/or Home Country Sports Councils and BTBA
- As a result of any other significant change or event.

5. Useful contacts

- NSPCC Helpline 0808 800 5000
- Childline 0800 1111 / www.childline.org.uk
- Kidscape www.kidscape.org.uk
- Anti-Bullying Alliance www.antibullyingalliance.org

6. Reporting and Recording

6.1 Reporting incidents should be made in conjunction with the BTBA Complaints and Disciplinary Procedures and Policies



- 6.2 Reporting of incidents must be made in writing either by an Incident Reporting Form, letter or email
- 6.3 Reports of incidents can be made directly to the NAYBC designated Child Protection Officer or the BTBA Executive Committee

Adapted from the template provided by the NSPCC Child Protection in Sport Unit (CPSU)

Added acknowledgement should be made to Safe Network with help in formulating these procedures