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AFRICAN UNION SPORTS COUNCIL

SAFEGUARDING IN SPORT AND SPORT FOR DEVELOPMENT (S4D) CONTEXTS IN AFRICA

A Practitioner's Guide from Policy to Action

german cooperation
DEUTSCHE ZUSAMMENARBEIT

Implemented by:
giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

SPORT FOR DEVELOPMENT

Published by:
Deutsche Gesellschaft für
Internationale Zusammenarbeit (GIZ) GmbH

Registered offices
Bonn and Eschborn, Germany

Address
Postcode and town, country
T +49 61 96 79-0
F +49 61 96 79-11 15

E info@giz.de
I www.giz.de/en

Author: Regional Project ‘Sport for Development in Africa’

Design/layout: Gecko Media Interactive

Nairobi, 2021

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FOREWORD

The Safeguarding in Sport practitioner's resource has come at a right time when the African continent is grappling with the Covid-19 pandemic with children being among the most affected as a result of the disruptions in the school systems making it more difficult for children to participate in safe physical and sports activities.

The resource provides a useful guide on how governments, sports confederations, organisations, clubs and individuals working in sport and Sport for Development can develop policies, guidelines and implement measures designed to safeguard children and vulnerable adults. It makes a great contribution towards protecting children in line with the African Union aspiration of the Africa we want enshrined in the Agenda 2063 as aspiration 6 stresses of an "Africa whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children." It also makes a significant contribution towards the implementation of the African Charter on the Rights of the Child.

Importantly, the resource is a big step towards fulfilling one of the recommendations of the first regional meeting of African ministers on the implementation of the Kazan Action Plan in Africa held in Antananarivo, Madagascar in September, 2019 that stressed the need to develop continental guidelines for safeguarding and the welfare of athletes and other sports stakeholders.

In line with the Statute of the African Union Sport Council of 2016 that encourages all Member States to develop relevant sport policies and programmes, we would like to encourage all Member States and the African sports movement at large to use this guide to develop and implement safeguarding policies from national to grassroots level. Prioritising the safeguarding of everyone who participates in sport and physical activities, particularly children is indeed a step towards achieving the Africa that we want.

Finally, we would like to share our gratitude to the German Development Cooperation for the great work put in to the development of this resource and we are looking forward to further collaboration in this effort in using sport as an important enabler of sustainable development in Africa.

HE Mrs. Amira Elfadil
Commissioner for Health, Humanitarian Affairs and Social Development, of the African Union Commission

ACKNOWLEDGEMENT

The United Nations Sustainable Development Goal 16 calls for a reduction in all forms of violence and an end to the abuse, exploitation, trafficking and all forms of violence against and torture of children. Whilst most participants in sport benefit from positive outcomes such as improved physical and mental wellbeing and the development of transferable life skills, far too many experience abuse and other forms of non-accidental violence.

Increasingly awareness of the risks of non-accidental harm whilst taking part in sport and sport for development programmes and the need to do more to safeguard participants is being embraced worldwide. Sport and sport for development programmes need to ensure safe, inclusive and enjoyable environments for both children, youth, and adults to practice and play. Everyone involved in sport has a duty of care to safeguard participants. The Safeguarding in Sport practitioner's resource is a toolbox for organisations, facilitators - those who teach, coach or lead sporting activities, for parents and guardians and communities in Africa. It provides comprehensive guidance on developing safeguarding policies and practice in sport and sport for development contexts and is an important training resource for athletes, coaches and sports officials.

Sport and Sport for Development is not just about the games. Sporting activities are used as a tool to engage target populations in programmes that work towards development goals such as peace promotion, gender equity, education, inclusion and health. To achieve this, effective safeguarding measures are essential to ensure that the right to participation in sport and physical activity in a safe and harm free environment for enjoyment – regardless of age, gender, origin or ability is fulfilled. This practitioner's guide on Safeguarding in Sport and Sport for Development (S4D) Contexts is a product of an intensive and inclusive process that comprised a wide range of stakeholders. It has been developed in accordance with recognised best practice but with the African context in mind. It has drawn on the International Safeguards for Children in Sport, IOC Safeguarding Toolkit, FIFA Toolkit and other examples of best practice in safeguarding in sport from around the World.

Special appreciation goes to the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ GmbH) on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) for providing financial and technical support in the development process. Further appreciation goes to Norman Brook - Senior Lead Expert on Safeguarding in Sport (Brook Sport Consulting and member of the Working Group for the International Safeguards for Children in Sport and of Safe Sport International's Education and Training Group), Phil Doorgachurn - Director of Safeguarding (LimeCulture CIC), Dr Lombe Mwambwa - Executive Director, (National Organisation for Women in Sport, Physical Activity and Recreation, Zambia), Liz Twyford - Sports Programmes Specialist, Unicef UK.

Finally, I wish to acknowledge the efforts of other stakeholders who may not have been mentioned here for their invaluable contribution during the development process of this guide.

Dr. D.H. Chipande
Coordinator (Head) of the African Union Sports Council

INTRODUCTION

Sport and physical activities are recognised globally as important enablers of sustainable development. They promote the holistic development of children and youth, regardless of their age, gender, origin, sexual orientation, or whether they have any disabilities or special needs. Sport and physical activities contribute to community member's social, mental and physical well-being, creating healthy and cohesive societies.

However, it is of utmost importance to ensure that sport truly supports the holistic development of children and young people and does not negatively affect their rights (UNICEF 2018, Children's Rights in Sport Principles). Safeguarding refers to the actions taken to promote the well-being of children, youth and vulnerable adults to ensure they are safe from harm. It involves proactively doing everything possible to minimise the risks inherent to these environments and prevent all forms of harassment, abuse, neglect or exploitation while ensuring that children, youth and adults can participate in sport in a safe environment that promotes enjoyment. Safeguarding also covers responding effectively when concerns are raised about a child, youth or adult facing the risk of harm.

This Safeguarding in Sport resource provides guidance for governments, organisations, institutions, federations and individuals working in sport and Sport for Development on developing policies, guidelines and implementing measures designed to safeguard children and vulnerable adults from non-accidental forms of harm. Although much of this resource is concerned with safeguarding children and young people as they are predominantly more likely to be harmed and taken advantage of, whether against their will or not, we recognise that best practice is to safeguard all children and adults associated with any kind of sport and Sport for Development programmes.

We also recognise that Sport for Development programmes tend to take place in challenging environments, where both children and adults can face an increased risk of harm simply due to the circumstances they are living in.

The resource introduces the concept of safeguarding and then looks at what best practice entails in terms of a sport or Sport for Development organisation, those who deliver programmes (the facilitators) and how programme participants can become engaged in safeguarding at a community level.

Figure 1: The content of this resource is organised around the organisation, the facilitators and the community being served.

For **consistency**, we have named those who deliver sport and Sport for Development programmes, the teachers, coaches, mentors, peer leaders, etc, whether they are staff or volunteers, **facilitators**. We have also named those who take part in sport or Sport for Development activities **participants**, recognising that the majority will be children and youth, but that some will be adults.

DEFINITIONS

BULLYING AND CYBERBULLYING occurs when a person (or persons) seeks to harm, intimidate or coerce someone perceived as vulnerable, either in person (bullying) or online (cyberbullying). Bullying can involve repeated and deliberate actions or hurtful behaviour that are repeated over time.

CHILDREN are defined as young persons under the age of 18. They are protected under the United Nations Convention on the Rights of the Child, which has been adopted by 197 nations.

DOMESTIC ABUSE refers to an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in most cases perpetrated by a partner or ex-partner, but also by a family member or carer. Domestic abuse is common, and, in most cases, is experienced by women and is perpetrated by men. Domestic abuse can include, but is not limited to, intimate partner violence (IPV), coercive control (a pattern of intimidation, degradation, isolation and control with the use or threat of physical or sexual violence), psychological and/or emotional abuse, physical or sexual abuse, financial or economic abuse, harassment and stalking, and online or digital abuse.

A child witnessing domestic abuse or intimate partner violence may be considered a form of psychological or emotional abuse of the child.

EXPLOITATION is the act of selfishly taking advantage of someone or a group of people to profit from them or otherwise benefit oneself.

A FACILITATOR refers to any individual who delivers physical education, physical activity, sport or Sport for Development activities to participants and can include teachers, coaches, mentors, peer leaders, activators, etc.

FINANCIAL ABUSE refers to the misappropriation of financial resources or the abusive use of financial control in the context of a relationship where there is an expectation of trust. Adults at risk, women in unequal relationships and older persons can be at risk of financial abuse. Financial abuse can sometimes be subtle and hard to recognise and is often associated with other forms of abuse.

Examples include:

- Someone taking or misusing another person's money or belongings for their own gain.
- Harming, depriving or disadvantaging someone by denying them access to resources.
- Controlling another person's purchases or access to money.
- Financially harmful behaviour that does not always involve a crime like theft or fraud.

GROOMING describes the act of befriending and establishing an emotional connection with a child, youth or vulnerable adult, and sometimes their family, with the intention of lowering their inhibitions with the objective of carrying out sexual abuse or exploitation. Grooming can take place online or in the real world, by a stranger or by someone they know – a family member, friend or professional.

HAZING refers to initiation ceremonies, including rituals, challenges and other activities, involving harassment, abuse or humiliation as a means to initiate a person into a group, such as a sports team.

HARASSMENT is defined by the unwanted nature of the action, which could include unwanted attention or the provision of items. It is for any given individual to determine what they consider to be acceptable and what they regard as offensive.

NEGLECT is the ongoing failure to meet a child or vulnerable adult's basic needs, including leaving them hungry or dirty, or without proper clothing, shelter, supervision or health care.

ONLINE ABUSE is any type of abuse that happens on the internet. It can happen across any device that is connected to the web, like computers, tablets or mobile phones. Online abuse can occur anywhere online, including through:

- social media
- text messages and messaging apps
- emails
- online chats
- online gaming
- live-streaming sites

Children and adults can be at risk of online abuse from people they know or from strangers. It might be part of other abuse which is taking place offline, like bullying or grooming, or the abuse might only happen online.

ORGANISATIONS refers to any organisation that is delivering sport or Sport for Development programmes. They can be governmental, non-governmental or community-based, and they can be active on a national regional or international level.

PARTICIPANTS refers to the beneficiaries of sport and Sport for Development programmes. Participants are normally children or young people but can include adults.

PERSON WITH AN INTELLECTUAL DISABILITY refers to children under 18 years of age or adults over 18 years of age who are, or may be, in need of services by reason of an intellectual disability.

PERSON WITH A PHYSICAL DISABILITY refers to children under 18 years of age or adults over 18 years of age who are in need of services by reason of a physical disability.

PHYSICAL ABUSE refers to any deliberate and unwelcome act – such as, for example, punching, beating, kicking, biting and burning – that causes physical trauma or injury. Such acts can also consist of forced or inappropriate physical activity (e.g., age- or physique-inappropriate training loads; forced activity when an individual is injured or in pain), forced alcohol consumption or forced doping practices.

PSYCHOLOGICAL (EMOTIONAL OR MENTAL) ABUSE refers to any unwelcome act, including confinement, isolation, verbal assault, humiliation, intimidation, infantilising or any other treatment which may diminish the sense of identity, dignity and self-worth. Psychological abuse is any type of abuse that involves the continual emotional mistreatment of a child or adult. It can involve deliberately trying to scare, humiliate, isolate or ignore a child or adult.

Psychological or emotional abuse is often experienced in conjunction with other kinds of abuse, although it can also happen on its own.

REGULAR CONTACT is defined as contact that occurs more than once per month.

SEXUAL ABUSE describes any conduct of a sexual nature, whether non-contact, contact or penetrative, where consent is coerced/manipulated or is not or cannot be given.

SEXUAL EXPLOITATION refers to the actual or attempted abuse of a position of vulnerability, power or trust for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.

SEXUAL HARASSMENT is any unwanted and unwelcome conduct of a sexual nature, whether verbal, non-verbal or physical. Sexual harassment can take the form of sexual abuse.

HUMAN TRAFFICKING is the process of recruiting, moving or transporting women, men or children for the purpose of exploitation, whether through forced work or their sale. They are often moved away from their homes and forced to work in the sex trade. Human trafficking can involve the use of force, fraud or coercion and result in modern-day slavery, which is the severe exploitation of people for personal or commercial gain.

A VULNERABLE ADULT is any person aged 18 or over who is, or may be, in need of services by reason of a disability, age or illness, and who is, or may be, unable to take care of him- or herself. This encompasses any person over 18 years of age who is unable to protect him- or herself against significant harassment, abuse, neglect or exploitation as a result of their athletic ability, race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language or birth. In the context of Africa, where there are high levels of gender-based violence, some women may be considered vulnerable. Other groups who may be vulnerable in an African context include the LGBTQIAP+ community, marginalised gender identities, refugees and internally displaced persons (IDPs), as well as people living with HIV and AIDS.

YOUTH are described as young persons aged between 15 and 24 who are transitioning from childhood to adulthood. With limited life experience they may not have developed resilience and may be more at risk of exploitation, harm or abuse. Youth under the age of 18 fall under the definition of children and are protected under the United Nations Convention on the Rights of the Child and national legislation.

UNDERSTANDING SAFEGUARDING

Safeguarding in the sport and Sport for Development contexts is the responsibility of institutions and organisations, who must make sure their staff, volunteers, operations, and programmes do no harm to children, youth or vulnerable adults, or expose them to harassment, abuse, neglect or exploitation. These institutions and organisations must ensure they have appropriate systems in place to respond to concerns.

Whilst most sport and Sport for Development organisations focus on safeguarding children, it is increasingly becoming best practice to think about how we can always safeguard everyone impacted by our programmes, including staff, volunteers and community members, by protecting them from inappropriate behaviour such as bullying and harassment.

Safeguarding measures seek to protect the health, well-being and human rights of individuals, thereby allowing people, especially children, youth and vulnerable adults, to live free from harm, while promoting their right to participation in sports in a safe and enjoyable environment. The human rights for individuals are set out in the United Nations Declaration of Human Rights and, specifically for children, in the United Nations Convention on the Rights of the Child. These rights are often incorporated into national constitutions through legislation or specific national policies and legal frameworks.

Child protection is part of the safeguarding process and refers to those measures that protect individual children who have been identified as suffering or likely to suffer significant harm. Safeguarding encompasses the policies and practices that sport and Sport for Development organisations employ to keep children safe, promote their well-being and respond to concerns.

Sport and Sport for Development programmes require robust safeguarding policies and measures as:

a) Sport is recognised as being an activity for enjoyment and/or physical exertion and skill often of a competitive nature where children, youth and vulnerable adults can face harassment, abuse, neglect or exploitation.
b) Sport for development (S4D) programmes, which entail the use of physical activity, physical education, sport, play, games, recreation, dance and traditional games to promote social and economic development through experiential learning, are delivered where social issues exist that make programme participants more vulnerable to harassment, abuse, neglect or exploitation in their community.

The well-being of children is considered of paramount importance and most countries have legislation to protect children, including a mandatory requirement to report serious forms of abuse to the police or a social services organisation. Keeping children safe is everyone's responsibility.

The United Nations Convention on the Rights of the Child covers a range of rights, including that:

- Children have the right to give their opinion, and for adults to listen and take their opinions seriously (Article 12).
- Children have the right to be protected from being hurt and from mistreatment, both mental and physical (Article 19).
- Children have the right to play and rest (Article 31).
- Children have the right to be free from sexual and economic exploitation (Article 34).

There is a responsibility for organisations to ensure that all participants, both children and adults, can take part in sport and S4D programmes that are safe, inclusive and enjoyable. Participants should be able to take part in activities in an environment free from harm, irrespective of their race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language, and birth or athletic ability.

Anyone can experience harm, but we know that some groups may be particularly vulnerable due to a variety of factors.

Table 1: Examples of groups of people who may be more vulnerable to harm in sporting contexts.

Children and young people	LGBTQIAP+ community members
Young adults	Refugees and internally displaced persons (IDPs)
Talented athletes	National minorities
Persons with a mental health problem	Indigenous peoples
Persons with an intellectual disability	Elderly persons
Persons with a physical disability	Persons living with HIV and AIDS
Women and girls	Persons living in poverty

Unacceptable Conduct

There are different levels of conduct expected from anyone associated with sport or Sport for Development organisations that will need to be addressed.

1. Conduct that is against the law and will need to be reported to and dealt with by the authorities.
2. Conduct that breaks the organisation's codes of conduct and may lead to dismissal or other disciplinary action.
3. Conduct that represents poor practice and will need to be addressed through a performance review process.

Conduct that involves harassment, abuse, neglect or exploitation may be serious enough to report to the authorities. In cases involving children, a mandatory requirement to report may exist in law. Other conduct may be deemed to be a breach of the organisation's code of conduct and require some sanction to be applied. Some conduct might not breach the code of conduct but might be considered poor practice and therefore need to be addressed with the individual concerned. Poor practice needs to be addressed as the failure to do so can lead to a culture within the organisation that allows harm to come to participants.

Types of Abuse

There are four types of abuse recognised by the World Health Organization (WHO), UNICEF and the Centers for Disease Control and Prevention (CDC): physical, psychological (emotional or mental), sexual and neglect.

These are defined below, accompanied by examples of serious cases of abuse that are required to be reported to the authorities, serious case that should be addressed through an organisation's own disciplinary procedures and a less serious case that constitutes poor practice that should be addressed through performance reviews.

Physical Abuse

Physical abuse refers to any deliberate and unwelcome act – such as, for example, punching, beating, kicking, biting, and burning – that causes physical trauma or injury. Such acts can also consist of forced or inappropriate physical activity (e.g., age- or physique-inappropriate training loads; forced activity when an individual is injured or in pain), forced alcohol consumption or forced doping practices.

Facilitator punches participant in the head several times for missing a goal during a match.	**Criminal Conduct**[1]
Facilitator reduces children to tears on a regular basis by making them perform exercises that are age-inappropriate.	**Disciplinary Conduct**
Facilitator makes children run laps of the sports field as punishment for failing a task.	**Performance Review**

Psychological Abuse

Psychological (emotional or mental) abuse describes any unwelcome act, including confinement, isolation, verbal assault, humiliation, intimidation, infantilising or any other treatment, which may diminish a person's sense of identity, dignity and self-worth.

In circumstances where a person is subject to physical abuse, sexual abuse or neglect, they are also subject to psychological abuse.

Facilitator starts sending unwanted personal messages and stalking a participant.	**Criminal Conduct**
Facilitator constantly laughs at a participant and encourages other participants to laugh when the participant makes mistakes.	**Disciplinary Conduct**
Facilitator shows favouritism in the team with the result that some participants feel excluded.	**Performance Review**

Sexual Abuse

Sexual abuse refers to any conduct of a sexual nature, whether non-contact, contact or penetrative, where consent is coerced/manipulated or is not or cannot be given.

Facilitator rapes or sexually molests a participant.	**Criminal Conduct**
Facilitator insists on participants wearing revealing attire while performing exercises.	**Disciplinary Conduct**
Facilitator favours female athletes over male athletes or vice versa.	**Performance Review**

Neglect

Neglect refers to the failure of a facilitator or another person with a duty of care towards a participant to provide a minimum level of care to the person, thereby causing harm, allowing harm to be caused or creating an imminent danger of harm.

Facilitator takes participants swimming without adequate safety equipment and measures, and a participant drowns.	**Criminal Conduct**
Facilitator fails to keep a register of attendance and a child goes missing from the session unnoticed.	**Disciplinary Conduct**
Facilitator does not allow time for water breaks during a practice session in the heat.[2]	**Performance Review**

1 Whether cases of neglect, physical, psychological or sexual abuse constitute criminal conduct will be dependent on legislation in the country where the alleged abuse took place.
2 Poor practice can often quickly escalate to more serious concerns that need to be reported or dealt with through disciplinary processes.

Behaviour Causing Harm

Whilst most forms of harm involve one or more types of abuse, there are other specific types of behaviour that cause harm worth considering.

Harassment

Harassment is defined by the unwanted nature of the action, which could include attention or the provision of items. It is for any given individual to determine what they consider to be acceptable and what they regard as offensive. In some situations, harassment can be a criminal offence and can lead to a restraining order or prosecution.

Harassment can take a variety of forms, with the most common being:

- suggestive sexual comments
- racist insults/jokes
- verbal abuse
- unwelcome attention

Harassment may be deliberate, unsolicited and coercive.

Harassment can involve directly or indirectly engaging in conduct that the person knows or ought to know:

a) causes harm or inspires the reasonable belief that harm may be caused to the victim or a related person by unreasonably:
   i. following, watching, pursuing or accosting the victim or a related person, or loitering outside of or near the building or place where the victim or a related person resides, works, carries on business or studies.
   ii. engaging in verbal, electronic or any other communication aimed at the victim or a related person, by any means, whether a conversation ensues or not.
   iii. sending, delivering or causing the delivery of letters, telegrams, packages, facsimiles, electronic mail or other objects to the complainant or a related person or leaving them where they will be found by, given to or brought to the attention of the complainant or a related person.

b) amounts to sexual harassment of the victim or a related person.

Bullying and Cyberbullying

Bullying can occur anywhere, at home, school, the sports field, other places in the community and online (cyberbullying). Bullying usually takes place over an extended period and can cause physical and emotional harm.

The impact of bullying on children and vulnerable adults is often underestimated and can cause considerable distress, which in turn can affect a person's health or development.

Bullying can be:

- **Physical:** pushing, kicking, hitting, pinching and other forms of violence or threats.
- **Verbal:** name-calling, sarcasm, spreading rumours, persistent teasing.

- **Emotional:** excluding, tormenting, ridiculing, humiliating.
- **Racial:** racial taunts, graffiti, gestures.
- **Sexual:** unwanted physical contact, homophobic taunts, abusive comments.

Bullying can occur between:

- An adult and a young person.
- A young person and another young person.
- A parent and their child

With sport being competitive in nature, the opportunity for bullying may be increased. Examples might include:

A participant being picked on for being a weaker competitor.

- Parents pushing their child too hard to participate and/or increase their performance.
- A facilitator adopting a win-at-all-costs attitude.
- Officials or parents/carers putting undue pressure on participants to perform.

Peer on Peer Abuse

Peer-on-peer abuse is the "physical, sexual, emotional and financial abuse and coercive control exercised within a child or young person's relationships, including intimate relations, friendships and wider peer associations".

Examples include:

- Being blackmailed to engage in sexual activities.
- Being threatened at knifepoint in changing rooms or toilets.
- Having sexual images taken of them without their consent.
- The rape of young people at school/college, at parties and away on trips.
- Being excluded from social groups because of where they come from or the languages they speak or do not speak.
- Having rumours and gossip spread about them.

Domestic Abuse – Includes Intimate Partner Violence (IPV) or a Child Witnessing IPV

Domestic abuse, also called "domestic violence" or "intimate partner violence (IPV)", can be defined as a pattern of behaviour in any relationship that is used to gain or maintain power and control over an intimate partner.

Domestic abuse is typically manifested as a pattern of abusive behaviour toward an intimate partner in a dating or family relationship, where the abuser exerts power and control over the victim.

The abuse can be physical, sexual, emotional or economic, or involve psychological actions or threats of actions that influence another person. This includes any behaviours that frighten, intimidate, terrorise, manipulate, hurt, humiliate, blame, injure or wound someone.

Domestic abuse can happen to anyone of any race, age, sexual orientation, religion, gender, socioeconomic background or educational level. Incidents are rarely isolated and usually escalate in frequency and severity. Domestic abuse may culminate in serious physical injury or death.

Victims of domestic abuse may also include a child witnessing intimate partner violence of a relative, or any other household member.

Financial Abuse

Financial abuse refers to the misappropriation of financial resources or the abusive use of financial control in the context of a relationship where there is an expectation of trust. Adults at risk, women in unequal relationships and older persons can be at risk of financial abuse. For example, there have been cases of parents being defrauded of money on the promise of their child being given opportunities to participate in trials for professional sports clubs only to discover that there were no trials.

Grooming

Grooming can be undertaken by both males and females and can occur both online and in the real world. It can be undertaken by an individual the child or young person knows or by a stranger.

Grooming refers to an individual working to create an emotional connection with a child to gain their trust with the distinct purpose of sexual abuse or exploitation.

Many participants will not understand that they have been groomed and that it constitutes abuse. They may have complicated feelings, like loyalty, admiration or love, as well as fear, distress and confusion. Abusers may invest a lot of time and effort into gaining a child's, and possibly the rest of their family's, trust by:

- offering advice and understanding.
- buying gifts, such as equipment.
- giving the child attention.
- using their professional position or reputation.
- taking them on trips, outings or holidays.

Once they have established trust, groomers will exploit the relationship by isolating the child from friends or family and making the child feel dependent on them. They will use any means of power or control to make a child believe they have no choice but to do what they want. Abusers may introduce 'secrets' to control or frighten the child. Sometimes they will blackmail the child or make them feel ashamed or guilty to stop them from telling anyone about the abuse.

When a child or adult is groomed online, groomers may hide who they are by sending photos or videos of other people. Sometimes the photos are of someone younger than the groomer to try to gain trust as a "peer". They might target one child online or instead contact lots of children in rapid succession and wait for them to respond.

Hazing

Hazing refers to Initiation ceremonies, including rituals, challenges and other activities, involving harassment, abuse or humiliation used as a way of initiating a person into a group such as a sports team. Hazing often occurs where there is a lack of adult supervision. It often occurs in conjunction with alcohol consumption and often involves unwanted sexual activity. Hazing is often wrongly tolerated by a sport organisation as part of its tradition.

Trafficking

Human trafficking is the process of recruiting, moving or transporting children or adults in order to exploit them, whether through forced work or their sale. They are often moved away from their homes and forced to work in the sex trade. There have been cases of human trafficking linked to sport in Africa where children have been transported to illegitimate sports training camps and been subject to abuse, neglect and exploitation.

Who Harms?

You will have heard the term "stranger danger" and possibly have noted parents giving their children advice on what to do if they are approached by a stranger.

Apart from family members what other adults might children trust who could potentially cause them some harm? Someone who holds a position of trust, where a person is in a position of authority over another person. Examples might include:

- An educator
- A religious leader
- A medical doctor
- A sports coach
- A young adult
- A friend (peer)
- A police officer

Schoolteachers, priests, doctors and sports coaches, alongside others including family members and peers, are caught and convicted annually for abusing children.

People who sit in positions of trust can abuse that trust to abuse children. The same is true for vulnerable adults. It is the trust between the two parties that enables the perpetrator to get close enough to the victim to abuse them. We know that anyone can harm a child.

Harassment and abuse often result from an abuse of authority, meaning the improper use of a position of influence, power or authority by an individual against another person. Most children and adults who have experienced sexual abuse were abused by someone they knew.

Poor Practice

When we talk about practice, we are referring to the way we behave in carrying out our role in the sporting context. For example, how we coach sport/ Sport for Development with children or vulnerable adults.

Poor practice refers to the behaviour of an individual in a position of responsibility that falls below the organisation's required standard (typically this is described in an organisation's Code of Conduct). Those who work with children and vulnerable adults in sport should first work according to the principle of "Do No Harm". They should then seek to ensure that their conduct safeguards the children or vulnerable adults they come into contact with through sport. They should always model best practice and work to create safe, inclusive and enjoyable settings for children and adults to take part in sport.

Poor practice may not be immediately dangerous or intentionally harmful to a child or vulnerable adult, but it can create an environment in which harassment, abuse or exploitation is more likely to occur.

The impact of harassment on a child or adult can be profound and can result in the child or adult feeling unhappy, demoralised or undervalued. Harassment is often an ongoing form of abuse that causes extreme distress by the nature of its continuous or repeated action, which is usually verbal in nature.

Abuse, whether short-term or prolonged, can be extremely damaging to a child or adult and the impact of abuse is often lifelong.

Poor practice is potentially damaging to the practitioner (facilitator or other roles in sport) and the organisation (club or project), as well as to the children or adults who experience it. Examples of poor practice include, but are not limited to, teaching or coaching with alcohol on the breath, smoking during a session, swearing at or in front of participants, or not paying due care and attention to the participants. Poor practice might lead to charges of neglect when failing to exercise due care and attention leads to an accident.

Poor practice can sometimes lead to or create an environment conducive to harassment or abuse. It can also lead to suspicions about a practitioner's motivation, even where no harm is intended. For example, if a facilitator is giving one child too much attention, regularly transports children in their car or encourages physical contact with children without obvious justification, this may raise concerns.

Codes of conduct and best practice guidelines are used in sport with the intention of eliminating poor practice and helping to safeguard participants by picking up concerns early and preventing their escalation.

ORGANISATIONS

All organisations, institutions, federations, schools and clubs working in sport and Sport for Development, whether they are small or large, should have policies and measures in place that ensure children, youth and vulnerable adults can take part in sport and other activities in a safe, inclusive and fun environment. Here are some of the things an organisation should do:

- Adopt a safeguarding policy.
- Create a culture of safeguarding in the organisation.
- Create a culture of listening to participants – children, youth and adults.
- Appoint lead officers for safeguarding.
- Develop codes of conduct.
- Introduce a safe recruitment process for all staff and volunteers.
- Ensure all staff and volunteer have basic safeguarding training.
- Formalise a system for reporting concerns.
- Develop relationships with key contacts in the police and social services ministry.
- Conduct regular risk assessments and implement a safeguarding plan.
- Communicate safeguarding operations to participants, parents/carers and the wider community.
- Ensure partner organisations are aligned with the safeguarding policy.
- Monitor the safeguarding policy and measures and review them on a regular basis.

Policy Development

All organisations, regardless of size, implementing activities in sport or Sport for Development for children or vulnerable adults should have a safeguarding in sport policy in place. As the interests of the child are of paramount importance, every organisation should have as a minimum requirement a child safeguarding policy in place but should remember that best practice is to safeguard everyone who takes part in or is impacted by the organisation's activities. Some organisations have separate policies and measures for safeguarding children and vulnerable adults.

A safeguarding policy is a statement of intent that demonstrates a commitment to safeguarding children involved in sport from any sort of harm and provides the framework within which procedures are developed.

A safeguarding policy makes clear to every individual what is required in relation to the safeguarding of children and vulnerable adults. It helps to create a safe and positive environment for participants and demonstrates that the organisation is taking its duty of care seriously. It also takes account of specific factors that may leave some children and adults to be more vulnerable.

Safeguarding policies should be adopted by the organisation's management structure and senior staff and should be used to build a culture of safeguarding within the organisation.

A good policy will be:

- clearly written and easy to understand.
- describe the organisation's understanding and definitions of all forms of harm.
- clearly set out the organisation's commitment to safeguarding children and vulnerable adults in all aspects of their work.
- clear as to who the policy applies to.
- clear that all children and vulnerable adults have equal rights to protection.
- endorsed by management and staff at the highest level of the organisation.
- clear that oversight of the implementation of the policy rests with management and senior staff.
- signed up to by all staff, volunteers, participants, parents/carers and programme delivery partners.
- developed and regularly reviewed in consultation with programme participants, including children, parents/carers and staff.
- accompanied by measures to implement the policy so that it is more than just a declaration of commitment.

When developing a safeguarding policy, consideration should be given to national legislation and to local safeguarding systems. There may be specific requirements set out in national legislation regarding people working with children or vulnerable adults, such as a requirement to obtain a police clearance certificate that indicates that a person has not committed an offence which would make them unsuitable to work with children or adults with mental health issues. Knowledge of mandatory reporting requirements and who concerns can be reported to should also be considered.

Consideration should also be given to the safeguarding requirements set by parent bodies such as sports federations that you might be affiliated with or with national sports safeguarding policies.

The contents of a Safeguarding Policy can include the following elements:

INTRODUCTION – including reference to the United Nations Declaration of Human Rights and/or, specifically for children, the United Nations Convention on the Rights of the Child.

BACKGROUND – provides an overview of the need to safeguard children and vulnerable adults in Sport for Development contexts.

DEFINITIONS – of different types of harm children or vulnerable adults might be subject to, such as harassment, abuse, neglect and exploitation.

PURPOSE – sets out the purpose of the policy to safeguard children, children and vulnerable adults, or all participants.

SCOPE – this is important to ensure that all staff, volunteers, participants, parents/carers and partners fall within the scope of the policy.

ROLES AND RESPONSIBILITIES – in terms of implementing the policy, those which apply to all participants and those that are specifically assigned to the management board and specific staff members.

CODE OF CONDUCT – setting out acceptable standards of behaviour in an organisation. The code of conduct seeks to promote best practice.

MONITORING AND REVIEW – how the implementation of the policy will be monitored, such as regular reporting to the management board and how often it will be reviewed, such as annually.

REPORTING PROCEDURES – how concerns must be reported considering mandatory reporting requirements and internal reporting measures.

CASE MANAGEMENT PROCESSES – how decisions are made to refer matters to the authorities or to conduct internal investigations, disciplinary procedures or appeals, or performance reviews.

INTERIM MEASURES – which set out the powers to suspend individuals pending the outcome of criminal proceedings or internal investigations, disciplinary procedures or appeals, or performance reviews.

WHISTLE-BLOWING – addressing the protections for persons reporting concerns and the penalties for vexatious complaints.

CONFIDENTIALITY – required to ensure that only those who need to know about an incident of harm in order to safeguard a child or vulnerable adult are informed of concerns.

STATEMENT OF COMMITMENT (for signing)

The measures and systems to be implemented, such as reporting and case management, may be included in an organisations policy document or may be prepared as stand-alone documents.

Safeguarding Focal Points

Safeguarding Focal Points are the staff or volunteers who have the delegated responsibility for coordinating the implementation of the Safeguarding Policy within a defined operational unit. A person or persons might be appointed to take the lead on safeguarding issues across the organisation and others may be appointed to take the lead on safeguarding issues at different training sites, for events or training camps and trips away from home.

Staff or volunteers given delegated responsibility for safeguarding may be referred to as welfare or safeguarding officers.

Safeguarding focal points responsibilities include:

- promoting a culture of safeguarding in the organisation that ensures a safe and friendly environment for all participants.
- ensuring the organisation meets its responsibilities to safeguard children and vulnerable adults.
- leading risk assessments and the implementation of safeguarding plans.
- acting as a first point of contact for people to raise concerns about a participant's welfare or where there are concerns of harassment, abuse, neglect, exploitation or poor practice.
- establishing contact with the police and social service providers.
- maintaining records of reported concerns and outcomes of actions taken.
- communicating the policy, safeguarding measures and code of conduct to participants, staff, volunteers, parents/carers and partners.
- reporting on safeguarding matters to the organisation's senior management.
- ensuring facilitators who have regular contact with children or vulnerable adults are properly vetted and have received safeguarding training on a regular basis.
- ensuring appropriate confidentiality is maintained.

Consideration should also be given to how best to support Safeguarding Focal Points – such as creating an advisory group to help them across their work in safeguarding, offering assistance with developing the organisation's policies and procedures, or allowing for an opportunity to confidentially discuss cases – so they are not left to make difficult decisions on their own.

Code of Conduct

Code of conduct describes acceptable standard of behaviour in an organisation and seeks to promote best practice.

Criminal Conduct

Police Criminal Justice System

Unacceptable Conduct

Internal Disciplinary Hearing

Poor Practice

Internal Performance Review

Where concerns are raised about the behaviour of a facilitator or participant in an organisation or about another person outside of the organisation, the alleged behaviour might be:

- **Criminal** – an alleged breach of the law that requires it to be reported to the police and may lead to charges being laid and subsequent criminal proceedings.
- **Unacceptable** - an alleged breach of the code of conduct which is considered a serious matter and may necessitate an internal investigation and possible a disciplinary/appeal hearing.
- **Poor practice** – an alleged minor breach of the code of conduct that may necessitate an intervention, such as a performance review and some additional training.

Organisations should strive to eliminate poor practice which, whilst it may not be immediately dangerous or intentionally harmful, can sometimes lead to an environment that fails to guard against harassment, abuse, neglect or exploitation.

All Sport and Sport for Development organisations should have a code of contact for all volunteers and staff that sets out the expected standards of conduct aimed at safeguarding those participating in the organisation's activities. All volunteers and staff should be bound by the Code of Conduct.

When writing different codes of conduct for different groups, the following might be considered:

- including statements about values in sport, e.g., treating people with dignity, respect, sensitivity and fairness.
- specifying the guidance and expectations around activities that include time spent away from home, including placing children in the care of others and overnight stays.
- guidance around working with children who have a disability or special needs.
- guidance around the appropriate use of information technology and social media to make sure that children are not put in danger and made vulnerable to exploitation.
- guidance on positive ways of managing the behaviour of children that do not involve physical punishment or any other form of degrading or humiliating treatment and are ability, age and gender appropriate.
- guidance on expected and acceptable behaviour of children towards others, particularly other children.
- clear consequences for not following the guidelines on behaviour that are linked to organisational disciplinary procedures.

When developing codes of conduct on different levels for your organisation, it is good practice to consult participants, including children, parents/ carers, staff and volunteers.

Sample Code of Conduct for (S4D) Facilitators

I hereby pledge to commit to my certification as a (S4D) Facilitator by following the (S4D) Code of Conduct.

I understand and respect the responsibility that comes along with my position as a role model for all participants, especially children and vulnerable adults.

I will promote good practice and:

- ensure Sport and S4D sessions offer a fun, safe and inclusive experience.
- respect the rights, dignity and worth of every participant without discrimination on account of age, race, skin colour, ethnic, national, or social origin, gender, disability, language, religion, political opinion or any other opinion, wealth, birth or any other status, sexual orientation or any other reason.
- always report any concern of poor practice or abuse immediately to a designated safeguarding officer. I acknowledge that I must report any concerns I may have – no action is not an option.
- lead by example when it comes to good sportsmanship and be a role model for others, including children – this includes not drinking alcohol, taking drugs or using foul, racist, homophobic or other discriminatory language in the presence of children or others.
- respect my position of trust and maintain appropriate boundaries with children, youth and vulnerable adults.
- work in an open environment and avoid spending time alone with children, youth or vulnerable adults away from others.
- arrive in sufficient time to set up activities and ensure that risk assessments are undertaken as necessary for all activities, programmes and events involving children, youth and vulnerable adults.
- ensure children, youth and vulnerable adults are safe by supervising appropriately and using safe training methods and techniques.
- challenge any form of bullying behaviour among and towards children, youth or vulnerable adults.
- communicate in a constructive, age-appropriate manner with children, ensuring they are never humiliated.
- provide meaningful opportunities that empower children and youth to share in the decision-making process.
- ensure that confidential information is not divulged unless with the express approval of all those concerned or when a case warrants disclosure to relevant authorities.
- encourage all participants to take responsibility for their own conduct and performance both on and off the sports field.
- communicate openly and transparently with all participants, or parents/carers where appropriate, making my expectations of them and what they can expect from me clear.

I will never:

- engage in or allow any verbal, physical or sexually provocative games with, or inappropriate touching of, children, youth or vulnerable adults (contact with buttocks, genitals and breasts will be avoided).
- engage in any sexual relationship with any participant under 18 years of age, including making sexually suggestive comments to a child.
- groom or exploit a child, youth or vulnerable adult for personal and financial gain.
- engage in the inappropriate use of social media – this includes engaging children in private social media conversation and never posting comments that could compromise their well-being or cause them harm.
- reduce a child or vulnerable adult to tears or scare or humiliate him/her as a form of control.
- engage in bullying behaviour.
- condone rule violations, any form of violence or the use of prohibited substances.
- intentionally physically hurt or threaten to hurt a child, youth or vulnerable adult – hitting and punching may be regulated forms of contact in some (combat) sports but have no place in most sports.

DOWNLOAD

https://www.sport-for-development.com/imglib/downloads/safeguarding/giz-2021-en-sample-code-of-conduct-for-(s4d)-facilitators-safeguarding-in-sport-and-s4d-contexts.docx

Vetting Facilitators

Any sport or Sport for Development organisation should take all reasonable steps during the recruitment process to prevent unsuitable individuals from working with children, youth or vulnerable adults.

There may be statutory requirements in a country that require people working with children, youth or vulnerable adults to be checked for a criminal record, or vetted against sexual offenders or child protection registers on a regular basis.

At a minimum, organisations should ask staff and volunteers working with children or vulnerable adults to produce a current police clearance certificate prior to their engagement or during the recruitment processes. This should also apply to international volunteers who should be required to submit an international police clearance certificate.

Where it is not possible to obtain a police clearance certificate the organisation should request a signed affidavit confirming that staff and volunteers have never been subject to allegations of child abuse or convicted for sexual or other violent offences and have never been subject to disciplinary proceedings related to harming children or vulnerable adults or disqualified from working with children or vulnerable adults in any country.

In addition to obtaining a current police clearance certificate or affidavit, sport and Sport for Development organisations can also take the following steps to assess a person's suitability to work with children or vulnerable adults:

- Ask the person to provide the names of two referees, contact them and ask about the person's suitability to work with children and vulnerable adults in sport and Sport for Development contexts.
- Check the person's qualifications and experience for the role of a facilitator in an organisation, including if they were expected to coach a sport that they have a recognised coaching qualification in.
- Interview the person and assessing their attitude to safeguarding and their experience of working with children, youth, or vulnerable adults.
- Present the person at the interview with a scenario of a safeguarding nature and ask what they would do in that circumstance.
- Ask the person if they have ever been refused work that involved contact with children or vulnerable adults or whether there is anything that the organisation should know that could affect their suitability to work with children or vulnerable adults.

Safeguarding Training

Any organisation offering sport or sport for development activities and programmes should ensure that every individual in their organisation that has regular contact with children and vulnerable adults receives annual safeguarding training. This may include basic safeguarding training delivers as part of the staff member or volunteer's induction or annual update.

Several International Sports Organisations offer free online safeguarding training and there are NGO's that can offer in person or online training.

International Olympic Committee – Safeguarding Athletes from Harassment and Abuse - https://www.olympic.org/athlete365/courses/safeguarding-athletes-from-harassment-and-abuse/

Sport Ireland Ethics - Safeguarding 1 Online Refresher - https://www.sportireland.ie/ethics/safeguarding-1-online-refresher

UEFA – Online Safeguarding in Football Courses - https://uefa-safeguarding.eu/learning

FIFA – Online Safeguarding in Sport Course for Open Learners - https://safeguardinginsport.fifa.com/open-learners/

Sport Australia – Play by the Rules - https://pbtr.ausport.gov.au/auth/login/?returnUrl=%2Fq%2FPBTR-CP

Coaching Association of Canada – Safe Sport Training - https://safesport.coach.ca/participants-training

Organisations should also embed a culture of safeguarding by including safeguarding as cross-cutting topic and agenda item in all staff and volunteer meetings.

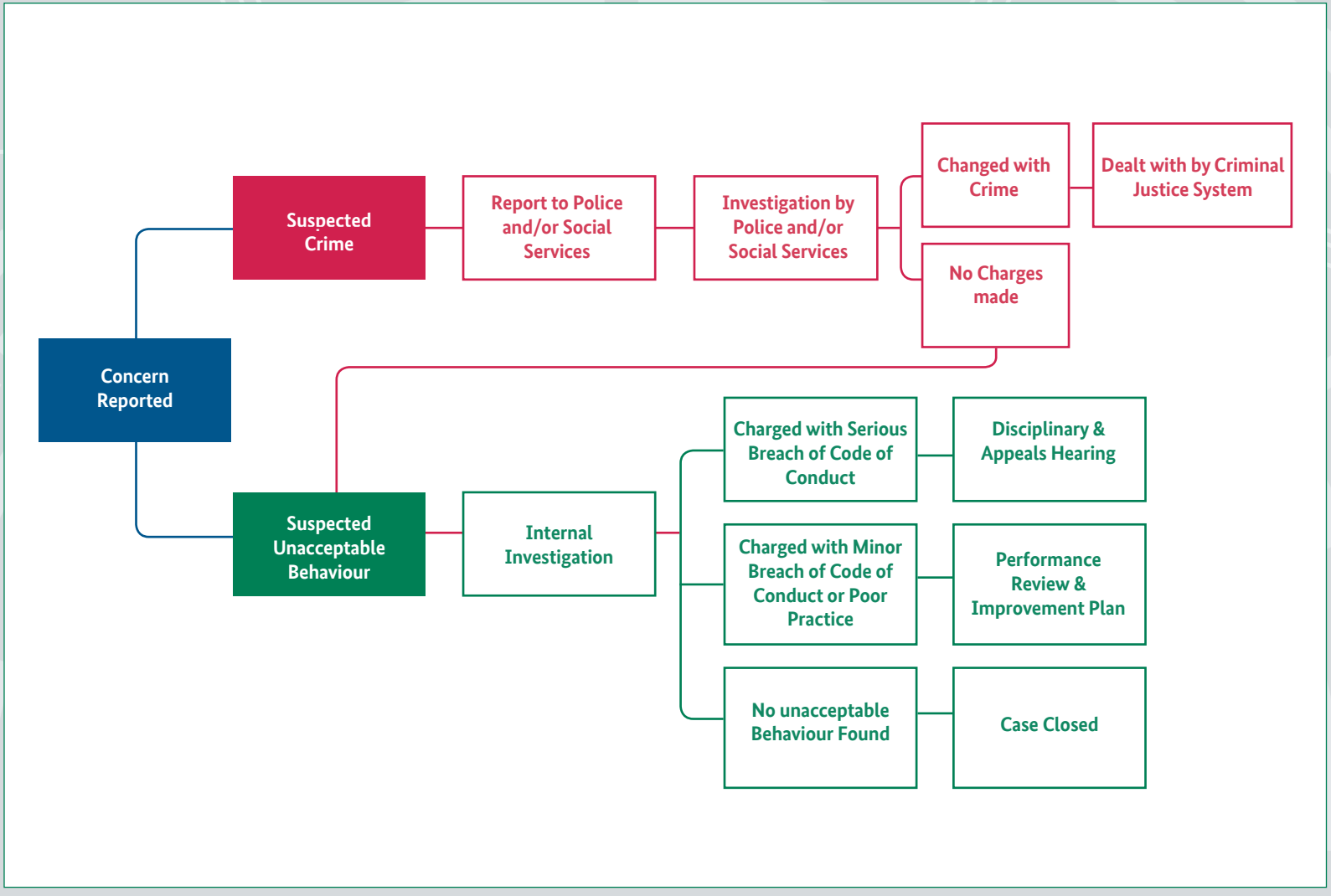
Measures to Respond to Concerns

Sport and Sport for Development organisations should have in place measures for reporting concerns of harassment, abuse, neglect, exploitation or poor practice. Everyone associated with the organisation should know how to report their concerns, and there should be clear step-by-step guidance on what to do in different circumstances.

When developing measures to respond to safeguarding concerns, the following should be included:

- There are clear procedures in place that provide step-by-step guidance on what action to take if there are concerns about a child or vulnerable adult's safety or well-being, both within and external to the organisation.
- There is a designated person in your organisation responsible for taking the lead on safeguarding, whether that be the safeguarding focal point or welfare/safeguarding officer.
- Your organisation provides participants, parents/carers, volunteers, staff and partners with information about their rights, who they can turn to if they are worried and how they can report their concerns.
- Information should be available to participants, parents/carers, staff, volunteers and partners about what is likely to happen following a disclosure, in a format and language that can be easily understood by everyone.
- There are arrangements in place to provide support to participants, staff and volunteers during and following an incident, allegation or complaint.
- A process for dealing with complaints in a fair and transparent way that includes referrals to proper authorities, or internal investigations where appropriate, as well as disciplinary or appeal hearings and performance review processes.
- All incidents, allegations and complaints are recorded, monitored and stored securely. Flowcharts are helpful and easy to use when people need to be able to respond quickly.

Figure 2: Example Case Management Flow Diagram



The above figure illustrates the course that different safeguarding concerns might take. Where there are immediate concerns of a child or vulnerable person's safety or where it is suspected a crime has taken place the matter must be referred to the police or a social services provider.

Where a referral has been made to the police or social services provider, a sport or Sport for Development organisation should suspend the alleged perpetrator, without prejudice, pending the outcome of the criminal justice proceedings. An organisation might also wish to suspend a person pending an internal investigation into a breach of the code of conduct or poor practice where there has been potential harm to a child or vulnerable adult. It is important that organisations have interim measures incorporated into their safeguarding policy so that they can suspend staff pending the outcome of criminal proceedings or internal investigations, disciplinary/ appeals or performance reviews.

It is important that children and vulnerable adults, their parents/carers and others in the organisation know that they can approach and disclose their concerns to the organisation's safeguarding focal points who they rely on as trusted adults.

All volunteers and staff working in the organisation should know how to receive disclosures or concerns from parents or children and how to pass these on to the safeguarding focal point. It is more likely a parent or child will speak to a facilitator in the first instance, where they may have a stronger relationship – than having to seek out the safeguarding focal point. Volunteers and staff should also be aware of signs of abuse and of the behaviours of adults that would give rise to a concern.

It is also important that persons who raise concerns are supported by the organisation, especially if they are children or vulnerable adults. Equally, it is important to provide support to the person accused of criminal or unacceptable behaviour or poor practice until the outcome of the case is finally determined. Information on each case should be shared only on a need-to-know basis to preserve confidentiality and to protect the interests of all parties involved.

Assessing Safeguarding Risks

The measures that sport and sport for development organisations adopt to safeguard children and vulnerable adults can be enhanced by conducting regular risk assessments and drawing up a safeguarding implementation plan.

In Chapter 4 of this resource, we explore how staff, volunteers, participants, parents/carers, and other members of the community can work together to assess safeguarding risks and develop safeguarding implementation plans.

Risk assessments are conducted around:

- Higher-risk locations and activities
- Specific vulnerabilities of our participants
- Facilitators and their practice
- Organisational and community policies
- Lifestyles and routines
- Community physical environment
- Health, accident prevention and physical safety concerns.

Risk assessments lead to the development of safeguarding implementation plans where risks are prioritised, and measures actions identified to mitigate risks.

Communication

There is little point in having a strong safeguarding policy and measures in place if few people in the organisation know about it. It is everyone's duty to safeguard children, youth and vulnerable adults and they should have information on the policy, be signed up to the code of conduct, know how to report concerns and be consulted during reviews of the policy.

If the organisation has a website, information on safeguarding and how to report concerns should be prominent on the site and easily accessed through a button or link on the home page.

Children and vulnerable adults, parents/carers, staff, volunteers and community members should

be advised on where to access help and support. We have a duty to ensure advice and support is in place to help people to play their part in safeguarding children and vulnerable adults such that they know who they can turn to for help.

Sport and Sport for Development organisations should consider other ways in which they can provide children and vulnerable adults with advice and support on keeping themselves and one another safe. In chapter 4 we look at the teaching of protective life skills aimed at helping participants in sports programmes to stay safe from harm using a Sport for Development approach.

Partnerships

To act quickly to safeguard children and vulnerable adults when a concern is raised it is good to have established relationships with individuals and organisations that can assist you. Sport and Sport for Development organisations should establish who their key contacts might be in the police and a local social services provider. By establishing a relationship with the right person, they can seek support and advice quickly when a problem arises. With the police, this may be an officer assigned to child protection matters in the community. Social services may be provided by the government, through a recognised social services provider or through an NGO that works in the safeguarding space. Identifying the right person to talk to and sharing your policy and measures with them can assist greatly when seeking support and advice.

Challenges can arise when two or more partners are involved in commissioning, funding and delivering a particular activity. Situations have arisen where children have been put at risk or harmed either because adequate safeguards were not in place or because partners were unclear about their respective responsibilities. It is therefore vital that everyone involved in this delivery process is confident that all appropriate steps have been taken to safeguard the children involved.

With partner organisations such as donors or other sport and Sport for Development organisations, it is important to influence and promote the adoption and implementation of measures to safeguard children and vulnerable adults. Organisations should share learning about how to make sport safer for children and vulnerable adults. Your organisation's safeguarding policy should form an essential part of any partnership agreements. Where organisations are attending an event you are organising, such as a tournament, you may wish to have them sign up to your safeguarding policy so that their staff, volunteers and participants are included in the scope of your policy during the event.

Monitoring & Review

An organisation's safeguarding policy needs to be a live document that can be adapted through learning and where safeguarding measures can be constantly improved to reduce risk to children and vulnerable adults. The management board and senior staff should receive regular updates on safeguarding in the organisation, and there should be an annual review of the policy and the practices in place.

Safeguarding policies and measures may also have to be reviewed where there have been lessons learned from a case, where there are changes to legislation or where there is a major change in how the organisation operates.

Reviews should involve consulting with children and vulnerable adults, parents/carers, staff, volunteers and others.

Regular monitoring at an organisational level can also help identify trends and help an organisation respond more quickly to emerging concerns.

Systems should be put in place to record progress in cases, and risk assessments should be conducted on a regular basis both at an organisational level and in relation to specific events or activities.
The highest level of the organisation has the responsibility to oversee the implementation of the monitoring and review processes.

Reporting to members, community members and funders about safeguarding concerns and how they were resolved (or that they were resolved), while protecting the privacy of the persons involved, can help build a culture of participatory accountability for safeguarding and protection.

Covid-19 – Impact on Safeguarding Policies and Measures

The importance of safeguarding policies and measures being treated as living documents that are reviewed regularly, reflect lessons learned and are adapted when significant changes occur in an organisation's structure or programming was highlighted in 2020 when the world was hit by the Covid-19 pandemic.

The pandemic has had a major impact on how sport and Sport for Development organisation operate, with children and young people forced to isolate and denied the opportunity of meeting to play sport and develop life skills in safe, inclusive and fun environments.

As sport and Sport for Development programmes closed and social distancing measures were put in place, many children and youth missed out on opportunities for development. During the pandemic they missed out on the physical, cognitive and social stimulation that they would normally receive outside their home by attending sport-based programmes. Research studies have suggested that the pandemic has had a negative impact on the physical and mental well-being of young people.

There has also been a rise in abuse against children in the home because of families being locked down. With many families undergoing financial stress, children and young people faced higher rates of housing and food insecurity and others were subject to rising rates of neglect and household dysfunction. With children locked away at home, the concerns that are often raised by observing children in different settings such as schools, clinics or even sports programmes were not possible, meaning many cases of abuse were not reported.

In an attempt to address isolation and the need to keep children and youth engaged in physical activity for their health and development, many sport-based organisations replaced face-to-face contact with online contact, creating an increased risk for children and young people online.

Adapting to the pandemic has resulted in remote or socially distanced programmes of activity which, while not being ideal for the development of children and youth, at least offered some level of social interaction and encouraged them to remain physically and mentally active.

The pandemic became a time for sport and sport-based organisations to revisit their safeguarding policies and measures by conducting revised risk assessments of the new ways they were operating to maintain contact with their beneficiaries and to encourage them to continue to exercise and socialise (refer to the section discussing how organisations can assess risk).

Facilitators required additional training on how to recognise signs of abuse during distanced contact with children and youth in their programmes, reinforcement of reporting measures and their use of online resources to communicate with the children and young people in the programme (refer to the section discussing how facilitators can manage online practice and digitalisation).

FACILITATORS

In this section of the resource, we consider the responsibilities of facilitators, the teachers, coaches, mentors, peer leaders, activators, etc, who deliver physical education, physical activity, sport or Sport for Development activities to participants and provide best practice guidelines to assist them in meeting their duty of care.

All sport and Sport for Development facilitators, staff and volunteers have a duty of care to children and vulnerable adults and a responsibility to ensure they can participate in sport and other activities in a safe, inclusive and fun environment. Here are some of the things a facilitator can do:

- keep children and vulnerable adults safe from harm.
- confirm that they are suitable to work with children or vulnerable adults by meeting vetting requirements.
- adhere to the safeguarding code of conduct.
- undertake regular safeguarding training.
- be able to recognise signs of abuse.
- be able to respond to a disclosure.
- know how to report concerns that arise.
- create a safe, inclusive and enjoyable sports environment for all participants.

All facilitators should contribute to a culture of safeguarding that should exist in all sport and Sport for Development organisations. They should sign up to the organisation's safeguarding policy and code of conduct, receive training on safeguarding children and vulnerable adults, know how to respond appropriately to any safeguarding concerns and demonstrate best practice in working with children, youth and vulnerable adults.

Facilitators should work to ensure safe, inclusive and enjoyable sports environments for children and adults. They should address any elements of organisational culture that allows poor practice as this can lead to a "slippery slope" of boundary violations that allow abuse to take place. Organisations that set clear boundaries and deploy facilitators that adhere to best practice in performing their roles enable safe, inclusive and enjoyable sport to take place for participants, free from non-accidental harm.

Recognising Signs of Abuse

As an adult working with children or vulnerable adults on a regular basis, a facilitator is well placed to recognise signs of abuse and has a duty of care to report any concerns they may have. Facilitators may start to have concerns regarding the well-being and safety of a child, youth or vulnerable adults having noticed signs over a period. The fact that a facilitator has concerns is sufficient for them to report these to a safeguarding focal point or the statutory authorities. Facilitators are not required to investigate their concerns, but simply to report them to an appropriate person.

Concerns may arise because of a facilitator's own observations or as a result of a disclosure from a participant or third party. If it is a result of your observation and you have the feeling that something is wrong, it is always better to act on your feelings.

Facilitators do not have to determine if abuse is occurring as that is the role of the appropriate person appointed to investigate the concerns. When reporting concerns of abuse of a child or vulnerable adult, whistle-blowers are normally protected provided their report is not vexatious.

In all cases, confidentiality is a priority and it is only when a whistle-blower is required to become a witness in criminal or disciplinary proceedings that their name will become known by an alleged perpetrator.

The following are possible signs that a child or vulnerable adult might be being abused. On their own these might not be enough to indicate abuse, and there may be perfectly reasonable explanations for them. A child with bruises and cuts might have been playing in a tree and fallen, thereby sustaining injuries. Repeated occurrences of such injuries may, however, start to raise some concerns. It should not be assumed that abuse will be easy to identify as children and vulnerable adults can be bruised easily in everyday life while taking part in physical activity. They may be moody and unpredictable, especially during adolescence, or experience changes in behaviour because of external factors.

Possible signs of abuse:

- unexplained burns, bruises or cuts
- inconsistent explanation of injuries
- talking about sexual acts or using sexually explicit language
- sexual contact with other children or showing adult-like sexual behaviour or knowledge
- using toys or objects in a sexual way
- change in normal behaviour, appearance, attitude or relationships with others
- changes to achievement and progress
- becoming withdrawn or clingy
- changes in personality
- becoming more insecure than previously observed
- regression to younger behaviour
- inexplicable fear of places or people
- excessive fear of making mistakes
- difficulty in socialising
- sudden weight loss or gain, or evidence of a possible eating disorder
- becoming secretive or reluctant to share things with you

In isolation, each of these might be part of a child's normal development. But if you see a child behaving in one of these ways, it may be a sign of something more serious and you should raise a concern with your safeguarding focal point.

Facilitators may also observe adult behaviours towards children or vulnerable adults that raise concerns, such as inappropriate social media contact, giving lifts or gifts, favouritism and meeting out of sight of others. These are potential concerns that should be raised with the organisation's safeguarding focal point.

Dealing with Disclosures

As a result of the life skills taught through Sport for Development programmes, as well as learning about their rights and how to exercise them, children and vulnerable adults develop help-seeking behaviours, such as telling a trusted adult in their network if they feel unsafe. Being a trusted adult, a child or vulnerable adult might feel comfortable sharing with a facilitator that they are being abused.

Children and vulnerable adults may not find it easy to disclose their concerns. In certain groups disclosing abuse may be more difficult – children from different ethnic groups may find it difficult to find people to confide in, there may be language barriers, or a child or adult may find it difficult to communicate due to a disability.

If a child or vulnerable adult indicates that they are being harmed, or information is received that gives rise to the concern that a child or vulnerable adult is being harmed, the facilitator receiving the information should:

1. **stay calm** and ensure that the child or adult is safe and feels safe.
2. **listen carefully** to what is being said, allowing the child or adult to continue at their own pace.
3. explain that it is likely that the **information will have to be shared with others** – do not promise to keep secrets, but explain that only those who need to know to help support and protect them will be informed. Best practice is to seek consent from the child, even though you do not need it to share the information.
4. **keep questions to a minimum** to ensure a clear and accurate understanding of what has been said. Avoid probing the person for more information than is offered.
5. **reassure** the child or adult that they have done the right thing in sharing the information.
6. show and tell the child or adult that what he/she says is being **taken seriously** and recognise any difficulties inherent in interpreting what they said.
7. tell the child or adult **what will be done next** and with whom the information will be shared.
8. **record in writing** what was said as soon as possible, using the child or adult's words. Record dates and times, any names mentioned and to whom the information was given. Information should be noted as given, clarifying what is considered as facts, hearsay or opinion, and the record should be signed and dated.

Facilitators being disclosed to may experience feelings such as shock, anger or helplessness. It is important to conceal these feelings as your reaction may adversely affect the child or vulnerable adult concerned.

It is important to remain calm, be supportive and to refer the matter to the designated safeguarding

lead or, if the child or vulnerable adult is in immediate danger, to the police or social services.

You should never dismiss a concern, irrespective of whether you believe what you are being told or not. You should always report the disclosure – untrue disclosures, even when the person is anonymous, are rare. You may also have a mandatory responsibility by law to report the concern to the police or social services.

It is important not to approach the alleged perpetrator as this may put the child or vulnerable adult at risk or jeopardise a criminal investigation. You should also avoid conducting a personal investigation of the case or making negative comments about the accused person.

A facilitator's duty of care is to report a disclosure, NOT to investigate it.

Reporting Concerns

Sport and Sport for Development organisations should have standard procedures in place for reporting concerns of abuse. Concerns may include situations where harm is happening at the organisation or in the home or elsewhere in the community. Concerns can be current or be about a past situation (non-recent cases of abuse). They may be concerns of maltreatment (harassment, abuse, neglect or exploitation), poor practice or a perceived failure of the organisation to safeguard children or vulnerable adults.

Irrespective of the legal requirements around mandatory reporting, it is good practice to report suspected abuse cases to competent authorities to investigate. Facilitators should be aware, though, that there are mandatory requirements that compel them to report concerns of alleged abuse of children or vulnerable adults to the police and social services authorities in many countries, and failure to do so could lead to prosecution.

If a child or vulnerable adult is in immediate danger of serious harm, concerns should be reported to the police and/or social services. Follow up by reporting to your designated safeguarding focal point.

If a child or vulnerable adult is not in immediate danger or if the matter constitutes a breach of the code of conduct or poor practice, report the matter to your designated safeguarding lead. If your organisation has not appointed a designated safeguarding lead the concern should be reported to someone more senior in your organisation or community.

Ensure that only those people that need to know to help protect the child or vulnerable adult from harm are informed of the concern.

Concerns can be reported:

- In writing using your organisation's template reporting form or, in the absence of a form, on a signed and dated piece of paper.
- By phone or email to the police, social services or the designated safeguarding lead.
- In person to the police, social services or the designated safeguarding lead.

Making sure reporting contact numbers or addresses are provided on a card or in the handbooks/materials provided to facilitators, staff and organisation leaders is good practice.

Safe Practice

Sport and Sport for Development programmes aim to develop both the sports talents and life skills of their participants, developing not just the player technically but also the person holistically. Critical in this mission is the facilitator, who must have positive and sustained relationships with the participants.

Facilitators need to communicate with participants in a positive and age-, gender- and ability-appropriate manner, providing encouragement, praise and positive feedback. It is important that they respect diversity, be inclusive and develop a sense of belonging for all participants. By modifying activities to suit the needs of all participants, facilitators can enable them to enjoy successful participation.

Through positive teaching/ coaching behaviours and by creating a safe environment for all participants, Sport for Development activities can lead to positive outcomes for all participants.

To create a safe sport environment, sport and Sport for Development organisations need to consider the

risk of participants being exposed to harassment, abuse, neglect or exploitation and take steps to minimise these risks. In the next chapter we discuss an approach to risk assessment and actions to mitigate risk. In this chapter we will discuss some of the high-risk locations and activities, as well as facilitators and their practice

Practice Facility

Facilitators need to be aware of the risks posed by the facility used for an organisation's activities. Is the facility secure or do members of the public have free access the area? Is the facility shared by other groups? Are your participants always supervised? Are there people with cameras photographing or videoing the participants? What happens if a participant needs to use the washrooms? Are changing rooms, showers and washrooms shared or just for this training group?

These are important questions to ask, but equally important is putting in place measures to mitigate such risks.

Changing Rooms, Washrooms, First Aid Rooms

Changing rooms, washrooms and first-aid rooms are high-risk locations where measures need to be taken to ensure the well-being of participants. Organisations should have a policy, or rules, relating to the use of changing facilities, washrooms and first-aid rooms in place. Where the organisation is operating at a public or shared facility, the policy for changing rooms, toilets and first-aid rooms should be developed together with the facility owner.

Separate changing facilities, or times, should be provided for males and females, except where a lack of facilities exists, in which case it should be made clear that no one should enter the changing rooms while they are being used by members of the opposite sex.

Adults should not be permitted to get changed in the same room and at the same time as children. Mobile phones must not be used in changing rooms to avoid filming or taking pictures.

Any concerns or incidents occurring in a changing facility, washroom or first-aid room must be reported without delay.

An adult should stand outside the changing rooms and give children a timeframe to get changed. By standing outside, children can easily report to the adult if they feel unsafe and the adult can be there to ensure the prevention of bullying.

Where organisations are unable to provide safe changing rooms, all members should be advised to arrive wearing their sports training attire under their clothes or a tracksuit.

Organisations may wish to place a club official outside of the doors to the changing room, which enables children to call for assistance if required.

Registers of Attendance

Facilitators should take a register of attendance for all training sessions they conduct. If a child, youth or vulnerable adult goes missing, this will provide information to assist in finding them. The register should be used to sign the participant in and out of the session.

Registers of attendance should be securely stored, and the data contained in them should be managed in a manner that ensures compliance with data protection legislation.

Travel Away from Home

Incidents of grooming and sexual abuse in sport are often associated with periods of time that participants spend away from home attending training camps, competitions or events.

Children, youth and vulnerable adults are especially at risk of trafficking into other regions, cities or even countries, hence organisations, facilitators and parents should conduct proper checks on invitations to travel away from home to camps and

competitions to ensure they are not cover stories for trafficking operations.

All activities that involve travelling away from home should be risk assessed and a safeguarding plan should be developed. Proper levels of supervision should be put in place accounting for the needs of the children or vulnerable adults attending. Mixed groups should have both male and female chaperones. Sleeping arrangements should see provisions for different genders and avoid adults sleeping in the same rooms as children. Registers should always be kept ensuring no child or player goes missing.

Adult-Child Ratios

Facilitators should be aware of the recommended adult-child ratios for the sport that they are coaching. They should also check if legislation or government guidelines in their country have nationally recommended supervision ratios. If there is no specific guidance on this in their country, the following adult-to-child ratios are recommended to help keep children safe:

- when working with children between six and eight years of age, a maximum ratio of one adult to 16 children should be adhered to.
- when working with children between nine and twelve years of age, a maximum ratio of one adult to 20 children should be adhered to.

If older learners are helping to supervise younger children, only those aged 18 or over should be included as adults when calculating adult to child ratios. **All activities should always be planned to involve at least two adults.** This is recommended safeguarding best practice. See the Rule of Two below.

The following factors should also be taken into consideration in deciding how many adults are required to safely supervise children:

The following factors should also be taken into consideration in deciding how many adults are required to safely supervise children:

- the number of children involved in the activity.
- the age, gender, maturity and experience levels of the children.
- whether any of the members of staff, volunteers or children have a learning or physical disability or special requirements.
- whether any of the children have challenging behaviour.
- the hazards associated with the activity.
- the hazards associated with the environment.
- the level of qualification and experience of the facilitators.
- the full programme of activities.

Important to Remember.

- Try to ensure that there is at least one adult per group of children of the same sex as the children involved.
- Try to ensure that there is at least one adult of each sex with mixed groups.
- All activities should be planned to involve at least two adults. Where it is not possible to have two facilitators present, ask parents or carers to attend the session as observers.
- Adults should avoid being left alone with children.
- All adults working directly with children should be subject to vetting and must sign up to the code of conduct and have completed safeguarding awareness training.

Rule of Two

The Rule of Two[3] is a guide to best practice when working with children or vulnerable adults. Essentially, a facilitator should never be alone with one child or vulnerable adults when they are working with them.

3 Coaching Association of Canada – Three Steps to Responsible Coaching - https://coach.ca/three-steps-responsible-coaching

Facilitators should avoid all contact with the private parts of the body – genitals, bottom or breasts. If accidental contact occurs while catching a participant, the facilitator should apologise and should record the incident in writing informing parents/carers and the designated safeguarding lead. Actions such as a congratulatory slap on the bottom of a participant are unacceptable behaviour.

Online Practice and Digitalization

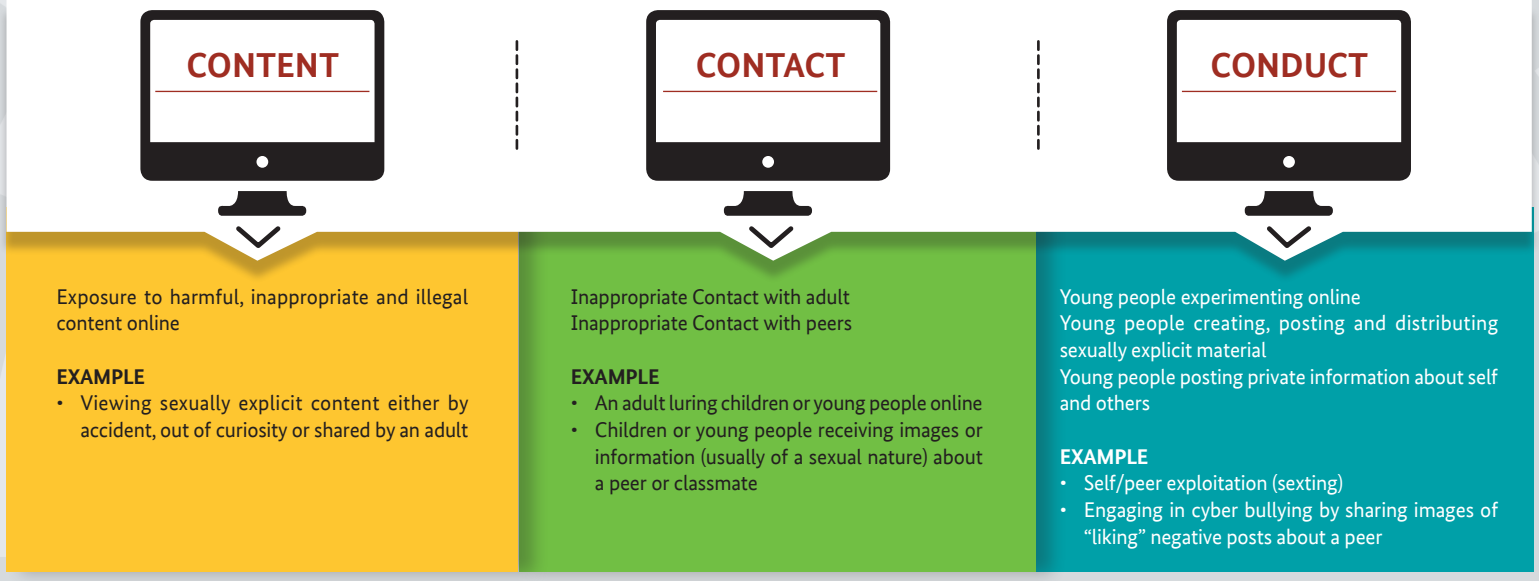
All communication using the above methods should be through their parents/carers.

Subject to parental consent, facilitators may communicate with young people over the age of 16 years either by group emails/texts or by copying correspondence to the organisation's designated safeguarding lead as well as the parents/carers. Facilitators should limit communications to training or organisation matters and should not conduct personal communication with children or vulnerable adults online.

In the event of a child showing a facilitator a text message, image or email that is inappropriate for a child to have, the facilitator must inform the organisation's designated safeguarding lead immediately.

As technology has developed, the internet and its range of services can increasingly be accessed through a range of devices including cell phones, smart televisions, computers and game consoles. Although the internet has many positive uses, it provides a platform for the distribution of images of child abuse and cybercrime. In addition, networking sites and chatrooms have increasingly been used by people for the purpose of 'grooming' children and vulnerable adults for abuse, and by children and youth as a means of bullying.

Figure 4: The 3 C's of Internet Security[4]



4 Kids in the Know, Personal Safety and the Role of Technology, https://www.kidsintheknow.ca/app/en/about-role_of_technology

If a child requests to add you as a friend on social media, you should decline if you do not have parental (or the carer's) permission to add them. You should also not accept their friend request if you use your social media account for personal purposes and there is a chance your account may include photos or content that would be inappropriate or deemed unprofessional for a child or young person to view or read, or that would make you look unprofessional.

Filming/Photography

Most people can take photographs or record videos and distribute them these days with ease thanks to smartphones and the internet. There can be many good reasons for taking and distributing photos and videos of participants in sport and Sport for Development programmes, but you need to be aware that are also risks around the use of photos and videos that need to be considered. Data protection and the protection of the rights of the person involved should be adhered to.

Images of participants are often used to promote and celebrate activities, events and competitions. Participants and parents/carers welcome opportunities to celebrate or publicise their involvement and achievements in sport and Sport for Development activities using photographs and video recordings. Facilitators also find it useful to use photographs or videos during their coaching practice.

To avoid photographs or video recordings of players being used inappropriately, we should guard against the:

- use, adaptation or modification of images for the purpose of harassing or abusing participants in the sport or efforts to identify persons in order to harass or abuse them.
- use of images for child abuse purposes, or adapting and modifying them for this purpose.
- potential identification of a child from their personal information and the possible grooming which could occur as a result.
- potential identification of children that have been recognised as being at risk for reasons including:
  - having been removed from their family for their own safety.
  - restrictions on parental access following the separation of parents.
  - being a witness in legal proceedings.

We must recognise that photos and videos on websites and social media, and in posters, the press or other publications can be misused and pose direct and indirect risks to children or vulnerable adults. Participants may be subjected to grooming, harassment, abuse and bullying because of an image recorded on any device.

Sport and Sport for Development organisations should have a section on photography and video recording in their safeguarding policy. The policy may include a ban on the recording of images of participants or a requirement for anyone recording images of participants to first register with the organisation or to sign a consent form.

There should be a ban on the recording of images of any form in changing rooms, washrooms and first-aid areas.

If imagery of a child under the age of 18 is published or used by the organisation for any reason, consent from their parents/carers should be required. Parents/carers can refuse permission for their child to be photographed or video recorded, and this should not be used to exclude a child from any activities.

Care should be taken when using any images showing children or vulnerable adults on an organisation's website, social media or in other publications. Action shots should demonstrate the spirit of the sporting activity whilst protecting the dignity of participants. Only images of children or vulnerable adults in suitable dress or kit should be used. Photographic or video images that appear ambiguous should be avoided as they can be used inappropriately and out of context by others. Photographs should focus on the action and where possible, be a group shot as opposed to focusing on an individual.

Sport presents a high risk for potential misuse of photographs or video, so images should:

- avoid showing the full face and body of a child or vulnerable adult – instead, show them from the waist or shoulders up.
- avoid images and camera angles that may be more prone to misinterpretation or misuse than others.

Parents/carers should be warned that there can be negative consequences to sharing images linked to information about their own or other people's children on social media (e.g., Facebook, Twitter, Instagram or any other social media channels) – and care should be taken about 'tagging'.

If an organisation is storing and using photographs to identify children or adults for official purposes, such as identity cards, they need to ensure they comply with the legal requirements for handling personal information, i.e., data protection legislation.

COMMUNITY

Sport and Sport for Development organisations can work with the participants who attend their programmes and the wider community on safeguarding measures and principles. As it is everyone's responsibility to safeguard children, youth and vulnerable adults, activities need to reach more widely than only the organisation, its staff and its volunteers. Members of the community need to be involved in safeguarding, including the children and vulnerable adults who participate in the programme and their parents/carers and other community members.

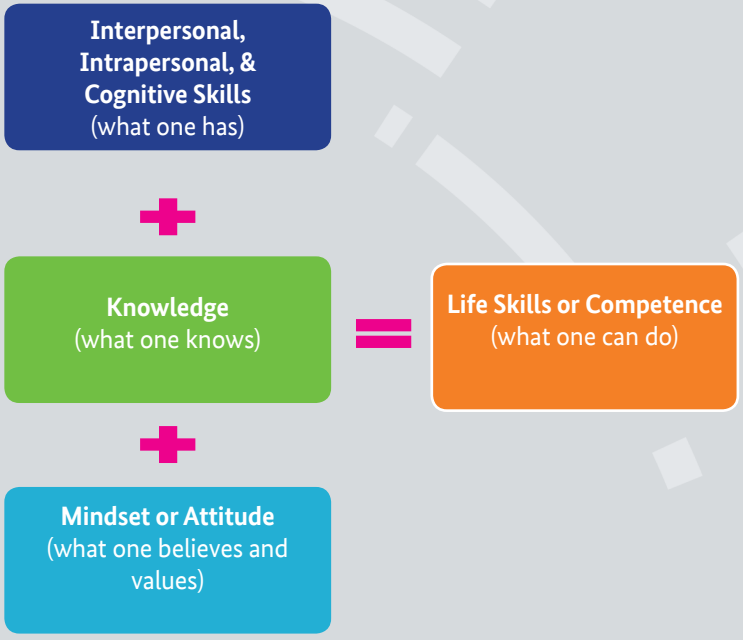
Sport and Sport for Development organisations can engage at a community level by:

- adopting the Sport for Development approach of teaching life skills through sport to teach personal safety skills to participants, e.g., creating awareness about their rights and how to exercise them.
- involving participants and other community members in conducting risk assessments and making plans to mitigate potential safeguarding risks, e.g., how to apply safe practices when going to and departing from a pitch.
- using location or community mapping as a means of teaching participants about high-risk spaces versus safe spaces where they can find support.

Personal Safety Skills

Personal safety skills are life skills that focus on preventing children or vulnerable adults from becoming victims of harassment, abuse, or neglect.

Most Sport for Development organisations teach life skills through sport and are well placed to teach personal safety skills to children and vulnerable adults. Life skills are a combination of personal, interpersonal and cognitive skills, as well as knowledge and attitude.



Personal safety life skills are sometimes referred to as protective behaviours. They describe what one can do to stay safe from harassment, abuse or neglect. These skills need to be taught in an age-appropriate manner but can begin as early as four years of age. **Young children should not be exposed to information about child sexual abuse, but rather information about personal safety.**

It is important to recognise that it is adults who have the duty of care to make sure children are safe. Children should not be expected to be responsible for their own safety. An essential element of teaching protective behaviours is ensuring children and youth know their rights and have identified trusted adults in their life that they can go to if they are feeling uncomfortable or unsafe.

The aim of teaching personal safety skills is to strengthen the resilience of children and youth as they grow and develop, providing essential life skills to protect them from abusive situations and helping them avoid a wide range of potentially unsafe situations. Personal safety skills address the young person's right to feel and be safe and equip them to be able to assess and act appropriately in situations that are both safe and unsafe.

Children and young people learn essential skills that can help them respond to potentially harmful situations in a way that increases their personal safety. Perpetrators are also less likely to choose victims who show knowledge of personal safety skills.

Sport for Development approaches allow children an open forum to reflect and think critically about their personal safety. Through discussion following sports activity, their awareness of their safety and well-being and the available safeguarding strategies can be learned.

Such discussions can lead to increased disclosure of safeguarding concerns. Children and young people should be made aware of the processes to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer. Facilitators should be aware of how to support children and how to manage a safeguarding report from a child or young person

The following table sets out a suggested curriculum based on four age groups of children and young people:

4-7 Years	7-11 Years	11-14 Years	14-18 Years
• Personal Feelings • Safety Network • Okay & Not Okay • Secrets • Consent • Private Parts • Bullying • Safe Online	• Personal Efficacy • Safety Network • Healthy & Unhealthy Relationships • Secrets • Consent • Sexual and Reproductive Health and Rights • Bullying & Discrimination • Safe Online	• Personal Efficacy • Seeking Help • Healthy & Unhealthy Relationships • Secrets • Consent • Sexual and Reproductive Health and Rights • Bullying & Discrimination • Safe Online	• Personal Efficacy • Safety Network • Healthy & Unhealthy Relationships • Secrets • Consent • Sexual and Reproductive Health and Rights • Bullying & Discrimination • Safe Online

Personal Safety learning Outcomes

The following table[5] sets out some of the things that children and young people should be able to do in respect of personal safety at different ages or stages of their development.

4-7 YEARS

STAGE 1 (4-7 YEARS) Children should learn……	
Personal Feelings	• to identify and label their feelings, differentiating between good and bad feelings. • to trust their instincts and tell someone when they feel unsafe. • basic techniques for resisting pressure to do something they do not want to do, and which may make them unsafe. • it is okay to say "no" to something or someone who makes them feel confused or uncomfortable. • to recognise the ways in which they are the same and different to others. • how to listen to other people and play and work cooperatively. • how to talk about and share their opinions on things that matter to them.
Safety Network	• to identify the trusted adults in their life and how to get help from them. • what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of continuing to try to ask for help until they are heard. • how to respond safely to adults they do not know.
Okay and Not Okay	• about what is kind and unkind behaviour, and how this can affect others. • about how to treat themselves and others with respect; how to be polite and courteous. • about how to respond if physical contact makes them feel uncomfortable or unsafe.
Secrets	• the difference between secrets that are okay to keep (e.g., a surprise party) and secrets that need to be told to a trusted adult (e.g., secrets about touching or picture taking).
Consent	• about knowing there are situations when they should ask for permission and when their permission should be sought.
Private Parts	• proper names for body parts, including what areas of the body are private and should not be touched or seen by others, that parts of their body covered by underwear are private. • the importance of privacy tied to changing, bathing and going to the bathroom.

5 The learning outcomes have been informed by various curricula addressing the personal safety including the Programme of Study for PHSE Education available at https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935

4-7 YEARS

Bullying	• that bodies and feelings can be hurt by words and actions; that people can say hurtful things. • about how people may feel if they experience hurtful behaviour or bullying. • that hurtful behaviour such as teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.
Safe Online	• about the role of the internet in everyday life. • about how the internet and digital devices can be used safely to find things out and to communicate with others. • that sometimes people may behave differently online, including by pretending to be someone they are not. • that not all information seen online is true.

7-11 YEARS

STAGE 2 (7-11 YEARS) Children should learn…….	
Personal Efficacy	• how to predict, assess and manage risk in different situations. • common lures that people use when they wish to harm or exploit young people. • how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. • about human rights that are there to protect everyone and the relationship between rights and responsibilities. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
Safety Network	• where to get advice and report concerns if worried about their own or someone else's personal safety (including online). • to know who the trusted adults in their safety network are.
Healthy/ Unhealthy relationships	• to recognise that there are different types of relationships (e.g., friendships, family relationships, romantic relationships, online relationships). • that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different. • that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others. • that people who love and care for each other can be in a committed relationship (e.g., marriage) and living together but may also live apart. • strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. • to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.
Secrets	• about keeping something confidential or secret, when this should (e.g., a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.
Consent	• about seeking and giving permission (consent) in different situations. • about privacy and personal boundaries, what is appropriate in friendships and wider relationships (including online). • recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.

7-11 YEARS

Sexual Reproductive Health and Rights	• to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. • about the physical and emotional changes that happen when approaching and going through puberty (including menstruation, key facts about the menstrual cycle and menstrual well-being, erections and wet dreams). • about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. • about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. • that female genital mutilation (FGM) is a violation of human rights, what to do and whom to tell if they think they or someone they know might be at risk.
Bullying	• about the impact of bullying (offline and online) and the consequences of hurtful behaviour. • strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. • about discrimination: what it means and how to challenge it.
Safe Online	• about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if they are frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. • about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. • recognise ways in which the internet and social media can be used both positively and negatively. • how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. • recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.

11-14 YEARS

STAGE 3 (11-14 YEARS) Children should learn.....	
Personal Efficacy	• simple strategies to help build resilience to negative opinions, judgements and comments. • how to identify risk and manage personal safety in increasingly independent situations, including online, to act on your feelings. • ways of assessing and reducing risk in relation to health, well-being and personal safety. • how to predict, assess and manage risk in different situations.
Seeking Help	• where to get help, who are the trusted adults in their lives that can be approached for advice and support, what child-friendly organisations operate in their community that can offer advice and support on health and public safety.
Healthy and Unhealthy Relationships	• indicators of positive, healthy relationships and unhealthy relationships, including online. • to clarify and develop personal values in friendships, love and sexual relationships. • the importance of trust in relationships and the behaviours that can undermine or build trust. • to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships. • to manage the strong feelings that relationships can cause (including sexual attraction) • that everyone has the choice to delay sex, or to enjoy intimacy without sex. • how to form, maintain and manage positive relationships, including those online, safely and responsibly. • the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online).
Secrets	• about keeping something confidential or secret, when this should (e.g., a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.
Consent	• about the law relating to sexual consent. • how to seek, give, not give and withdraw consent in all contexts, including online. • that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected. • the impact of sharing sexual images of others without consent.

11-14 YEARS

Sexual Health and Rights	• strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual well-being. • the risks related to unprotected sex. • the consequences of unintended pregnancy, sources of support and the options available • that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs), including HIV. • about the purpose, importance and different forms of contraception; how and where to access contraception and advice. • the communication and negotiation skills necessary for contraceptive use in healthy relationships • the difference between biological sex, gender identity and sexual orientation. • to recognise that sexual attraction and sexuality are diverse. • that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion. • to gauge readiness for sexual intimacy. • that intimate relationships should be pleasurable. • the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM.
Bullying and Discrimination	• the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others. • to recognise peer influence and to develop strategies for managing it, including online. • the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support. • that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this. • about the similarities, differences, and diversity among people of different races, cultures, ability, sex, gender identity, age and sexual orientation.

11-14 YEARS

Safe Online	• strategies to identify and reduce risk from people online that they do not already know, when and how to access help. • that features of the internet can amplify risks and opportunities, e.g., speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity. • to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media. • the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues. • to understand how the way people present themselves online can have positive and negative impacts on them. • to make informed decisions about whether different media and digital content is appropriate to view and develop the skills to act on them. • to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms. • how to manage any request or pressure to share an image of themselves or others, and how to get help.

14-18 YEARS

STAGE 4 (14-18 YEARS) Young people learn to….	
Personal Efficacy	• strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and well-being. • strategies for identifying risky and emergency situations, including online; ways to manage these and how to get appropriate help, including where there may be legal consequences (e.g., drugs and alcohol, violent crime and gangs).
Seeking Help	• to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it. • how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities.
Healthy & Unhealthy Relationships	• the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality. • the role of pleasure in intimate relationships, including orgasms. • to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary. • about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them. • strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed. • strategies to manage the strong emotions associated with the different stages of relationships. • to manage changes safely and responsibly in personal relationships, including the ending of relationships. • ways to manage grief about changing relationships, including the impact of separation, divorce and bereavement; sources of support and how to access them. • to use constructive dialogue to support relationships and negotiate difficulties. • to manage the ending of relationships safely and respectfully, including online. • to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships.

14-18 YEARS

	• how to articulate their relationship values and to apply them in different types of relationships. • to manage mature friendships, including making friends in new places. • to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help. • about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online. • to recognise the impact of drugs and alcohol on choices and sexual behaviour. • the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple. • to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional, and social consequences. • to recognise when others are using manipulation, persuasion, or coercion and how to respond. • the law relating to abuse in relationships, including coercive control and online harassment. • to recognise when a relationship is abusive and strategies to manage this. • the skills and strategies to respond to exploitation, bullying, harassment, and control in relationships. • about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them. • the law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support.
Secrets	• about keeping something confidential or secret, when this should (e.g., a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.
Consent	• to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online). • to understand the emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent.

14-18 YEARS

Sexual Health and Relationships	• the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative). • about specific STIs including HIV, their treatment and how to reduce the risk of transmission. • how to respond if someone has, or may have, an STI (including ways to access sexual health services). • to overcome barriers, (including embarrassment, myths, and misconceptions) about sexual health and the use of sexual health services. • about healthy pregnancy and how lifestyle choices affect a developing foetus. • that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors. • about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy. • about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice. • to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age. • to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner. • to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships. • how to reduce the risk of contracting or passing on a sexually transmitted infection (STI). • how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis, and treatment. • how to effectively use different contraceptives, including how and where to access them. • to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception). • to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly. • to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy. • to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between ‘love’ and ‘lust’.

14-18 YEARS

Bullying & Discrimination	• strategies to challenge all forms of prejudice and discrimination. • to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs. • skills to support younger peers when in positions of influence. • to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help. • to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation. • to recognise and manage negative influence, manipulation, and persuasion in a variety of contexts, including online. • strategies to recognise, de-escalate and exit aggressive social situations. • to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon. • to recognise and challenge prejudice and discrimination and understand rights and responsibilities about inclusion. • to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationship. • ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination.
Safe Online	• the legal and ethical responsibilities people have in relation to online aspects of relationships. • to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate. • to effectively challenge online content that adversely affects their personal or professional reputation. • to build and maintain a positive professional online presence, using a range of technologies. • how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to or challenge this. • to be a critical consumer of online information in all its forms, including recognising bias, propaganda, and manipulation. • to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online. • to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours.

Community Sport Situational Prevention Approach

A useful approach to involving participants and other community members in conducting risk assessments and making plans to mitigate potential safeguarding risks is Kaufman's Situational Prevention Approach[6]. Adapted from a crime prevention model, Kaufman's Situational Prevention Approach was designed for youth-serving organisations.

The aim of using Kaufman's Situational Prevention Approach is to identify as many risk-related concerns as possible in the Sport for Development organisation's setting at a given moment in time. This methodology encourages the identification of a broad range of risks that could lead to a myriad of different adverse outcomes (e.g., sexual violence, physical violence, unintentional injuries, health concerns, bullying).

Two assumptions underlie this comprehensive approach. First, that a single risk can lead to a variety of adverse outcomes (e.g., poor supervision may allow child sexual abuse to occur, or youth to engage in a dangerous behaviour that leads to an unintentional injury, or for an older child to bully a younger child). Second, that a comprehensive approach intended to identify and resolve all possible risks in an organisational setting is the only way to truly ensure youth's safety.

Kaufman's Situational Prevention Approach has four steps:

1. A working group consisting of staff, volunteers, participants, parents/carers and community members is formed to brainstorm safeguarding risks in the organisation.
2. Having identified risks, the working group then identify practical and effective solutions to address each identified risk (whenever possible, prevention strategies are preferred over risk reduction strategies and an emphasis is placed on the utilisation of strengths and protective factors).
3. The organisation's management team then prioritises risks to address based on logistical considerations (e.g., strength of concern around the risk, cost of the solution).
4. A simple safeguarding implementation plan is developed and then used to guide the solution process.

Kaufman's Situational Prevention Approach uses the following seven areas as prompts for working group meetings brainstorming safeguarding risks:

1. **High risk locations** within the organisation's setting (e.g., unused classrooms, storage rooms)
2. **Characteristics of children or adults at risk** (e.g., children living in poverty, adults with learning difficulties) that increase vulnerability.
3. **Factors that can lead to a "blossoming"** of other risks (e.g., poor staff/volunteer to participant ratio, long-term staff that are not required to follow rules).
4. **Organisation and community policies** (e.g., recruitment practices, rules for the use of community facilities or a failure to address local gang violence)
5. **Lifestyle and routine activities** of participants (e.g., children who arrive early to sessions as parents are at work) and staff/volunteers (e.g., staff who walk home with teenage members).
6. **The larger community environment** (e.g., abandoned buildings youth play in on the way to sessions, poorly lit streets)
7. **Health concerns, accident prevention, and physical safety concerns** represent all non-child sexual violence related risks. This includes a broad range of concerns that may be associated with maintaining participants' health (e.g., poor washing/sanitation facilities), accident prevention (e.g., preventing injury during sports), and ensuring physical safety (e.g., injuries due to fights, bullying, or gang activity).

6 Keith & Tews, Hayley & Schuett, Jessica & Kaufman, Benjamin. (2012). Prevention is Better than Cure: The Value of Situational Prevention in Organisations. Creating Safer Organisations: Practical Steps to Prevent the Abuse of Children by Those Working with Them. 140-169. 10.1002/9781119943228.ch8.

Community Mapping

Creating location or community maps can be useful in helping participants learn how to stay safe from harassment, abuse or neglect or in helping organisations plan their safeguarding strategies.

A map might be for the community as a whole or for a specific location such as a school, training or competition venue. Drawing maps through a participatory process involving participants and other members of the community can help identify spaces and people that pose a risk of accidental or non-accidental harm to children and vulnerable adults.

Maps can be used to inform participants of spaces and people who might form a risk to them and of spaces and people who might be able to offer support and keep them safe.

A shebeen, for example, may not be the best place for a child or vulnerable adult to be hanging around, whereas a church or school may be deemed a safer place to be.

A community map either drawn up by the participants themselves through a participatory exercise or by the organisation can help young people make better choices when it comes to where and with whom they visit and spend time.

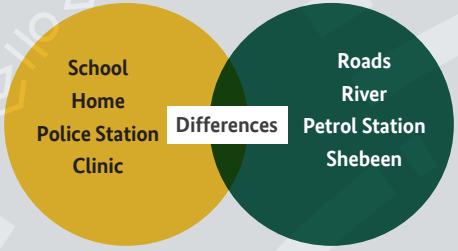
Using community mapping as a participatory activity allows children and adults to become involved in their own safeguarding. For children this provides them with a voice and respects their right to be listened to. UNCRC Article 12 says children and young people have the human right to have opinions and for these opinions to be heard and taken seriously. Involving children, encouraging their active participation, and hearing them develops their awareness of their rights, builds self-confidence, heightens self-esteem, establishes leadership skills, and improves their confidence to negotiate with adults

Facilitating Community-Mapping Sessions with Children and Young People

1. Gather children or young people in the session and ask what they think a "Community Map" is? Facilitator manages feedback and draws out that it includes where people live, where people go, the different places and landmarks, places that are good and not so good, places where you can find things you need.
2. Next ask children and young people to think about where they live, what they do every day, and who they see.
3. Divide children and young people into small groups and give each group a piece of large flipchart paper and some coloured pens. You can also provide magazines, scissors, glue, coloured markers, or paper if you wish, which they can use to bring their maps alive.
4. Ask each small group to draw their community on the flipchart paper. Tell each group they have 30 minutes to complete the task. Check that the group includes the main landmarks in the community (rivers, roads, large meeting trees) and places that are important to the community (petrol station, shops, schools, churches/mosques, housing areas, water taps, restaurants, bars, markets, police/military quarters, NGOs).
5. Once each small group has drawn a map ask children and young people some questions to get them to think further about their community map. What are the important places in your community and why are they important? Where are the people that are important to you, who are they and what do they do? What places in the community do you go to and what do you do there? Where in the community do you learn new things?
6. Ask the children and young people to draw stars (*) beside all the places that are safe in their community. Give them a few minutes to complete the task then ask them: "What makes this place safe? Is it safe for all children or vulnerable adults? Was it always safe?"
7. After a few minutes ask children and young people to put a cross (x) beside all the places that are unsafe for children and vulnerable adults. Give them a few minutes to discuss and complete this. Ask them: "What makes this place unsafe? Is it unsafe for all children and young people? Was it always unsafe?"

> Children or young people may have different views of what is safe and unsafe, and some places may have a star (*) and an X. Schools may be safe because they support children to learn in a child-friendly environment. Some children may, however, associate a school with being a place of bullying or abuse and therefore unsafe.

8. Once the maps are complete, ask each group to draw a Venn diagram with Safe Spaces (Strengths) in one circle and Unsafe Spaces (Challenges) in the other circle. Tell participants that the places that are both safe and unsafe should go in the centre of the Venn diagram under the title differences. Venn diagram under the title differences.



9. The facilitator then reviews the maps with the children and young people and asks what lessons have been learned from the exercise. The facilitator should not assume what each map means and should ask questions to help participants gather a better understanding of each map

During the activity check that all children and young people are comfortable with the session and that everyone is participating in the activity and having their voice heard.

Community Mapping for Organisations

Community mapping can assist Sport for Development organisations and their facilitators to identify sources of support within their community. Where are the police located and who is responsible for child protection issues? What organisations provide child friendly social and health services? Where are they located?

Community mapping is often called community-based asset mapping as it aims to create a map which identifies the assets that exist in a community as part of a formal or informal community planning process. An "assets-based" philosophy is common to community mapping where the first step in a community development process is to identify the community's capacities and assets, including those of its residents, and then use these assets to build an action plan.

What makes asset mapping unique is that participants and community members can be involved in the process and that community maps can be used in different ways. Asset mapping has been done with youth from urban and rural communities, developed and developing countries, and from a broad diversity of cultural backgrounds.

Community mapping can be a valuable entry point for engaging young people and community members in many different planning contexts and contribute to better planned and more sustainable communities.

Maps can also be used to identify potential safeguarding risks within a community and allow the organisation to take measures to mitigate such risks. If children or young people must navigate unsafe streets to come to sports training, the community and police can be engaged to ensure the children and young people are supervised and kept safe during their walk to training.

Mapping can also be conducted for specific locations, such as the training ground or the locations to be visited during a trip to a tournament. Using the location mapping process as part of the Situational Prevention Approach allows risks associated with the location to be identified as well as potential sources of support.

Community mapping can also be used when considering the risks associated with being online. Identifying websites and social media that might present safeguarding risks and resources that help keep children and vulnerable adults safe online.

RESOURCES

1. **International Safeguards for Children in Sport, International Safeguards for Children in Sport Working Group, 2016,**
   https://www.sportanddev.org/en/toolkit/child-protection-and-safeguarding/international-safeguards-children-sport
2. **IOC Safeguarding Toolkit,**
   https://www.olympic.org/athlete365/what-we-do/integrity/safe-sport/
3. **FIFA Guardians Toolkit,**
   https://www.fifa.com/what-we-do/fifa-guardians/#web-07
4. **UEFA and Terre des hommes child safeguarding toolkit for football,**
   https://uefa-safeguarding.eu/toolkit
5. **NSPCC Child Protection in Sport Resources,**
   https://thecpsu.org.uk/resource-library/
6. **Ann Craft Trust Resources,**
   https://www.anncrafttrust.org/resources/
7. **Sport for Development (S4D) Resource Toolkit**
   https://www.sport-for-development.com/home

APPENDIX 1

INCIDENT REPORTING FORM

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

PERSONAL INFORMATION – CHILD /YOUTH/ADULT					
Name				Date of birth	
Gender	Male ☐	Female ☐	Non-binary ☐	Another description (please state) ☐	
Is there any information about the child, youth, vulnerable adult 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 ☐	Please explain why this decision has been taken			
	Yes ☐	Please give details of what was said / actions agreed			
INCIDENT DETAILS*					
Date and time of incident					
Please tick one:	I am reporting my own concerns. ☐		I am responding to concerns raised by someone else – please fill in their details: ☐		
Name of person raising concern			Role within the sport or relationship to the child/ youth/adult		

Contact number(s)	
Email	
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)	

* Attach a separate sheet if more space is required (e.g., multiple witnesses)

INCIDENT DETAILS (CONTINUED)					
Child/Youth/Vulnerable Adult'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, youth, adult		
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, youth, adult		
Address					
Contact number(s)					
Email					
Please provide details of action taken to date					

Has the incident been reported to any external agencies?		No ☐	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 [insert name of your organisation]'s reporting procedures				
Safeguarding Officer's name				
Date reported				

* Adapted from the NSPCC Child Protection in Sport Unit Incident Reporting Form Template

DOWNLOAD

https://www.sport-for-development.com/imglib/downloads/safeguarding/giz-2021-en-incident-reporting-form-safeguarding-in-sport-and-s4d-contexts.docx

APPENDIX 2

PHOTOGRAPHY AND FILMING CONSENT FORM

In accordance with our safeguarding policy, we will not permit photographs, video or other images of children, youth, or vulnerable adults to be taken without consent. If the child is under 16, consent must be obtained from a parent/carer.

(If the child is over 16, it is good practice to inform parents/carers that photographs and/or videos of their child may be used if the child has given consent.)

Consent must be obtained from carers where an adult is in care and not able to give consent.

[Name or club or organisation] will take all steps to ensure these images are used solely for the purposes for which they are intended. If you become aware that these images are being used inappropriately, please inform us immediately.

Name of child, youth, or adult		**Age**	

Declaration of consent – child aged 16 or over			
Please tick each box (or strike out what you do not consent to), then sign this form.			
☐	I give permission for my photograph to be used within the club for display purposes.		
☐	I give permission for my photograph to be used within other printed publications.		
☐	I give permission for my photograph to be used on the club's website.		
☐	I give permission for my photograph to be used on the club's social media pages.		
☐	I give permission for video of me to be used on the club's social media pages.		
☐	I give permission for video of me to be used for training or analysis purposes.		
Signature		**Today's date**	

DECLARATION OF CONSENT – PARENT / CARER OF CHILD UNDER 16 OR ADULT IN CARE			
Please tick each box (or strike out what you do not consent to), then sign this form.			
☐	I give permission for my child or adult in care's photograph to be used within the club for display purposes.		
☐	I give permission for my child or adult in care's photograph to be used within other printed publications.		
☐	I give permission for my child or adult in care's photograph to be used on the club's website.		
☐	I give permission for my child or adult in care's photograph to be used on the club's social media pages.		
☐	I give permission for video of my child or adult in care to be used on the club's website.		
☐	I give permission for video of my child or adult in care to be used on the club's social media pages.		
☐	I give permission for video of my child or adult in care to be used for training or analysis purposes.		
☐	I confirm that I have read, or been made aware of, how these images or videos will be stored within the organisation.		
Signature		**Today's date**	
Print name			

* Adapted from the NSPCC Child Protection in Sport Unit Incident Photography and Filming Consent Form Template

DOWNLOAD

https://www.sport-for-development.com/imglib/downloads/safeguarding/giz-2021-en-photography-and-filming-consent-form-safeguarding-in-sport-and-s4d-contexts-.docx