



Delegate Notes

Safety and Well-Being in Tennis



Safety and Well-Being in Tennis

This training takes a proactive and positive approach to promoting safety and well-being of children, young people and adults at risk. The training introduces the concept of the traffic-light system to identify a range of situations and how to respond, regardless of your role within a tennis venue. The training outcomes include:

Green

- Know and understand the term 'well-being' and understand what it means in terms of your legal obligations.
- Understand safeguarding from differing perspectives (tennis venue, tennis people, juniors, adults, parents, coaches, adults at risk, officials).

Amber

- Understand how to use a range of preventative measures and explore aspects of early intervention.
- Understand the importance of the role of your Welfare Officer.

Red

- Respond to safety issues and well-being challenges positively so that the situation constructively helps to improve things for the future.
- Know and understand the role of the LTA Safeguarding Team and how they can help with (amber) issues and the most serious safeguarding (red) issues.
- Know that some serious issues require the involvement of the Local Authority Social Care services and/or the Police.

Most importantly, if we get things right in the green area, then we reduce the number of amber issues and the possibility of them escalating to the red issues.

Contact details:

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T: 020 8487 7000

Useful web links:

Safety and Well-Being in Tennis: www.lta.org.uk/safeguarding

Safeguarding & Protection: www.lta.org.uk/safeguardingandprotection

Disclosure and Barring Service: www.lta.org.uk/dbs

Equality, Diversity and Inclusion: www.lta.org.uk/equality

Policies & Forms:

- Safeguarding Children and Young People Policy
- Safeguarding Adults Policy
- Equality, Diversity and Inclusion Policy
- Well-Being Form
- Welfare Officer Role Description
- Welfare Officer Flowchart

Available at: www.lta.org.uk/safeguardingresources

Training Feedback Form:

www.lta.org.uk/trainingfeedback

1. Promoting Safety and Well-Being

Promoting safety and well-being in tennis venues is everyone's responsibility. This ensures all community members have an enjoyable tennis experience, helping to attract and retain people to tennis. The LTA Safeguarding Team supports tennis venues to promote safety and well-being by sharing policies, procedures, guidance, best practice and identifying situations which require additional support the sport. This approach also ensures compliance with legislation which guarantees and protects the rights of children, young people.

The emphasis here is on practical measures which promote safety and well-being on an ongoing basis and therefore help to maintain safety standards

2. What does well-being mean for YOU?

The word 'well-being' is a very positive and personal word related to five areas:

S -
H -
A -
P -
E -

3. What does well-being mean for your TENNIS VENUE?

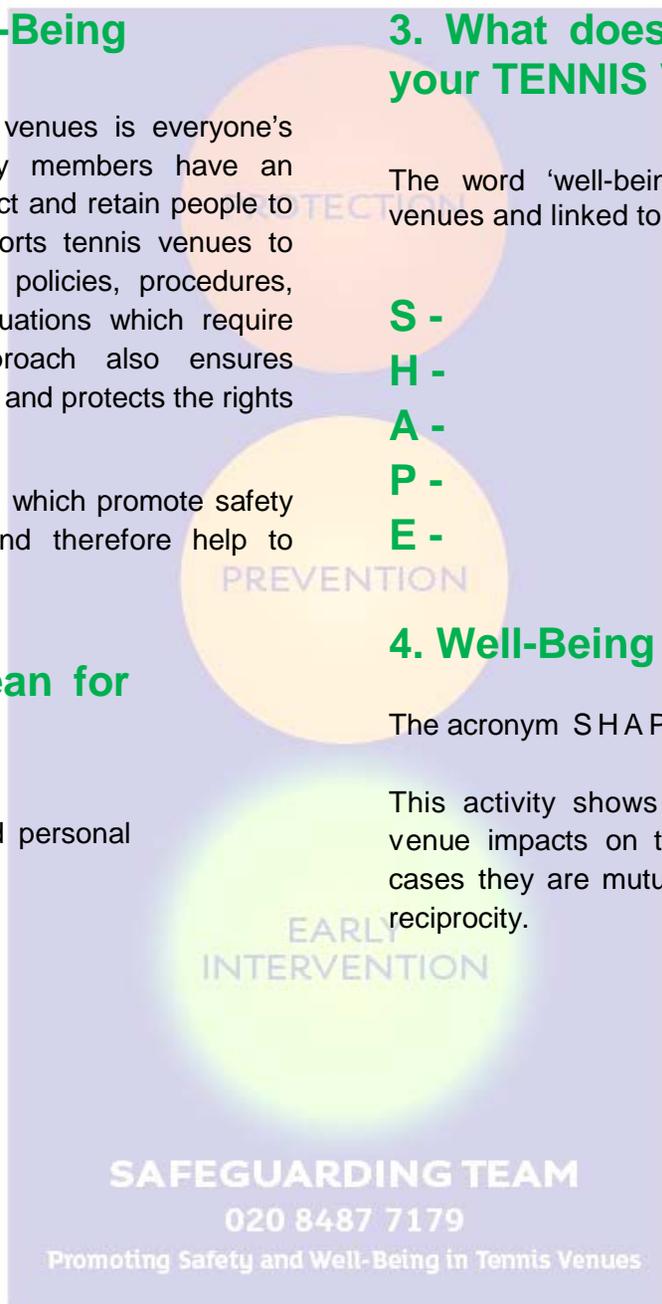
The word 'well-being' is also positive when related to tennis venues and linked to five areas:

S -
H -
A -
P -
E -

4. Well-Being in good S-H-A-P-E.

The acronym SHAPE is used to help understand well-being.

This activity shows how aspects of the well-being of a tennis venue impacts on the well-being of its tennis people. In many cases they are mutually compatible and in some cases generate reciprocity.



5. Clubmark

Clubmark was introduced by Sport England in 2002 as way of accrediting a set of minimum operating standards for any sports club. Clubmark accreditation ensures that your tennis venue follows a minimum set of operating standards.

There are 4 areas:

- (1) Management;
- (2) Policies & Procedures;
- (3) Tennis Programmes; and
- (4) Planning.

It is important to note that some clubs may operate with these standards but not have the Clubmark accreditation.

6. Knowing your Community

Knowing your community is vital: this is the ethos and set of values that underpin the day to day running of your tennis venue, its 'culture', traditions and ways of doing things.

What does it feel like to be a _____ in your tennis venue?

How do you know?

How do you quality assure this?

7. Making my tennis venue a safe place

Does your tennis venue employ any or all of these tools?

What can you take away from today that you will adopt or do differently at your tennis venue?

8. Safely achieving success together – Crossing the Line

The concept of 'crossing the line' is:



9. Summary: Promoting Safety and Well-Being

Notes

- The well-being of your tennis venue is synonymous with the individuals who are part of it;
- Promoting safety and well-being is about being Safe, being Healthy, Achieving success, being Positive, and being Economically sound;
- S-H-A-P-E is any easy acronym to help think about well-being;
- Clubmark accreditation verifies safety and well-being;
- Clubmark is a valuable tool as long as its monitored, reviewed and built upon;
- Knowing your community will reflect the quality of your service through their eyes;
- They can help tell you if your tennis venue is a safe and well run place;
- Simple practical measures: policies; codes of conduct; Winner player pathway;
- Pushing together to succeed and agreeing where to draw the line; and
- Learn to safeguard: Incidents happen – accept them, learn from them and keep improving so they don't happen again.



1. Preventing Issues and Intervening Early

Amber relates to safety issues or challenges which may harm someone or people associated with a tennis venue. This requires immediate intervention to resolve the issue and prevent the issue from escalating. The Safeguarding Team is available to offer information, advice, guidance and support to ensure all tennis venues resolve issues effectively and can continue on their journey of promoting safety and well-being for all members.

2. Views and Perspectives

Different people have different views and perspectives. What may seem like a negative well-being or a safety challenge to one person may seem acceptable to another. This may be further complicated by policies, and cultures at tennis venues

Different views or perspectives have implications for the actions we take. Doing nothing could make things worse. Doing something can help us learn how to prevent that issue in future.

3. Equality and Improvement

Different views or perspectives may result in different responses or actions, therefore different consequences for the same issue, which raises questions about fairness and equality. Doing nothing could lead to issues escalating and becoming worse. Doing something could lead to future improvements and the particular issue never arising again.

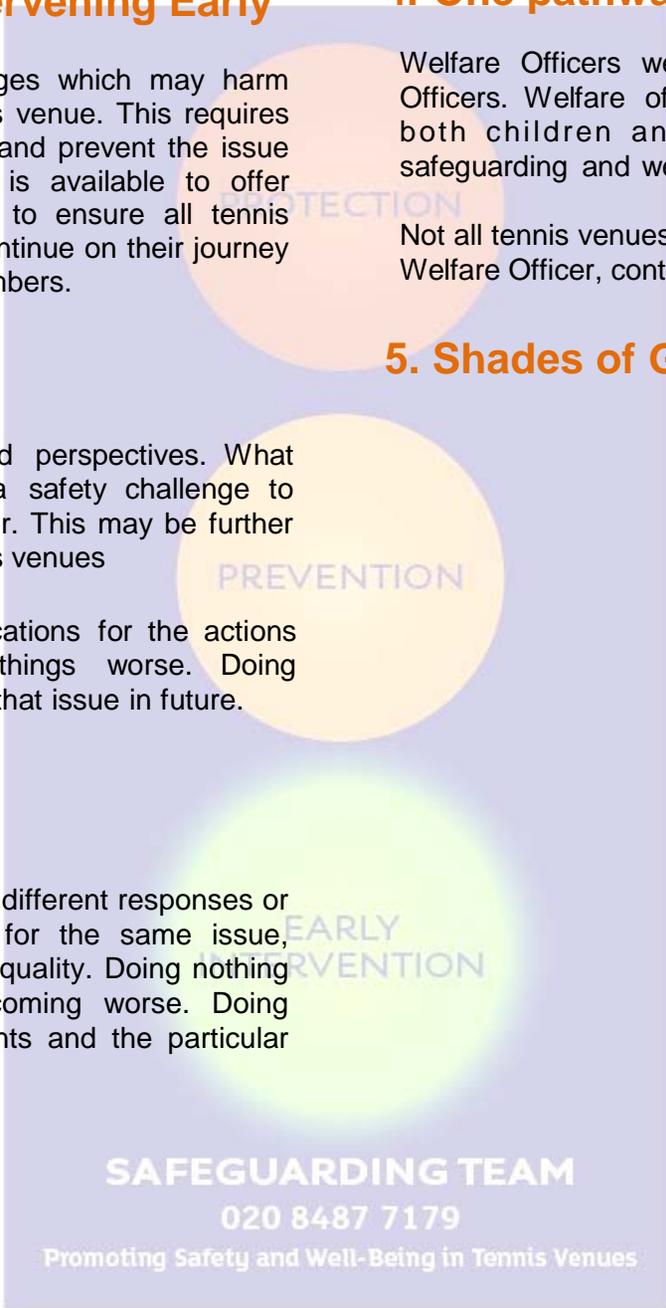
Doing nothing is not an option.

4. One pathway to resolve an amber issue

Welfare Officers were previously known as Child Protection Officers. Welfare officers have an extended remit to cover both children and adults, along with managing safety, safeguarding and well-being issues.

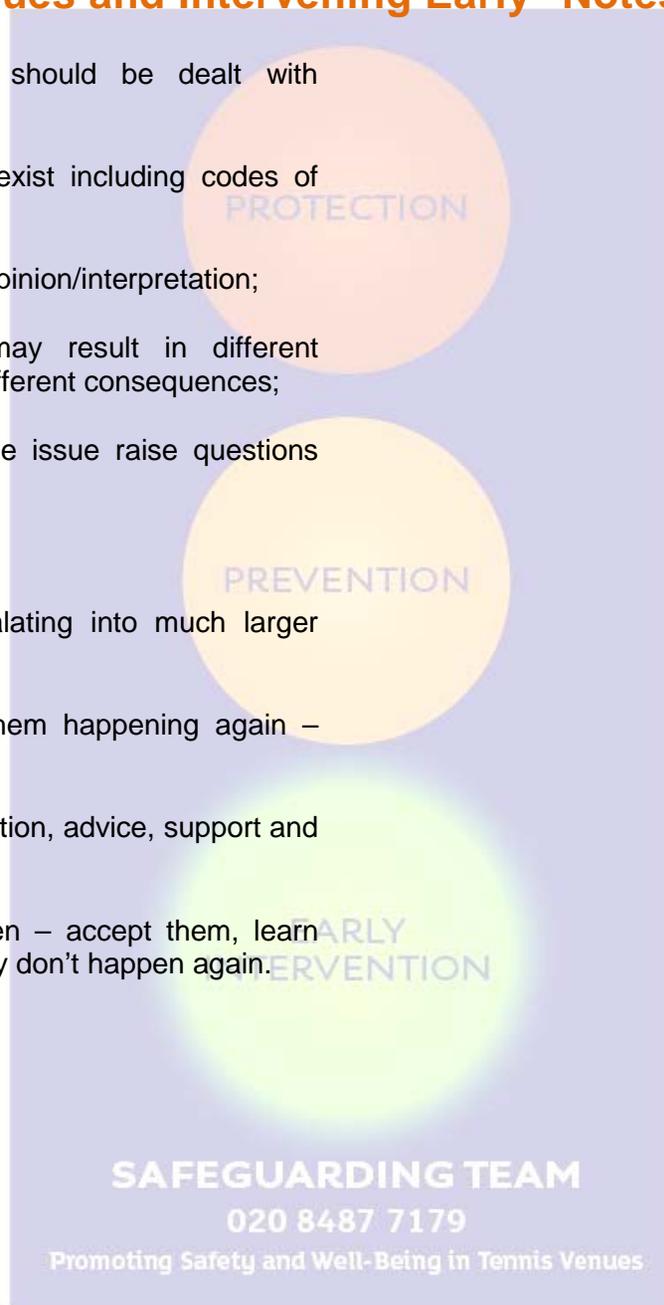
Not all tennis venues have a Welfare Officer. If you do not have a Welfare Officer, contact the Safeguarding Team directly.

5. Shades of Grey Videos / Notes:



6. Summary: Preventing Issues and Intervening Early Notes:

- Some issues are clear cut and should be dealt with accordingly;
- A range of preventative measures exist including codes of conduct and good policies;
- Some issues will always be open to opinion/interpretation;
- Different views or perspectives may result in different responses or actions and therefore different consequences;
- Different consequences for the same issue raise questions around fairness and equality;
- Doing nothing can be dangerous;
- Intervening early stops issues escalating into much larger issues;
- Learning from issues will prevent them happening again – prevention = improvement;
- The Safeguarding Team offer information, advice, support and guidance; and
- Learn to safeguard: Incidents happen – accept them, learn from them and keep improving so they don't happen again.



1. Protecting and Safeguarding

Red relates to serious protection issues which require the help from the Safeguarding Team. In some cases they may involve Local Authority Social Care services or the Police. The Team will carry out a range of duties within current policies, guidance and legislation to safeguard the well-being of individuals concerned.

Protecting and safeguarding is something everyone must do, even if the issue has nothing to do with tennis. We all have a duty to protect children and adults at risk.

Please refer to the Safeguarding Children and Young People Policy available at www.lta.org.uk/safeguardingresources .

2. Children and Young People

In the UK the law states that anyone working with children has a legal obligation to keep them safe. Children and young people refers to anyone under the age of 18 in England and Wales and under the age of 16 in Scotland.

There are many pieces of legislation that govern the work we do with children and young people. It is important to note that legislation and guidance acts as the framework for how we act and respond when working with children and young people.

3. Types of Abuse in Children

There are four classifications of abuse:

1. Physical Abuse

Examples include:

2. Sexual Abuse

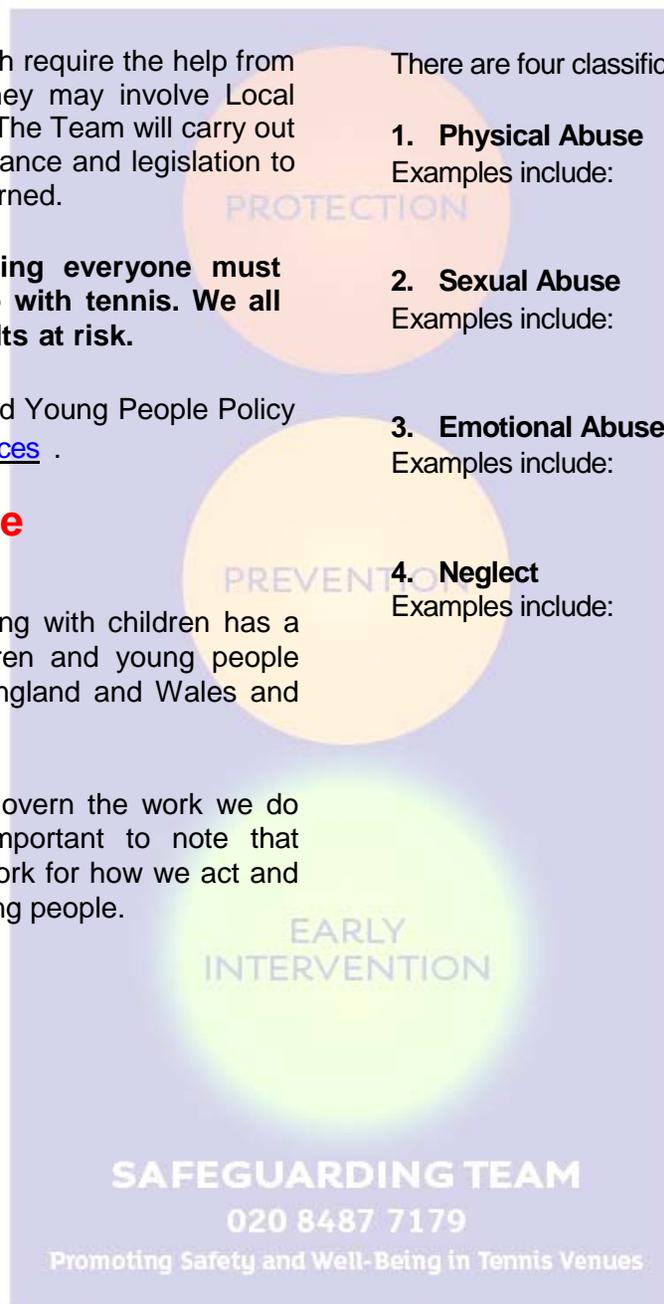
Examples include:

3. Emotional Abuse

Examples include:

4. Neglect

Examples include:



4. What are the signs of Abuse in Children?

The majority of children and young people live a life free from harm and abuse; however there are a small number of children who suffer abuse usually by a family member, close family friend or person in a position of trust. Very rarely does one type of abuse occur in isolation, with emotional abuse usually occurring with each type of abuse.

It is often a change in behaviour or performance that you may notice in a child or young person.

- **Unexplained or concerning injuries (cuts / bruises / stomach upsets);**
- **Inconsistent explanation for injury;**
- **Unexplained change in behaviour;**
- **Inappropriate sexual awareness or language;**
- **Change in physical appearance (weight loss / weight gain / untidy);**
- **Change in behaviour (withdrawn / extroverted / tearful); and**
- **Change in performance.**

5. If you have a concern about the Well-Being (H-A-P-E) of a child or young person

If you have a concern about the well-being (H-A-P-E) of a child or young person you can speak with the child or young person and/or their parents in an attempt to discover what is causing issues in their life. Often worries can be resolved at this level.

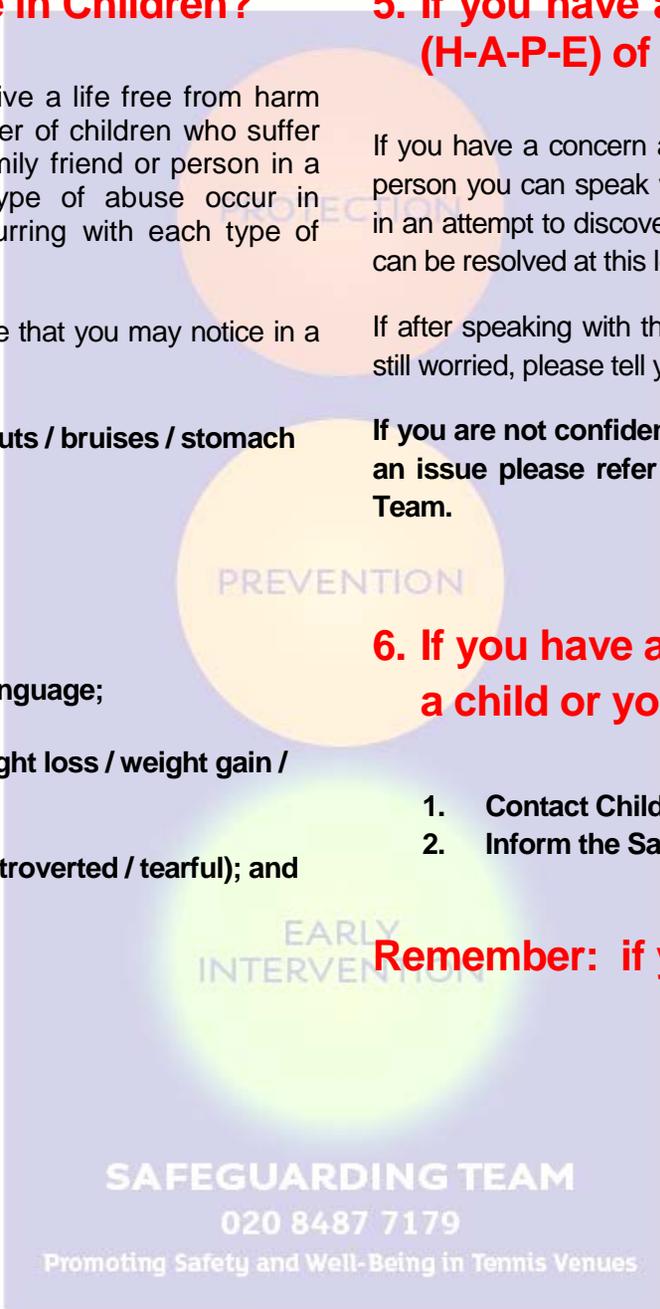
If after speaking with the child or young person and their parents you are still worried, please tell your Welfare Officer or the Safeguarding Team.

If you are not confident or don't have the skills/experience to manage an issue please refer it to your Welfare Officer or the Safeguarding Team.

6. If you have a concern about the Safety (S) of a child or young person

1. **Contact Children's Social care or the Police**
2. **Inform the Safeguarding Team of your actions**

Remember: if you suspect abuse – report it.



1. Adults at Risk

In the UK the law states that anyone working with adults who are deemed at risk has a legal obligation to keep them safe.

An adult at risk is defined as:

People over 18 years of age who are or may be in need of community care services by reason of mental health, disability, age or illness, and who are or may be unable to take care of themselves, or protect themselves against significant harm or exploitation. This term replaces 'vulnerable adults'.

- Not all disabled adults are considered at risk.
- Some disabled adults will have additional vulnerabilities.
- Some adults' who are not considered an adult at risk at one particular time, may be at another point.

Please refer to the Safeguarding Adults policy available at www.lta.org.uk/safeguardingresources.

There are many pieces of legislation that govern the work we do with adults. It is important to note that legislation and guidance acts as the framework for how we act and respond when working with adults.

2. Types of Abuse in Adults

There are seven classifications of abuse:

1. Physical Abuse

Examples include:

2. Sexual Abuse

Examples include:

3. Emotional/ Psychological Abuse

Examples include:

4. Neglect

Examples include:

5. Institutional Abuse

Examples include:

6. Financial Abuse

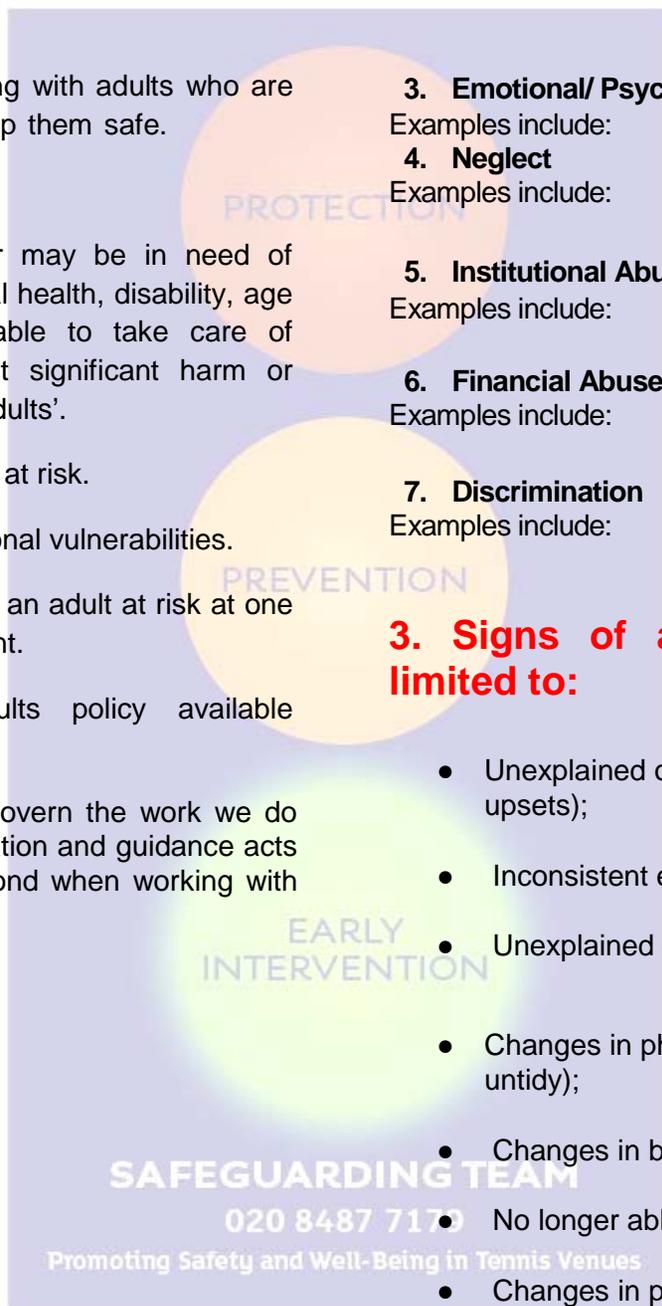
Examples include:

7. Discrimination

Examples include:

3. Signs of abuse could include but not limited to:

- Unexplained or concerning injuries (cuts / bruises / stomach upsets);
- Inconsistent explanation for injuries;
- Unexplained changes in behaviour;
- Changes in physical appearance (weight loss / weight gain / untidy);
- Changes in behaviour (withdrawn / extroverted / tearful);
- No longer able to pay for lessons; and
- Changes in performance.



4. If you have a concern about the Safety (S) or Well-Being (H-A-P-E) of an adult

If you have a concern about the safety or well-being of an adult, you can speak with the person directly, in an attempt to discover what is causing issues in their life. Often worries can be resolved at this level.

If after speaking with the adult you are still worried about their safety, tell them you are worried about them and need to tell your Welfare Officer or the Safeguarding Team.

If you are not confident or don't have the skills/experience to manage an issue please refer it to your Welfare Officer or the Safeguarding Team.

5. If you have a concern about the Safety (S) of an adult

1. Contact Adult Social care or the Police
2. Inform the Safeguarding Team of your actions

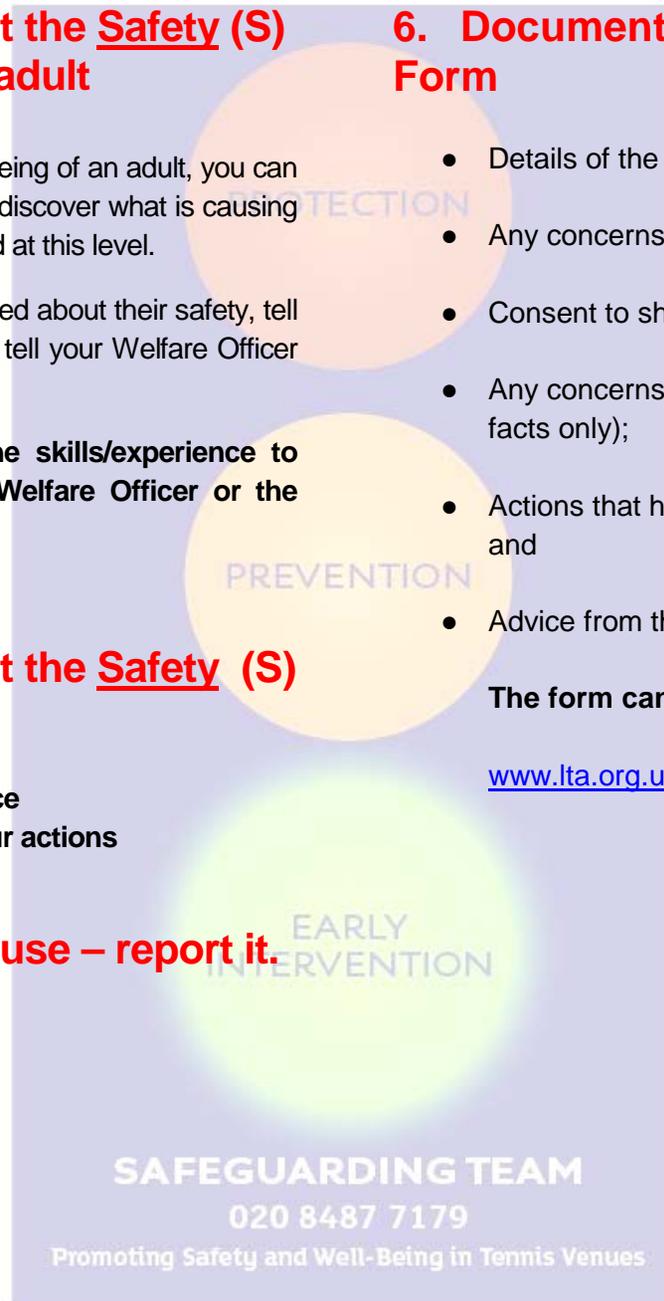
Remember: if you suspect abuse – report it.

6. Documenting Concerns – Well-Being Form

- Details of the child, young person or adult at risk;
- Any concerns you have;
- Consent to share the information gathered (adults only);
- Any concerns you have been told (using their words and facts only);
- Actions that have already been taken at tennis venue level; and
- Advice from the Safeguarding Team.

The form can be found at:

www.lta.org.uk/safeguardingresources



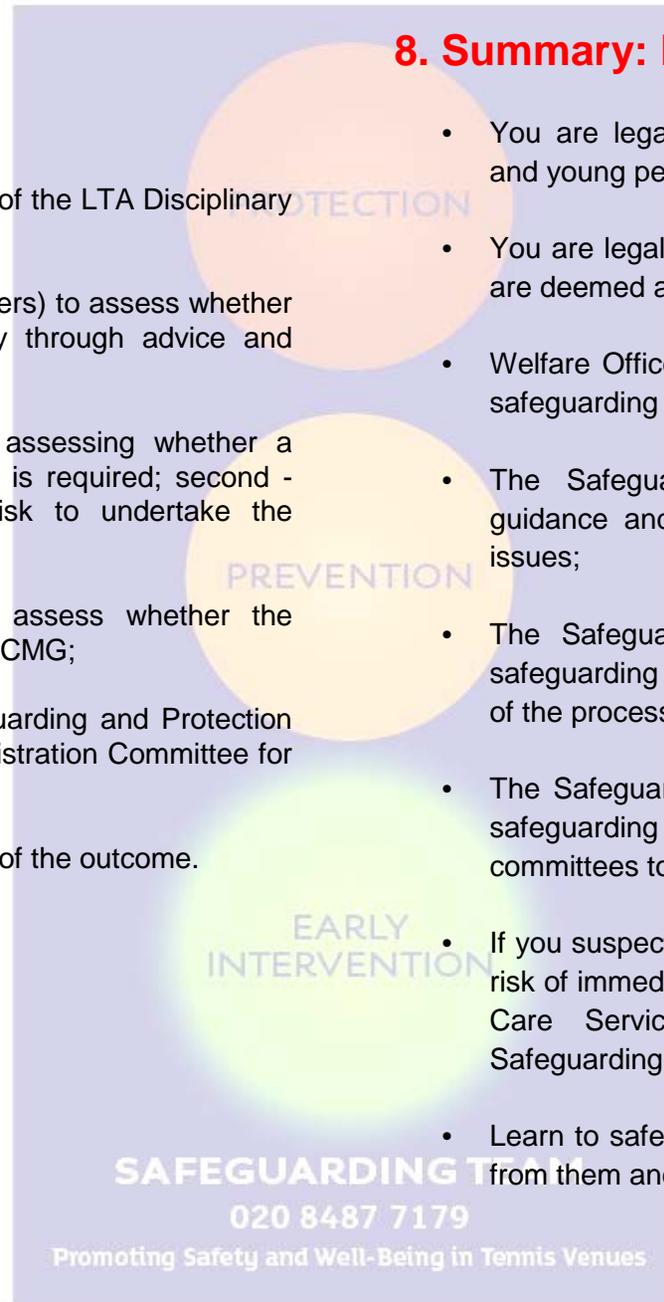
7. What happens next?

The Safeguarding Team will:

- 1) Work in accordance with Appendix 2 of the LTA Disciplinary Code;
- 2) Gather information from you (and others) to assess whether things can be resolved immediately through advice and support;
- 3) Carry out initial assessment; first- assessing whether a referral to the Police or Social Care is required; second - gain consent from the adult at risk to undertake the investigation;
- 4) Carry out initial investigation and assess whether the information requires escalation to the CMG;
- 5) Present findings to either the Safeguarding and Protection Committee or the Licensing and Registration Committee for a final decision; and
- 6) Inform you and other relevant people of the outcome.

8. Summary: Protecting and Safeguarding

- You are legally obliged to safeguard and protect children and young people;
- You are legally obliged to safeguard and protect adults who are deemed at risk;
- Welfare Officers are your trained point of contact for many safeguarding issues;
- The Safeguarding Team provides information, advice, guidance and support for all safeguarding and protection issues;
- The Safeguarding Team have processes for managing safeguarding issues and will keep you informed at all stages of the process;
- The Safeguarding Team have the resources to investigate safeguarding issues and to support you; it has a range of committees to advise and direct;
- If you suspect a child or young person or adult at risk, is at risk of immediate harm, you have a duty to report it to Social Care Services and/or the Police (also inform the Safeguarding Team of any actions); and
- Learn to safeguard: Incidents happen – accept them, learn from them and keep improving so they don't happen again.



THE 6 R'S

What are the things I need to remember when responding to a concern?

When a person tells you about a concern remember the 'Six R's':

1. **Remain calm** and **aware** of your body language and facial expressions. Try not to act shocked or worried about what you are being told as this may stop them talking.
2. **Respond** by listening to what is said and try not to ask questions, rather encourage them by saying 'and then what happened' (remember the most important thing you can do is listen).
3. **Reassure** the child or young person that what they have told you is important and you need to tell someone else to help keep them safe.
4. **Remind** them that you cannot always maintain confidentiality in order to keep them safe.
5. **Record** exact words and phrases on the *Well-Being Form* - be careful not to add your opinion or thoughts.
6. **Report** the concern to the Safeguarding team.

