



**CIMSPA PROFESSIONAL STANDARD:
TECHNICAL SPECIALISM**

Safeguarding and Protecting Children

(FULL STANDARD)

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CIMSPA PROFESSIONAL STANDARD: TECHNICAL SPECIALISM

Safeguarding and Protecting Children

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ABOUT THIS STANDARD

This document is a CIMSPA Professional Standard: Technical Specialism (full version).

This full version of the standard is available to CIMSPA awarding organisation, skills development, higher education and further education partners.

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1. Overview

Professional Standard: Technical Specialism Safeguarding and Protecting Children

This Professional Standard outlines the Technical Specialism of Safeguarding and Protecting Children and the essential knowledge and skills that are needed to meet the requirements of the sector minimum deployment standards.

Note: “Professional Standard: Technical Specialism” will be abbreviated throughout this document to “Technical Specialism”, the reader should understand this abbreviation as the full title.

This full version of this standard is available to CIMSPA awarding organisation, skills development, higher education and further education partners. It provides guidance for the development of educational products that will be endorsed by CIMSPA.

The Safeguarding and Protecting Children Technical Specialism covers job roles that sit within the sport and physical activity sector as part of all industries.

This CIMSPA Technical Specialism allows you to demonstrate your expertise in safeguarding and protecting children within a sport and physical activity environment.

This Professional Standard: Technical Specialism can be used as follows:

1. Combined with an occupation standard to form an education product: e.g. Occupation: Coach; Technical Specialism: Safeguarding and Protecting Children.
2. Combined with an occupation standard and additional specialism(s) to form an educational product: e.g. Occupation: Coach; Environment Specialism: Working in the School Environment (Out of Curriculum); Technical Specialism: Safeguarding and Protecting Children.
3. As a standalone product that can be completed as continuous professional development: e.g. working with secondary school children.

Definition of a child

The UN Convention on the Rights of the Child defines a child as everyone under 18 unless, “under the law applicable to the child, majority is attained earlier” (Office of the High Commissioner for Human Rights, 1989). The UK has ratified this convention.

Endorsed qualification logo

Qualifications that meet the requirements of this CIMSPA Professional Standard will display this official CIMSPA endorsement logo.



2. Scope of the Safeguarding and Protecting Children Technical Specialism

This Technical Specialism supports an individual who has a need to, within their job role, be aware of and/or implement safeguarding procedures to protect children.

Individuals that meet this standard will:

UNDERSTAND:

- Awareness of safeguarding procedures appropriate to their job role or where appropriate how to implement sufficient safeguarding procedures that are necessary in order to safeguard and protect children.

HAVE DEMONSTRATED:

- Awareness of safeguarding procedures appropriate to their job role or where appropriate the ability to implement sufficient safeguarding procedures that are necessary in order to safeguard and protect children.

This Professional Standard outlines the technical specialism's knowledge and skills.

Role specific categories

There are three categories contained within the Technical Specialism Safeguarding and Protecting Children:

- Category 1: An awareness of safeguarding and protecting children.
- Category 2: A basic understanding of safeguarding and protecting children.
- Category 3: A strategic understanding of safeguarding and protecting children.

These categories will be required depending on the amount of contact with children. Those using this Technical Specialism to create educational products should only complete those that are appropriate to the environment(s) related to their job role.

Note: More details on categories can be found in the 'Choosing the right standard for your role' section of this standard.

3. Choosing the right standard for your role

The standard and individual needs to meet will depend upon the amount of contact they have or are likely to have with children. The table below outlines the appropriate standard based on their level of contact with children aligned with their roles and responsibilities.

Role	Category 1. An awareness of safeguarding and protecting children	Category 2 A basic understanding of safeguarding and protecting children	Category 3. A strategic understanding of safeguarding and protecting children
None or minimal contact with children and no responsibility for instruction	REQUIRED		
Potential for supervised contact with children and providing instruction		REQUIRED	
Potential for unsupervised contact with children and providing instruction		REQUIRED	
Managerial/board/senior level of employment or role with responsibility for recruitment decisions			REQUIRED

4. Summary of knowledge and skills

Safeguarding and protecting children

Category 1: An awareness of safeguarding and protecting children

Applied to: all staff and volunteers working in sport and physical activity where they have limited contact with, but no responsibility for, children and will not be providing instruction i.e. coaching. Example roles as follows: recreation assistant, grounds person, parent helper.

Topic	Knowledge and understanding	Skills
An awareness of safeguarding and protecting children and young people	<ul style="list-style-type: none">• Understands what is meant by safeguarding and child protection.• Understands what is meant by appropriate behaviour in relation to children.• Understands the difference between poor practice and abuse.• Understands the different types and indicators of abuse.• Understands procedures to follow in the event of concerns about children or young people.• Understands own organisations policies and procedures on reporting concerns regarding safeguarding and protecting children.• Understands where to seek advice and support on safeguarding and protecting children.	<ul style="list-style-type: none">• Able to recognise potential indicators of child abuse and poor practice.• Able to seek advice and support when required.• Applies organisational procedures around safeguarding and child protection.

Category 2: A basic understanding of safeguarding and protecting children

Applies to: all staff and volunteers working in sport and physical activity where they have the potential to provide instruction, supervised or unsupervised, to children. Example roles as follows: coaching assistant, coach, gym instructor.

Topic	Knowledge and understanding:	Skills
An awareness of safeguarding and protecting children and young people	<ul style="list-style-type: none">• Understands what is meant by safeguarding and child protection.• Understands what is meant by appropriate behaviour in relation to children.• Understands the difference between poor practice and abuse.• Understands the different types and indicators of abuse.• Understands procedures to follow in the event of concerns about children.• Understands own organisations policies and procedures on reporting concerns regarding safeguarding and protecting children.• Understands where to seek advice and support on safeguarding and protecting children and young people: e.g. CPSU, NSPCC, local authority, police, social services.	<ul style="list-style-type: none">• Able to recognise potential indicators of child abuse and poor practice.• Able to seek advice and support when required.• Applies organisational procedures within safeguarding and child protection.
A basic understanding of safeguarding and protecting children	<ul style="list-style-type: none">• Understands key government legislation in relation to safeguarding and protecting children.• Understands how to identify different types of poor practice and indicators of abuse.• Understands how to identify good practice in safeguarding and protecting children.• Understands the difference between appropriate and inappropriate behaviour with children.• Know how to appropriately react and respond to a child should they make a disclosure.• Knows how to share information appropriately on safeguarding and protecting children.• Understands the importance of sharing information appropriately.• Understands scope of own role and that of others in safeguarding and protecting children.	<ul style="list-style-type: none">• Demonstrates good practice and appropriate behaviour with children.

Category 3: A strategic understanding of safeguarding and protecting children

Applies to: staff and volunteers with senior operational management responsibilities. Example roles as follows: board members, senior management team.

Topic	Knowledge and Understanding:	Skills
A strategic understanding of safeguarding and protecting children	<ul style="list-style-type: none"> • Understands the strategic importance of safeguarding and protecting children and the benefits of embedding this into their organisation. • Understands the risks of not embedding safeguarding policies and procedures to protect children in their organisation. • Knows how to develop an organisational vision in regard to safeguarding and protecting children. • Knows how to plan, apply, assess and evaluate the effectiveness of safeguarding and protection policies and procedures across their organisation. • Understands key government legislation in relation to safeguarding and protecting children. • Knows how to develop effective communication strategies to communicate safeguarding messages. • Knows how to develop an effective safeguarding culture. • Understands the link between safeguarding, disciplinary, complaints and whistleblowing procedures. • Understands how to develop risk management systems for safeguarding and protecting children, ensuring this is informed by best practice. • Knows how to access information on latest best practice to keep children safe and respond to concerns. 	<ul style="list-style-type: none"> • Can articulate the organisation’s vision and processes in regard to safeguarding and protecting children. • Contributes to the development of the organisation’s policies for safeguarding and protecting children. • Can develop, maintain and review policies and procedures for safeguarding and protecting children in own organisation. • Can plan, apply, assess and evaluate the effectiveness of safeguarding and protecting children across their organisation. • Can ensure the process and procedures for discipline, complaints and whistle blowing incorporate safeguarding and protecting children. • Can manage risk in safeguarding and protecting children. • Can work collaboratively and influence other agencies to promote and share best practice on safeguarding and protecting children.

5. Product development guidance

This section is aimed at organisations developing formal educational products mapping to this Technical Specialism. The guidance should be considered in the development of all educational products seeking CIMSPA endorsement.

The CIMSPA Professional Development Board (PDB) has agreed any of the formal educational products listed in the table below can be developed for the Technical Specialism, Safeguarding and Protecting Children. Where evidence that all elements of the Technical Specialism are included, CIMSPA endorsement can be sought.

Educational product	Mapping requirements	Professional Standard (Technical Specialism) achieved on attainment?
Regulated vocational qualification	Fully mapped	YES
Apprenticeship programme	Fully mapped	YES
HE programme/modules	Fully mapped	YES
CPD programme/modules	Partially mapped	NO

All formal educational products that are seeking CIMSPA endorsement must be submitted to CIMSPA and should include all elements outlined in the Technical Specialism and assessed in line with the intention of the standard.

Education providers seeking CIMSPA endorsement for a product against this Technical Specialism are asked to consider the following:

- a) They determine and justify the level of the product they have developed, in line with regulator guidance. To ensure parity, the level for all educational products that fully map to this Professional Standard should be the same.

The level assigned is determined by leading awarding organisations currently offering qualifications in the sector in which the role resides.

This is not a first-to-post exercise but one in which education providers are invited to submit their levelled units/full qualification for review as part of the CIMSPA endorsement process.

Once agreed by CIMSPA, all subsequent fully-mapped educational products must conform to the level set for this Technical Specialism.

Level descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at a given level and it should be ensured that educational products fully mapping to this Technical Specialism are a 'best-fit' for the level assigned.

- b) They determine the total qualification time for the qualification/unit and outline the minimum requirements for practical assessment.

They stipulate practical assessment must be conducted, where practically possible, in a real-world environment: for example, 'on the job' or at work. For someone safeguarding and protecting children this could include; sports halls, swimming pools, outdoors, or other appropriate spaces.

Where possible a practical end-point assessment is conducted with 'real participants'.

The use of peers for an end-point practical assessment is not deemed appropriate.

Reasonable adjustments can be applied where specific circumstances make this unviable.

- c) Their quality assurance meets the appropriate regulator's guidance, including: internal and external quality assurance, staffing requirements and assessment generation and evidence.

Specific guidance for Safeguarding and Protecting Children Technical Specialism

- For education products meeting the requirements of Category 1 (see section 3 page 5), eLearning products will be accepted for endorsement.
- For education products meeting the requirements of Category 2 and/or Category 3 (see section 3 page 5), products presented for endorsement must be tutor-led and delivered face-to-face.

6. Acknowledgements

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