Let's Do More CIO Charity Number: 1211554

For Staff Only – Boundary Guide

To be read in conjunction with our Safeguarding Policy

Boundaries - Intro

Safeguarding is not just about spotting abuse, it begins with creating a safe space for players and boundaries play a vital role in this. Do not assume you are good at this, boundaries are not rigid and you cannot predict all situations so it is important to take these seriously, especially as they will be noticed and often tested by those who are experiencing trauma.

When you think they do not apply to you, or are too strict, that has a ripple effect on players, carers & other staff.

Eg if you ever say 'don't tell anyone or I'll get in trouble' or give someone special attention/ gifts you can be mimicking how a groomer behaves. You are also setting yourself up as the 'good coach' and putting others in a difficult situation if they don't do the same, and youths feel safer with consistency. Players will bond better with some people naturally but we aim for them to feel safe with all of us.

Boundaries become especially important, and difficult, when we experience players with similar lived experience to us.

It can be very difficult to have boundaries when we care about our players and they are struggling, we should find it hard, but again it is best practise to help them, avoid difficult situations you may not have considered, and protect you. It helps you learn before things happen, not after.

Please trust us that we have discussed these a lot to weigh up against giving you freedom to coach in the best way for you.

All these reasons are important, but there is also sadly not putting yourself in a position where a complaint can be made or your licence is revoked.

<u>General rules:</u>

Do not do or say anything:

- You would not be happy for Kathryn or Loran to witness.
- That you would not be comfortable doing/ saying to every player
- That confuses a youth about your role and future role in their life

Learn to share without giving out personal information

<u>LDM Boundaries Guide</u>

LDM is committed to being a trauma informed organization and supporting youths who are not getting the support they deserve in life to do well.

Outside of safeguarding issues, working in this way means it can be hard to do boundaries well:

- We care and want to do as much as we can to help others

- It can remind us of what we needed as a child and didn't get
- When children are not getting the support they need it can make them attach to us in ways that make it hard to manage
- We don't always know what they are struggling with, and often they have not being taught what boundaries are or expect adults to ignore them
- We were all taught different boundaries

This guide is meant to help make it easier.

Why we need boundaries

We need boundaries to keep ourselves and others safe, and so we all know what to expect. This includes internal and external boundaries, ie not making others responsible for how we feel, or not touching others without consent.

It is important we are consistent in our boundaries, both individually and as a team as it can be confusing and not feel safe for a child that is meant to remember when and what. It also is unfair on other staff if we all do different things; they may seem over the top in some situations but in others they are necessary so even if you do not agree please be a team player. It is also important not to appear to be perceived as showing favouritism, we can treat people differently and equally.

Just as some of our children are struggling, so can their parents be and that may lead to them or the child responding inappropriately if they feel rejected, if their child doesn't get picked or you don't respond as they want.

Someone who has experienced trauma may be hypersensitive to your responses and become demanding at times, damaging your relationship if you or they become frustrated. They may also feel they are getting special treatment rather than extra support, and then when they get a new coach, resent them for not doing the same.

We need to teach boundaries and accountability, and not judgement or blame. We model what healthy is for those who don't know.

It is important we feel comfortable with these, rather than walking on eggshells, and understanding why will help with this.

As a general rule please consider if you would say or do what you are doing if Kathryn or Loran were stood next to you, or if you would do that for every child

What to do if we get it wrong (& we will, modelling how we do this is very powerful)

Apologize, take responsibility – model learning

What to do if they get it wrong

Stop them if necessary, Out of earshot of others ask them why they did what they did and listen, then explain that we do not do that here & why, and ask how we can help them learn. If happens again – re-explain, ask them to say what they understand, & state consequences if happens again.

Common dilemmas/ grey areas

These will be discussed at team meetings and examples given so that all staff can understand and be aware of how important these are; please feel free to discuss any concerns with Kathryn

Giving out your personal mobile number – even to parents. We realize that it can make life easier, or make you feel uncomfortable if they ask and you have to say no, or you want a child to know they have someone there for them. You can set up an alert on SPOND if they contact you and call back with number withheld. Not only can it be perceived as favouritism if you are speaking to them outside of LDM events

Where there is a prior relationship please let them know that discussions around LDM will be at appropriate times so as not to appear to favour them.

Giving or receiving gifts

Not being alone, either with a group or individual

Travel arrangements

Contact outside of LDM organised events

Language use – not singling anyone out, or possible shame inducing; beware of banter. Also beware of making promises. Words – suicide, partner?

What we let happen

Example we set

Social media

Different coaches having different boundaries

Difficult situations – keeping everyone safe

Confidentiality/ gossip/ disagreements with other professionals or parents (how to intervene)

Basketball England Poor Practice Guidance

Examples of poor practice and low-level concerns:

- Use of excessive, physical or humiliating punishments.
- Being over friendly with a young person and/or having favourites. This includes engaging with under 18's on personal social media platforms or through private communication channels such as WhatsApp.
- Using images of young people in a way which contravenes LDM policy
- Failure to act when you witness possible abuse or bullying. .
- Spending excessive amounts of time alone with young people away from others.
- Inviting or allowing young people into your home where they will be alone with you.
- Engaging in rough, physical or sexually provocative activity, including horseplay.
- Allowing or engage in any form of inappropriate touching; this includes any physical contact which to a bystander appears inappropriate.
- Allowing young people to use inappropriate language unchallenged.

- Making sexually suggestive comments even in fun.
- Reducing a person to tears as a form of control.
- Allowing allegations made by a young person to go unchallenged, unrecorded or not acted upon.
- Doing things of a personal nature for young people that they can do for themselves.
- Failing to meet the basic needs of children such as not allowing them to hydrate or not adhering to risk assessments put in place for their safety.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a young person/people, parent or other adult within or outside of the sport; or as a result of vetting checks undertaken.

Please see LDM Safeguarding Policy for information on how incidents of poor practice will be managed.

Mental Health resources

For Staff:

The most important help we can give children is being a good role model, this involves how we look after our own mental health and stress levels.

Please speak to Kathryn should you have any questions

Supporting children and young people after potentially traumatic events - UK Trauma Council

Why Wellbeing Matters in Safeguarding - Ann Craft Trust

Children:

MindMate – this website lists all support services for young people in Leeds, and has a lot of online advise and information.

Other places for support:

Self-care tips videos for young people - Every Mind Matters - NHS

YoungMinds | Mental Health Charity For Children And Young People

Calm zone | Childline online resources & activities

Adults

Home - MindWell - this website lists all support services for adults in Leeds, and has a lot of online advise and information.

If you would like to discuss any of this further please speak to Kathryn.