

## Foreword

Children and young people are the future of the horse industry and any child who is involved should be able to participate in a fun, safe environment, and be protected from harm. There is no doubt that involvement with horses, be it in a sporting or leisure context, can have a very powerful and positive influence on young people. Involvement with horses and equestrian sports provides opportunities for enjoyment and achievement and can also help to develop valuable qualities such as self-esteem, teamwork and leadership. These positive effects can only take place, however, if equestrian sport is in the right hands – those of people who have the welfare of young people at heart, and who operate within an accepted ethical framework.

*Federation Safeguarding Advisory Group 2013*

“Children are best protected when professionals are clear about what is required of them individually and how they need to work together

This guidance aims to help professionals understand what they need to do, and what they can expect of one another, to safeguard children. It focuses on core legal requirements and it makes clear what individuals and organisations should do to keep children safe. In doing so, it seeks to emphasise that effective safeguarding systems are those where:

- The child’s needs are paramount and the needs and wishes of each child, be they a baby or infant or an older child, should be put first, so that every child receives the support they need before a problem escalates;
- All professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children;
- All professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children’s social care;

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children.

Effective safeguarding arrangements in every local area should be underpinned by two key principles:

- Safeguarding is everyone’s responsibility: for services to be effective each professional and organisation should play their full part; and
- A child centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

Effective safeguarding systems are child centred. Failings in safeguarding systems are too often the result of losing sight of the needs and views of the children within them, or placing the interests of the adults ahead of the needs of children.

Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs.”

*“Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children” HM Government. March 2013*

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## Introduction

The BEF (British Equestrian Federation) places the highest priority on safety and enjoyment, and recognises that it has a duty of care towards children within the horse industry.

Any organisation, establishment or individual providing riding or horse management opportunities must do so with the highest possible standard of care.

The BEF coordinates a national development group, the **Safeguarding and Equality Action Team (SEAT)**, to provide a forum through full member body representation to develop and share best practice for the purpose and benefit of safeguarding the equestrian industry.

It also facilitates the Federation wide **Safeguarding Advisory Group** whose role is to provide:

- Federation wide strategic overview of safeguarding policy and procedures.;
- Guidance on best practice;
- Advice, support and consultation;
- Guidance and support on allegations (case management);
- Monitor and review.

It also serves to ensure that all those involved in equestrianism, whether a young rider, driver, vaulter, parent, riding school or centre professional are aware of their responsibilities and what to do if they have a concern about the welfare of a child or young person.

The guidelines and principles of good practice in this policy and procedure document also relate to working with vulnerable adults although some of the legislation may differ.

### Definition of Safeguarding and Child Protection:

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

(Definition is from the Department of Education 2013)

Safeguarding (Pro-active) – Process of protecting children (and adults) to provide safe and effective care.

Child Protection (Reactive) – Part of safeguarding process, protecting individual children (under 18) identified as suffering or likely to suffer significant harm

(Child Protection in Sport Unit 2013)

### Definition of a vulnerable adult

A vulnerable adult is someone aged 18 or over:

- Who is, or may be, in need of community services due to age, illness or a mental or physical disability
- Who is, or may be, unable to take care of himself/herself, or unable to protect himself/herself against significant harm or exploitation

(Definition from the Department of Health 2002)

Vulnerable adults include people with learning disabilities, mental health problems, older people and disabled people, particularly when their situation is complicated by additional factors such as:

- Physical frailty
- Chronic Illness
- Sensory Impairment
- Challenging Behaviour
- Social Problems
- Emotional Problems
- Poverty
- Homelessness
- Substance Abuse

(“Who Decides?” Law Commission 2005)

If you work, volunteer, officiate or participate in equestrian sport you have a responsibility to make sure all children and young people are kept safe by:

- Complying with recognised codes of conduct.
- Knowing how to report concerns about children or young people.
- Knowing how to report concerns you may have about a colleague.

### Objectives of the British Equestrian Federation

Everyone who participates within the Horse Industry is entitled to participate in an enjoyable and safe environment and to be given the chance to experience the feelings of joy, challenge and achievement that are inherent to the sport. To ensure this, the British Equestrian Federation and all Member Bodies are committed to devising and implementing policies and procedures to ensure all those involved comply with the BEF Code of Good Practice.

In addition, all young people are entitled to a duty of care and to be protected from abuse. Abuse can occur anywhere – at home, at school, in the park and in sport. Sadly, some people will seek to be in the company of children simply in order to abuse them. The BEF is committed to devising and implementing policies and procedures to ensure everyone in the sport accepts their responsibilities to safeguard children from harm and abuse. This means taking action to safeguard children and to report any concerns about their welfare. It is not their responsibility to determine whether or not abuse has taken place; this is the domain of child protection professionals, the social service and the police force.

### Policy Statement

The British Equestrian Federation (BEF) fully accepts its legal (Children’s Act, 1989 & 2004) and moral obligation to provide a duty of care, to protect all children and safeguard their welfare, irrespective of age, any disability they have, gender, racial origin, religious belief and sexual orientation. **NB:** The Children’s Act 1989 does not apply in Scotland (For further information about Scotland please see Section 3 Additional Guidance).

In pursuit of this, the BEF is committed to ensuring that:

- The welfare of young people is paramount and children have the right to protection from abuse.
- All young people who take part in equestrian events are able to participate in a fun and safe environment and in an atmosphere of fair play.
- It takes all reasonable practical steps to protect children from harm, discrimination and degrading treatment and respect their rights, wishes and feelings.
- All concerns and allegations of poor practice or abuse are taken seriously and responded to swiftly and appropriately. **It is the responsibility of child protection experts to determine whether or not abuse has taken place, but is everyone’s responsibility to report any concerns.**

- All approved riding schools and registered instructors sign up to the BEF procedures of good practice and child protection that clearly state what is required of them.
- All employees and volunteers are carefully selected, informed about their responsibilities and provided with guidance and/or training in good practice and child protection procedures.
- High standards of behaviour and practice are maintained through compliance with BEF codes of conduct produced for instructors, proprietors and volunteers.
- Everyone knows and accepts their responsibilities and works together: parents, riders, instructors, proprietors, volunteers, and professional staff.

**The role of the BEF is to:**

- Provide a strategic overview and guidance on safeguarding children and vulnerable adults and promoting their welfare
- Provide guidance on best practice in recruitment, training and supervision of staff, members and volunteers, parents and carers.
- Provide access to approved child protection safeguarding education and training to staff at BEF and for MB Lead Welfare Officer's (LWO).
- Coordinate the function and role of the Equity and Child Protection Steering Group.
- Respond to and manage allegations, concerns and complaints relating to child protection and welfare Initiating Case Management systems and processes as necessary, liaising with the advisory group.
- Give guidance on the Implementation and management of appropriate disciplinary and appeals procedures in relation to child protection and welfare, including monitoring the outcomes of any such events. Ensure that all incidents are correctly reported and referred out in accordance with BEF guidelines.
- Ensure that BEF procedures for recruitment of staff and volunteers are followed and all appropriate existing staff or volunteers have up to date Disclosure and Barring Service checks if appropriate.
- Review and monitor the implementation of the policy and procedures on an annual basis
- Ensure that all data collected by the BEF is kept securely in accordance with data protection legislation

**The role of the Member Body (MB) Lead Welfare Officer (LWO) is:**

- To represent their Member Body on the BEF Safeguarding and Equality Action Team (SEAT)
- To ensure that the clubs, centres, regions and schools within their Member Body are aware of BEF/Member Body policies, procedures and guidelines and adopt and adapt them as appropriate.
- To implement and manage appropriate disciplinary and appeals procedures in relation to child protection and welfare ensuring that the BEF is informed.
- To respond to any allegations or complaints made from within your Member Body. Operationally, to deal with the complaint/allegation to conclusion in line with agreed protocols. (See flowchart)
- To ensure there is clear communication within each MB with regard to Child Protection and Welfare.
- To ensure that parents/children are aware of the policy and procedures and how to access them.
- To ensure the effective protection and safeguarding of children and young people by encouraging and supporting each club/riding school events holder or competition to appoint a nominated welfare officer.
- To encourage and support each club/riding school, event holders or competition to adopt and promote BEF policies and procedures.
- To provide and promote education and training in safeguarding in partnership with the BEF to support staff, members and volunteers.
- To manage and monitor the implementation of the policy and procedures and feed back to the BEF on an annual basis
- To ensure that BEF/MB procedures for recruitment of staff and volunteers are followed and all appropriate existing staff or volunteers have up to date DBS checks

- To ensure that codes of conduct are in place for club/centre staff, volunteers, coaches, young people and parents.
- To ensure confidentiality is maintained and information is only shared on a “need to know” basis.

### **The Role of the Nominated welfare officer (NWO)**

Each club/centre has a responsibility to:

- Ensure the effective protection and safeguarding of children and young people by appointing a Nominated welfare officer.
- Adopt and promote the BEF policies, procedures and make reference to resource pack.
- Promote education and training in partnership with the MB to support staff, members and volunteers.
- Manage and monitor the implementation of the policy and procedures.
- Be the first point of contact for club/county staff and volunteers, young people and parents for any issue concerning child welfare, poor practice or potential/alleged abuse.
- Record and report monitoring information as required.
- Respond to any allegations or complaints by reporting to the MB LWO.
- Maintain local contact details for Children’s Services, the Police and NGB Lead Child Welfare Officer.
- Ensure confidentiality is maintained and information is only shared on a “need to know” basis.
- To respond to any allegations or complaints made from within your Member Body. Operationally, to deal with the complaint/allegation to conclusion in line with agreed protocols. (See flowchart)

### **Federation Safeguarding Advisory Group**

- Federation wide strategic overview of safeguarding policy and procedures.;
- Guidance on best practice;
- Advice, support and consultation;
- Guidance and support on allegations (case management);
- Monitor and review.

### **What to do if an concern/allegation is reported to you**

Even the most experienced coach or volunteer may feel a sense of anxiety when receiving information about an incident or allegation that has occurred or is being reported: your LWO is there to help. Most concerns arise from the observations of adults rather than disclosures by children. Concerns can also be expressed about a child’s family or someone else in their community that is not involved in Equestrian.

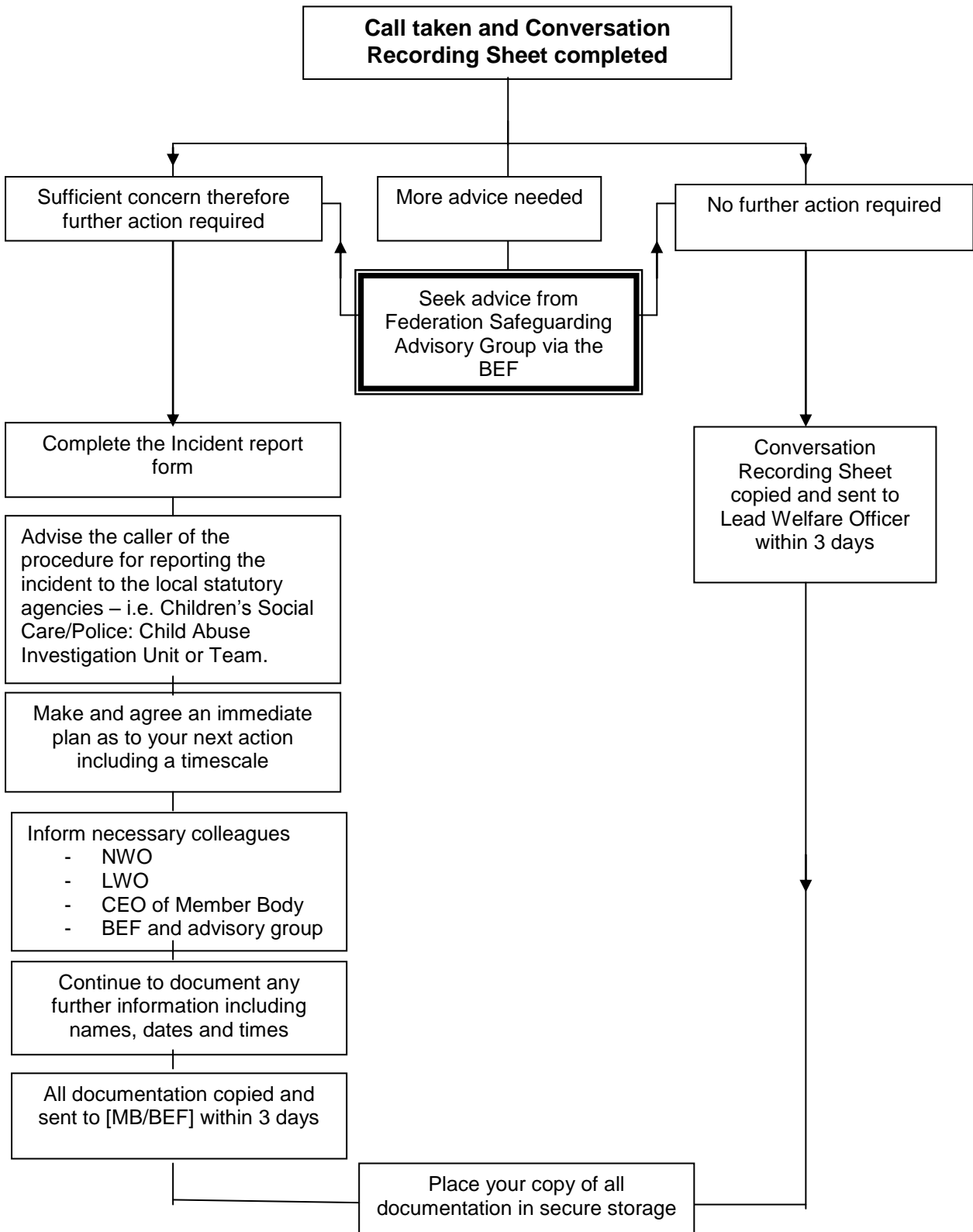
Occasionally you may receive a call from an agency e.g. Children’s Social Care or the Police, asking you for information about an incident that has been reported to them. You should fill in the **Conversation Recording Sheet** just in the same ways as having a direct incident reported to yourself. This will help you to be clear about the details and you should follow the same procedures, excluding informing the statutory agency as, of course, they are already aware.

**Remember you are not expected to be a Child Protection expert and it is not your responsibility to determine whether or not the abuse has taken place, rather to record the details; seek guidance if necessary.**

Keep this support pack handy and use it as your guide if you are contacted about an incident. Also remember the following actions:

Actions to Take	Actions to Avoid
<p><b>You should try to</b></p> <ul style="list-style-type: none"> <li>• Stay calm</li> <li>• Find a quiet and discreet place to have the conversation.</li> <li>• Make brief notes about what the person is saying as they are saying it. The Conversation Recording Sheet is provided for this.</li> <li>• Initially keep questions to the minimum.</li> <li>• Read back to the caller what you have written to ensure a clear and accurate understanding of what has been said.</li> <li>• Make and agree an immediate plan as to your next action, including a timescale.</li> </ul>	<p><b>You should try not to</b></p> <ul style="list-style-type: none"> <li>• Panic.</li> <li>• Make promises or agree to keep confidentiality.</li> <li>• Allow expressions of shock or distaste to show.</li> <li>• Speculate or make assumption.</li> <li>• Make negative comments about the alleged incident.</li> <li>• Be judgmental.</li> <li>• (Do not) ask leading questions.</li> </ul>

What to do now?



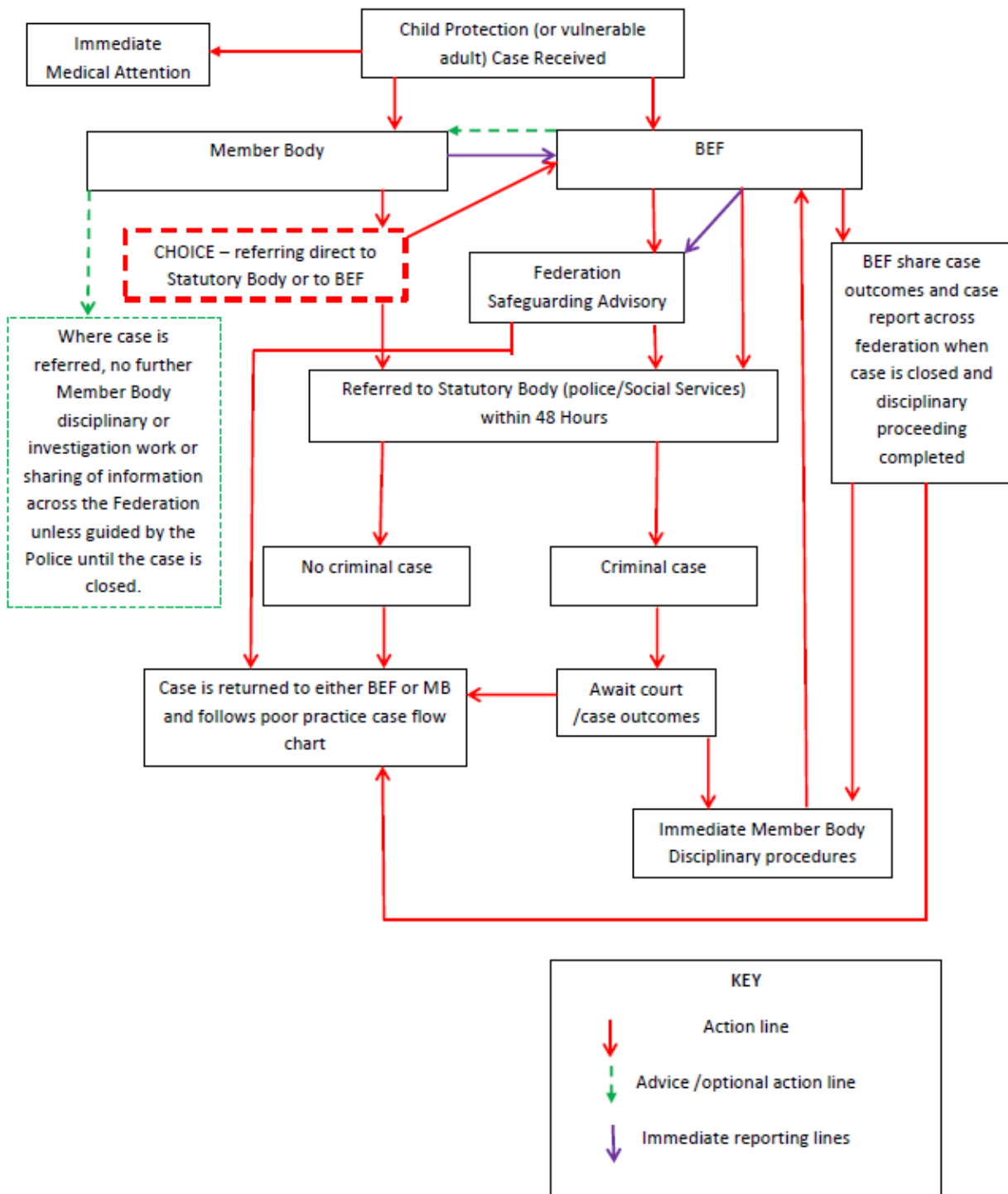


**Additional advice and guidance in responding to an alleged safeguarding or welfare incident**

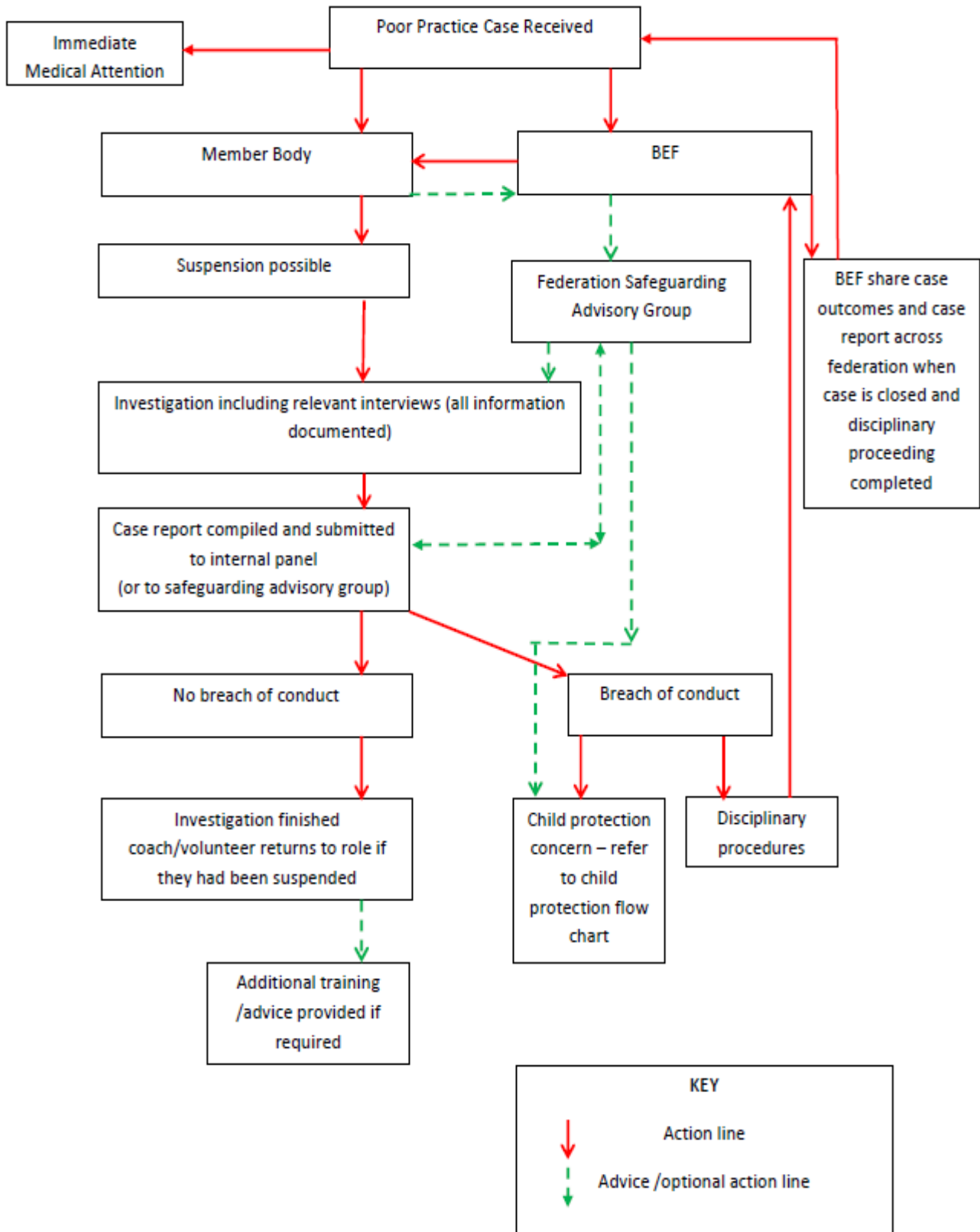
It is recommended that all cases are shared with the BEF and Federation Safeguarding Advisory Group, especially where there is any doubt about whether the alleged incident constitutes abuse, they will advise you on the most appropriate next steps.

Please see flow chart one – Child Protection (or vulnerable adult) case flow chart; and flow chart two – Poor Practice case flow chart.

Flow chart one – Child protection (or vulnerable adult) case flow chart



Flow chart two – Poor practice case flow chart



## Protocol for sharing information

### Records and confidentiality

Information passed to Children's Social Care or the police must be as helpful as possible, hence the necessity for making a detailed record at the time of the disclosure/concern. Information should be written in factual format, avoiding *any* opinion or hearsay and should include the following:

- The facts about the allegation or observation.
- A description of any visible bruising, other injuries or signs.
- The child's account, if this has been disclosed, of what has happened and how any bruising or other injuries occurred.
- Any witnesses to the incident(s).
- Any times, dates or other relevant information.
- A clear distinction between what is fact, opinion or hearsay

**Please note: You MUST include the relevant dates, times, situation, people present and factual information, including the dates, times and designation of the report writer. The record must then be signed with the name and designation clearly printed beneath**

Reporting the matter to the police or Children's Social Care department should not be delayed by attempts to obtain more information. Wherever possible, referrals telephoned to the Children's Social Care department should be confirmed in writing within 24 hours. A record should also be made of the name and designation of the Children's Social Care member of staff or police officer to whom the concerns were passed, together with the time and date of the call, in case any follow-up is needed. A copy of this information should be sent to the NGB NOW and to the BEF.

Confidentiality should be maintained at all times. Information should be handled and disseminated on a "need to know" basis only.

Information will be stored in a secure cabinet at the relevant organisation's offices in line with data protection principles, with access available only to the following persons:

- Welfare Officer of the member body.
- Member body accountable officer e.g. Chief Executive or Chairperson.

For guidance on how long to keep records please see the Child Protection In Sport Unit website

[www.cpsu.org.uk](http://www.cpsu.org.uk)

### Informing parents

Wherever possible, personnel concerned about the welfare of a child should work in partnership with parents. Therefore, in most situations, it would be important to talk to parents to help clarify any initial concerns (e.g. if a child's behaviour has changed, it is important to check whether there is a reasonable explanation such as family upset or bereavement).

However, there are circumstances in which a young person might be placed at even greater risk if concerns are shared (e.g. where a parent may be responsible for the abuse or not able to respond to the situation appropriately). In these situations or where concerns still exist, any suspicion, allegation or incident of abuse must be reported to the designated Nominated welfare officer as soon as possible.

Once the concern is reported to a local Children's Social Care officer/Police child protection team, you should be guided by them with respect to consulting the parents.

**Support for all involved**

It is important to acknowledge that, in matters relating to any Child Protection incidents, it can be distressing for all involved. It is therefore important to be aware of sources of support and help that may be available in this situation.

Annex four provides details of organisation that can provide support to those involved in distressing situations.

**Information for those who have reported concerns or an incident**

- Your report will be treated in a fair and transparent way at all times.
- If the person against whom you have reported concerns is suspended from their role it is important to remember this is a neutral act; it protects all parties involved.
- You will be assigned a designated contact from your Member Body. This person will be your point of contact for the duration of the complaint. If you have any queries or concerns you should contact them initially.
- Your designated contact will support you. The person against whom you have complained will have a different designated contact. Neither of these designated contacts will be a member of the Case Management Group who will be dealing with your case.
- You will receive regular communication regarding your report from your designated contact and be kept up to date with the progress of your concern.

**Information for those against whom a complaint of poor practice or an allegation of abuse has been made**

- You will be treated with a fair and transparent process at all times.
- If you are suspended from your role it is important to remember this is a neutral act; it protects all parties involved in the case.
- You will be assigned a designated contact from your member body. This person will be your point of contact for the duration of the complaint. If you have any queries or concerns you should contact them initially.
- The person who has made the complaint will have a different designated contact. Neither of these designated contacts will be a member of the Case Management Group who will be dealing with your case.
- You will receive regular communication regarding the complaint from your designated contact and be kept up to date with the progress of the complaint.

## Annex One

### Legislation and government guidance

#### Safeguarding Children Legislation

Following the Laming Report into the death of Victoria Climbié in 2003, the Government in England developed its strategy *Every Child Matters*. One of its aims was to reduce the gap between disadvantaged children and others. All organisations that work with children are expected to take steps to ensure that the five key outcomes are achieved for children:

- To be healthy – physical and mental health and wellbeing.
- To stay safe – protection from harm and neglect.
- To enjoy and achieve – education, training and recreation.
- To make a positive contribution.
- To achieve economic wellbeing.

It should be noted that in England (from 2013), this agenda is no longer current. The outcomes have been cut to only “enjoy and achieve” as it is believed that this is not possible unless the other four outcomes are present.

In Wales, the Welsh Assembly Government developed *Children and Young People: Rights to Action* (WAG 2004), which identified seven aims. These are to ensure that all children and young people: Have a flying start in life.

- Have a comprehensive range of education and learning opportunities.
- Enjoy the best possible health and are free from abuse, victimisation and exploitation.
- Have access to play, leisure, sporting and cultural activities.
- Are listened to, treated with respect, and have their race and cultural identity recognised.
- Have a safe home and community which supports physical and emotional wellbeing.
- Are not disadvantaged by poverty.

All sports have a key role in supporting and implementing the key outcomes/aims of this strategy.

Northern Irish sports have the following key aims for children and young people: Be healthy.

- Enjoying, learning and achieving.
- Living in safety and with stability.
- Experiencing economic and environmental wellbeing.
- Contributing positively to community and society.
- Living in a society which respects their rights.

Scottish sports have the following key aims for children and young people:

- Be safe.
- Be nurtured.
- Be healthy.
- Be active.
- Be respected and responsible.
- Be achieving.
- Be included.

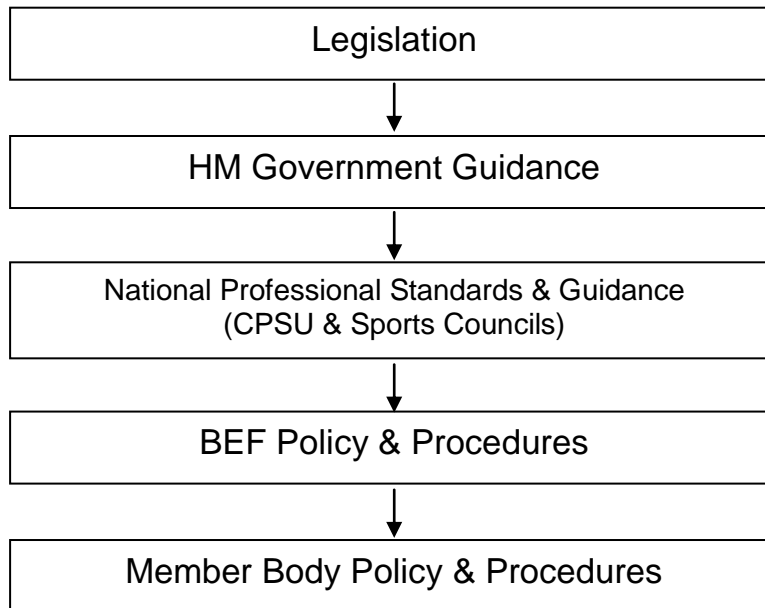
The Isle of Man has its own agenda for safeguarding which is agreed by the Tynwald.

Key legislation	Brief description of legislation and key messages for coaches and volunteers
The United Nations Convention on the Rights of the Child (UNCRC)	The United Nations Convention on the Rights of the Child (UNCRC) is an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights. It was ratified by the UK in 1991 and came into force in January 1992. When a country ratifies the treaty, it agrees to do everything it can to implement it. For further information, go to <a href="http://www.unicef.org.uk/tz">www.unicef.org.uk/tz</a> where you can also download a leaflet outlining how the articles listed in the UNCRC are relevant to the five key outcomes for children in the Every Child Matters strategy.
The Children Act 1989	This is the primary legislation with regard to the protection of children and the promotion of their welfare. Its underlying principle is that “the welfare of the child should be the paramount consideration” in any decisions made regarding the safety and welfare of a child. Statutory powers for the police, children’s social care and the NSPCC are outlined within this Act as are the roles and powers of parents. Parental Responsibility has taken the place of parental rights in that designated parents have responsibility for their children and are the only ones who are able to make major decisions about the child, sometimes in co-operation with other agencies if the necessary steps have been taken. Whenever a nominated welfare officer or other designated person within a club or centre is making a decision about concerns regarding a child, the best interests of the child must be the priority. If you have any concerns about a child or taking action in the interests of protecting a child, this is the legislation that supports you. It should give you complete confidence to act, even if you are concerned that this might conflict with another individual’s rights. Be sure to record your actions and that you did what you felt necessary based upon the belief that it was in the best interests of protecting a child. All those with parental responsibility must be consulted before making a major decision about a child including whether s/he can attend camp or compete in regional, area or national competitions for their riding body. The concept of “in loco parentis” was removed by this Act. Professionals and others now are deemed to act in partnership with those who have parental responsibility.
The Children Act 2004	This Act <b>does not</b> replace the Children Act 1989 but builds upon it. In particular, it identifies the concept of safeguarding children. This is broader than child protection and requires those working with children to consider the wider needs of the children with whom they are working. This act also strengthens the level of responsibility that non-statutory agencies have in promoting children’s welfare when working with them. Specifically, Section 11 states that all those working with children whether waged or unwaged, have a legal duty to safeguard the child and to promote his / her welfare. This means that sports clubs or centres must have effective safeguarding policies and procedures in order to meet their responsibilities as laid out in this legislation. Sport

	<p>accreditation and the resources and guidance developed by your National Governing Body (NGB) to achieve the standards for safeguarding children in sport will help your club or centre to take the necessary steps to meet these requirements.</p>
<p>Safeguarding Vulnerable Groups Act 2006</p>	<p>This legislation was based on the findings of the Bichard enquiry following the murders of Holly Wells and Jessica Chapman. The registration element of the <i>Vetting and Barring Scheme</i> was halted as part of the Current Government’s review. Changes to the Scheme have been made through the Protection of Freedoms Act 2012. For briefings and updates, see the Child Protection in Sport Unit (CPSU) website at <a href="http://www.thecpsu.org.uk">www.thecpsu.org.uk</a> See Protection of Freedoms Act.</p>
<p>Sexual Offences (Amendments) Act 2000</p>	<p>This Act introduced the offence “abuse of trust” so that, where an adult is deemed to be in a “position of trust” in relation to a young person, it is an offence for that adult to have a sexual relationship with the young person if they are less than 18 years of age. Although sports trainers/coaches and officials are not specified within this Act, it is good practice to adhere to this principle and such relationships should be considered highly inappropriate. Most sports would take disciplinary action against anybody in a position of trust if concerns of this kind were raised. If, however, the relationship was forged in a formal setting such as a school, then the Act would apply. The Act was implemented in 2003</p>
<p>Sexual Offences Act 2003</p>	<p>This Act brought many sexual offences up to date and introduced new offences of voyeurism, online and offline grooming, and making and possessing child abuse images. Clubs or centres should consider what steps they need to take to make sure that websites are safe for children to use. They should also consider that an abuser may use the club or centre to gain access to a child, even if the club or centre is not the actual physical location of the abuse.</p>
<p>Protection of Freedoms Act 2012</p>	<p>This Act has amended the Safeguarding Vulnerable Groups Act 2006 and, with its implementation, has reformed the system for carrying out checks on adults to help to assess their suitability to work with children. The Disclosure and Barring Service has now taken the place of the joined up Criminal Records Bureau and the Independent Review Authority. Checks can only be made on those over 16 who are working in regulated activity with children on a regular or frequent basis. Regulated activities include teaching, instructing, carrying out intimate care, supervising children overnight, etc. Regular means at least once a week, and frequent means at least 4 times in a 30 day period. If these criteria are met, then the individual must be subject to a DBS check. If the criteria are not met, then the individual can still work with children under supervision, but supervision is defined as “within full sight and sound at all times”. As from 17<sup>th</sup> June 2013 disclosures are only sent to the applicant and not to the employer. The applicant must then decide how and when to share the contents of the disclosure with his / her employer. However,</p>

	<p>without sight of this clearance, the employer would not be wise to employ that individual. BEF member bodies must decide how they are to manage this change. For a fee of £13 per year (free for volunteers) the applicant can sign up to the on – line checking system whereby they are allocated a unique identification number and all putative employers can check their clearance status. This gives the document portability for the first time.</p>
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**Annex two****Framework for Safeguarding Children in Equestrian Sport**

## Annex three

### Good practice, identifying and recognising abuse

#### Good Practice, Poor Practice and Abuse

##### Introduction

To provide young people with the best possible experience and opportunities in riding, it is imperative that everyone operates within an accepted ethical framework and demonstrates exemplary behaviour. This not only ensures that equestrianism makes a positive contribution to the development of young people and safeguards their welfare, but also protects all personnel from unfounded allegations of abuse or poor practice.

It is not always easy to differentiate poor practice from abuse, albeit intentional or unintentional. It is not, therefore, the responsibility of employees or volunteers in equestrianism to determine whether or not abuse is taking place. It is, however, their responsibility to identify poor practice and possible abuse and to act if they have concerns about the welfare of a child. This section will help you identify what is meant by good and poor practice and some of the indications of possible abuse.

##### Good Practice

All personnel should adhere to the following principles:

- Ensure experience at equestrian events is fun and enjoyable
- Promote fairness
- Confront and deal with bullying
- Never condone rule violations or the use of prohibited substances.
- Be an excellent role model; do not drink alcohol or smoke when working with young people.
- Treat all young people and vulnerable adults equally; this means providing everyone in a group situation similar attention (within reason), time, respect and dignity.
- Respect the developmental stage of each individual and place their welfare before winning, club or personal achievements. This means ensuring that the training intensity is appropriate to the physical, social and emotional development stage of the rider and that all BEF guidelines for training intensity and competition are followed. Ensure training and competition schedules are based on the needs and interests of the child, not those of the parents, instructors or club.
- Wherever possible conduct all training and meetings in an open environment; and endeavour to avoid one-to-one coaching in unobserved situations.
- Maintain a safe and appropriate relationship with riders; it is inappropriate and where under the age of 16 illegal to have an intimate relationship with a young person. The BEF endorses the Home Office guidelines and policy dictates that people in positions of authority should not have sexual relationships with 16–17 year olds in their care. One adult should never share a room with one young person. Occasionally situations may occur when a number of young people and adults share a common sleeping area e.g. Pony Club Camp – although this is not recommended. Always ensure that parents' permission is gained in writing beforehand and riders are given an opportunity in advance to discuss this, air any concerns and agree the logistics of the sleeping arrangements.
- Build relationships based on mutual trust and respect in which young people are encouraged to take responsibility for their own development and decision-making. Avoid situations in which the instructor or team manager uses their position and power to dictate what the rider should and should not do.
- Avoid unnecessary physical contact with young people; if contact is required for example in demonstrating a technique, follow the specific guidelines laid down by your Member Body. Touching can be okay and appropriate as long as it is neither intrusive nor disturbing and the rider's permission has been given.
- Ensure separate changing facilities are available for riders. Where supervision is required, involve parents wherever possible and ensure that adults work in pairs.

- Communicate regularly with parents, involve them in decision-making and gain written consent for travel arrangements. Secure their consent in writing to act in partnership with them, and, if the need arises to give permission for the administration of emergency first aid and/or other medical treatment.
- Be aware of any medical conditions, food intolerances, existing injuries and medicines being taken. Keep a written record of any injury or accident that occurs, together with details of any treatment given. Ensure you are qualified and up to date in first aid or that there is someone with an appropriate first aid qualification in attendance.
- Keep up to date with the technical skills, qualifications and insurance issues within the BEF. Maintaining your registration status for this ensures adequate and continuous insurance cover.
- When riders travel away from home, ensure the guidance contained in the NSPCC publication: *Safe Sports Events* is understood and followed. In particular, if mixed teams are taken away, ensure they are accompanied by a male and female member of staff and safeguard them from the potential of same sex abuse. Adults should not enter children's rooms or invite children on their own into their own rooms.

### Poor Practice

The following is deemed to constitute poor practice all personnel should:

- Avoid spending time alone with one child away from the others.
- Avoid taking children to your home where they will be alone with you.
- Never engage in rough, physical or sexually provocative games, including horseplay.
- Never share a room alone with a child (unless the adult is the child's parent or carer).
- Never allow or engage in any form of inappropriate touching.
- Never allow children to use inappropriate language unchallenged.
- Never make sexual suggestive comments to a child, even in fun.
- Never reduce a child to tears as a form of control.
- Never allow allegations made by a child to go unchallenged, unrecorded or not acted upon.
- Never do things of a personal nature for children or vulnerable adults that they can do for themselves eg, intimate care etc.
- Avoid taking children alone on car journeys.

If cases arise where these situations are unavoidable, they should only occur with the full knowledge and consent of the person in charge, the child's parent or the Member Body Lead Officer. If any of the following incidents should occur, you should report them immediately to another colleague, make a written note of the event and inform parents of the incident:

- If you accidentally hurt a rider.
- If a child seems distressed in any manner.
- If a child appears to be sexually aroused by your actions.
- If a child misunderstands or misinterprets something you have done.
- If a child makes an allegation or threatens to do so.

To prevent the possibility of allegations, adopt the BEF code of conduct and follow this advice:

- Maintain a safe and appropriate distance with riders; do not allow an intimate relationship to develop and avoid horseplay and sexually suggestive language.
- Always work in an open environment; try to avoid private locations and/or one-to-one teaching in unobserved situations. However in the case of freelance instructors this may be unavoidable and efforts should be made to ensure the instructor/pupil has a companion.
- Involve parents whenever possible; when travelling ensure adults work in pairs and never share a room with a child.

- Follow the BEF's reporting procedures and the recommended procedures if you have concerns about the welfare of a child.
- Gain further child protection awareness and knowledge.

### Definitions of Abuse (Taken from "Working Together" 2013)

A form of maltreatment of a child. Somebody may well abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet).

They may be abused by an adult or adults, or another child or children.

Abuse can occur wherever there are young people or vulnerable adults of any age. The effects of abuse can be highly damaging and they may cause serious problems in adulthood, including the possibility of difficulty in maintaining stable, trusting relationships, involvement with drugs or prostitution, attempted suicide or even abuse of a child. Someone may abuse a child by inflicting harm, or neglect a child by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. Children can be abused by adults or other children; there is growing evidence to suggest that peer abuse is an increasing concern for young people.

Four main categories of abuse are recognised:

- **Physical Abuse:** A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. **Examples of physical abuse in sport may occur when the nature and intensity of training and competition exceeds the capacity/level of the child's mature and growing body, or where drugs are used to enhance performance or delay puberty.**
- **Sexual Abuse:** Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. **In sport, teaching techniques that involve physical contact with children could potentially create situations where sexual abuse may go unnoticed. The power of the instructor/coach over young performers, if misused, may also lead to abusive situations developing.**
- **Emotional Abuse:** The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is. **Emotional abuse in sport may occur if children are subjected to constant criticism, name-calling, sarcasm, bullying, racism or unrealistic pressure to perform to high expectations consistently.**
- **Neglect:** The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. **Neglect in sport could include an instructor failing to ensure children are safe, exposing them to undue cold, heat or to unnecessary risk of injury or ignoring them.**

### Indicators of Abuse and Bullying

Indications that a child may be being abused include the following:

- 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.
- An injury for which the explanation seems inconsistent.
- The child describes what appears to be an abusive act involving him/herself.
- Someone else (a child or adult) expresses concern about the welfare of another child.
- Unexplained changes in behaviour (e.g. becoming very quiet, withdrawn or displaying sudden outbursts of temper).
- Inappropriate sexual awareness.
- Engaging in sexually explicit behaviour.
- Distrust of adults, particularly those with whom a close relationship would normally be expected.
- Difficulty in making friends.
- The child is prevented from socialising with other children.
- The child displays variations in eating patterns including overeating or loss of appetite.
- The child loses weight for no apparent reason.
- The child becomes increasingly dirty or unkempt.

It should be recognised that this list is not exhaustive and the presence of one or more of the indicators is not proof that abuse is actually taking place.

### Disabled Riders

There have been a number of studies which suggest young people (or adults) with disabilities, are at increased risk of abuse. Various factors contribute to this, such as stereotyping, prejudice, discrimination, isolation and a powerlessness to protect themselves, or adequately communicate that abuse has occurred.

### Race and Racism

Young people (and their parents) from ethnic minority groups are likely to have experienced harassment, racial discrimination and institutional racism. Although racism causes significant harm it is not, in itself, a category of abuse. All organisations working with young people, including those operating where ethnic minorities are numerically small, should address institutional racism, defined in the Macpherson Inquiry Report into the death of Stephen Lawrence as *'the collective failure by an organisation to provide appropriate and professional service to people on account of their race, culture and/or religion.'*

Racism occurs when you are treated differently from others because of your race or ethnic origin.

### Common examples are when someone is

- called names
- denied training
- only offered unpopular jobs
- shouted at
- bullied

**Racism is bad for people**

They can suffer from:

- loss of confidence
- stress
- humiliation
- insomnia
- low morale
- anxiety
- physical sickness

If a coach/instructor/volunteer is found guilty of race discrimination damages are unlimited and it could be a criminal offence.

**Dealing with Bullying**

This may be bullying of a child by an adult or another child. Bullying is defined as deliberate hurtful behaviour, usually repeated over a period of time. It may be physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling), emotional (e.g. tormenting, ridiculing, humiliating, ignoring, isolating from the group) or sexual (e.g. unwanted physical contact or abusive comments).

**Action to help the victim and prevent bullying in equestrian sport**

- Take all signs and disclosures of bullying very seriously.
- Encourage all children to speak and share their concerns. Help the victim to speak out and tell the person in charge or someone in authority. Create an open environment.
- Investigate all allegations and take action to ensure the victim is safe.
- Speak with the victim and the bully separately.
- Reassure the victim that you can be trusted and will help them, although you cannot promise complete secrecy.
- Keep records of what is said (what happened, by whom, when).
- Report any concerns to the person in charge at the club or centre (where the bullying is occurring).

**Action towards the bully**

The person in charge should:

- Talk with the bully, explain the situation, try to get them to understand the consequences of their behaviour; try to find out why they are behaving in that way – often bullies have problems themselves.
- Seek an apology to the victim(s) – have a third person present if possible.
- Inform the bully's parents/carers.
- Impose sanctions as necessary in consultation with parents/carers as necessary.
- Encourage and support the bully to change behaviour.
- Hold meetings with the families to report on progress.
- Inform everyone of action taken.
- Keep a written record of action taken.
- Provide support for the Instructor/Trainer/Coach of the victim.

## Annex four

### Support to victims and centres, schools, clubs, events.

#### Support for all involved

It is important to acknowledge that, in matters relating to any Child Protection incidents, it can be distressing for all involved. It is therefore important to be aware of sources of support and help that may be available in this situation.

The sort of support needed may differ as time moves on. Here are some organisations that might be able to help

#### Child Protection in Sport Unit (CPSU)

Tel: 0116 234 7278

[www.thecpsu.org.uk](http://www.thecpsu.org.uk)

#### NSPCC Helpline

24-hour free and confidential telephone helpline that provides counselling, information and advice to anyone concerned about a child at risk of ill treatment or abuse: **0808 800 5000**

Textphone / Webcam (for deaf or hard-of-hearing) 18001 0808 800 5000 / SignVideo ; email

[help@nspcc.org.uk](mailto:help@nspcc.org.uk) or report concerns online through [nspcc.org.uk/report](http://nspcc.org.uk/report) concern

[www.nspcc.org.uk](http://www.nspcc.org.uk)

#### Child Line

24-hour free and confidential telephone helpline for children: **0800 1111**

#### The Samaritans

Nationwide, non-religious, non-political 24-hour confidential support line: **08457 90 90 90**

and [www.samaritans.org.uk](http://www.samaritans.org.uk)

#### Victim Support

Local Victim Support services provide emotional support, information and practical help for victims and witnesses: **0845 3030 900**

#### Self Help

The UK's free, online, specialised child protection resources with a general list of 1,000 self-help organisations in the UK: [www.self-help.org.uk](http://www.self-help.org.uk)

**Children First – Scotland 0131 446 2300** [www.children1st.org.uk](http://www.children1st.org.uk)

**GP or practice nurse** – can refer to local agencies who can help and support

**Other Lead Welfare Officers** – see list at beginning of pack

**BEF Designated Lead Welfare Officer**

**British Association of Counselling**

**Local Social Service**

**Kidscape** – [www.kidscape.org.uk](http://www.kidscape.org.uk) Advice about bullying and cyber bullying

**Young Minds Parents' line – 0808 802 5544** Advice and help with any mental health issues relating to young people

**Family Lives – 0808 800 2222** for parents who need help or someone to talk to

**NHS Direct – 0845 46 47** will give guidance as to how to access help

**Barnardos and Sexual Assault Referral Centre's (SARCs)** – offer support and counselling to victims of sexual abuse. Full list available at [www.rapecrisis.org.uk/Referralcentres2.php](http://www.rapecrisis.org.uk/Referralcentres2.php)

**Rape Crisis England and Wales** – [www.rapecrisis.org.uk/index.php](http://www.rapecrisis.org.uk/index.php) 0808 802 9999, 12– 2.30pm, 7–9.30pm



**Annex five****The conversation recording sheet (side 1)**

This is to record the initial details of the conversation that take place between the NWO and any other person about an issue relating to safeguarding and welfare. Preferably it should be completed whilst talking to the person raising the concern.

<b>Your name:</b>	
<b>Date and time:</b>	
<b>Full name of caller:</b>	
<b>Club/Riding School:</b>	
<b>Telephone number :</b>	

**Conversation recording sheet (side 2)**

Summary of incident leading to the call – now try to summarise the main points

Any actions taken so far:

**Plan – Before making a plan refer to ‘What to do now’?**

**If there is sufficient concern you will then go on and complete the Incident Reporting Form**

## Annex Six

## Incident reporting form

This form must be completed where members are concerned about an incident involving a child or young person. It must be completed as soon as possible after the incident that causes concern and must be passed on to the relevant Authority i.e. Children's Social Care Department, The Police (in Scotland The Social Work Department, The Police or The Reporter).

**Make sure you keep a copy.**

Name of child	
Age and date of birth	Ethnicity
Religion	First language
Disability	Any special factors
Parent's/carer's name(s)	
Home address (and phone number)	
Are you reporting your own concerns or passing on those of somebody else? Give details of that person including contact phone number and date this person advised you of their concerns/incident.	
Brief description of what has prompted the concerns: include dates, times etc. of	

<p>any specific incidents.</p> <p><b>* Continue on a separate sheet of paper if required and attached securely to this form</b></p>	
<p>Any physical signs?</p> <p>Behavioural signs?</p> <p>Indirect signs?</p>	
<p>Have you spoken to the child? If so, what was said?</p>	
<p>Have you spoken to the parent(s)? If so, what was said?</p>	
<p>Has anybody been alleged to be the abuser? If so, give details.</p>	
<p>Have you consulted anybody else? Give details.</p>	
<p>Your name and position and contact telephone number.</p>	

To whom reported and date of reporting.	
Detail what action, if any, has been taken following receipt of this information.	
Signature	Time and date

**NOTE: Confidentiality must be maintained at all times. Information must only be shared on a “need to know” basis i.e. only if it will protect the child. Do not discuss this incident with anyone other than those who need to know.**

Annex Seven

Concern/allegation summary form

Case No:

Personal and contact details		
	Of person reporting concern/allegation	Of child (alleged victim)
Name		
Position		
Date of Birth/ Age		
Address		
Telephone		
Mobile		
Club/centre		
County		
School		
Parent/Guardian Name		
Parent/Guardian Contact Number		

Date allegation received	
Name of first contact in BEF/MB receiving details of allegation	

Disability  
The Equality Act 2010 defines a disabled person as anyone with a “physical or mental impairment that has a substantial and long term adverse effect upon his/her ability to carry out normal day-to-day activities”.  
**Please choose the description that best describes the nature of the child’s disability and tick the appropriate box.**

A Visually impaired	<input type="checkbox"/>	D Learning disability	<input type="checkbox"/>
B Hearing impaired	<input type="checkbox"/>	E Multiple disability	<input type="checkbox"/>
C Physical disability	<input type="checkbox"/>	F Other (Please write in)	<input type="checkbox"/>

**Ethnic Group**  
Please choose the category that best describes the child’s ethnic group from the following list and tick the appropriate box

White	<input type="checkbox"/>
-------	--------------------------

A1 British		A2 Irish	
A3 Any other white background			
Mixed			
B1 White & Black Caribbean		B2 White & Black African	
B3 White & Asian		B4 Any other mixed background	
Asian			
C1 Indian		C2 Pakistani	
C3 Bangladeshi		C4 Any other Asian background	
Black or Black British			
D1 Caribbean		D2 African	
D3 Any other Black background			
Chinese or Other Ethnic Background			
E1 Chinese			
E2 Any other (please write in)			

Details of person involved in concern/allegation (the accused)	
Name	
D.O.B	
Address	
Telephone	
Mobile	
Position (in relation to young person)	

Details of the concern/allegation	
Date/ time	
Location	
Persons involved/ witnesses	

Action Taken by Lead Welfare Officer:		
Contact Name/ Organisation	Date/Time	Conversation/ Action taken

<b>Summary of case and how closure has been agreed</b>
Which Member Bodies and NWO have been involved in the case?
Agreed action to close case
Closure details
Case closed by Date: Name: Contact number

## Annex Eight

### BEF Coaches' Code of Conduct

The BEF Coaches Code of Conduct and Ethics is built on the principles of integrity, fair play, equality, respect for others (including animals) and a sense of what is right. These ethical principles are integral, not optional, and apply to all levels of ability and commitment, including recreational equestrian activity as well as competitive equestrian sport. This code is a guide for good practice and it is required of all Member Bodies of the BEF accredited Coaches that they will abide by these principles.

Coaches have a responsibility to support and promote their equestrian discipline and its governing body, maintain standards of appearance and conduct and act with due respect for the reputation of the governing body.

#### Safety

Coaches share with riders the responsibility for rider and horse safety. Coaches are also responsible for ensuring, as far as is reasonably possible, the creation and maintenance of a safe environment for helpers and bystanders.

Coaches must ensure they keep abreast of approved coaching practice determined by their member body and other relevant organisations.

All training should take account of the age, maturity, experience and ability of both rider and horse.

Coaches have a duty to protect riders from harm and abuse and in particular should understand the duty of care when working with young (U18) and vulnerable people. Coaches should consult the BEF *Safeguarding Children and Vulnerable Adults* policy for additional guidance and information.

All coaches will be required to attend a Safeguarding Children workshop prior to certification.

Coaches must ensure that adequate insurance cover for all aspects of their coaching and training is in place.

Coaches and those in support must place the wellbeing and safety of both horse and rider above the development of performance.

Coaches should work with other specialists as necessary, for example, officials, vets and other coaches.

#### Competence

It is expected that equestrian coaches will hold up to date nationally recognised governing body teaching/coaching qualifications and / or other relevant accreditation.

Coaches must confine themselves to practice in those areas for which their training and competence are recognised by their Member Body of the BEF.

Coaches have a responsibility to themselves and their participants to maintain their effectiveness as an equestrian coach and should regularly seek ways to develop their personal and professional development, taking advantages of opportunities provided.

Coaches should plan and prepare for sessions. Their participants should have a programme that is appropriate and progressive.



**Personal Standards**

Coaches should display high personal standards and project a favourable image of equine activity to Member Bodies of the BEF, performers, parents and the wider public.

Appropriate dress codes should be followed whilst training and competing as laid down by the Member Body.

Coaches must be a positive role model and behave appropriately at all times.

**Confidentiality**

Coaches are in a position where they gather personal information about riders in the course of a working relationship. The disclosure and use of information gathered is the subject of the Data Protection Act. Coaches must ensure that agreement is reached with riders/participants or their parents/guardians about the collection, storage and potential boundaries of sharing information.

**Integrity**

Coaches must not compromise any rider by advocating measures which could constitute unfair advantage or that may jeopardise the safety or wellbeing of rider or horse. In the event of a registered coach being convicted of an offence involving cruelty to animals, the Member Body may, at its sole discretion, rescind the registered status of that coach and may subject the coach to disciplinary proceedings.

Coaches must not maliciously or recklessly injure or attempt to injure, whether directly or indirectly, the professional reputation, prospects or business of their Member Body of the BEF or any other Member Body or coach.

Coaches should prepare riders to respond to success and failure in a dignified manner and treat opponents with respect.

Coaches have a responsibility to instil good values and behaviour in their riders and discourage inappropriate behaviour in training and competition.

Coaches must not act in any way, nor publish any matter, such that the action or publication may be interpreted as carrying the authority of the Member Body of the BEF unless they have specific authority from the Member Body to do so.

Coaches should operate in an open environment with transparent communication and actions. Where possible coaches should share their knowledge and experience.

Coaches must at all times observe the rules and regulations made from time to time by the Member Bodies of the BEF as they apply to coaches.

**Humanity**

Coaches must treat all riders equitably and respect the rights and dignity of all individuals with whom they work.

Coaches and those in support must place the wellbeing and safety of both horse and rider above the development of performance.

Coaches should always promote the positive aspects of our sport (e.g. fair play) and must never condone rule violations or the use of prohibited substances.

Coaches must ensure that all employees in any equestrian business or establishment under their control comply with the standards laid down from time to time by Member Bodies of the BEF and follow all appropriate legal and ethical considerations to ensure open and fair recruitment processes and working conditions. Please see BEF Equity Policy for additional guidance and information.

Any failure on the part of a coach to comply with the provisions of this code may render the coach liable to disciplinary proceedings by their Member Body.

### **Safeguarding children and vulnerable adults**

Newly qualifying coaches at UKCC Level 2 and above are required to undergo an enhanced disclosure via the Disclosure and Barring Service in order to register or become affiliated to coach within the BEF or by a Member Body. Existing qualified coaches will be required to undergo an enhanced disclosure via the Disclosure Barring Service to retain current coaches' registration/affiliation within the BEF or by a Member Body. Coaches may be asked to produce their certificate as required.

In the event of a registered coach being convicted of an offence that is relevant to their role, the Member Body may at its sole discretion rescind the registered status of that coach and may subject the coach to disciplinary proceedings.

Coaches should ensure that physical contact is appropriate, carried out using the necessary guidelines and consent and approval is given where possible.

Coaches must receive, record and report allegations of abuse according to BEF guidelines.

Coaches should avoid any form of sexual contact or inappropriate behaviour with any participants but specifically those who are under age or vulnerable.

Any abuse of trust (sexual activity or relationships where an adult holds a position of authority, influence or responsibility over a participant) may result in disciplinary action by the BEF Member Body or organisation.

Coaches should communicate with participants in an appropriate recognised format and should be aware that social networking sites are a very popular medium of communication with many aged much younger than 18 years. Many centres/schools will now host their own social networking sites or pages. One to one interaction via email, text messages or social networks particularly with those under 18 should be avoided. Further guidance is available from the BEF, your BEF Member Body and the Child Protection in Sport Unit.

### **Equity and Equal Opportunities**

With regard to equity, the British Equestrian Federation:

- aims to ensure that all people, irrespective of race, gender, ability, ethnic origin, social status or sexual orientation, have equal opportunities to take part in equestrianism at all levels and roles;
- seeks to educate and guide BEF members, their employees and volunteers on the ownership, adoption and implementation of its Equity Plan;
- intends to raise awareness of Equity through the implementation of this policy and the adoption of the Equity Plan; and, as a result of this process;
- aims to monitor, review and evaluate progress in achieving the stated aims and objectives and to feed back to member organisations on progress made.

BEF will ensure that its recruitment and selection procedures are fair and transparent, and meet the appropriate legal requirements. Each Member Body will ensure its own procedures meet these requirements.

Further background information on coaching, registration, affiliation and qualification processes are available from the BEF and its Member Bodies.

I, ....., [print name]

confirm that I have read and understood this BEF Coaches' Code of Conduct and will operate within the guidance provided.

Signed ..... Date.....

**Note 1 – This Coaches' Code of Conduct is one of a suite of policies that underpin the ethos and work of the British Equestrian Federation on all levels. The related approved policies are the BEF Equity Policy and the BEF Safeguarding Children and Vulnerable Young Adults.**

**Note 2 – This BEF Coaches' Code of Conduct has been approved and adopted by all Member Bodies of the BEF. Please refer to your Member Body, which may have additional guidance and procedures notes.**

**Note 3 – For current legislation within Scotland regarding DBS disclosure ( Checks please refer to the Horse Scotland website.**

**Annex Nine****Responsibilities of an instructor/trainer – Code of Conduct**

An Instructor/Trainer should:

- Follow guidelines issued by governing bodies, abide by their rules, and never condone rule violations, rough play or the use of prohibitive substances.
- Support and promote their sport and its governing body.
- Consistently maintain high standards of conduct and appearance.
- Act with due respect to the reputation of the Member Body.
- Hold recognised up to date nationally recognised governing body teaching qualifications and insurance cover or other agreed member body accreditation.
- Maintain their own development/standards by attending relevant training courses.
- Show respect for other individuals' human rights.
- Develop appropriate working relationships with pupils – especially children, based on mutual trust and respect.
- Ensure that the demands made on young riders are appropriate for their physical maturity and level of experience.
- Place safety and wellbeing of pupils and horses over and above competition performance.
- Cooperate with other specialists (officials, vets, other coaches, etc) if appropriate.
- Treat everyone with the same degree of courtesy and respect regardless of age, sex, ethnic origin, religion, political persuasion, sexual orientation or physical disability.

The responsibilities of an Instructor/Trainer include the above but are not solely restricted to this list.

Name (please print).....

BEF Member Body e.g. The Pony Club

.....

Signature:.....

Date.....

**Annex Ten****Code of Conduct for Participants at equestrian Events**

Taking part in sport is fun and I want to improve my skills and feel good. I am aware that I am an ambassador for my family and my sport and I take full responsibility for my actions. I have read this contract with my parent/carer, understand the guidelines set out below and agree to comply with the following contract.

**I agree that I will not:**

- Possess or consume alcohol, illegal and / or performance enhancing drugs.
- Smoke.
- Engage in sexual activity.
- Use foul or abusive language.
- Be involved in discrimination of any kind.
- Leave the Event unless accompanied by a member of staff or parent/guardian.
- Act with violence towards any other person or animal.
- Bullying including cyber bullying

NB. The Organiser reserves the right to send participants home if they do not keep to the signed contract. We do hope this will not be necessary.

Name (please print).....

BEF Member Body e.g. The Pony Club

.....

Signature:.....

Date.....

**Annex Eleven****Code of Conduct for Parents/Carers**

- Encourage your child to learn the rules and ride within them.
- Discourage unfair competition and arguing with officials.
- Help your child to recognise good performance, not just results.
- Never force your child to take part in equestrian events.
- Set a good example by recognising fair competition and applauding good performances of all.
- Never punish or belittle a child for losing or making mistakes.
- Publicly accept officials' judgements.
- Support your child's involvement and help them to enjoy their sport.
- Use correct and proper language at all times.
- Encourage and guide performers to accept responsibility for their own performance and behaviour.

Name (please print).....

BEF Member Body e.g. The Pony Club

.....

Signature:.....

Date.....

**Annex Twelve****Code of Conduct for Spectators**

All horse events welcome spectators – your enthusiasm and support encourages all participants. Your actions influence the mood of the riders and the competition.

Therefore:

- Please do not abuse officials, however much you disagree with their decision.
- Encourage all riders and applaud their efforts.
- Do not ridicule opponents for their mistakes or criticise their horses.
- Do not applaud or encourage unsportsmanlike behaviour.
- Do not use foul, racist or abusive language to riders, officials or other spectators.
- Do not ever use physical violence or threaten anyone.
- You must not enter the riding area or arena during a competition unless asked to do so by the Organiser or Chief Steward.
- Remember, when you are supporting your rider, or team, you are representing your Association, Riding Club, Pony Club branch or your discipline.

You are subject to the rules of the sport. You can be cautioned, reported or sent away from the competition if this Code of Conduct is breached.

Name (please print).....

BEF Member Body e.g. The Pony Club  
.....

Signature:.....

Date.....

## Annex Thirteen

### BEF Whistle-blowing Policy

#### Consideration of the whistle-blowing related to a child protection or safeguarding context

The BEF (and its member organisations) is committed to developing a culture where it is safe and acceptable for all those involved in equestrianism to raise concerns about unacceptable practice and misconduct.

You may be the first to recognise that something is wrong but you may not feel able to express your concerns out of a belief that this would be disloyal to colleagues, or you may fear harassment, victimisation or disadvantage. These feelings, however natural, must never result in a child continuing to be unnecessarily at risk.

Remember that it is often the most vulnerable children who are targeted. These children need someone like you to safeguard their welfare. Those involved in the sport must acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult it is particularly important where the welfare of children may be at risk.

The BEF assures all involved in equestrianism that they will be treated fairly and that all concerns will be properly considered. In cases where the allegations prove to be unfounded, then no action will be taken against those who report their suspicions/allegations provided they acted in good faith and without malicious intent.

#### Reasons for whistle-blowing

Each individual has a responsibility for raising concerns about unacceptable practice or behaviour:

- To prevent the problem worsening or widening.
- To protect or reduce risk to others.
- To prevent becoming implicated yourself.

#### What stops people from whistle-blowing?

- Starting a chain of events which spirals.
- Disrupting the work or training.
- Fear of getting it wrong.
- Fear of repercussions or damaging careers.
- Fear of not being believed.

#### BEF safeguarding whistle-blowing procedures

Should concerns be raised via a "tip-off", the person receiving the tip-off should attempt to obtain the following information from the informant.

- Name, address and telephone number.
- Names of individuals involved.
- The manner of the alleged incident/s or circumstances.

You should not attempt to deal with any allegation or concern yourself, rather inform your Nominated welfare officer or your Lead Welfare Officer or the BEF Child Protection Team.

#### *Specifically do not:*

- Inform the person about whom the concern was raised.
- Inform any other members, participants or employees.



- Commence your own investigation.
- Annotate or remove evidence.
- Delay in reporting the suspicion.

*Also do not assume*

- “All is well, otherwise it would have been spotted earlier.”
- “It doesn’t matter” or “No harm will arise.”
- That you can ignore it as “It is not my responsibility.”

**Who do I tell?**

The first person to whom you should report your suspicion or allegation is your Nominated welfare officer. If for any reason you cannot or do not wish to report to your Nominated welfare officer, you should refer to your Lead Welfare Officer. Both are specifically trained to help and advise. If you cannot, or do not wish to, report the information to either of these, then please contact the BEF Designated Lead Welfare Officer at Head Office 02476 698871.

**What happens next?**

- You should be given information on the nature and progress of any enquiries.
- All concerns will be treated in confidence.

During the process of investigating the matter, every effort will be made to keep the identity of those raising the concern unknown, except to the minimum number of individuals practicable.

- Your Nominated welfare officer, Member Body Lead Welfare Officer and the BEF have a responsibility to protect you from harassment or victimisation.
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered a disciplinary offence.

**Feedback**

The amount of feedback relating to the issue will vary depending on the nature and result of the investigations. However, where possible, those who have raised concerns will be kept informed of the progress and eventual conclusion of investigations.

## Annex Fourteen

### Recruitment, selection and training

#### Introduction

To ensure unsuitable people are prevented from working with young people, the following steps should be taken when recruiting paid staff or volunteers in a full or part-time capacity.

#### Recruitment

Draw up a job description identifying roles and responsibilities and a person specification clarifying the required and recommended skills and qualities of an applicant. Where the job involves working with young people, specify the BEF's policy with regard to child protection and working with children.

#### Advertising

Advertising for any post should include the following:

- The aims of your organisation.
- A job description outlining the responsibilities of the role.
- A person specification stating qualifications and experience required (this may include the level and length of experience of working with children).

#### Applicants

All applicants must complete an application form that includes:

- Name, address, date of birth and National Insurance Number (to confirm identity and right to work).
- Relevant experience, qualifications and training undertaken.
- Listing of past career or involvement in sport (to confirm experience and identify any gaps).
- Any criminal record.
- The names of at least two people (not relatives) willing to provide written references that comment on the applicant's previous experience of, and suitability for, working with children and young people (previous employer).
- Any former involvement with the sport.
- The applicant's consent to criminal record checks being undertaken if necessary.
- The applicant's consent to abide by the BEF's Code of Conduct for the position sought.
- A statement explaining that failure to disclose information or subsequent failure to conform to the Code of Conduct will result in disciplinary action and possible suspension.
- Information regarding their right to work in the UK.

#### Checks and references

A minimum of two written references should be taken up and at least one should be associated with former work with children/young people. If an applicant has no experience of working with children, training is strongly recommended. Written references should always be followed up and confirmed by telephone. Disclosure and Barring Service checks may need to be completed if the individual is working in regulated activity (see page 56 for further information).

#### Interview and induction

All employees (and where possible volunteers) will be required to undergo an interview carried out to acceptable protocol and recommendations. All employees and volunteers should receive a formal or informal induction, during which:

- A check should be made that the application form has been completed in full (including sections on criminal records and self-disclosure).
- Their qualifications should be substantiated.
- The job requirements and responsibilities should be clarified.

- They should sign up to the appropriate BEF Code of Conduct and good practice and child protection procedures.
- The duty of care guidelines including child protection procedures, are explained, and training needs are established.
- Interview questions should test the applicant's attitudes to working with children and young people.

### Training

While checks are a part of the process to safeguard children, training is required to help people to:

- Recognise their responsibilities and report any concerns about suspected poor practice or possible abuse.
- Keep records of any incidents and accidents, however trivial they may seem.
- Deal with disclosure.
- Work safely and effectively with children.

Subsequent training and ongoing personal development must be relevant to the particular role, but may include:

- As an introduction, NSPCC EduCare programme.
- Child Protection Awareness Training (BHS or Sports Coach UK Safeguarding Children Workshops).
- First aid training.
- Any training specific to their particular role.

The BEF requires:

- All employees to undergo a DBS check if required for their role and attend a recognised 3-hour safeguarding and child protection awareness training workshop in order to ensure the development of a positive culture towards safeguarding and child protection in the equestrian industry.
- All riding schools/Riding Clubs and Pony Club branches to appoint a Welfare Officer responsible for good practice and child protection. This officer must undergo a DBS and attend a recognised 3-hour good practice and child protection workshop.
- All instructors and team managers to receive training through a recognised 3-hour good practice and child protection workshop.
- All personnel (instructors/trainers, team managers, medics, event organisers, parents, club officials, senior club members, junior members) to receive advisory information outlining good practice and informing them about what to do if they have concerns about the behaviour of an adult towards a young person.
- All instructors/trainers to hold a national first aid qualification.

### Monitoring and appraisal

Paid and voluntary appointments should be made conditional on the successful completion of a pre-determined and agreed probationary period. All employees will receive formal feedback annually through an appraisal at which any issues over poor practice can be identified and addressed, training needs related to children can be identified and new goals set.

### Complaints appeals and disciplinary procedures

The BEF's complaints and appeals procedures will be used to deal with any formal complaints and/or appeals. Guidance on these procedures will be available to all instructors/trainers and team managers from relevant Equestrian Member Bodies.

Each Member Body may have a different disciplinary action process; please contact your Member Body for further information.

Appeals procedures where necessary will go through the British Equestrian Federation.

Concerns that are reported outside of the British Equestrian Federation and Member Bodies will be forwarded to the relevant statutory agencies.

**Annex Fifteen**

**Self-Disclosure Form**

**CONFIDENTIAL ONCE COMPLETED**

You have a right of access to information held on you and other rights under the Data Protection Act 1998

**Part A**

Surname \_\_\_\_\_ First Name \_\_\_\_\_ Initials \_\_\_\_\_

Mr/Mrs/Ms/Miss/Other \_\_\_\_\_ Sex Male / Female

Any previous names by which you have been know \_\_\_\_\_

Address \_\_\_\_\_

Post Code \_\_\_\_\_ Telephone Number \_\_\_\_\_

Date of Birth \_\_\_\_\_ Place of Birth \_\_\_\_\_

I confirm that I have read and agree to abide by The BHS Code of Good Practice

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Part B**

**Have you ever been convicted of a criminal offence or been the subject of a caution, reprimand, written warning, a**

**bound over order or a civil action?**

Yes  No

If YES, please state the nature and date(s) of the offence(s):

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You are advised that under the provisions of the Rehabilitation of Offenders Act 1974 (exceptions) Order 1975 as amended by the Rehabilitation of Offenders Act 1974 (Amendment) 1986, you should declare all convictions, including "spent" convictions.

**Have you ever been subject to any disciplinary actions or sanctions relating to child abuse, sexual offences, possession of prohibited substances or violence?**

Yes  No

If YES, please give details

---

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You are required to self-certify that you are not known to ANY Children's Services or any other organisation as being an actual or potential risk to children, and that you have not been disqualified or prohibited from fostering children or had any rights or powers in respect of any child vested in or assumed by a local authority, or had a child ordered to be removed from your care. As part of the checking procedures, you are advised that The BHS reserves the right to make reference to the Local Authority and Police Records to verify information given on this form, when it is submitted or at any time in the future. It is The British Horse Society's policy to make random police checks and to take up all references.

NB: It is the duty of all BHS personnel, instructors and volunteers to report any charge or conviction involving children.

*I consent to a criminal records check being made, confirm that the information provided on this form is correct, and accept that failure to disclose information or subsequent failure to conform to The British Horse Society Code of Good Practice may result in disciplinary action and possible suspension.*

Signed

Date

## Annex Sixteen

### DBS Checks

#### England, Wales and Northern Ireland

All organisations are legally required to check all individuals who work in **Regulated Activity**.

Regulated activity is defined as **unsupervised** contact with children which is:

Of a specified nature (teaching, training, care, supervision, advice, treatment or transport etc)

AND

Occurs frequently (once a week or more) intensively (four days in one month) or overnight (between 2am and 6am).

**Supervision** is defined in the Act as 'such day to day supervision as is reasonable in all circumstances for the purpose of protecting and children concerned'.

Those who are responsible for employing staff or deploying volunteers are legally required to make sure people in their organisation are checked before they start working or volunteering for their organisation.

Regulated activity with vulnerable adults is different, good practice would be for employees or volunteers to be checked if they can build a relationship of trust with a vulnerable adult

For further information and advice please contact the BHS DBS team on 02476 840500 or see the BHS website [www.bhs.org.uk](http://www.bhs.org.uk) or contact [enquiries@bhs.org.uk](mailto:enquiries@bhs.org.uk) or contact your Member Body.

Please note, as from 17<sup>th</sup> June 2013, disclosures are only sent to the individual about whom the check is being made, and s/he must make arrangements to show the clearance to the employer. If the annual fee has been applied, then these disclosures may now be portable between all agencies.

#### Disclosure Certificates for those working and volunteering in Scotland

The British Horse Society (Scotland) has updated its PVG policy in line with current Scottish Legislation. From 1 January 2012 a PVG check will no longer be a prerequisite to joining the register of instructors for Scottish instructors.

- Riding instructors in regulated work can only be checked by employers: if you are a freelance regularly teaching children in a one-to-one basis you can access your own check from Disclosure Scotland.
- Riding instructors who never do regulated work do not need to be checked.
- Employers (clubs and riding establishments) have until March 2015 to ensure all their employees in regulated work join the PVG scheme.
- BHS Scotland can facilitate PVG checks on behalf of clubs and riding establishments that require them.

The following advice explains the options for instructors working with children (in regulated work) either on a freelance basis or for Pony Clubs or any other Riding Establishments.

#### Working for a Club or any Riding Establishment

When an individual is working for, or volunteering for, any Club or Riding Establishment where a PVG check is necessary, it is the responsibility of that Club or Establishment to ensure they access either a Scheme Record

or a Scheme Record Update to enhance any existing recruitment practices. BHS Scotland can help clubs and riding schools.

If an instructor is already an existing member of the PVG Scheme they should access a disclosure update via the organisation that employs them.

Instructors who work for more than one Club or Establishment must initially obtain a Scheme Record through one of their employers, and then need only apply for a Scheme Record Update for subsequent clubs/establishments.

#### **Freelance instructors**

Freelance instructors who have not yet joined the PVG scheme but need to can obtain a Scheme Membership Statement directly from Disclosure Scotland at a cost of £59. It is up to the individual to decide whether they require a PVG check while working with private clients under the age of 18 in their own homes on a freelance basis. Alternatively, parents might choose to check whether that individual is barred from working with children.

#### **Recently joined the PVG Scheme**

If you have recently joined the PVG scheme through BHS Scotland and only intend to work on a freelance basis with individual clients then no further action is required. If, however, you intend to work/volunteer for a Club or Riding Establishment please read the paragraph above: "Working for a Club or any Riding Establishment."

For more information please contact BHS Scotland on [bhsscotland@bhs.org.uk](mailto:bhsscotland@bhs.org.uk)

## Annex Seventeen

### Guidelines on the use of photographic and filming equipment at competitions for children

Whilst it is not intended to ban all photography at events, organisers and club officials must ensure proper safeguards are in place.

There is a potential risk posed to young children through the use of photographs on websites and in publications. There is evidence in sport in general to show that photographs have been:

- Used to identify children, which places them at risk from those who wish to groom children for abuse.
- Used or adapted and placed on child pornography sites.

For these reasons, the following guidelines for children's events have been drawn up:

Professional photographers/filming/video operators wishing to attend BEF events must:

- Be given a clear brief.
- Wear identification.
- Not be given unsupervised access to competitors.
- Not be allowed to take photos outside the event (e.g. a child's home or school).

Any other spectators (e.g. amateur photographers, parents) wishing to film or take photographs using any form of telephoto lens must register their name and address at the designated point and/or wear recognised identification.

There is no intention to prevent the use of video equipment as a legitimate training aid. However, riders and their parents should be aware that this is a part of the training programme and care should be taken in the storing of such films.

In any promotional material or publication:

- Consideration should be given to using images, models and illustrations rather than photographs.
- Only images of suitably dressed riders should be used (focus on the activity, not a particular child; avoid full face and body shots).
- Permission should be sought in writing from riders (and their parents) before using their image.
- Remember that, if the young person is named, do not include a photograph; if a photograph is used, do not name the young person.
- It should be noted that responsible newspapers/publications are now publishing the names of children in group photography in alphabetical order, not in the traditional 'left to right' way, therefore making identification harder. Event organisers should adopt this practice when dealing with all publicity.

Report any concerns regarding inappropriate or intrusive photography to the event organiser immediately and as soon as possible to the relevant Member Body.



**Annex Eighteen**

**Guidance for the use of photographs and recorded images**

Photography can be a useful tool to enhance coaching and capture positive memories of sport. However it is important to ensure proper safeguards are in place to protect children from inappropriate use of photography and video.

<b>The BEF and its MBs recognise the need to ensure the welfare and safety of all young people.</b>	
<b>As part of our commitment to ensure the safety of young people we will not permit photographs, video images or other images of young people to be taken or used without the consent of the parents/carers and the young person.</b>	
<b>The (Member Body/Centre/Club) will follow the guidance for the use of images of young people as detailed within the BEF Policy and Procedures.</b>	
<b>The (Member Body/Centre/Club) will take steps to ensure these images are used solely for the purposes for which they are intended, which is the promotion and celebration of the activities undertaken.</b>	
<b>If you become aware that these images are being used inappropriately you should inform the Member Body/Nominated welfare officer immediately.</b>	
<b>The information will be available on the website For the period –</b>	
<b>If at any time either the parent/carers or the young person wishes the data to be removed from the website, 7 days notice must be given to the Member Body /Club Welfare Officer, after which the data will be removed.</b>	
Signed:	Signed:
Nominated welfare officer:	Person with parental responsibility:
Date:	Date:

**Annex Nineteen**

**Photo consent form**

**Parental/Carer and young person permission form for the use of photographs and recorded images cont'd**

To be completed by person with parental responsibility	
I –	[person with parental responsibility]
consent to –	[club/school]
Photographing or videoing – name	
Under the stated rules and conditions and I confirm I have legal parental responsibility for this child and am entitled to give this consent.	
Signed:	Date:
I also confirm that there are no restrictions related to taking photos	
Signed:	Date:
To be completed by Young Person	
I/I do not –	[young person]
consent to –	[club/school]
Photographing or videoing my involvement in equestrian activity –under the stated rules and conditions	Signature:  Date:

## Annex Twenty

### Guidelines on transportation

Within your Member Body you need to develop, and inform parents, of your transport policy, i.e. the dropping off and collection of young people.

#### The following principles will help inform the policy:

- Staff, Members, Coaches and volunteers will be responsible for young people in their care when on the Member Body/Centre/Club premises.
- It is the responsibility of the parent/carer to transport their child/children to and from the event.
- It is not the responsibility of the Staff, Members, Coaches and volunteers to transport children and young people to and from the event.
- The Member Body/Centre/Club must receive permission from parents/carers for young people to participate in all competitions and away fixtures/events.
- The Member Body/Centre/Club will provide a timetable of activities at the beginning of a season and notify parents/carers of any changes to this timetable in writing where practically possible.
- The Member Body/Centre/Club will require contact numbers for parents/carers, and any alternative numbers if they are not contactable on the number provided.
- The Member Body/Centre/Club will provide the parents/carers with a contact number which may be used if the parent/carer will be late to collect their child/children.

#### If a relevant person with parental responsibility or their nominated representative is late the Member Body/Centre/Club will:

- Attempt to contact the person with parental responsibility.
- Check the Club contact number for any information regarding the young person.
- Contact the alternative contact name/number.
- Wait with the young person at the Club with, wherever possible, other staff/volunteers or parents.
- Remind the person with parental responsibility of the policy relating to late collection.
- If a person with parental responsibility is not able to be contacted staff will need to report the situation to Children's Social Care or the Police.

#### Staff/Volunteers should avoid:

- Taking the child home or to any other location.
- Asking the child to wait in a vehicle or the premises with you alone.
- Sending the child home with another person without permission.

### Using private cars

It is strongly advised that private cars, other than those of parents, are not used by Staff, Members, Coaches and volunteers to transport children at any time, either to and from a coaching session, or to away fixtures.

If private cars are being used, then the guidelines below must be followed:

- Drivers must register their vehicle with the Club/centre.
- Drivers must ensure the safety of passengers.
- Drivers must ensure that their vehicle is roadworthy and that they have a valid licence and insurance cover.
- Drivers must only use vehicles with seat belts and ensure that their passengers are wearing these when in transit.
- Drivers must be aware of their legal obligations when transporting children.
- Parents/guardians/or carers must give written permission if their child/children are being transported in another adult's car.
- Clear information on the expected time of departure and arrival need to be communicated to relevant people, i.e. parents/carers.
- Drivers should not be alone with a young person in the car at any time. If this situation arises drivers need to ensure that the young person is in the back of the car.
- The driver must have been checked and complied with appropriate recruitment procedures.

### If hiring transport

When booking transport for an event away from home, you will need to remember the following points:

- Passenger safety.
- Competence of the driver and whether the driver holds an appropriate valid licence.
- Number of driving hours for the journey and length of the driver's day, including non-driving hours.
- Whether more than one driver is required.
- Type of journey, traffic conditions, weather, appropriate insurance cover.
- Journey time and distance and stopping points.
- Supervision requirements – check with your Member Body.
- Suitability of transport if the team includes disabled participants.
- Drivers to take breaks and be aware of emergency procedures.

### Legislation – points to remember

- Vehicles must be appropriate and roadworthy.
- The driver is responsible for the vehicle during the trip.
- All minibuses and coaches carrying groups of three or more young people aged between 3 and 15 years **MUST BE FITTED WITH A SEAT BELT FOR EACH YOUNG PERSON.**
- There must be an anchor point for wheelchair users.

### Minibuses

Ensure that anyone who is driving a group minibus has received training on driving the minibus and the management of passengers.

Restraints must comply with legal regulations – see Dept of Environment – *Minibus and Coach Seat Belts – Advice to Users and Operators*. [www.roads.detr.gov.uk](http://www.roads.detr.gov.uk)

## Annex Twenty-one

## Consent form for travel/driver/medical registration

For use by organisers of competitions away from home, PC camps, day trips, etc.

**CONSENT FORM**

Name of Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Race/Ethnic Origin: \_\_\_\_\_ Any Disability or Special Needs: \_\_\_\_\_

Event: \_\_\_\_\_

Date(s) of Event: \_\_\_\_\_

Home Address of person with parental responsibility:

\_\_\_\_\_

\_\_\_\_\_ Post Code: \_\_\_\_\_

Tel. No. (DAY): \_\_\_\_\_ (EVENING): \_\_\_\_\_

Mobile No: \_\_\_\_\_

**MEDICAL DETAILS:**

Doctor's Name: \_\_\_\_\_

NHS Card No: \_\_\_\_\_

Additional details: (any information, given in confidence, of which the organisers should be aware – specific dietary requirements, details of any medication, allergies, etc.) \_\_\_\_\_

\_\_\_\_\_

**NB: IF ANY OTHER SPORT/ACTIVITY IS PLANNED, E.G. SWIMMING, CONSENT MUST BE OBTAINED FROM THE PERSON WITH PARENTAL RESPONSIBILITY AND DETAILS OF CHILD'S LEVEL OF COMPETENCE GIVEN.**

**Declaration:**

I have received comprehensive details of this event and consent to my child taking part in the activities indicated. I consent to my child receiving any medical treatment, which, in the opinion of a qualified medical practitioner, may be necessary.

Signed: \_\_\_\_\_ (person with parental responsibility)

Date: \_\_\_\_\_

**Annex Twenty-two**

**Checklist for overnight stays – travel abroad/hosting events**  
(Information taken from *Safe Sports Events* – NSPCC publication)

Purpose of trip	Competition, training, social, combination	
Planning	When? Where? Who? Risk assessment of the activity	
Communication with person with parental responsibility	Pick-up times Destination and venue Competition dates Kit and equipment list Emergency procedures, home contact Consent form Code of conduct	
Accommodation	What type? Catering, special diet, allergies Suitability for group, accessibility Room lists	
Hosting or being hosted	Hosts vetted Hosts aware of special requirements Transport arrangements Telephone contact Local map and information	
Transport	Journey time and stopping points Supervision Suitability and access Drivers checked Insurance	
Supervision and staffing	Ratio of staff to participants Male/female Specialist carers Staff checked Staff relevant child protection training Responsibilities	
Emergency procedures	First aid Special medical information Medications E111 form (EU visits)	
Insurance	Liability Accident	

	Travel Medical	
Costs	For trip Payment schedule – deposit, staged payments Extra meals, refreshments Spending money Security	
Documentation	Travel tickets Passports, visas Check non EU nationals	
Preparing participants	Local culture, language Food and drink Currency Telephone Maps of area	
Arrival	Check rooms, meal times, phones, valuables Check sporting venue Collect money, valuables Information on medications Arrange group meeting(s) Confirm care and child protection procedures with group/staff Rules, curfews	

**Annex Twenty-three**

**Young person missing form**

Please use this form if you have been notified that a child has gone missing from your event/ club or centre.

<b>Name of child</b>	<b>Sport participating in</b>
<b>Age</b>	<b>Date of birth</b>
<b>Ethnicity</b>	<b>Disability (if any)</b>
<b>Name(s) of person with parental responsibility</b>	<b>Team Manager's name</b>
<b>Local Safeguarding Children Board in home area (if known)</b>	<b>Home address and phone number</b>
<b>Name of officer completing form</b>	<b>Position</b>
<b>Description of the young person – clothes, hair colour, glasses, etc.</b>	
<b>Who first noticed that the young person was missing?</b>	
<b>Where was the young person last seen?</b>	
<b>Location</b>	<b>Time</b>
<b>Did you notice anything suspicious or see any unauthorised persons in the vicinity?</b>	



<b>Which areas/venues were searched and for how long?</b>	
<b>List of names of individuals involved in the search</b>	
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>The Police were contacted at [time]</b>	<b>Name and telephone number of person contacting the Police</b>
<b>How long had the young person been missing at this point?</b>	
<b>Any other comments</b>	
<b>OUTCOME</b>	
<b>The young person was found at [time]</b>	<b>Location</b>

<b>Name and telephone number of the person who found the missing young person</b>	
<b>The Police were notified of the young person's return at (time)</b>	
<b>Please state if this issue is now a Police investigation</b>	
<b>Have those with parental responsibility been informed about the incident? If so, by whom?</b>	
<b>Could this incident have been prevented and if so what measures do you plan to put in place?</b>	
<b>Any other comments</b>	

## Annex Twenty-Four

### Grooming overview

#### Understanding the grooming or entrapment process

Most sports clubs offer excellent opportunities for young people to train, try new things, make friends and improve their skills. They are often the places where appropriate trusting relationships with adults outside the family or formal education sector are developed. Such relationships of trust should be used appropriately to advise young people and demonstrate the positive values of sport through role modelling. However, sports clubs can also provide opportunities for adults to target and groom a child or young person through their role as a volunteer or paid employee. Grooming is defined by the Home Office as communication with a child where this is an intention to meet and commit a sex offence. More generally it can be seen as the process by which an individual manipulates those around them – particularly, but not exclusively, the child – to provide opportunities to abuse and reduce the likelihood of being reported or discovered.

Whilst this is not a common occurrence it should be recognised as something that does happen. Abusers come from all sections of society and are often perceived by others as respectable, reliable and trustworthy people. Research tells us that the vast majority of abusers are well known to the child and often hold a position of trust or authority.

The key factors which enable the coach/official to exploit a child are:

#### 1. Sport opportunity

If the sport or club provides situations or opportunities for the coach/authority figure that are not recognised as good practice (for example allowing the coach/authority figure to develop an opportunity/excuse to meet the athlete outside the club), this can contribute to the vulnerability or potential susceptibility of the athlete in that situation. The athlete may feel unable to refuse the offer or be flattered by the invitation.

#### 2. Coach/authority figure inclination

The coach/authority figure must have a desire or interest in developing a relationship beyond that of the appropriate coach/authority figure – athlete relationship and the good practice boundaries expected by the sport, club and family of that relationship.

#### 3. Athlete vulnerability

The athlete by virtue of the relationship with their coach/authority figure is vulnerable and potentially powerless. They may view any potential inappropriate coach/authority figure behaviour as acceptable in order to achieve or advance their achievement goals within the sport. Conversely the athlete may be anxious that questioning or raising a concern about the coach/authority figure's behaviour may jeopardise their selection for their team or club. This model also highlights how the cycle can be broken through good practice within the club. For example, by ensuring that volunteers and staff in positions of trust model good practice, and by having members who are keen to promote and support the positive aspects of the sport. It is also important to develop a culture of listening to young people in order to reduce athlete vulnerability.

## Annex Twenty-Five

### CPSU sample e-safety policy

#### Introduction

This policy provides guidance on the procedures that will support and underpin the use of social networking and other online services within your club or organisation. It is important that all staff, volunteers, coaches, officials/referees, board/trustee members, or anyone working on behalf of the organisation are aware of this policy and agree to the following terms.

Terms:

- To protect all children and young people attending the sports club/organisation and who make use of technology (such as mobiles phones, games consoles/hand held devices and the internet) whilst they're within the care of the club/organisation.
- To provide staff and volunteers with policy and procedure information regarding e-safety.
- To ensure the club/organisation is operating in line with their values and within the law regarding how the organisation uses information technology.

E-safety checklist:

1. Understand the safety aspects including what is acceptable and unacceptable behaviour when using digital technology such as social networking sites (e.g. Twitter and Facebook), mobile phones, game consoles and the internet.
2. When engaging with digital technology/social networking companies (e.g. Facebook, Twitter or MySpace) it is important to ensure that they adhere to relevant legislation and good practice guidelines.
3. Review existing safeguarding policies and procedures to ensure that online safeguarding issues are fully integrated
  - reporting online concerns about possible abuse
  - reporting other breaches of terms
4. Decide how your sports webpage/profile will be managed within your club/organisation
  - vetting and managing the webpage/profile
  - training for the person/s managing the organisation's online profile
  - involvement from your club's/organisation's designated safeguarding lead person
  - ensure any interactive content is moderated e.g. club social network page/discussion forums.
5. Registration or 'signing up' to your sports club/organisation:
  - choose an appropriate email address to register/set up a profile/account
  - ensure appropriate security settings are set up
6. Ensure that adequate privacy settings are in place either restricting or allowing access to photos, personal information, comments about others, friends and followers.
7. Ensure that staff and volunteers, including coaches and athletes, are aware of the need to protect their privacy online. Staff and volunteers should be encouraged by the club/organisation to carefully consider who they give access to their personal information online. All staff and volunteers should ensure that a clear differentiation between their personal and professional profiles.
8. Address safety when adding content to your webpage/profile:
  - sports contact details
    - promote your sports webpage/profile
    - promote safe and responsible use
  - avoid taking personal details of children and young people
  - when uploading content – 'think before you post'
  - report fake or impostor webpage/profiles.
9. Address safeguarding when promoting the sport, organisation, events and competitions.
10. Promote your sports webpage/profile
  - where possible use the club's/organisation's own webpage/profile/email instead of using personal accounts.