



Safeguarding Policy (Children and Young People)

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This policy should be reviewed annually unless there is a change within the BEF or in conjunction with relevant legislation.

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1. Policy Statement

The aim of the British Equestrian Federation is to safeguard all children, young people and adults at risk in our sport.

This guidance aims to help professionals and volunteers understand what they need to do, and what they can expect of one another, to safeguard children. It focuses on core legal requirements and makes clear what individuals and organisations should do to keep children safe. The Working Together to Safeguard Children (2015) document states that effective safeguarding systems are those where:

- The welfare of the child is paramount and the needs and wishes of each child should be put first, so that every child receives the support they need before a problem escalates;
- All those 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 those working with children and families 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.

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.

"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 2015.

Strategically, accountability for the implementation of this policy is placed firmly with the most senior levels in the organisation. The Chief Executive Officer will be publicly accountable for Safeguarding and Child Protection and will be assisted by the members of the Board and staff.

Operationally, accountability for the implementation of the policy will rest with the BEF Safeguarding team and Member Bodies. However, to achieve its overall aims, every member of the organisation, and its key partners and stakeholders, must be aware of the policy and ensure its widespread implementation.

This policy applies to everyone within the BEF and its Member Bodies and should be read in conjunction with all other relevant Safeguarding documents [These documents can be found in the BEF Toolkit and on the BEF website].

2. 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 and young people 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. To ensure this, the British Equestrian Federation and its Member Bodies are committed to devising and implementing policies and procedures to ensure all those involved accepts their responsibilities to safeguard children from harm and abuse.

In order to support Member Bodies with safeguarding and child protection matters, 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 **Advisory and Case Management Group (ACMG)** whose role is to:-

- Provide support, advice and consultation;
- Provide Case Management Support;
- Give guidance on best practice;
- Feed in to a Federation-wide strategic overview of safeguarding in partnership with SEAT.
- Contribute to the monitoring and review of both case management and Federation-wide safeguarding provision;

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

Definition of Safeguarding and Child Protection:

The Department for Education defines Safeguarding and Child Protection 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 outcome*

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.

The Child Protection in Sport Unit (CPSU) defines Child Protection as part of the Safeguarding process, protecting individual children identified as suffering or likely to suffer significant harm. This includes the child protection procedures which detail how to respond to concerns about a child

(Child Protection in Sport Unit 2016)

3. Statutory Framework

In order to safeguard and promote the welfare of children, the BEF and Member Bodies will act in accordance with the following legislation and guidance:

England

- Children Acts 1989 & 2004
- The United Nations Convention on the Rights of the Child (UNCRC) 1989
- The European Convention on Human Rights 1950
- Police Act 1997
- Data Protection Act 1998
- Freedom of Information Act 2000
- Working Together to Safeguard Children (DfE, 2015)
- Safeguarding Vulnerable Groups Act 2006
- Sexual Offences (Amendments) Act 2003
- Protection of Freedoms Act 2012
- Care Act 2014, - implemented March 2015
- Information Sharing Advice - March 2015
- What to do if you're worried a child is being abused. - March 2015
- Procedures set out by the local Safeguarding Children Boards

Scotland

- Children (Scotland) Act 1995
- Protection from Abuse (Scotland) Act 2001
- Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005
- Protection of Vulnerable Groups (Scotland) Act 2007
- Children and Young People (Scotland) 2014

Northern Ireland

- The Children (Northern Ireland) Order 1995
- Safeguarding Board Act (Northern Ireland) 2001
- Safeguarding Vulnerable Groups (Northern Ireland) Order 2007
- Criminal Law Act (Northern Ireland) 1967

4. Roles of the BEF and Member Bodies

The BEF fully accepts its legal and moral obligation to children and its duty of care to protect children and safeguard their welfare.

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.
- It takes all reasonable, practical steps to protect children from harm, discrimination and degrading treatment and to respect their rights, wishes and feelings.
- All concerns and allegations of poor practice or abuse are taken seriously and responded to swiftly and appropriately.
- All approved riding schools and registered instructors sign up to the BEF and Member Body Safeguarding policy that clearly states what is required of them.
- Where appropriate, all approved riding schools and registered instructors sign up to the BEF and Member Body Safeguarding procedures.
- 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 adults at risk and promote 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 Safeguarding Officers (LSO).
- Respond to and support MBs with the management of allegations, concerns and complaints relating to child protection and welfare, initiating Case Management systems and processes as necessary, liaising with the ACMG as requested by MBs.
- Coordinate and update a central database for all concerns/incidents shared by MBs.
- 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 as requested by MBs.
- Coordinate the BEF Safeguarding and Equality Action Team (SEAT) and ACMG.
- Ensure that all incidents are correctly reported and referred out in accordance with the 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 (or equivalent) checks if appropriate and applicable.
- 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 each Member Body Lead Safeguarding Officer (LSO) is:

- To represent their Member Body on the SEAT
- To ensure that the clubs, centres, and schools within their Member Body are aware of BEF and Member Body policies, procedures and guidelines and adopt them as appropriate.
- Play a lead role in developing and establishing the organisation's approach to safeguarding children and young people.
- 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 and manage any allegations or complaints made from within the Member Body.

- Operationally, to deal with any complaint/allegation to conclusion in line with the agreed protocols.
- To ensure that the BEF Safeguarding Officer is informed of all safeguarding concerns and incidents that occur.
- To ensure there is clear communication within each Member Body 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, event or competition organiser to appoint a Safeguarding Officer.
- To encourage and support each club, riding school, event or competition organiser to adopt and promote BEF and Member Body policies and procedures where applicable.
- 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 and Member Body procedures for recruitment of staff and volunteers are followed and all appropriate existing staff or volunteers have up to date DBS checks in line with the BEF.
- To ensure that codes of conduct are in place for club/centre staff, volunteers, coaches, young people and parents.
- To ensure safeguarding standards are met and maintained.
- To ensure confidentiality is maintained and information is only shared on a “need to know” basis.

The role of each organisation’s Safeguarding Officer is:

- To adopt and promote the BEF and Member Body policies and procedures.
- To promote education and training to support staff, members and volunteers.
- To manage and monitor the implementation of the policy and procedures.
- To be the first point of contact for staff and volunteers, young people and parents for any issue concerning child welfare, poor practice or potential/alleged abuse.
- To record and report monitoring information as required.
- To respond to any allegations or complaints by reporting to the Member Body’s Lead Safeguarding Officer.
- To maintain local contact details for Children’s Services, the Police and NGB Lead Safeguarding Officer.
- To 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.

5. Position of Trust and Abuse of trust in the Equestrian Industry

Position of Trust

An adult is in a position of trust over a child if they regularly teach, train, supervise or have sole charge of the child in certain settings (e.g. hospitals, residential care, schools) or when in certain roles (e.g. teacher, care worker) Sexual Offences Act 2003.

Abuse of Trust

Sexual activity between an adult in a position of trust and a child is deemed to be an abuse of trust and is unlawful, even if the child is over the age of consent (i.e. 16 or 17). The BEF along with other sport governing bodies treats coaches and other officials as being in a position of trust. Coaches and other officials should ensure they maintain healthy, positive and professional relationships with all participants. Coaches and others in positions of authority and trust in relation to athletes aged under 18 must not engage in sexual relationships with them while that unequal power relationship exists.

6. Dealing with a Disclosure

All staff and volunteers must be aware that the main categories of abuse are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

These categories are described in more detail in **(Appendix One)**. The abuse may be instigated by one or more adults and/or other children and young people.

Trainers/coaches and other staff may find themselves in a position where a child makes a disclosure of harm or abuse. If this happens it is important that they act appropriately. All Member Bodies and those working for them are expected to adhere to the following procedures if a child discloses that they have been abused in some way:

- When information about possible abuse comes to light, find time and, if necessary, a suitable place to listen to the child.
- Listen to what is being said without displaying shock, disbelief or attempting to lead the child.
- Do not make false promises and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child's age that you cannot promise complete confidentiality—instead you must explain that you may need to pass information on to other professionals to help keep the child, or other children, safe.
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking non-leading questions when necessary to clarify.
- Do not criticise the alleged perpetrator.
- Reassure the child that what has happened is not his/her fault.
- Stress that it was the right thing to tell someone.
- Explain what has to be done next and who has to be told.
- Find out just enough to be sure of the need to refer, and keep any questions open (e.g requiring information) rather than closed (e.g only requiring a yes or no answer).
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not your responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Print, sign and date the record of disclosure and include your designation.

7. Safer Recruitment

Anyone undertaking a role that involves contact with or responsibility for children (or other vulnerable groups) should be taken through a Safer Recruitment process.

It is essential that all Member Bodies have effective recruitment and selection procedures for both paid staff and volunteers.

Safer Recruitment checklist

Best practice for Safer Recruitment procedures include:

- Creating a clear job or role description (what tasks will be involved)
- creating a person specification (what experience or attributes the successful candidate needs in order to carry out the role)
- creating an advertisement for the post
- using an application form to gather relevant information about each applicant
- requiring specific written references
- interviewing the applicant
- for eligible posts, undertaking a criminal records check:
 - Disclosure and Barring Service (DBS) – England and Wales
 - Disclosure Scotland – Scotland
 - AccessNI – Northern Ireland
- risk assessment of any concerning information
- verifying qualifications and experience
- recording recruitment decision
- induction to the role (including safeguarding policies and procedures, safeguarding training, sign up to Code of Conduct)
- probationary period

In some instances, you may feel that it is not practical to include all these steps in a recruitment process, but you are strongly recommended to incorporate as many elements as you can.

8. Guidance for sharing information

The Seven Golden Rules to Sharing Information

Taken from Information Sharing Advice March 2015

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual, and/or their family where appropriate, from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well – being: Base your information sharing decisions on considerations of the safety and well – being of the individual and others who may be affected by their actions.
6. Necessary; proportionate; relevant; adequate; accurate; timely and secure: Ensure that the information is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

The BEF and its Member Bodies have agreed an Information Agreement which can be accessed in the BEF Toolkit and on the BEF website. This sets out the process of sharing information between the BEF and Member Bodies.

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 and should include the following:

- The facts about the allegation or observation.
- A description of any visible injuries or signs.
- The child’s account, if this has been disclosed, of what has happened and how any 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: Where possible you should 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.

For guidance on how long to keep records please see Guidance on Retention and Storage of Child Protection Records which can be found in the BEF Toolkit and on the BEF website.

Informing parents/carers

Wherever possible, personnel concerned about the welfare of a child should work in partnership with parents/carers. Therefore, in most situations, it would be important to talk to parents/carers 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/carer 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 Lead Safeguarding Officer and BEF Safeguarding Officer as soon as possible.

Appendix 1

Types of Abuse

“Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse.

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. And it can increasingly happen online.” (NSPCC, online, 2016).

There are four main categories of abuse:

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.

Example of Physical Abuse in Sport

It is normal for children to have cuts and bruises on their bodies caused by accidents which happen whilst they are moving about and/or playing. These are marks that have an acceptable and reasonable explanation. Marks or injuries which do not have an acceptable explanation may indicate that a child has been abused.

Bodily Harm that may be caused by:

- Over training or dangerous training of athletes.
- Over playing an athlete.
- Failure to do a risk assessment of physical limits or pre-existing medical conditions.
- Administering, condoning or failure to intervene in drug use.

Other signs of physical abuse include multiple injuries (i.e. bruising, fractures) inflicted at different times. It is particularly concerning if parents/carers are unable to explain these injuries and it is not clear whether they took the child to receive medical treatment at the time of the injury.

Signs which **may** raise concerns about physical abuse include:

- Refusal to discuss injuries
- Improbable excuse given to explain injuries
- Running away
- Excessive physical punishment
- Avoiding activities due to injuries or possibility of injuries being discovered
- Aggression towards others
- Fear of parents being approached for an explanation
- Untreated injuries
- Unexplained injuries, particularly if recurrent
- Wearing long or extra clothing to hide injuries

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.

Example of Sexual Abuse in Sport

- Exposure to sexually explicit inappropriate language or jokes.
- Showing a child pornographic material or using a child to produce such material.
- Sexual intercourse and/or sexual activity with a child under 16.

Signs which **may** raise concerns about sexual abuse include:

- Lack of trust in adults or over familiarity with adults, fear of a particular adult
- Sleep disturbance (nightmares or bed-wetting)
- Girls taking over the mothering role
- Reluctance or refusal to participate in physical activity or to change clothes for games
- Drug, alcohol or solvent abuse
- Sexual promiscuity, over-sexualised behaviour, compulsive masturbation
- Unusual interest in the genitals of adults, children or animals
- Bruises, scratches, bite marks to the thighs or genital areas
- Discomfort/difficulty in walking or sitting
- Urinary tract problems, vaginal infection or genital damage
- Stained underwear, soiling or wetting
- Fear of bathrooms, showers, closed doors
- Having irrational fears
- Psychosomatic factors e.g. recurrent abdominal or headache pain
- Social isolation – being withdrawn or introverted, poor peer relationship
- Running away from home
- School problems e.g. falling standards, truancy
- Low self-esteem
- Display of sexual knowledge beyond the child's age
- Eating disorders
- Anxiety, depression, self-harm/mutilations, suicide attempts
- Pregnancy
- Fear of medical examinations
- Genital odour, venereal/sexually transmitted diseases
- Itchiness, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
- Abnormal sexual drawings
- Developmental regression/acting younger than their age
- "Grooming" including over the internet
- Wearing extra clothing/clothing tied tight; reluctance to wear sports kit

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 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 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 involved in all types of maltreatment of a child, though it may occur alone.

It is important to remember that some children are naturally open and affectionate whilst others are quieter and more self-contained. Children also develop at different rates from one another and some may be slightly more or less advanced than other children in their age group. Mood swings and challenging behaviour are also a normal

part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child.

Examples of Emotional Abuse in Sport

- Persistent failure to show any respect to a child e.g. continually ignoring a child.
- Constantly humiliating a child by telling them they are useless.
- Continually being aggressive towards a child making them feel frightened.
- Acting in a way which is detrimental to the child's self-esteem.

Signs which **may** raise concerns about emotional abuse include:

- | | |
|---------------------------------------|---|
| • Low self-esteem | • Significant decline in concentration |
| • Running away | • Indiscriminate friendliness and neediness |
| • Extremes of passivity or aggression | • Self-harm or mutilation |

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.

Example of Neglect in Sport

- Persistent failure to show any respect to a child e.g. continually ignoring a child.
- Constantly humiliating a child by telling them they are useless.
- Continually being aggressive towards a child making them feel frightened.
- Exposing a child to extreme weather conditions e.g. heat and cold.
- Failing to seek medical attention for injuries.
- Exposing a child to risk of injury through the use of unsafe equipment.
- Exposing a child to a hazardous environment without a proper risk assessment of the activity.
- Failing to provide adequate nutrition and water.

Signs which **may** raise concerns about neglect include:

- | | |
|------------------------------|---|
| • Constant hunger | • Poor personal hygiene and/or poor state of clothing |
| • Constant tiredness | • Frequent lateness or unexplained non-attendance |
| • Untreated medical problems | • Low self-esteem |
| • poor peer relationships | • Stealing |

Please note that this is not an exhaustive list and the presence of one or more of the indicators is not proof that abuse is actually taking place. Any concerns that you have about children should be investigated appropriately.

Disabled Riders

There have been a number of studies which suggest young people (or adults) with disabilities, are at increased risk of abuse. This is because:

- They are often dependent on a number of people for care and handling, some of which can be of an intimate nature.
- They may be unable to understand the inappropriateness of the actions or communicate to others that something is wrong.
- Signs of abuse can be misinterpreted as a symptom of the disability
- Like others, they are fearful of the consequence of disclosing abuse.
- Attitudes and assumptions that children with disabilities are not abused.
- They may be unable to resist abuse due to physical impairment.
- OF negative attitudes towards children with disabilities.
- Possible failures to recognise the impact of abuse on children with disabilities.

Appendix 2

Grooming Overview

Understanding the grooming or entrapment process

Most sport activities 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 are developed. Such relationships of trust should be used appropriately to advise young people and demonstrate the positive values of sport. However, sport activities 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 there is an intention to meet and commit a sex offence with that child”*. More generally it can be seen as the process by which an individual manipulates all those around him/her, including, but not exclusively, the child, to provide opportunities to abuse that child and reduce the likelihood of being reported or discovered. The abuser will also attempt to manipulate the circumstances in which he/she is working to enhance the likelihood of working in an unobserved one to one situation with that person.

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. Recent research has found that sporting organisations are the third largest arena for incidents of sexual abuse.

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

1. Sport opportunity

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

2. Coach/authority figure inclination

The coach/authority figure may have a desire or interest in developing a relationship beyond that of the appropriate coach/authority figure/child relationship and the good practice boundaries expected by the sport and family of that relationship.

3. Athlete vulnerability

The child by virtue of the relationship with their coach/authority figure is vulnerable. They may view any potential inappropriate coach/authority figure behaviour as acceptable in order to achieve or advance their goals within the sport. Conversely the child may be anxious that questioning or raising a concern about the coach/authority figure’s behaviour may jeopardise their selection for their team or similar section.

Importance of challenging secrets

If abuse remains a secret, abusers will continue to abuse. If someone speaks about the abuse, this allows us to end the abuse, support the child and may open the door to treatment for the abuser. If you are unsure or worried about the sexual behaviour of someone you know (whether they are an adult or a child) you can contact: **Stop It Now! on 0808 1000 900**. The Child Protection in Sport Unit have provided a briefing; please see their website <https://the cpsu.org.uk/resource-library/2013/understanding-the-grooming-or-entrapment-process/>

Appendix 3

Support for victims and families.

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 following organisations may be able to help:-

Organisation	Contact Details
Child Protection in Sport Unit (CPSU)	Telephone Number: 0116 366 5590 Email: cpsu@nspcc.org.uk Website: www.thecpsu.org.uk
NSPCC Helpline	Telephone Number: 0808 800 5000 Email: help@nspcc.org.uk Website: www.nspcc.org.uk Online reporting: www.nspcc.org.uk/what-you-can-do/report-abuse/report-abuse-online
ChildLine	Telephone Number: 0800 1111 Email: www.childline.org.uk/registration Website: www.childline.org.uk 1:2:1 chat: www.childline.org.uk/get-support/1-2-1-counsellor-chat
The Samaritans	Telephone Number: 116 123 Email: jo@samaritans.org Website: www.samaritans.org
Victim Support	Telephone Number: 0808 1689 111 Email: www.victimsupport.org.uk/help-and-support/get-help/supportline/email-supportline Website: www.victimsupport.org.uk Online support: www.victimsupport.org.uk/help-and-support/get-help/request-support
CEOP – Child Exploitation and Online Protection Centre	Telephone Number: 0870 000 3344 Email: communication@nca.x.gsi.gov.uk Website: www.ceop.police.uk Online reporting: www.ceop.police.uk/safety-centre
Self Help	Website: www.self-help.org.uk
Kidscape	Telephone Number: 020 7730 3300 Email: info@kidscape.org.uk Website: www.kidscape.org.uk
Family Lives	Telephone Number: 0808 800 2222 Website: www.familylives.org.uk