



Safeguarding Policy (Children/Young People)

Date Approved by BCPS Council: 26 Feb 2020

To be reviewed on: 2023

This policy applies to every member and volunteer within the BCPS and should be read in conjunction with all other relevant Safeguarding documents (found on the BCPS website).



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1. Introduction

The British Connemara Pony Society (henceforth BCPS) places the highest priority on the safety and enjoyment of equestrianism, and recognises that it has a duty of care towards children and young people within the horse industry. The BCPS is committed to creating a culture of zero-tolerance of harm to children and young people and any person involved in a BCPS event must conduct themselves in a way which delivers the highest possible standard of care. Therefore, the BCPS is committed to implementing policies and procedures which ensure that all those involved accept their responsibilities to safeguard Adults at Risk from harm and abuse, in accordance with legislation.

The BCPS is fully committed to the principles of equality of opportunity and aims to ensure that no individual receives more or less favourable treatment on the grounds of age, sex, gender or gender reassignment, sexual orientation, disability, race, parental or marital status, pregnancy, religion or belief. The BCPS also acknowledges that that some children and young people, including disabled children and young people or those from ethnic minority communities, can be particularly vulnerable to abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare.

The BCPS works to ensure that all those involved in BCPS events are aware of their responsibilities to safeguard children and young people and understand what to do if they have a concern about the welfare of a child or young person.

2. Policy Statement

The aim of the BCPS is to safeguard all children, young people and Adults at Risk in our sport – for information on safeguarding Adults at Risk, please see our Safeguarding Policy (Adults at Risk). The BCPS is committed to creating and maintaining a safe and positive environment and an open, listening culture where people feel able to share concerns without fear of retribution.



The BCPS aims to ensure that all children and young people, regardless of age, ability or disability, gender reassignment, race, religion or belief, sex or sexual orientation, socio-economic background have a positive and enjoyable experience of our sport in a safe and child-centred environment.

The Working Together to Safeguard Children (2018) document published by the Department of Education states that:

- Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action and;
- In order that organisations, agencies and practitioners collaborate effectively, it is vital that everyone working with children and families, including those who work with parents/carers, understands the role they should play and the role of other practitioners.

All sport organisations need to take all reasonable measures to ensure the safety and welfare of all children and young people involved in the sport. There are two forms of Duty of Care:

The Legal Duty of Care: this refers to Health and Safety procedures where clear guidance and procedures are in place to ensure that steps are taken to minimise any dangers or hazards.

The Moral Duty of Care: this can more correctly be described as the sporting organisation's responsibility for the safety and welfare of all children and young people involved.

The guidance given in this policy is based on the following principles:

- The BCPS will ensure that children and young people are protected from harm, abuse and degrading treatment whilst participating in equestrian sports and associated activities.
- The BCPS values, listens to and respects children and young people.



- The BCPS will seek to ensure that our sport is inclusive and will endeavour to make all reasonable adjustments for any ability, disability or impairment, and we will also commit to continuous development, monitoring and review.
- It is everyone's responsibility to ensure the safety and well-being of all children and young people, and we must act appropriately and report concerns that arise within the BCPS or in the wider community.
- The BCPS will help everyone involved to adopt best practice to safeguard children and young people from abuse.
- The protection of children and young people is the primary consideration and may override the rights and needs of those adults working with them.
- All allegations, suspicions of harm and concerns will be taken seriously and responded to swiftly, fairly and appropriately.
- The BCPS recognises the role and responsibilities of the statutory agencies in safeguarding adults and is committed to complying with local safeguarding procedures
- The BCPS recognises the importance of making safeguarding personal and is committed to ensure that the safeguarding of children and young people is child-centric and outcome-focused.
- The concept of 'well-being' is threaded throughout English and Welsh legislation and is related to the personal dignity, support and inclusion of all.

The practices and procedures within this policy are based on the principles contained within UK legislation and government guidance, and have been developed to complement the Safeguarding Adults Boards policy and procedures. The phrase 'adult support and protection' is used instead of 'safeguarding' in Scotland. However, for consistency across the United Kingdom, the term 'safeguarding' is used for this policy in relation to Adults at Risk in Scotland.



3. Role of the BCPS

The BCPS fully accepts its legal and moral obligation to provide a duty of care, to protect all children and young people and safeguard their welfare.

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

- The welfare of children and young people is paramount and children have the right to protection from abuse.
- It takes all reasonable, practical steps to protect children and young people 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
- High standards of behaviour and practice are maintained through compliance with the BCPS safeguarding policies
- Everyone knows and accepts their responsibilities and works together: riders, officials, owners, volunteers and spectators

The role of the BCPS is to:

- Provide a policy for safeguarding children and young people and make sure that the Policy is accessible to all members
- Encourage and support each event or competition organiser to adopt and promote BCPS policies and procedures
- Ensure that all incidents and concerns are correctly reported and responded to in accordance with the BCPS Safeguarding Policy (Children and Young People)
- Cooperate with the Police and the relevant Local Authorities in taking action to safeguard a child or young person
- Use safe recruitment practices and continually assesses the suitability of volunteers to prevent the employment/deployment of unsuitable individuals within the BCPS
- Review and monitor the implementation of the Policy and procedures on an annual basis



- Ensure that all data collected by the BCPS is kept securely in accordance with GDPR legislation
- Share information about anyone found to be a risk to children and young people with the appropriate bodies, for example: Disclosure and Barring Service, Police, Local Authority/Social Services

The role of the BCPS Safeguarding Officer is to:

- Promote BCPS Safeguarding Policies and procedures to all members and volunteers
- Promote education and training to all volunteers and support their application of the Policy and procedures as appropriate
- Ensure safeguarding standards are met and maintained
- Manage and monitor the implementation of the Policy and procedures
- Record and report monitoring information as required
- Be the first point of contact for members, volunteers and parents/carers for any issue concerning the welfare of children and young people, poor practice or potential/alleged abuse
- Respond to any allegations, complaints or concerns raised from within the BCPS and operationally to deal with these to conclusion in accordance with this Policy
- Ensure confidentiality is maintained and information is only shared on a 'need to know' basis
- Maintain contact details for Social Services, the Police or other appropriate statutory agencies

The role of each member/volunteer is to:

- Accept and comply with the BCPS Safeguarding Policy (Children and Young People)
- Ensure that the BCPS Safeguarding Officer is informed of all relevant safeguarding concerns and incidents that occur



4. Legislation

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

England & Wales

- 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 2018
- Freedom of Information Act 2000
- Working Together to Safeguard Children (DfE, 2018)
- 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



Also important are the following Acts and government initiatives:

Protection of Freedoms Act 2012

<http://www.legislation.gov.uk/ukpga/2012/9/contents/enacted>

Brought about a wide range of measures, regarding numerous areas of law. Notably changes to the vetting and barring system to create the Disclosure and Barring Service.

Domestic Violence, Crime and Victims (Amendment) Act 2012

<http://www.legislation.gov.uk/ukpga/2012/4/contents/enacted>

Creates an offence of causing or allowing the death or serious harm of a child or adult at risk for those within the household.

Human Rights Act 1998

<https://www.legislation.gov.uk/ukpga/1998/42/contents>

Designed to incorporate into UK law the rights contained in the European Convention on Human Rights. The Act makes a remedy for breach of a Convention right available in UK courts, without the need to go to the European Court. In particular, the Act makes it unlawful for any public body to act in a way which is incompatible with the Convention, unless the wording of any other primary legislation provides no other choice.

Data Protection Act 2018 (including General Data Protection Regulations)

2018 Act - <http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

GDPR - <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016R0679&from=EN>

The original 1998 DPA was superseded in May 2018. The new Act supplements the General Data Protection Regulation (GDPR), which came into effect later the same month. The Act is designed to protect personal data stored on computers or on paper, regulating collection, storage, and use. The Act provides individuals with the legal rights to control information about themselves.

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

Introduced the new Vetting and Barring Scheme and the role of the Independent Safeguarding Authority. The Act places a statutory duty on all those working with



vulnerable groups to register and undergo an advanced vetting process with criminal sanctions for non-compliance.

Disclosure & Barring Service 2013

<https://www.gov.uk/government/organisations/disclosure-and-barring-service/about>

Criminal record checks: guidance for employers - How employers or organisations can request criminal records checks on potential employees from the Disclosure and Barring Service (DBS).

Making Safeguarding Personal Guide 2014

<http://www.local.gov.uk/documents/10180/5852661/Making+Safeguarding+Personal+-+Guide+2014/4213d016-2732-40d4-bbc0-d0d8639ef0df>

This guide is intended to support councils and their partners to develop outcomes-focused, person-centred safeguarding practice.

Many other pieces of UK and home nation legislation also affect child and young person safeguarding. These include legislation about different forms of abuse and those that govern information sharing. For example, legislation dealing with:

- Murder/attempted murder
- Physical Assault
- Sexual Offences
- Domestic Abuse/Coercive control
- Forced Marriage
- Female Genital Mutilation
- Theft and Fraud
- Modern slavery and Human exploitation
- Hate crime
- Harassment
- Listing and Barring of those unsuitable to work with children or young people



5. Definition of a Child/Young Person

Children are defined in the Children Act 1989 as people under the age of 18 years. For the purposes of this Policy the legal definition applies.

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 outcomes

There have been a number of studies which suggest that children or young people with disabilities or additional needs, are at increased risk of abuse. It is important to recognise that deaf or disabled adults may be vulnerable to abuse and this may be because:

- These children may be socially isolated
- 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 adults with disabilities are not abused
- They may be unable to resist abuse due to physical impairment or unable to communicate abuse because of speech, language and communication needs
- Fewer outside contacts and therefore limited opportunity to disclose abuse
- Possible failures to recognise the impact of abuse on children or young people with disabilities

6. Good and Bad Practice

The BCPS is committed to ensuring that all those involved in equestrian sport are safe from harm and abuse and therefore it is important for those all those working or volunteering in our sport to adopt the following guidelines:



- Always work in an open environment, ensuring that, where possible, interactions take place in view of others and with consent of those involved.
- Treat all children and young people fairly and with dignity and respect irrelevant of gender, ability, race, ethnicity or sex.
- Ensure that the child's or young person's welfare is always of paramount concern and should always be considered above winning and competition.
- Recognise the needs of each individual child or young person to avoid excessive training or undue pressure.
- Encourage children and young people to take responsibility for their own sporting development and support them with any decision they make.
- Build and maintain friendly, balanced and appropriate relationships with children and young people; including parents/carers where possible
- Always challenge poor behaviour, bullying, harassment, foul or inappropriate language or any other behaviour that could upset individuals.

The following are examples of poor practice and should be avoided:

- Engaging in rough, physical or sexually provocative games or behaviour
- Showing any form of favouritism
- Shouting, making negative comments or any other form of bullying towards athletes
- Using harassing, discriminatory or provocative language
- Engaging in inappropriate relationships with athletes under 18 years of age
- Spending unnecessary time alone with an athlete in a 1:1 situation
- Transporting athletes to events or training
- Having unnecessary physical contact with athletes
- Failing to adhere to organisational policies and procedures.

This list is not exhaustive and there are many other examples of poor practice.

7. Position of Trust and Abuse 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.



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. the child is 16). The BCPS, 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.

8. Types of Abuse/Harm

“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.



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

Examples 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
- Social isolation – being withdrawn or introverted, poor peer relationship
- Sleep disturbance (nightmares or bed-wetting)
- Running away from home
- Girls taking over the mothering role
- School problems e.g. falling standards, truancy
- Reluctance or refusal to participate in physical activity or to change clothes for games
- Low self-esteem
- Display of sexual knowledge beyond the child's age
- 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
- 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).
- Ensure access to appropriate medical care or treatment.

Examples 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.

9. Grooming

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 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 them, 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 they are 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:

i. 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. They may feel unable to refuse the offer or be flattered by the invitation.



ii. 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.

iii. 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 has provided a briefing; please see their website <https://thecpsu.org.uk/resource-library/2013/understanding-the-grooming-or-entrapment-process/>

10. Guidance on Dealing with a Child/Young Person Safeguarding Concern

All those involved in equestrian sport must recognise their own responsibility to safeguard children and young people and the importance of taking action where a concern about a child or young person has been raised.



It is not the responsibility of anyone working with the BCPS to make a judgement on whether or not child abuse has taken place; however, there is a responsibility to act on any concerns that are raised.

If you are concerned that a child is in immediate danger, contact the Police on 999 straight away. Where you suspect that a crime is being committed, you must involve the Police. If you have concerns and/or you are told about possible or alleged abuse, poor practice or wider welfare issues, you must report this to the BCPS Safeguarding Officer, or, if the BCPS Safeguarding Officer is implicated, report to the BCPS Chairperson.

If a child or young person discloses abuse to you:

Do

- Find a suitable place to listen to the child
- Stay calm and try not to show shock or disbelief.
- Listen carefully to what they are saying.
- Be sympathetic ('I am sorry that this has happened to you').
- Be aware of the possibility that medical evidence might be needed.
- Let the child talk freely and only ask non-leading questions where you need clarification.
- Tell the child that:
 - They did the right thing to tell you.
 - You are treating the information seriously.
 - It was not their fault.
 - You/the BCPS will take steps to protect and support them.
- Explain to the child what has to be done next and who has to be told – if they want information to be 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 and that you may need to pass information on to other professionals to help keep the child, or other children, safe.
- Report to the BCPS Safeguarding Officer
- Write down what was said by the child as accurately and as soon as possible



Do not

- Press the child for more details or cross-examine.
- Do not ask to see any injury which is not visible.
- Stop the child from freely recalling significant events, as they may not tell you again – for example, don't say 'Hold on we'll come back to that later'.
- Jump to conclusions.
- Do not promise to keep secrets – you cannot promise to keep this kind of information confidential.
- Criticise the alleged abuser.
- Contact the alleged abuser.
- Be judgemental.
- Pass on the information to anyone other than those with a legitimate 'need to know'.

When recording a disclosure:

- At the first opportunity, make accurate notes of the disclosure and date and sign your record – where possible, use an incident report form.
- You should aim to:
 - Note what the child actually said, using their own words and phrases.
 - Describe the circumstances in which the disclosure came about.
 - Note the setting and anyone else who was there at the time.
 - Describe any visible injuries or signs
 - Record any non-verbal behaviours
 - Separate out factual information from opinions or hearsay.
 - Be clear to distinguish between fact, observations, allegation and opinion.
 - Be aware that your report may be required later as part of a legal action or disciplinary procedure.
 - Note the action taken as a result of the concern.
- Under no circumstances should any individual attempt to deal with the problem alone.
- The primary responsibility of the person who first suspects or is told of abuse is to report it and to ensure that their concern is taken seriously.



11. Information Sharing

All sports organisation must comply with the Data Protection Act (DPA) and the General Data Protection Regulations (GDPR). Information about concerns of abuse includes personal data. It is therefore important to be clear as to the grounds for processing and sharing information about concerns of abuse. Processing information includes record keeping. Records relating to safeguarding concerns must be accurate and relevant. They must be stored confidentially with access only to those with a need to know.

The purpose of data protection legislation is not to prevent information sharing but to ensure personal information is only shared appropriately. Data protection legislation allows information sharing within an organisation. For example:

- Anyone who has a concern about harm can make a report to an appropriate person within the same organisation
- Case management meetings can take place to agree to co-ordinate actions by the organisation

Sharing information with the right people is central to good practice in safeguarding children, but information sharing must only ever be with those with a 'need to know'. Information sharing should be done when necessary and be proportionate, relevant, adequate, accurate, timely and secure.

Individuals within the BCPS should always share safeguarding concerns in line with the BCPS safeguarding policies, usually sharing with the Safeguarding Officer in the first instance, except in emergency situations. The safeguarding officer will then consider the situation and plan the actions that need to be taken, in conjunction with the adult at risk and in line with the organisation's policy and procedures and local safeguarding adults board policy and procedures.

Sharing with Parents/Carers

Wherever possible, if you are concerned about the welfare of a child, you should work in partnership with parents/carers. 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 BCPS Safeguarding Officer as soon as possible.

Sharing With and Without Consent

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.

Be open and honest with the child, 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. 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.

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.

12. Multi-Agency Working

To make an adult safeguarding referral you need to call the local safeguarding adults' team. This may be part of a MASH (Multi-Agency Safeguarding Hub). A conversation can be had with the safeguarding adult's team without disclosing the identity of the person in the first instance. If it is thought that a referral needs to be made to the safeguarding adult's team, consent should be sought where possible from the Adult at Risk.



Safeguarding adults' legislation gives the lead role for adult safeguarding to the Local Authority. However, it is recognised that safeguarding can involve a wide range of organisations.

Sports bodies may need to cooperate with the Local Authority and the Police including to:

- Provide more information about the concern you have raised.
- Provide a safe venue for the adult to meet with other professionals e.g. Police/Social Workers/Advocates.
- Attend safeguarding meetings.
- Coordinate internal investigations (e.g. complaints, disciplinary) with investigations by the Police or other agencies.
- Share information about the outcomes of internal investigations.
- Provide a safe environment for the adult to continue their sporting activity/ their role in the organisation.

13. Safer Recruitment

Anyone undertaking a role that involves contact with or responsibility for children or vulnerable groups should be taken through a safer recruitment process.

Having effective recruitment and selection procedures in place is of benefit to everyone involved in equine sports:

- Staff and volunteers have clearly defined roles and responsibilities
- Parents/carers are assured that measures are taken to only recruited suitable work with children
- Children can take part in their sport knowing that the people that are supporting them are deemed suitable.
- Organisations reduce the risk to their reputation.

The same procedures should be adopted whether staff are paid or unpaid and full or part-time.



Key parts of a Safer Recruitment procedure include:

- Writing a clear job or role description (what tasks will be involved)
- Writing 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 for adults:
 - Disclosure and Barring Service (DBS) – England and Wales
 - PVG (Disclosure Scotland) – Scotland
 - AccessNI criminal record check – 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)
- Probationary period

It may not always be practical to include all these steps in a recruitment process, but it is strongly recommended to incorporate in as many elements as you can. To check if a role is eligible for a criminal records check, see <https://www.gov.uk/government/collections/dbs-eligibility-guidance> for DBS, <https://www.mygov.scot/pvg-scheme/types-of-work-covered-by-pvg/> for Scotland and <https://www.nidirect.gov.uk/articles/using-criminal-record-check> for Northern Ireland.

14. Resources and Further Support

It is important to acknowledge that, in matters relating to any Adults at Risk 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)	<p>www.thecpsu.org.uk</p> <p>Email: cpsu@nspcc.org.uk</p> <p>Telephone: 0116 366 5590</p>
NSPCC Helpline	<p>www.nspcc.org.uk</p> <p>Online reporting: www.nspcc.org.uk/what-you-can-do/report-abuse/report-abuse-online</p> <p>Email: help@nspcc.org.uk</p> <p>Telephone: 0808 800 5000</p>
ChildLine	<p>www.childline.org.uk</p> <p>1:2:1 chat: www.childline.org.uk/get-support/1-2-1-counsellor-chat</p> <p>Email: www.childline.org.uk/registration</p> <p>Telephone: 0800 1111</p>
Victim Support	<p>www.victimsupport.org.uk</p> <p>Email: www.victimsupport.org.uk/help-and-support/get-help/supportline/email-supportline</p> <p>Telephone: 0808 1689 111</p>
CEOP – Child Exploitation and Online Protection Centre	<p>www.ceop.police.uk</p> <p>Online reporting: www.ceop.police.uk/safety-centre</p> <p>Email: communication@nca.x.gsi.gov.uk</p> <p>Telephone: 0870 000 3344</p>
Mind	<p>www.mind.org.uk</p> <p>Telephone: 03001233393</p>
Kidscape	<p>www.kidscape.org.uk</p> <p>Email: nfo@kidscape.org.uk</p> <p>Telephone: 020 7730 3300</p>
Family Lives	<p>www.familylives.org.uk</p> <p>Telephone: 0808 800 2222</p>



15. Sample Child/Young Person Safeguarding Incident Report Form

To be completed as fully as possible if you have concerns regarding a child or young person. It is important to inform the child (and their parent/carer if safe) that you have a duty to pass the information onto the safeguarding officer. The safeguarding officer will then consider the information and start to plan a course of action, in conjunction with yourself, the child and parent/carer involved and, if necessary, social care or other relevant organisations.

Your information			
Name			
Address			
Contact number(s)			
Email			
Name of organisation		Your role	

Personal information – child / young person					
Name				Date of birth	
Gender	Male <input type="checkbox"/>	Female <input type="checkbox"/>	Non-binary <input type="checkbox"/>	Another description (please state) <input type="checkbox"/>	Prefer not to say <input type="checkbox"/>
Is there any information about the child that would be useful to consider?					

Contact information – parent / carer



Name(s)		
Address		
Contact number(s)		
Email		
Have they been notified of this incident?	No <input type="checkbox"/>	Please explain why this decision has been taken
	Yes <input type="checkbox"/>	Please give details of what was said / actions agreed

Incident details (attach separate sheet if required)			
Date and time of incident			
Please tick one:	<input type="checkbox"/> I am reporting my own concerns.	<input type="checkbox"/> I am responding to concerns raised by someone else – please fill in their details:	
Name of person raising concern		Role within the BCPS or relationship to the child	
Contact number(s)			
Email			
<p>Details of the incident or concerns (include other relevant information, such as description of any injuries and whether you are recording this incident as fact, opinion or hearsay)</p>			



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Incident details (continued)

Child's account of the incident

Please provide any witness accounts of the incident

Name of witness (and date of birth, if a child)		Role within the sport or relationship to the child	
Address			
Contact number(s)			
Email			

Details of any person involved in this incident or alleged to have caused the incident / injury

Name (and date of birth, if a child)		Role within the sport or relationship to the child	
Address			



Contact number(s)		
Email		
Please provide details of action taken to date		
Has the incident been reported to any external agencies?	<input type="checkbox"/> No	<input type="checkbox"/> Yes – please provide further details:
Name of organisation / agency		
Contact person		
Contact number(s)		
Email		
Agreed action or advice given		

Declaration	
Your signature	*
Print name	
Today's date	

Contact your organisation's Designated Safeguarding Officer in line with BCPS's reporting procedures



Safeguarding Officer's name	
Date reported	