

Skye Sailing Club is committed to safeguarding vulnerable adults, children and young people, taking part in its activities, from physical, sexual or emotional harm, neglect or bullying. We recognise that the safety, wellbeing, welfare and needs of the vulnerable adult, child/young person are paramount and that all people, irrespective of age, disability, race, religion or belief, sex, sexual or gender identity or social status, have a right to protection from discrimination and abuse.

Skye Sailing Club takes all reasonable steps to ensure that, through safe recruitment, appropriate operating procedures and training, it offers a safe and fun environment to vulnerable adults and children taking part in its events and activities.

For the purposes of this policy anyone under the age of 18 should be considered as a child. Everyone has a responsibility and can help in the safeguarding of vulnerable adults, children and young people, so all members of the Club should be aware of the policy.

#### **Club Welfare Officer**

The Club Welfare Officer is:  
Elaine Ferguson  
welfare@skyesailingclub.com

#### **Staff and Volunteers**

All club staff and volunteers whose role brings them into regular contact with vulnerable adults and young people will be asked to provide references. The club Welfare Officer and those regularly instructing, coaching or supervising vulnerable adults and young people will also be required to apply for PVG Scheme Membership and/or a Scheme Update.

#### **Good Practice**

All staff, volunteers and customers of the club should follow the good practice guidelines. Those working or volunteering with vulnerable adults and young people should also be aware of the guidance on recognising abuse.

Adults are requested not to enter the showers and changing rooms at times when vulnerable adults or children are changing before or after activities. If this is unavoidable it is advised that they are accompanied by another adult.

The club will seek written consent from the vulnerable adult, child/young person and their parents/carers before taking photos or video at an event or training session or publishing such images. Parents and spectators should be prepared to identify themselves if requested and state their purpose for photography/filming. If the club publishes images of vulnerable adults or young people, 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 club Welfare Officer.

## Concerns

Anyone who is concerned about a vulnerable adult's, young member's or participant's welfare, either outside the sport or within the club, should inform the club Welfare Officer immediately, in strict confidence. The club Welfare Officer will follow the procedures below.

Any staff or volunteers of the Club failing to comply with the Safeguarding policy and any relevant Codes of Conduct may be subject to disciplinary action.

## Handling concerns, reports or allegations

A complaint, concern or allegation may come from a number of sources: the vulnerable adult, the child, their parents, someone else within your organisation, a member of the public, or the statutory authorities (Police or Social Work). It may involve the behaviour of one of your volunteers or employees, or something that has happened to the vulnerable adult or child outside the sport, perhaps at home or at school. Vulnerable adults, Children/young people may confide in adults they trust, in a place where they feel at ease.

An allegation may range from mild verbal bullying, to something affecting their wellbeing, to physical or sexual abuse. If you are concerned that a vulnerable adult or child/young person may be being abused, it is **NOT** your responsibility to investigate further **BUT** it is your responsibility to act on your concerns and report them to the appropriate statutory authorities. For guidance on recognising abuse, see page 11.

## Handling an allegation from a child/young person

### Always:

- stay calm – ensure that the vulnerable adult or child is safe and feels safe
- show and tell the vulnerable adult or child that you are taking what he/she says seriously
- reassure the vulnerable adult or child and stress that he/she is not to blame
- be careful about physical contact, it may not be what the vulnerable adult or child wants
- be honest, explain that you will have to tell someone else to help stop the alleged abuse
- make a record of what the vulnerable adult or child has said as soon as possible after the event, using their own words
- follow the Findhorn Watersport's Safeguarding procedures.

### Never:

- rush into actions that may be inappropriate
- make promises you cannot keep (e.g. you won't tell anyone)
- ask leading questions (see 'Recording and handling information' below)
- take sole responsibility – consult someone else (ideally the designated Club Welfare Officer or the person in charge or someone you can trust) so that you can begin to protect the vulnerable adult or child and gain support for yourself.

You may be upset about what the vulnerable adult or child has said or you may worry about the consequences of your actions. Sometimes people worry about vulnerable adults or children being removed from their families as a result of abuse, but in reality this rarely happens. However, one thing is certain – you cannot ignore it.

## **Recording and handling information**

If you suspect that a vulnerable adult or child may have been the subject of any form of physical, emotional or sexual abuse or neglect, the allegation must be referred as soon as possible to the Club Welfare Officer, who will refer the allegation to the Children's Social Care/Work or the Police who have trained experts to handle such cases. Do not start asking leading questions which may jeopardise any formal investigation.

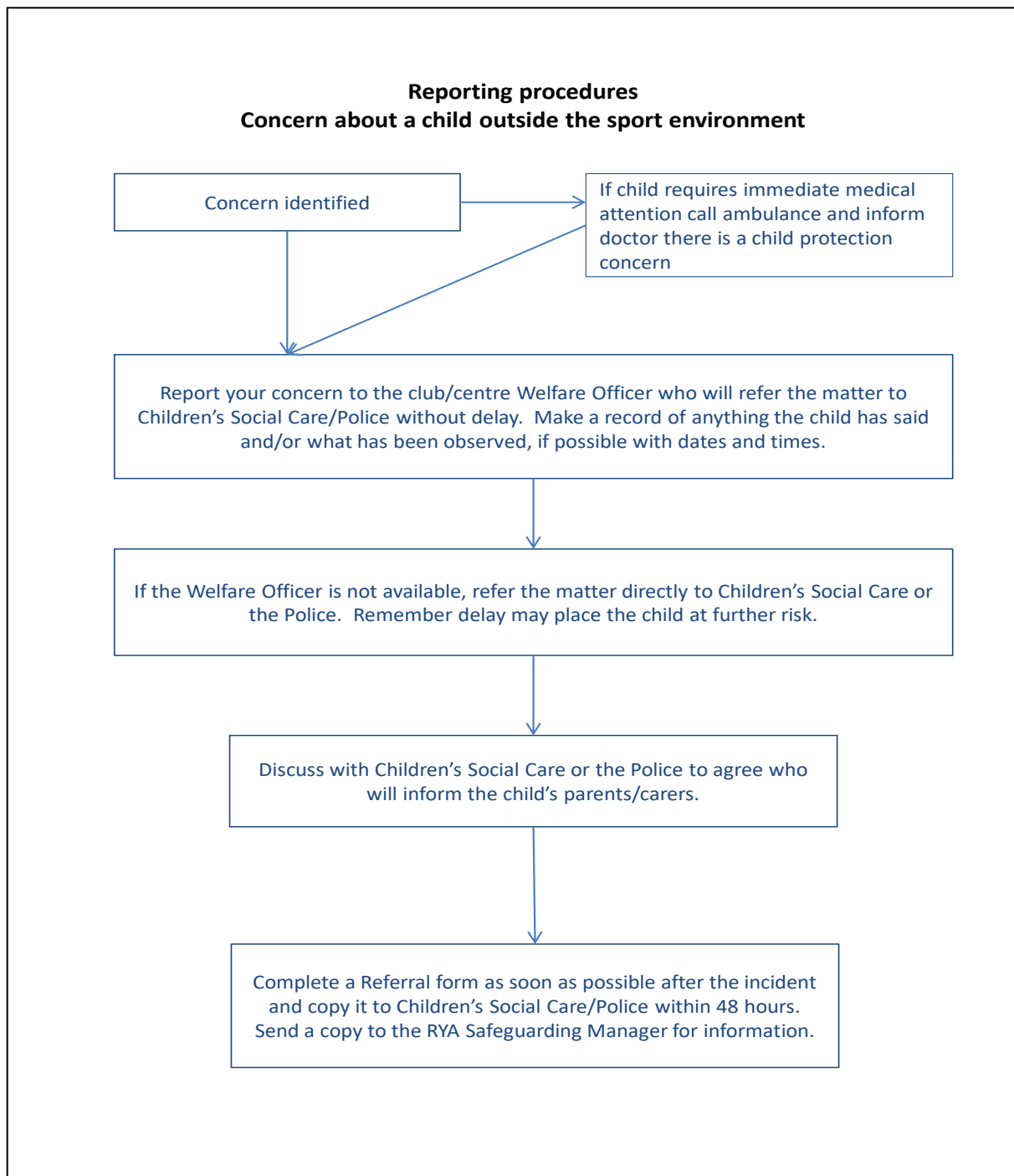
A leading question is where you suggest an answer or provide options that only need a 'yes' or 'no' answer, instead of allowing the vulnerable adult/child/young person to explain things in their own words. An example would be asking 'did X hit you?' instead of 'how did you get that bruise?'. Use open questions such as 'what happened next?'. Only ask questions to confirm that you need to refer the matter to someone else. Listen to and keep a record of anything the vulnerable adult or child tells you or that you have observed and pass the information on to the statutory authorities (see Sample Document 7 for Referral Form).

### **All information must be treated as confidential and only shared with those who need to know .**

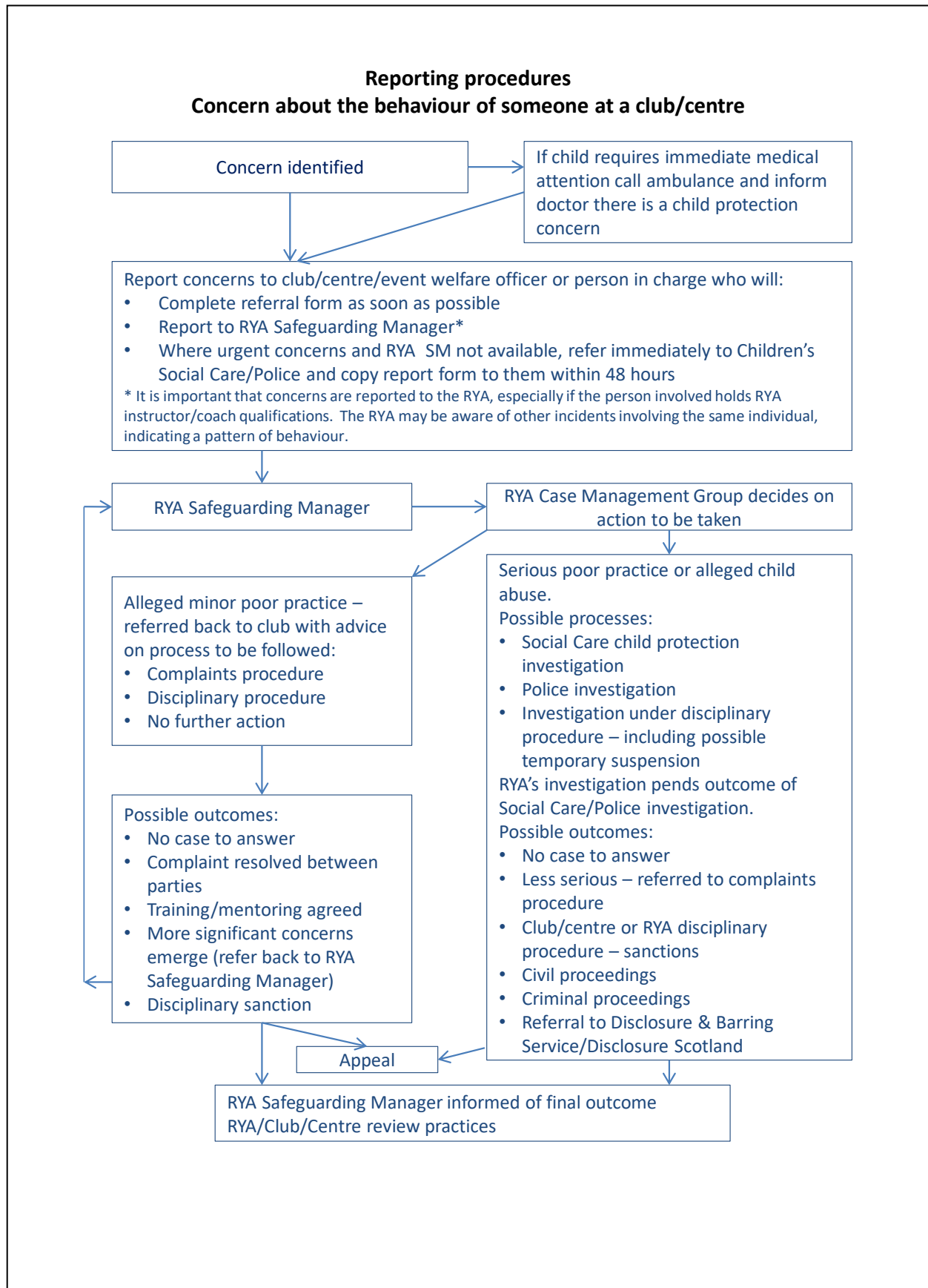
If the allegation or suspicion concerns someone within Findhorn Watersports, only the vulnerable adult's or child's parents/carers, the Findhorn Watersports Welfare Officer (unless they are the subject of the allegation), the person in charge of the organisation (unless they are the subject of the allegation), the relevant authorities and the RYA Safeguarding and Equality Manager and/or RYA Scotland Development Manager should be informed. If the alleged abuse took place outside the sport, the Police or Children's Social Care/Work will decide who else needs to be informed, including the vulnerable adult's or young person's parents/carers. It should not be discussed by anyone within the organisation other than the person who received or initiated the allegation and, if different, the person in charge.

## Reporting Procedures

Flowchart 1



Flowchart 2



## **Staff and Volunteers – Good Practice Guide**

This guide only covers the essential points of good practice when working with vulnerable adults, children and young people. You should also read the Findhorn Watersports's Safeguarding Policy and Procedures which are available for reference at all times.

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

### **You should never:**

- engage in rough, physical or sexually provocative games
- allow or engage in inappropriate touching of any form
- allow vulnerable adults/children/young people to use inappropriate language unchallenged, or use such language yourself when with vulnerable adults/children/young people
- make sexually suggestive comments to a vulnerable adults/child/young person, even in fun
- fail to respond to an allegation made by a vulnerable adult/child/young person; always act
- do things of a personal nature that vulnerable adults/children can do for themselves.

It may sometimes be necessary to do things of a personal nature for vulnerable adults/children/young people, particularly if they are very young or disabled. These tasks should only be carried out with the full understanding and consent of both the individual (where possible) and their parents/carers. In an emergency situation which requires this type of help, parents/carers should be informed as soon as possible. In such situations it is important to ensure that any adult present is sensitive to the vulnerable adult/child/young person and undertakes personal care tasks with the utmost discretion.

## Safeguarding and Child Protection referral form

|                                                                                                                     |  |
|---------------------------------------------------------------------------------------------------------------------|--|
| Date and time of incident                                                                                           |  |
| Name and position of person about whom report, complaint or allegation is made                                      |  |
| Name and age of vulnerable person/child involved                                                                    |  |
| Name of club or organisation (if relevant)                                                                          |  |
| Nature of incident, complaint or allegation (continue on separate page if necessary.                                |  |
| Action taken by organisation (continue on separate page if necessary)                                               |  |
| If Police or Children's Social Services/Work contacted, name, position and telephone number of person handling case |  |
| Name, organisation and position of person completing form                                                           |  |
| Contact telephone number and e-mail address                                                                         |  |
| Signature of person completing form                                                                                 |  |
| Date and time form completed                                                                                        |  |
| Name and position of organisation's welfare officer or person in charge (if different from above)                   |  |
| Contact telephone number and e-mail address                                                                         |  |

**This form should be copied, and sent marked 'Private and Confidential', to RYA Scotland's Development Manager – Liza Linton, Caledonia House, 1 Redheughs Rigg, South Gyle, Edinburgh, EH12 9DQ or to RYA Safeguarding and Equality Manager, RYA House, Ensign Way, Hamble, Southampton, SO31 4YA, e-mail [safeguarding@ryascotland.org.uk](mailto:safeguarding@ryascotland.org.uk) or [safeguarding@rya.org.uk](mailto:safeguarding@rya.org.uk) and to the statutory authorities (if they have been informed of the incident) within 48 hours of the incident.**

## What is meant by Safeguarding, Child Wellbeing and Child Protection in Scotland?

The Scottish National approach to child protection and wellbeing that connects policy and practice is called: Getting It Right For Every Child (GIRFEC) and is enshrined in the Children and Young People (Scotland) Act 2014. It is the Scottish Government's approach to making a positive difference for all children and young people in Scotland.

It recognises that all children and young people have the right to be cared for, to be protected from harm and abuse and to grow up in a safe environment in which their rights are respected and their needs met. The GIRFEC principles help shape all policy, practice and legislation that affects children and their families based on a shared understanding of well-being; a co-ordinated and unified approach; consistent high standards of co-operation, joint working and communication. It places children's and young people's needs first, ensures that they are listened to and understand decisions which affect them and that they get more co-ordinated help where this is required for their wellbeing, health and development. It provides a consistent way for people to support and work with all children and young people in Scotland.

Under the Children and Young People (Scotland) Act 2014/GIRFEC approach, it states that children should be:

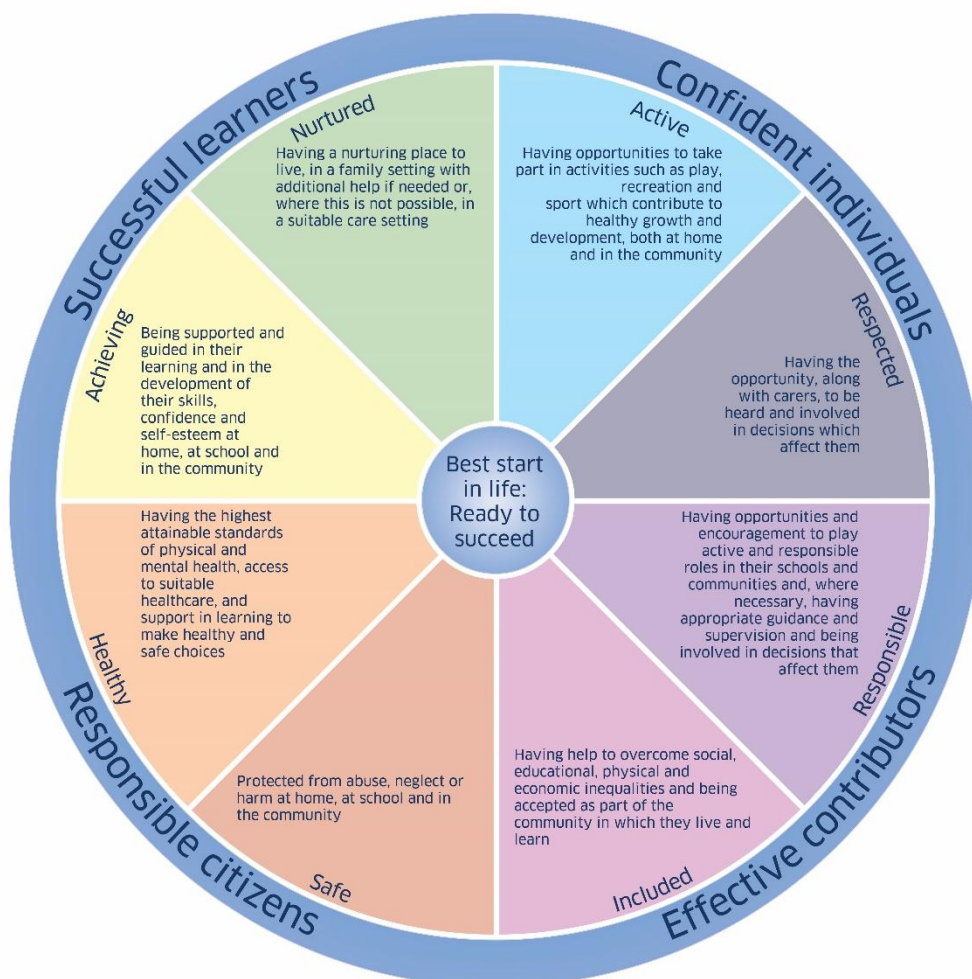
- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included.

These are remembered by the acronym SHANARRI (indicators) and are often depicted as a wheel (see below). They provide a common language for all those working with children and young people around wellbeing concerns, including those that may require a targeted intervention. Each child is different, and there is no set level of wellbeing that children should achieve. These 8 wellbeing indicators are seen as the basic requirements needed for all children and young people to grow, develop and reach their full potential. It is also acknowledged that participation in sports and club membership can support a child's wellbeing and meets a number of the SHANARRI indicators.

| In the sports of Boating (sailing, windsurfing, powerboating) the SHANARRI Indicators can include: |                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SAFE</b>                                                                                        | Provide a safe secure environment both physically and with the people in it - ensuring all people working with children and young people have been recruited using a safe recruitment process, including a satisfactory PVG and attendance at relevant training so they can safeguard children from harm, neglect or abuse |
| <b>HEALTHY</b>                                                                                     | Enabling children to experience the physical and mental benefits of taking part in sport and supporting them to make good choices for themselves                                                                                                                                                                           |
| <b>ACHIVING</b>                                                                                    | Supporting children to develop skills, confidence and self-esteem through participation, instructing and coaching to encouraging effort and the setting of personal goals, as well as teaching strategies for coping with success and failure                                                                              |
| <b>NURTURED</b>                                                                                    | Providing a club environment that is supportive and inclusive where every child feels valued and welcome                                                                                                                                                                                                                   |



|                    |                                                                                                                                                                                                                                                                                                           |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ACTIVE</b>      | Providing opportunities to be physically active through participating in boating activities – coaching to the age and stage of the child and taking into account Long Term Athlete Development (LTAD)                                                                                                     |
| <b>RESPECTED</b>   | Giving children and young people the opportunity to be heard, to input into decisions that affect them – taking feedback from the participants about sessions, asking for input about making decisions that affect the team, having a youth representative on the club committee                          |
| <b>RESPONSIBLE</b> | Supporting children and young people to take on roles within their sport/club/team such as leader, club representative, assistant instructor etc. Educate children and young people on the importance of sportsmanship including respecting others within the sport, the rules and etiquette of the sport |
| <b>INCLUDED</b>    | Ensure all children are included and where necessary make adjustments to overcome barriers to inclusion, and have the opportunity to make a valuable contribution to the sport/club                                                                                                                       |



## How it works in Scotland?

The Scottish government is responsible for child protection in Scotland. It sets out policy, legislation and statutory guidance on how the child protection system should work.

Child Protection Committees (CPCs) are responsible for child protection policy, procedure, guidance and practice at the local authority level. CPCs make sure that all the different local agencies, such as children's social work, health services and the police, work together to protect children. Sports may be asked to contribute to these.

The key guidance for anyone working in Scotland is ***Scottish Government (2014) National Guidance for child protection in Scotland.***

However the following Scottish specific legislation, policies and supporting procedures are also key to safeguarding children and young people:

- Children's Hearing (Scotland) Act 2011
- The Equality Act 2010
- Protection of Vulnerable Groups (Scotland) Act 2007
- Rehabilitation of Offenders Act 1974, the Exclusions and Exceptions (Scotland) Order 2003
- Protection of Children (Scotland) Act 2003
- Disclosure Scotland Code of Conduct "Making Scotland Safer" 2002
- Disclosure Scotland Code of Conduct "Protecting the Vulnerable by Safer Recruitment"
- Sexual Offences (amendments) Act 2000
- Human Rights Act 1998
- Data Protection Act 2018
- Limitation (Childhood Abuse) (Scotland) Act 2017
- Police Act 1997
- Sex Offenders Act 1997
- Children (Scotland) Act 1995
- Criminal Procedure (Scotland) Act 1995
- The UN Convention on the Rights of a Child
- The UN Convention on the Rights of Persons with Disabilities
- Getting It Right For Every Child (GIRFEC)
- RespectMe – the National Approach to Anti-bullying in Scotland

## **What is vulnerable adult/child abuse?**

(Based on the statutory guidance 'Working Together to Safeguard Children' 2018)

Abuse and neglect are forms of maltreatment of a vulnerable adult or child. Somebody may abuse or neglect a vulnerable adult or child by inflicting harm, or by failing to act to prevent harm. Vulnerable adults or 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.

**Physical abuse** may involve adults or other children inflicting physical harm:

- by hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating
- giving children alcohol or inappropriate drugs
- in sport situations, physical abuse might also occur when the nature and intensity of training exceeds the capacity of a child's immature and growing body.

**Emotional abuse** is the persistent emotional maltreatment of a vulnerable adult or child such as to cause severe and persistent adverse effects on their emotional development. It may involve:

- conveying to a vulnerable adult or child that they are worthless, unloved or inadequate
- not giving the vulnerable adult or child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- imposing expectations which are beyond the vulnerable adult or child's age or developmental capability
- overprotection and limitation of exploration and learning or preventing the vulnerable adult or child from participating in normal social interaction
- allowing a vulnerable adult or child to see or hear the ill-treatment of another person
- serious bullying (including cyber bullying), causing vulnerable adult or children frequently to feel frightened or in danger
- the exploitation or corruption of vulnerable adults or children
- emotional abuse in sport might also include situations where parents or coaches subject vulnerable adults or children to constant criticism, bullying or pressure to perform at a level that the vulnerable adult or child cannot realistically be expected to achieve.

Some level of emotional abuse is involved in all types of maltreatment of a vulnerable adult or child.

**Sexual abuse.** Sexual abuse involves an individual (male or female, vulnerable adult or another child) forcing or enticing a vulnerable adult, child or young person to take part in sexual activities, whether or not the vulnerable adult or 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 vulnerable adults and children in looking at, or in the production of, sexual images
- encouraging vulnerable adults and children to behave in sexually inappropriate ways or watch sexual activities
- grooming a vulnerable adult or child in preparation for abuse (including via the internet)
- sport situations which involve physical contact (e.g. supporting or guiding vulnerable adults or children) could potentially create situations where sexual abuse may go unnoticed. Abusive situations may also occur if adults misuse their power over vulnerable adults and young people.

**Neglect** is the persistent failure to meet a vulnerable adult's and/ or a child's basic physical and/or psychological needs, likely to result in the serious impairment of the individual's health or development. Neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter
- protect an individual from physical and emotional harm or danger
- ensure adequate supervision
- ensure access to appropriate medical care or treatment
- respond to an individual's basic emotional needs
- neglect in a sailing situation might occur if an instructor or coach fails to ensure that individuals are safe, or exposes them to undue cold or risk of injury.

**Bullying** (including 'cyber bullying' by text, e-mail, social media etc.) **is behaviour that can make a person feel frightened, threatened, left out or hurt and it can happen face to face and online (Respect for All)\***. Something only needs to happen once to make an impact on a person's capacity to feel in control of themselves and make a person feel worried or scared to go to training or competition.

**Bullying behaviour can include:**

- Being called names, teased, put down or threatened face to face and/or online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about them (face to face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

**\*Respect for All:** The National Approach to Anti-bullying in Scotland

<https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/> and at 'Respect Me' – Scotland's Anti-Bullying Service – [www.respectme.org.uk](http://www.respectme.org.uk)

**Recognising Abuse**

It is not always easy, even for the most experienced carers, to spot when a vulnerable adult or child has been abused. However, some of the more typical symptoms 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 behaviour (e.g. becoming very quiet, withdrawn or displaying sudden outbursts of temper)
- the vulnerable adult or child describes what appears to be an abusive act involving him/her
- a change observed over a long period of time (e.g. the vulnerable adults or 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 socialising with others.

It is important to note that a vulnerable adult or child could be displaying some or all of these signs, or behaving in a way which is worrying, without this necessarily meaning that the individual 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 individual's behaviour, first talk to the parents or carers. It may be that something has happened, such as a bereavement, which has caused the individual to be unhappy.

**If you are concerned**

If there are concerns about sexual abuse or violence in the home, talking to the parents or carers might put the individual at greater risk. If you cannot talk to the parents/carers, consult your the Club Welfare Officer or the person in charge. It is this person's responsibility to make the decision to contact Children's Social 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.

## Anti-Bullying Policy

### INTRODUCTION

- 1.1. It is the Policy of Findhorn Watersports to safeguard individuals taking part in boating from physical, sexual and emotional harm. Findhorn Watersports consider bullying of any kind unacceptable and understands that it can seriously impact the wellbeing of any individual. A child is defined as being any person under the age of 18.
- 1.2. This document sets out what Findhorn Watersports means by bullying, how you can recognise it and what to do about it if you think it might be happening.

### 2. OBJECTIVES

- 2.1. The objective of this Policy is to prevent bullying occurring, but if it does, to provide a mechanism where it can be quickly brought to the attention of nominated individuals who can investigate the situation and work with both the victim and the bully in order to resolve the problem.

### 3. WHAT DO WE MEAN BY BULLYING

- 3.1. **Bullying is behaviour that can make a person feel frightened, threatened, left out or hurt and it can happen face to face and online (*Respect for All*)\*.** Something only needs to happen once to make an impact on a person's capacity to feel in control of themselves and make a person feel worried or scared to go to training or competition.
- 3.2. This behaviour can harm people physically or emotionally and although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions or the fear of these.
- 3.3. In some circumstances, the intent to bully may not be present (as some may not realise that their behaviour is wrong or is actually bullying). It must be noted that the impact and effect on the person being bullied will be no less severe because of this and that the focus 'on the person who is bullying' should look at the behaviour and the impact it has had.
- 3.4. **Bullying behaviour can include:**
  - Being called names, teased, put down or threatened face to face and/or online
  - Being hit, tripped, pushed or kicked
  - Having belongings taken or damaged
  - Being ignored, left out or having rumours spread about them (face to face and/or online)
  - Sending abusive messages, pictures or images on social media, online gaming platforms or phone
  - Behaviour which makes people feel like they are not in control of themselves or their lives
  - Being targeted because of who you are or who you are perceived to be (face to face and/or online)

### **3.5. Why is it important to Respond to Bullying?**

- Bullying hurts and results in pain and distress. No one deserves to be bullied and everyone has the right to be treated with respect.
- Everyone involved in Boating has a responsibility to respond promptly and effectively to issues of bullying.
- Bullying takes place in the context of relationships. Promoting respectful relationships, repairing relationships where appropriate and ensuring we respond to all forms of prejudice will help create an environment where bullying cannot thrive.

## **4. SIGNS AND SYMPTOMS OF BULLYING**

- 4.1. An individual's behaviour may be indicative that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a vulnerable adult or child:
- Is frightened of being left alone with other people.
  - Changes their usual routine.
  - Suddenly doesn't wish to attend training or events.
  - Becomes withdrawn, anxious or lacking in confidence.
  - Starts stammering.
  - Has cuts or bruises that cannot adequately be explained.
  - Attempts or threatens suicide.
  - Attempts or threatens to run away.
  - Cries themselves to sleep or has nightmares.
  - Feels ill in the mornings.
  - Begins to perform poorly without good reason.
  - Comes home with clothes torn or belongings damaged.
  - Has possessions suddenly start go missing.
  - Asks for money or starts stealing money (e.g. to give to the bully)
  - Continually 'loses' money.
  - Become aggressive, disruptive or unreasonable.
  - Is bullying other individuals or siblings.
  - Stops eating.
  - Is frightened to say what is wrong.
  - Gives improbable excuses or reasons for any of the above.
- 4.2 These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **5. PROCEDURES**

- 5.1. If anyone, either sailor or adult, suspects that bullying is taking place it is expected of them that they inform an appropriate person. This can be the Findhorn Watersports Welfare Officer, or the RYA Scotland Child Wellbeing and Safeguarding Lead.
- 5.2. This person will then follow the procedure laid down in the Findhorn Watersports Safeguarding Policy and Guidelines.
- 5.3. Informing an appropriate person that you suspect bullying when you have genuine grounds will not result in disciplinary action against you and the bully will not be informed of your identity without your consent.

5.4. Being found to know of bullying without reporting it is a disciplinary offence.

## **6. OUTCOMES**

- 6.1. All interviews will be conducted with all individuals being accompanied by a parent or responsible adult.
- 6.2. The individual who is bullying will be asked to explain their behaviour and consider the consequences of it both to themselves and others. They may be asked to genuinely apologise. If possible the individuals will be reconciled.
- 6.3. It may be recommended that the individual seek the help of Professional Health Counsellors to deal with their behaviour.
- 6.4. If incidents take place at sailing events hearings under Rule 2 or Rule 69 may take place.
- 6.5. Depending on the severity of the case suspension or exclusion of the bully(ies), from events and/or activities, might be necessary.
- 6.6. After the incident or incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- 6.7. All incidents will be reported to the RYA Scotland Child Wellbeing and Safeguarding Lead and kept on record to monitor any future reports.

## **7. PREVENTION**

- 7.1. This Policy has been adopted by Findhorn Watersports and is available to all as a reference via the website.
- 7.2. The Anti-Bullying Policy will be shared with all participants and parents/ guardians.
- 7.3. The effects and consequences of bullying and how to prevent them will be added to staff and volunteer training and CPD.

## **8. MONITORING AND REVIEW**

- 8.1. The Policy will be monitored by the Findhorn Watersports Welfare Officer.

**\*Respect for All:** The National Approach to Anti-bullying in Scotland

<https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/>