

## BHAA Safeguarding Policy

### Safeguarding Policy

(Children and Young People)

Date last reviewed: 15/09/22

Next review due: 15/09/25

### Contents

- Policy Statement
- Introduction
- Definition of Safeguarding and Child Protection
- Statutory Framework
- Roles of the BHAA and Member Bodies
- Position of Trust
- Dealing with a disclosure
- Safer recruitment
- Guidance on sharing Information

Appendix 1 – Types of abuse

Appendix 2 – Grooming overview

Appendix 3 – Support for victims and families

## Policy Statement

This document is based on the equivalent of the British Equestrian Federation (BEF: [https://www.britishequestrian.org.uk/assets/About%20the%20BEF/Rulebook/Rulebook/Annex%20B%20-%201%20-%20Safeguarding%20Policy%20\(Children%20and%20Young%20People%20\).pdf](https://www.britishequestrian.org.uk/assets/About%20the%20BEF/Rulebook/Rulebook/Annex%20B%20-%201%20-%20Safeguarding%20Policy%20(Children%20and%20Young%20People%20).pdf)) .

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

The BHAA is fully committed to the principles of equality of opportunity and aims to ensure that no individual receives more or less favourable treatment on the groups of ages, sex, gender, disability, race, parental or marital status, pregnancy, religion or belief, sexual orientations and gender reassignment. This includes all those involved in our sport whether they are participants, employees, coaches, constants, owners, officials, volunteers or spectators.

This guidance aims to help all those involved in our sport understand what they need to do, and what they can expect of one another, to safeguard children. It focuses on core legal requirements and makes clear what individuals and organisations should do to keep children safe.

The government guidance document [Working Together to Safeguard Children \(2018, updated in 2022\)](#) states that effective safeguarding systems are those where:

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

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

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

"Anyone working with children should see and speak to the child: listen to what they say; take their views seriously; and work with them and their families collaboratively when deciding how to support their needs." [Working Together to Safeguard Children \(2018, updated in 2022\)](#) paragraph 14.

Strategically, accountability for the implementation of this policy is placed firmly with the most senior levels in the organisation. Board of Directors will be accountable for Safeguarding and Child Protection.

Operationally, accountability for the implementation of the policy will rest with the BHAA Director with responsibility for Safeguarding and the Designated Safeguarding Lead. However, to achieve its overall aims, every member of the BHAA must be aware of the policy and ensure its widespread implementation.

For the purpose of this policy, disability includes deaf and disabled children, young people and adults and those with any other additional needs.

## **Introduction**

The BHAA places the highest priority on safety and enjoyment, and recognises that it has a duty of care towards participating children and young people. Any organisation, establishment or individual providing riding or horse management opportunities must do so with the highest possible standard of care. To ensure this, the BHAA and its clubs are committed to devising and implementing policies and procedures to ensure that all those involved accept their responsibilities to safeguard children from harm and abuse.

## **Definition of Safeguarding and Child Protection**

The Department for Education defines Safeguarding and Child Protection as:

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

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

The Child Protection in Sport Unit (CPSU) defines Child Protection as part of the safeguarding process, protecting individual children identified as suffering or likely to suffer significant harm. This includes the child protection procedures which detail how to respond to concerns about a child. (Child Protection in Sport Unit 2016)

## **Statutory Framework**

In order to safeguard and promote the welfare of children, the BHAA and clubs will act as appropriate in accordance with the following legislation and guidance, including their Scottish and Northern Ireland equivalents where relevant:

- Children Acts 1989 and 2004

- The United Nations Convention on the Rights of the Child (UNCRC) 1989
- The European Convention on Human Rights 1950
- Police Act 1997
- Data Protection Act 2018
- Freedom of Information Act 2000
- Working Together to Safeguard Children (DfE, 2022)
- Safeguarding Vulnerable Groups Act 2006
- Sexual Offences (Amendments) Act 2003
- Protection of Freedoms Act 2012
- Care Act 2014 - implemented March 2015
- Information Sharing Advice - March 2015
- What to do if you're worried a child is being abused - March 2015

### **Roles of the BHAA and Clubs**

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

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

- the welfare of children and young people is paramount and children have the right to protection from abuse
- it takes all reasonable, practical steps to protect children and young people from harm, discrimination and degrading treatment and to respect their rights, wishes and feelings
- all concerns and allegations of poor practice or abuse are taken seriously and responded to swiftly and appropriately
- all coaches and officials sign up to the BHAA Safeguarding policy that clearly states what is required of them
- all volunteers within the BHAA are carefully selected, informed about their responsibilities and provided with guidance and training line on safeguarding policies and procedures
- high standards of behaviour and practice are maintained through compliance with BHAA codes of conduct produced for coaches, administrators and officials
- everyone knows and accepts their responsibilities and works together: parents, archers, clubs, coaches, administrators and officials

The role of the BHAA is to:

- provide a strategic overview and guidance on safeguarding children and adults at risk and promote their welfare
- provide guidance on best practice in recruitment, training and supervision of staff, members and volunteers, parents and carers
- provide access to approved child protection / safeguarding education and training to coaches, administrators and officials
- respond to and support the safeguarding sub-committee with the management of allegations, concerns and complaints relating to child protection and welfare
- coordinate and update a central database for all safeguarding concerns / incidents

- ensure that all safeguarding concerns and incidents are correctly reported and referred out in accordance with the BHAA guidelines
- ensure that BHAA procedures for qualifying coaches are followed
- review and monitor the implementation of the policy and procedures on an annual basis
- ensure that all data collected by the BHAA is kept securely in accordance with data protection legislation

The role of the BHAA Safeguarding Officer is:

- to respond to and manage any allegations or complaints referred to him / her
- operationally, to deal with any complaint/allegation to conclusion in line with the agreed protocols
- to encourage and support each club, riding school, event or competition organiser to adopt and promote BHAA policies and procedures where applicable
- to ensure that BHAA safeguarding procedures for qualifying coaches are followed
- to ensure confidentiality is maintained and information is only shared on a “need to know” basis

### **Position of Trust**

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

### **Abuse of Trust**

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

### **Dealing with a Disclosure**

All coaches must be aware that the main categories of abuse are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

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

Coaches may find themselves in a position where a child makes a disclosure of harm or abuse. If this happens, it is important that they act appropriately. All coaches are expected to adhere to the following procedures if a child discloses that they have been abused in some way:

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

If you have a safeguarding concern, even with no disclosure having been made, you should in the same way bring it to the attention of the Designated Safeguarding Lead by emailing [s.aiano@cavendisheducation.com](mailto:s.aiano@cavendisheducation.com) and / or BHAA Director on with responsibility for Safeguarding via the website form (found here: <https://www.bhaa.org.uk/board-and-commitee/>) without delay.

The BHAA and the clubs have regard to the Information Agreement which can be accessed in the BEF Toolkit and on the BEF website.

### **Records and confidentiality**

Information passed to the BHAA Director and / or the Designated Safeguarding Lead, or directly to Children's Social Care or the police, must be as helpful as possible, hence the necessity for making a detailed record at the time of the disclosure/concern. Information should be written in factual format and should include the following:

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

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

## Appendix 1

### Types of Abuse

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

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

There are four main categories of abuse:

**Physical Abuse:** A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

#### Example of Physical Abuse in Sport

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

Bodily Harm that may be caused by:

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

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

Signs which may raise concerns about physical abuse include:

- refusal to discuss injuries
- improbable excuse given to explain injuries
- running away
- excessive physical punishment
- avoiding activities due to injuries or possibility of injuries being discovered
- aggression towards others
- fear of parents being approached for an explanation
- untreated injuries
- unexplained injuries, particularly if recurrent



- wearing long or extra clothing to hide injuries

**Sexual Abuse:** Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

#### Example of Sexual Abuse in Sport

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

Signs which may raise concerns about sexual abuse include:

- lack of trust in adults or over familiarity with adults
- fear of a particular adult
- sleep disturbance (nightmares or bed-wetting)
- girls taking over the mothering role
- reluctance or refusal to take part in physical activity or to change clothes for games
- social isolation – being withdrawn or introverted, poor peer relationship
- running away from home
- school problems eg falling standards, truancy
- low self-esteem
- drug, alcohol or solvent abuse
- sexual promiscuity, over-sexualised behaviour
- compulsive masturbation
- unusual interest in the genitals of adults, children or animals
- anxiety, depression, self-harm/mutilations, suicide attempts
- pregnancy
- bruises, scratches, bite marks to the thighs or genital areas
- discomfort/difficulty in walking or sitting
- urinary tract problems, vaginal infection or genital damage
- stained underwear, soiling or wetting
- fear of bathrooms, showers, closed doors
- having irrational fears
- psychosomatic factors e.g. recurrent abdominal or headache pain
- fear of medical examinations
- genital odour, venereal / sexually transmitted diseases
- itchiness, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
- abnormal sexual drawings
- developmental regression/acting younger than their age
- “grooming” including over the internet

- wearing extra clothing/clothing tied tight; reluctance to wear sports kit

**Emotional Abuse:** The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or not valued insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

It is important to remember that some children are naturally open and affectionate whilst others are quieter and more self-contained. Children also develop at different rates from one another and some may be slightly more or less advanced than other children in their age group. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child.

#### Examples of Emotional Abuse in Sport

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

Signs which may raise concerns about emotional abuse include:

- low self-esteem
- running away
- extremes of passivity or aggression
- significant decline in concentration
- indiscriminate friendliness and neediness
- self-harm or mutilation

**Neglect:** The persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

#### Example of Neglect in Sport

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

Signs which may raise concerns about neglect include:

- constant hunger
- constant tiredness
- untreated medical problems
- poor peer relationships
- poor personal hygiene and/or poor state of clothing
- frequent lateness or unexplained non- attendance
- low self-esteem
- stealing

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

## Appendix 2

### Grooming Overview

Understanding the grooming or entrapment process

Most sport activities offer excellent opportunities for young people to train, try new things, make friends and improve their skills. They are often the places where appropriate trusting relationships are developed. Such relationships of trust should be used appropriately to advise young people and demonstrate the positive values of sport. However, sport activities can also provide opportunities for adults to target and groom a child or young person through their role as a volunteer or paid employee.

Grooming is defined by the Home Office as “Communication with a child where there is an intention to meet and commit a sex offence with that child”. More generally it can be seen as the process by which an individual manipulates all those around him/her, including, but not exclusively, the child, to provide opportunities to abuse that child and reduce the likelihood of being reported or discovered. The abuser will also attempt to manipulate the circumstances in which he/she is working to enhance the likelihood of working in an unobserved one to one situation with that person.

Abusers come from all sections of society and are often perceived by others as respectable, reliable and trustworthy people. Research tells us that the vast majority of abusers are well known to the child and often hold a position of trust or authority. Recent research has found that sporting organisations are the third largest arena for incidents of sexual abuse.

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

#### 1. Sport opportunity

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

#### 2. Coach/authority figure inclination

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

#### 3. Athlete vulnerability

The child by virtue of the relationship with their coach/authority figure is vulnerable. They may view any potential inappropriate coach/authority figure behaviour as acceptable in order to achieve or advance their goals within the sport. Conversely the child may be

anxious that questioning or raising a concern about the coach/authority figure's behaviour may jeopardise their selection for their team or similar section.

#### Importance of challenging secrets

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

<https://thecpsu.org.uk/resource-library/2013/understanding-the-grooming-or-entrapment-process/>

## Appendix 3

### Support for victims and families

Support for all involved

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

The following organisations may be able to help:-

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